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| City & Guilds Level 6 Award/Certificate/Diploma in Leadership and Management  (8360-11/21/22/31/32/61/62/63) |

September 2023 Version 1.0

Qualification at a glance

|  |  |
| --- | --- |
| Subject Area | Leadership & Management |
| ILM Number | 8360-11 – Full Payment route  8360-21 – Full Payment route  8360-31 – Full Payment route  8360-22 – Top up route  8360-32 – Top up route  8360-61 – Dual accreditation/ mapped route  8360-62 – Dual accreditation/ mapped route  8360-63 – Dual accreditation/ mapped route |
| Age Group Approved | 18+ |
| Qualification Entry Requirements | N/A |
| Assessment | Assignment |
| Approvals | Full approval |
| Apprenticeship Standard | [Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03)](https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf) |
| Registration & Certification | Consult the [Walled Garden/Online Catalogue](https://www.walled-garden.com/login?returnUrl=%2f&pinged=true) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title & Level | ILM Number | Ofqual Accreditation Number | GLH | TQT |
| City & Guilds Level 6 Award in Leadership and Management | 8360-11/61 | 610/3209/8 | 10 | 50 |
| City & Guilds Level 6 Certificate in Leadership and Management | 8360-21/22/62 | 610/3211/6 | 27 | 150 |
| City & Guilds Level 6  Diploma in Leadership and Management | 8360-31/32/63 | 610/3212/8 | 67 | 400 |
|  |  |  |  |  |

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| --- | --- | --- |
| Version & Date | Change Detail | Section |
| V1.0 September 2023 | Handbook created |  |
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1 Introduction

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

|  |  |
| --- | --- |
| Area | Description |
| Who is the qualification for? | This qualification is designed for senior managers who are new in their roles, or middle managers who are preparing for promotion.    It provides a valuable bridge towards level 7 qualifications, as learners can carry unit achievement forward to level 7.    Individuals will have scope and opportunity to focus on their own specific strategic leadership and senior management development needs. The content is based on ILM’s in-depth experience of effective leadership and management development. |
| What does the qualification cover? | This qualification allows learners to develop and apply the skills required by Senior Leaders and Managers.  This qualification covers a wide range of knowledge, skills and behaviours, equipping leaders to effectively deliver the objectives for their area of responsibility. |
| What opportunities for progression are there? | This qualification supports learner progression onto the following ILM/City & Guilds qualifications:     * Level 6 Award, Certificate and Diploma in Leadership and Management * Level 7 Award, Certificate, Diploma and Extended Diploma in Strategic Leadership and Management |
| Who did we develop the qualification with? | Leadership and Management subject matter experts including ILM customers. |
| Is it part of an apprenticeship framework or initiative? | This qualification can support the on-programme learning of the:  Level 6 Charted Manager Degree Apprenticeship (England) ST0272 |

Structure

To achieve the Level 6 Award/Certificate/ Diploma in Leadership and Management, learners must meet the following rules of combination.

* Award - a minimum of 5 credits from (601-612)
* Certificate - overall a minimum of 15 credits from (504, 514, 522, 529,550, 601-612, 717).
* A minimum of 8 credits must be from (601-612)
* A maximum of 7 credits can be taken from (504, 514, 522, 529, 550, 717)
* Diploma:
* overall a minimum of 40 credits from (504, 514, 522, 529, 550, 601-612, 703, 710-717).
* A minimum of 21 credits must be from (601-612)
* A maximum of 19 credits overall can be taken from (504, 514, 522, 529, 550, 703, 710-717).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ILM unit number** | **Unit title** | **Level** | **Guided Learning Hours (GLH)** | **Credit value** |
| 8360-504 | Leading Innovation and Change | 5 | 24 | 5 |
| 8360-514 | Managing Recruitment | 5 | 24 | 5 |
| 8360-522 | Becoming an Effective Leader | 5 | 9 | 5 |
| 8360-529 | Knowledge and Information Management | 5 | 14 | 5 |
| 8360-550 | Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context | 5 | 20 | 6 |
| 8360-601 | Developing personal effectiveness and impact | 6 | 14 | 6 |
| 8360-602 | Developing Critical thinking | 6 | 14 | 8 |
| 8360-603 | Progressive discourse in modern leadership | 6 | 23 | 10 |
| 8360-604 | Delivering outcomes through People | 6 | 19 | 12 |
| 8360-605 | Optimising Organisational Capacity | 6 | 27 | 10 |
| 8360-606 | Maximising data efficiency for organisational success | 6 | 18 | 7 |
| 8360-607 | Leading a sustainable and future focused organisation | 6 | 11 | 5 |
| 8360-608 | Delivering a commercially focused strategy | 6 | 17 | 8 |
| 8360-609 | Principles and Practices of Risk management | 6 | 10 | 5 |
| 8360-610 | Innovation, Creativity and Entrepreneurship | 6 | 12 | 5 |
| 8360-611 | Project Management | 6 | 17 | 7 |
| 8360-612 | Introduction to Strategic Management | 6 | 8 | 4 |
| 8360-703 | Developing Strategic Leadership and Management Capability | 7 | 15 | 10 |
| 8360-710 | Embedding a culture of developmental leadership | 7 | 25 | 12 |
| 8360-711 | Strategic leadership development | 7 | 25 | 11 |
| 8360-712 | Supporting a culture of innovation through change | 7 | 25 | 12 |
| 8360-713 | Strategic Influencing and Negotiation | 7 | 21 | 13 |
| 8360-714 | Strategic Optimisation of People Resources | 7 | 24 | 11 |
| 8360-715 | Adopting a data led approach to strategic management | 7 | 27 | 10 |
| 8360-716 | Developing a commercially focused organisation | 7 | 22 | 10 |
| 8360-717 | Evolving approaches in leadership and management | 7 | 21 | 7 |

Total Qualification Time

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

TQT is comprised of the following two elements:

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

| **Title and level** | **GLH** | **TQT** | |
| --- | --- | --- | --- |
| City & Guilds Level 6 Award in Leadership and Management | 10 | | 50 | |
| City & Guilds Level 6 Certificate in Leadership and Management | 27 | | 150 | |
| City & Guilds Level 6 Diploma in Leadership and Management | 67 | | 400 | |

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

.

2 Centre Requirements

Approval

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

Existing ILM customers currently offering Level 6 Award or Diploma in Management (8316) wishing to offer this qualification will need to complete the full qualification approval process. Organisations which are not already ILM approved centres will need to complete both centre approval and qualification approval processes.

Centre staff must familiarise themselves with the structure, content, and assessment requirements of the qualification before designing a course programme. Please refer to the [**Centre Approval process: Quality Standards**](https://www.cityandguilds.com/-/media/ilm-website/sharepoint-documents/_published-documents/qas-centre-approval-process-pdf.ashx?la=en&hash=990ED9AD884A4BEF59DCB03477E94F0FBB0D027F)documents for further information.

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

Centre Staffing Requirements

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

* be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
* have recent relevant experience in the specific area they will be assessing.
* have experience of managing at a senior level and a relevant qualification ie in the topic area of leadership and management
* have credible experience of providing training

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

Further information is available in [**Centre Approval process: Quality Standards**](https://www.cityandguilds.com/-/media/ilm-website/sharepoint-documents/_published-documents/qas-centre-approval-process-pdf.ashx?la=en&hash=990ED9AD884A4BEF59DCB03477E94F0FBB0D027F) documents.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality Assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality.  Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual’s General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](https://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance) and [Quality Assurance Standards](https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

* Internal quality assurance
* City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

* have appropriate teaching and vocational knowledge and expertise
* have experience in quality management/internal quality assurance
* be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

* provide advice and support to centre staff
* ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
* provide feedback to centres and to City & Guilds.

Learner Entry Requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Gaps in opportunity to undertake activities within their day-to day role must be identified by the Centre at the start of the qualification. Evidence must come from activities within a real work environment within their organisation, or one with which they are familiar.

Age Restrictions

These qualifications are approved for learners aged 18+ or above.

Time Constraints

Qualification registration is valid for three years.

**Access arrangements and reasonable adjustments**

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.   
   
The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.   
   
It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.   
   
Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

The *City & Guilds/ILM Centre Document Library* has guidance on making arrangements for learners requiring reasonable adjustments or special considerations in respect of assessment.

3 Delivering the Qualification

Initial Assessment

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

* if the learner has any specific training needs
* support and guidance they may need when working towards their qualification(s)
* any units they have already completed or credit they have accumulated which is relevant to the qualification
* the appropriate type and level of qualification.

Induction

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

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

* an outline of the qualification and the related learner support available
* the aim of the City & Guilds Level 6 Award/Certificate/Diploma in Leadership and Management
* expectations of, and benefits to, the learner and where relevant, their employer
* format of the programme – content, hours, attendance, delivery methods, etc
* the Assessment Criteria, including the Assessment Requirements (Sufficiency)
* roles and responsibilities of Centre staff, learners and ILM
* learning and study skills, including reference to use of library, internet and any open or online learning to be used, and access to The Institute of Leadership Student Membership and benefits
* information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity, and plagiarism.

Recommended for this qualification:

|  |  |
| --- | --- |
| Induction | Tutorial Support |
| Two hours induction (minimum) | * Award: 3 hours of tutorial support as part of the Guided Learning Hours (GLH). * Certificate: 6 hours of tutorial support as part of the Guided Learning Hours (GLH). * Diploma: 9 hours of tutorial support as part of the Guided Learning Hours (GLH). |

**Note:** As part of the support and guidance for these qualifications it is recommended that a discussion takes place with the learner to identify how they intend to apply their learning in the workplace prior to starting the relevant assignment(s). This is good practice to ensure relevance.

Guidance for Delivery

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

Each unit also includes suggested delivery methods.

Support Materials

|  |  |
| --- | --- |
| Description | How to access |
| Full qualification approval form | ILM Website & Quality Team |
| Student Membership from The Institute of Leadership: Learning resources, diagnostic tools, Edge Magazine | [**www.leadership.global**](http://www.leadership.global) |

Email updates

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

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

Suggested Learning Resources

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

* Studying membership of The Institute of Leadership.
* E Journals - Sage, EBSCO.
* Professional Body Learning Resources.
* Company and Industry Sector Reports.

Suggested Learning Resources (Units)

These suggestions are current at the time of publication.

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

Developing personal effectiveness and impact

* Good Leaders ask Great Questions; John C. Maxwell; Center Street; October 2014; 9781455548071
* Everyone Communicates; IPTE Edition; John C. Maxwell; Thomas Nelson; March 2014; 9780529116062
* The Mind of a Leader; Rasmus Hougaard and Jacqueline Carter; Harvard Business Review Press; March 2018; 9781633693425
* Helping People Change: Coaching with compassion For Lifelong Learning and Growth; Illustrated Edition; Richard Boyatzis, Melvin Smith, Ellen Van Oosten; Harvard Business Review Press; 9781633696563
* Executive Presence: The Missing Link Between Merit and Success; Illustrated Edition; Sylvia Ann Hewlett; HarperBus; July 2014; 9780062246899
* The Art of War; Sun Tzu; CreateSpace Independent Publishing Platform; June 2015; 9781514682425
* Atomic Habits: An easy and proven way to build good habits and break bad ones; James Clear; Lulu.com; April 2023; 9781312625006
* Leadership The power of Emotional Intelligence; Danial Goleman; More Than Sound; October 2013; 978-1934441176
* The Leader's Guide to Mindfulness: How to use soft skills to get hard results; 1st Edition; Audrey Tang; FT Publishing International; 9781292248400

**Developing critical thinking**

* The Effective Manager; Jon Billsberry; Sage Publications; February 1996; 9780761951117
* Negotiation; David S Hames; Sage Publications; 2012; 9781412973991
* The Academic Skills Handbook; First Edition; Diana Hopkins and Tom Reid; Sage Publications; 2018; 9781473997158
* Management Fundamentals, !0th Edition; Robert N Lussier; Sage Publications; 2015; 9781071873519
* Business and Professional Communication; 3rd Edition; Kelly M Quintanilla and Shawn T Wahl; Sage Publications; 2017; 9781506369600
* Operations Management,9th Edition; Nigel Slack; Pearson; April 2019; 9781292253961

**Progressive discourse in modern leardership**

* Management Theory and Practice; 7th Edition; Gerald A Cole and Phil Kelly; Cengage Learning EMEA; March 2011; 9781844805068
* The Art of Strategic Leadership : How Leaders at All Levels Prepare Themselves, Their Teams, and Organizations for the Future; 1st Edition; Steven J Stowell and Stephanie S Mead; Wiley; April 2016; 978-1119213055
* Business Orchestration : Strategic Leadership in the Era of Digital Convergence;1st Edition; Johan Wallin; Wiley; July 2006; 9780470030714
* Advanced Strategic Management: A multi- perspective approach; 3rd Edition; Veronique Ambrosini, Mark Jenkins and Nardine Collier; Red Globe Press; November 2015; 9781137377944
* Disruptive Technologies: Understand, Evaluate, Respond; 1st Edition; Paul Armstrong; Kogan Page; May 2017; 9780749477288
* The Sustainability Handbook: The Complete Management Guide to Achieving Social, Economic and Environmental Responsibility; 1st Edition; William R Blackburn; Routledge; December 2015; 9781138990098
* Corporate Governance: Principles, Policies, and Practices; 3rd Edition; Bob Tricker; Oxford University Press; February 2015; 9780198702757
* The Palgrave Handbook of Cross-Cultural Business Negotiation; 1st Edition; Mohammad Ayub Khan; Palgrave Macmillan; January 2019; 9783030002763

**Delivering outcomes through people**

* Agile Workforce Planning: How to align People with Organizational Strategy for Improved Performance: Gibson, Adam; Kogan Page; 2021; 9781789666069
* A Field Guide to Managing Diversity, Equality and Inclusion in Organisations; Dhakal, Subas, Cameron, Roslyn and Burgess, John; Elgar Publisinh Ltd, 2022; 9781800378995
* The One Minute Manager builds High Performing Teams; Blanchard, Kenneth; Harper Collins; 2000
* Group Dynamics and Team Interventions: Understanding and Improving Team; Franz, Timothy M; Wiley-Blackwell; 2012; 9781405186773

**Optimising organisational capacity**

* Beyond Strategic Kaizen: Performing Synchronous Profitable Operations; 1st Edition; Alin Posteuca; Productivity Press: February 2023; 9781032330358
* Strategic Workforce Planning: Developing Optimized Talent Strategies for Future Growth; 1st Edition; [Ross Sparkman](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Ross+Sparkman&text=Ross+Sparkman&sort=relevancerank&search-alias=books-uk); Kogan page; February 2018; 9780749482015
* Managing and Strategising Global Business in Crisis: Resolution, Resilience and Reformation; 1st Edition; [Ashish Gupta](https://www.amazon.co.uk/s/ref=dp_byline_sr_ebooks_1?ie=UTF8&field-author=Ashish+Gupta&text=Ashish+Gupta&sort=relevancerank&search-alias=digital-text); Routledge India; March 2023; 9781032017419
* Disruptive Technologies: A framework to understand, evaluate and respond to digital disruption; 2nd Edition; Paul Armstrong; Kogan Page; January 2023; 9781398609204
* Dynamic capabilities and strategic management. Strategic management journal, David J Teece, Gary Pisano and Amy Shuen; Wiley; Volume 18 Issue 17, Pages.509-533; December 1998;
* Understanding the drivers of organisational capacity; Kate Cox, Stephen Jolly, Simon Van Der Staaij and Christian Van Stolk: RAND: 2018
* How disruptive technologies influence the retail business models; Tamás Kozák;Budapest Business School; ResearchGate; February 2019
* The dilemmas of organisational capacity; Anne Tiernan; Policy and Society, Volume 34, Issues 3-4, pages 209-217; September- December 2015

**Maximising data efficiency for organisational success**

* Improve Communication Skills: A Practical guide to Improving your social skills using 4 essential keys to effective communication; Dan Bulhovski; Marketing Vision; October 2020; 9781914054075
* Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs; Illustrated Edition; John Doerr; Portfolio; January 2018; 9780525536222
* Data-Driven: Creating a Data Culture;1st Edition; DJ Patil and Hilary Mason; O’Reilly Media; January 2015; eBook
* How to Measure Anything: Finding the Value of 'Intangibles' in Business; 3rd Edition; Douglas W. Hubbard; Wiley; April 2014; 9781118539279
* The Balanced Scorecard: Translating Strategy into Action; Robert S. Kaplan and David P. Norton; Harvard Business Review Press; September 1996; 9780875846514
* Value Proposition Design: How to Create Products and Services Customers Want; 1st Edition; Alexander Osterwalder, Yves Pigneur, Gregory Bernarda, and Alan Smith; Wiley; October 2014; 9781118968055

**Leading a sustainable and future-focused organisation**

* Our Common Future. World Commission on Environment and Development; G H Brundtland, 1987
* Business Ethics; 5th Edition; Andrew Crane, Dirk Matten, Sarah Glozer and Laura Spence; Oxford University Press – Chapter One – Introducing Business ethics; June 2019; 9780198810070
* 25 Years Ago I coined the phrase “Triple Bottom Line”. Here’s why it’s time to rethink it; John Elkington; Harvard Business Review; June 2018
* Guide to Greener Electronics; Gary Cook and Elizabeth Jardim; Greenpeace Reports; October 2017;
* United Nations, Department of Economic and Social Affairs, (2015).  The 202 World Trade Organisation (2021).  Evolution of trade under the WTO: handy statistics

**Delivering a commercially focused strategy**

* Creative Strategy and the Business of Design; Kindle Edition; [Douglas Davis](https://www.amazon.co.uk/Douglas-Davis/e/B01DEOISAW/ref=dp_byline_cont_ebooks_1); HOW Books; June 2016; eBook
* The Strategy Journal: Learn the skills used by the leading management consulting firms, such as McKinsey, BCG, et al. (Strategy Journals) Book 1; Kris Safarova; Firmsconsulting LLC; September 2020; 9781734032741
* All You Need To Know About Commercial Awareness; [Christopher Stoakes](https://www.amazon.co.uk/Christopher-Stoakes/e/B0034Q9K6C/ref=dp_byline_cont_ebooks_1); Christopher Stoakes Ltd; May 2019; 9780957494671
* Developing a Commercial Strategy; Kiran Chin; June 2020;

**Principles and practices of risk management**

* The Strategist: Be the Leader Your Business Needs; Illustrated Edition; Cynthia Montgomery; Harper Business; May 2012; 978-0062071019
* The Failure of Risk Management: Why It’s Broken and How to Fix It; 2nd Edition; Douglas W. Hubbard; Wiley; March 2020; 9781119522034
* The Flaw of Averages; Why We Underestimate Risk in the Face of Uncertainty; 1st Edition; Sam L. Savage; Wiley; March 2012; 9781118073759
* World Class Risk Management; Norman Marks; CreateSpace Independent Publishing Platform; June 2015; 9781511997775
* Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Enterprise Risk Management; 6th Edition; [Clive Thompson](https://www.amazon.co.uk/Clive-Thompson/e/B09K48VFG7/ref=dp_byline_cont_book_1) and [Paul Hopkin](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Paul+Hopkin&text=Paul+Hopkin&sort=relevancerank&search-alias=books-uk); Kogan Page; December 2021; 9781398602861
* Fundamentals of Operational Risk Management: Understanding and Implementing Effective Tools, Policies and Frameworks; 1st Edition; [Simon Ashby](https://www.amazon.co.uk/Simon-Ashby/e/B09TTH6MGZ/ref=dp_byline_cont_book_1); Kogan Page; April 2022; 9781398605022
* Mastering Risk Management (The Mastering Series); 1st Edition; Tony Blunden and John Thirlwell; FT Publishing International; February 2022; 9781292331317

**Innovation, creativity and entrepreneurship**

* Social Enterprise: How to successfully set up and grow a social enterprise Paperback; [Heidi L Fisher](https://www.amazon.co.uk/Heidi-L-Fisher/e/B0786J3WPN/ref=dp_byline_cont_book_1) and [Penny Newman OBE](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Penny+Newman+OBE&text=Penny+Newman+OBE&sort=relevancerank&search-alias=books-uk); Nielsen; March 2017; 9780995748613
* Climate Change Enterprise Risk Management: A Practical Guide to Reaching Net Zero Goals; 1st Edition; [Martin Massey](https://www.amazon.co.uk/Martin-Massey/e/B0BNJHVSJG/ref=dp_byline_cont_book_1); Kogan Page; December 2022; 9781398608702
* Innovation Management: Effective strategy and implementation; 3rd Edition; [Keith Goffin](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Keith+Goffin&text=Keith+Goffin&sort=relevancerank&search-alias=books-uk) and [Rick Mitchell](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Rick+Mitchell&text=Rick+Mitchell&sort=relevancerank&search-alias=books-uk); Red Globe Press; November 2016; 9781137373434
* Innovation Management and New Product Development; 7th Edition; [Paul Trott](https://www.amazon.co.uk/Paul-Trott/e/B001H9RYKM/ref=dp_byline_cont_book_1); Pearson; December 2020; 9781292251523
* How P&G tripled its innovation success rate; Bruce Brown and Scott D Anthony; Harvard Business Review; June 2011
* What Is Disruptive Innovation? Clayton M Christensen, Michael Raynor and Rory McDonald; Harvard Business Review; December 2015
* How Management Innovation Happens; Julian Birkinshaw and Michael Mol; MIT Sloan Management Review; Volume 47, No 4; July 2006;
* The Why, What, and How of Management Innovation; Gary Hamel; Harvard Business Review; February 2006
* Foundations for Growth: How to Identify and Build Disruptive New Businesses Clayton M Christensen, Mark W Johnson and Darrell K Rigby; MITSloan Management Review; April 2002
* The Discipline of Innovation; Peter F Drucker; Harvard Business Review; Volume 63 No 3, Pages 67-72; August 2002

**Project management**

* Project Management: A Managerial Approach; 9th Edition; Jack R Meredith, Samuel J Jr Mantel and Scott M Shafer, John Wiley & Sons; October 2014; 9781118947029
* Decision Making and Problem Solving: Break Through Barriers and Uncertainty at Work; 4th Edition; John Adair; Eric; Kogan Page; July 2019; 97807492809
* Project Management in Practice; Meredith, 7th Edition; Jack R Meredith; Scott M Shafer; Samuel J Mantel Jr and Margaret M Sutton; Wiley; July 2021; 9781119703037
* Project Management: A Contemporary Approach; Timothy J Kloppenborg; Cengage Learning; 2009; 9780324382389
* Project Management Handbook, Jürg Kuster, Eugen Huber, Robert Lippmann, Alphons Schmid, Emil Schneider, Urs Witschi and Roger Wüst; Springer Berlin; October 2016; 9783662500279
* Project Management: The Managerial Process; 8th edition; Erik Larson and Clifford Gray; New York: McGraw-Hill Education; 2021; 9781260238860
* Project Management; 10th edition; Dennis Lock; Routledge; April 2013; 9781409452690
* Project Management; 4th Edition; Harvey Maylor; Pearson; September 2010; 978-1292237060
* The Management Of Projects; Illustrated Edition; Peter W G Morris; Thomas Telford; 1994;Thomas Telford; 9780727716934
* Reconstructing Project Management; Peter W G Morris; John Wiley and Sons; 2013; 9781118536919
* Project Management for Business, Engineering and Technology: Principles and Practice; 3rd Edition; John M Nicholas and Herman Steyn; Elsevier; 2008; 9780750683999
* Project Management Essentials, Kathryn N Wells and Timothy Kloppenborg; Business Expert Press; August 2015; 9781631571886

**Introduction to strategic management**

* [Strategic Management: Strategists at Work](https://anglia.primo.exlibrisgroup.com/discovery/search?query=any,contains,2146508060002051&vid=44APU_INST:ANG_VU1&sortby=rank); Robert,MacIntosh and Donald,Maclean; Red Globe Press; December 2014; 9781137035448
* [Exploring strategy: text and cases](https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.anglia.ac.uk/openathens&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781292145136); 12th Edition; Gerry Johnson, Patrick Regner, Kevan Scholes, Duncan Angwin and Richard Whittington; Pearson Education; December 2019; 9781292282459
* [The End of Competitive Advantage: How to Keep Your Strategy Moving as Fast as Your Business](https://anglia.primo.exlibrisgroup.com/permalink/44APU_INST/1il1k4/alma999148627602051); Audio book; Rita Gunther McGrath and Alex Gourlay; Gildean Media; December 2019; AudioBook
* [What Is Strategy?](https://eu.alma.exlibrisgroup.com/view/uresolver/44APU_INST/openurl?ctx_enc=info:ofi/enc:UTF-8&ctx_id=10_1&ctx_tim=2023-02-01%2022:15:39&ctx_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&url_ver=Z39.88-2004&rfr_id=info:sid/primo.exlibrisgroup.com-gale_proqu&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=What+is+strategy%3F&rft.jtitle=Harvard+business+review&rft.au=Porter%2C+Michael+E&rft.date=1996-11-01&rft.volume=74&rft.issue=6&rft.spage=61&rft.epage=78&rft.pages=61-78&rft.issn=0017-8012&rft.pub=Harvard+Business+School+Press&rft.place=Boston&rft_dat=%3Cgale_proqu%3EA18896964%3C/gale_proqu%3E&svc_dat=viewit&rft_galeid=A18896964&rft_pqid=227821775) Michael E Porter; Harvard Business Review; Volume 74 Pages 61-78; November 1996;
* [ur Company's Purpose Is Not Its Vision, Mission, or Values; Graham Kenny;](http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=118647668&site=ehost-live) Harvard Business Review; September 2014;

**Embedding a culture of developmental leadership**

* Lean In: Women, Work, and the Will to Lead; 1st Edition; Sheryl Sandberg; WH Allen; August 2015; 9780753541647
* Becoming; 1st Edition; Michelle Obama; Viking; November 2018; 9780241334140
* What Works: Gender Equality by Design; Iris Bohnet; Harvard University Press; March 2016; 9780674089037
* Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy; Ian Hesketh and Cary Cooper; Kogan Page; 2019; 9780749480691
* Making the Connections: Using Internal Communication to Turn Strategy into Action; 2nd Edition; Bill Quirke; Routledge; June 2008; 978-0566087806
* Organizational Culture and Leadership; 5th Edition; Edgar H Schein; Wiley; December 2016; 978-1119212041
* The Art of Strategic Leadership : How Leaders at All Levels Prepare Themselves, Their Teams, and Organizations for the Future; 1st Edition; Steven J Stowell and Stephanie S Mead; Wiley; April 2016; 978-1119213055
* Emotional Intelligence: Why it can matter more than IQ; 25th Anniversary Edition; Daniel Goleman; Bloomsbury Publishing; December 2020; 978-1526633620
* Understanding Organizations; 4th Edition; Charles Handy; Penguin Books Ltd; January 1993; 978-0140156034
* Conscious Leadership: Elevating Humanity Through Business; John Mackey, Steve McIntosh and Carter Phipps; Bantam Press; September 2020; 978-0593083628

**Strategic leadership development**

* Exploring Leadership: Individual, Organizational, and Societal Perspectives;2nd Edition; Richard Bolden, Beverley Hawkins and Jonathan Gosling; Oxford University Press; March 2023; 978-0192846815
* Leadership and Management Development; Illustrated Edition; Jan L Carmichael, Chris Collins, Peter Emsell and Jon Haydon; Oxford University Press; March 2011; 978-0199580873
* Becoming a Strategic Leader: Your Role in Your Organization's Enduring Success; 2nd Edition; Richard L Hughes, Katherine M Beatty and David Dinwoodie; John-Bass; January 2014; 9781118567234
* International Management Behavior: Global and Sustainable Leadership; 8th Edition; Henry W Lane, Martha L Maznevski and Joseph J DiStefano; Cambridge University Press; April 2019; 9781108473286
* Leadership; Nuttawuth Muenjohn, Adela McMurray, Mario Fernando, James Hunt, Martin Fitzgerald, Bernard Mckenna, Ali Intezari, Sarah Bankins and Jenny Waterhouse; Cambridge University Press; December 2018; 9781108459297
* Management and Organisational Behaviour; Illustrated Edition; Laurie J Mullins; Pearson Education; 2007; 9780273708889
* The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader; Daniel Pittino; econcise; October 2022; 9783903386099
* Leadership Results: How to create adaptive leaders and high-performing organisations for an uncertain world; 1st Edition; Sebastian Salicru; Wiley; September 2017; 9780730345374
* Leadership; 3rd Edition; Marian Iszatt-White and Christopher Saunders; Oxford University Press; May 2020; 9780198834298
* A new strategic leadership model for surviving and coping: Lessons from Canada’s leadership approach to COVID-19; Bayan Farhan; Cogent Business & Management; February 2021

**Supporting a culture of innovation through change**

* The role of knowledge management in innovation; Marina du Plessis; Journal of knowledge management; Volume 11 No 4, Pages 20-29; July 2007
* Building organisational culture that stimulates creativity and innovation; E C Martins and F Terblanche; European journal of innovation management; Volume 6 No, pages 64-74; March 2003
* The Social Dimensions of Entrepreneurship; Albert Shapero and Lisa Sokol; University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship; November 2009
* What Is Disruptive Innovation? Clayton M Christensen, Michael Raynor and Rory McDonald; Harvard Business Review; December 2015;
* How P&G tripled its innovation success rate; Bruce Brown and Scott D Anthony; Harvard Business Review; June 2011;
* How Management Innovation Happens; Julian Birkinshaw and Michael Mol; MIT Sloan Management Review; Volume 47, No 4; July 2006
* The Why, What, and How of Management Innovation; Gary Hamel; Harvard Business Review; February 2006;
* Foundations for Growth: How to Identify and Build Disruptive New Businesses Clayton M Christensen, Mark W Johnson and Darrell K Rigby; MITSloan Management Review; April 2002
* The Discipline of Innovation; Peter F Drucker; Harvard Business Review; Volume 63 No 3, Pages 67-72; August 2002;

**Strategic influencing and negotiation**

* Influence: The Psychology of Persuasion; 1st Edition; Robert B. Cialdini; HarperBus; February 2007; 978-0061241895
* Getting to Yes: Negotiating Agreement Without Giving In;2nd Edition; Roger Fisher and William Ury; Penguin; December 1991; 978-0140157352
* Bargaining for Advantage: Negotiation Strategies for Reasonable People; 2nd Edition; G. Richard Shell; Penguin USA; May 2006; 978-0143036975
* Crucial Conversations: Tools for Talking When Stakes are High; Kerry Patterson, Joseph Grenny, Ron McMillan and Al Switzler; McGraw-Hill Contemporary; July 2002; 9780071401944
* Getting More: How to Negotiate to Achieve Your Goals in the Real World; Stuart Diamond; Vrown Pub; December 2010; 978-0307716897
* The Negotiation Book: Your Definitive Guide to Successful Negotiating; Steve Gates; John Wiley & Sons; December 2010; 978-0470664919

**Strategic optimisation of people resources**

* Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy; Ian Hesketh and Cary Cooper; Kogan Page; 2019; 9780749480691
* The Complete Handbook of Coaching; 3rd Edition; Elaine Cox, Tatiana Bachkirova and David A Clutterbuck; SAGE Publication Ltd; August 2018; 978-1473973053
* Role of Corporate Mentoring in Talent Development: Jyoti Munde, Roger Ingles, Chandrakant Phad and Vaibhav Vasundekar; ResearchGate; January 2020;
* Organization Design: The Practitioner’s Guide; 3rd Edition; Naomi Stanford; Routledge; June 2018; 978-1138293243
* Workforce Asset Management Book of Knowledge; Lisa Disselkamp; Wiley; March 2013; 9781118636442
* Agile Workforce Planning: How to Align People with Organizational Strategy for Improved Performance; 1st Edition; Adam Gibson; Kogan Page; January 2021; 9781789666052
* Belonging: the Key to Transforming and Maintaining Diversity, Inclusion and Equality at Work’ 1st Edition; Sue Unerman, Kathryn Jacob and Mark Edwards; Bloomsbury; May 2022; 9781399401395
* Organizational Culture and Leadership, 5th Edition; Edgar H Schein; Wiley; December 2016; 9781119212041
* Supply Chain Management: Strategy, Planning and Operation; 7th Edition; Sunil Chopra; Pearson Education; April 2019; 978-1292257891
* Purchasing and Supply Chain Management; 2nd Edition; Thomas Johnsen, Mickey Howard and Joe Miemczyk; Routledge; November 2018; 9781138064744
* Deliberately Digital Rewriting Enterprise DNA for Enduring Success (Future of Business and Finance); Hubert Tardieu, David Daly, Jose Esteban-Lauzan, John Hall and George Miller; Springer; February 2021; 978-3030379575
* Positive Psychology and Change: How Leadership, Collaboration and Appreciative Inquiry Create Transformational Results; Sarah Lewis; Wiley-Blackwell; April 2016; 978-1118788844

**Adopting a data led approach to strategic management**

* Stability in turbulent times? The effect of digitalization on the sustainability of competitive advantage; Eirik Sjåholm Knudsen, Lasse B Lien, Bram Timmermans, Ivan Belik and Sujit Pandey; Journal of Business Research; Volume 128, Pages 360-369; May 2021;
* Risk, Benefit, and Fairness in a Big Data World; Christine Cassel and Andrew Bindman; Jama Volume 322 Number No 2, Pages 105-106; July 2019
* What’s Your Data Strategy; Leandro DalleMule and Thomas H Davenport; Harvard Business Review, Volume 95 No 3, Pages 112-121; June 2017
* Platform Revolution: How Networked Markets Are Transforming the Economy and How to Make Them Work for You; Geoffrey G Parker, Marshall W Van Alstyne; Sangeet Paul Choudary; WW Norton & Company; 2016; 9780393249125
* Thriving in an Increasingly Digital Ecosystem; Peter Well and Stephanie L Woerner; MITSloan Management Review; June 2016
* Strategic Decisions for Multisided Platforms; Andrei Hagiu; MITSloan Management Review; December 2013;
* Value creation in innovation ecosystems: How the structure of technological interdependence affects firm performance in new technology generations; Rod Adner and Rahul Kapoor; Strategic Management Journal Volume 31, Issue 3, Pages 306-333; November 2009;
* Where do transactions come from? Modularity, transactions, and the boundaries of firms; Carliss Y Baldwin; Industrial and Corporate Change Volume 17, Issue 1, Pages 155-195; December 2007;

**Developing a commercially focused organisation**

* " Good to Great: Why Some Companies Make the Leap... and Others Don't; 1st Edition; Jim Collins; Random House Business; October 2001; 9780712676090
* Competitive Strategy: Techniques for Analyzing Industries and Competitors; Export Edition; Michael E Porter; Free Press; January 2004; 9780743260886
* Value Proposition Design: How to Create Products and Services Customers Want; 1st Edition; Alexander Osterwalder, Yves Pigneur, Gregory Bernarda, and Alan Smith; Wiley; October 2014; 9781118968055
* Leading Change; Illustrated Edition; John P. Kotter; Harvard Business Review Press; November 2012; 9781422186435
* The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It; Subsequent Edition; Michael E Gerber; HarperBus; March 2001; 9780887307287
* The Discipline of Market Leaders: Choose Your Customers, Narrow Your Focus, Dominate Your Market; Illustrated Edition; Michael Treacy and Fred Wiersema; Basic Books; January 1997; 9780201407198
* Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs; Illustrated Edition; John Doerr; Portfolio; January 2018; 9780525536222

**Evolving approaches in leadership and management**

* The Future of Management; Gilbert O’Neil Mushure; ResearchGate; February 2015;
* What does it mean to be a manager today? Brian Kropp, Alexia Cambon, Sara Clark; Harvard Business Review; April 2021;
* The future of Leadership and Management in the 21st - Century Organization; Brent Gleeson; Forbes; March 2017
* The future of management: Which management skills do employers and employees need to be prepared for the future? Aleksandra Deric; CQ Net C Blog; November 2019;

4 Assessment

Assessment Method

Unit Assignment – structured evidence for a single unit.

Learners must successfully complete the assignment for each selected unit within the relevant qualification based on the rules of combination.

Learners must complete a Unit Assignment which cover all the Assessment Criteria **and** Assessment Requirements. The units combine knowledge, understanding and skills, therefore real-work situations are required; scenarios to demonstrate skills are not accepted.

The assignment can be modified by centres, subject to approval by the Quality team by completing the documents found in Appendix 5 Change to ILM assessment method. Guidance is provided within the document: [ilm-guide-to-vrq-assessment-pdf.ashx (i-l-m.com)](https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/_published-documents/ilm-guide-to-vrq-assessment-pdf.ashx?la=en&hash=8B93DFBE72E76A81FD2F43F837EDB99B352CA012)

**Note**: that assessment criteria are a regulated component of units and, as such, they must be used exactly as written by ILM. They must not be altered or omitted.

The qualification is graded Pass or Referral. To achieve a Pass for the qualification the learner must pass the selected unit(s) within the relevant qualification based on the rules of combination.

Please note that within this qualification, depending on selected learner’s pathway, there are opportunities to use:

* units 504, 514, 522, 529 and 550 from ILM Level 5 qualification in Leadership and Management (8607)
* unit 703 from ILM Level 7 Award/Certificate/Diploma in Leadership and Management (8617)

For unit 703 centres design their own assessment instruments, ensuring that all the ILM learning outcomes and assessment criteria are fully met.

As these units are imported from existing qualifications, the units and mark sheets are set up in a different format to those within the City & Guilds Level 6 Award/Certificate/Diploma in Leadership and Management (8360).

| ILM Unit Number | Unit Title | Assessment Method | Assessment Material Locations |
| --- | --- | --- | --- |
| 8360-504 | Leading Innovation and Change | Unit Assignments | This Qualification Handbook:  Support and Guidance in [Section 5](#Section5Portfolio), and each Unit ([Section 7](#Section8Units)) and [Appendix C](#AppendixCAssignments). |
| 8360-514 | Managing Recruitment |
| 8360-522 | Becoming an Effective Leader |
| 8360-529 | Knowledge and Information Management |
| 8360-550 | Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context |
| 8360-601 | Developing Personal Effectiveness and Impact |
| 8360-602 | Developing Critical Thinking |
| 8360-603 | Progressive Discourse in Modern Leadership |
| 8360-604 | Delivering Outcomes through People |
| 8360-605 | Optimising Organisational Capacity |
| 8360-606 | Maximising Data Efficiency for Organisational Success |
| 8360-607 | Leading a Sustainable and Future Focused Organisation |
| 8360-608 | Delivering a Commercially Focused Strategy |
| 8360-609 | Principles and Practices of Risk management |
| 8360-610 | Innovation, Creativity and Entrepreneurship |
| 8360-611 | Project Management |
| 8360-612 | Introduction to Strategic Management |
| 8360-703 | Developing Strategic Leadership and Management Capability |
| 8360-710 | Embedding a Culture of Developmental Leadership |
| 8360-711 | Strategic Leadership Development |
| 8360-712 | Supporting a culture of innovation through change |
| 8360-713 | Strategic Influencing and Negotiation |
| 8360-714 | Strategic Optimisation of People Resources |
| 8360-715 | Adopting a Data Led Approach to Strategic Management |
| 8360-716 | Developing a Commercially Focused Organisation |
| 8360-717 | Evolving Approaches in Leadership and Management |

Assessment Strategy

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

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

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

ILM Assessment Terminology (Verbs)

The Assessment Criteria include a range of verbs. Definitions of knowledge based verbs are available on the ILM website: [ilm-guide-to-vrq-assessment-pdf.ashx (i-l-m.com)](https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/_published-documents/ilm-guide-to-vrq-assessment-pdf.ashx?la=en&hash=8B93DFBE72E76A81FD2F43F837EDB99B352CA012)

Authenticity

The learner must complete and sign a Declaration of Authenticity when submitting their Unit Assignment(s) to the Centre. A blank declaration form can be found within the ILM website Guide and Resources section.

Results Sheets

Result Sheets are a key auditable document found in [Appendix D](#AppendixEResultsSheets) of this Qualification Handbook. Centres may use their own version of Results Sheets as long as the same information is provided.

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

Recognition of Prior Learning (RPL)

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

Results Entry on Walled Garden

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

When entering results, the assessment type will appear as ‘Assignment’.

Certificates

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

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

**Digital Credentials**

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

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Description automatically generated

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

5 Assessment: Support and Guidance

Assignments provide learners with a structure for presenting their evidence for a single unit and are designed for use by learners from any industry.

**Assessment Requirements**

Each assignment~~s~~ covers the Learning Outcomes and Assessment Criteria, including the definition of assessment verbs used. The full list of knowledge based assessment verbs can be found within Appendix 7 of the document: [ilm-guide-to-vrq-assessment-pdf.ashx (i-l-m.com)](https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/_published-documents/ilm-guide-to-vrq-assessment-pdf.ashx?la=en&hash=8B93DFBE72E76A81FD2F43F837EDB99B352CA012)

When completing the assignment learners must refer to the Assessment Criteria and Assessment Requirements (Sufficiency) to understand the evidence required. Learners must ensure that they provide the required examples/references as stated in the Assessment Requirements (Sufficiency).

When demonstrating knowledge and the application of this knowledge, learners should refer to their own organisation, or one with which they are familiar. Evidence of skills applied in real-work situations is required; scenarios to demonstrate skills and behaviours are not accepted.

**Assessment types**

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

Units can be assessed either one by one or combined into themes. In the latter approach, when two or more units are assessed with one method, this is called an integrated assessment. Additional guidance on integrated assessment is provided within the document: [ilm-guide-to-vrq-assessment-pdf.ashx (i-l-m.com)](https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/_published-documents/ilm-guide-to-vrq-assessment-pdf.ashx?la=en&hash=8B93DFBE72E76A81FD2F43F837EDB99B352CA012)

**Word count**

Suggested word count for each assignment are provided and vary depending on content and cognitive demand of the units. These are for **guidance only** and are not prescriptive. The guidance reflects the expectation that learners can produce concise evidence. Where assessment methods are combined word counts and timings should be adjusted proportionately. For further information please refer to document : [ilm-guide-to-vrq-assessment-pdf.ashx (i-l-m.com)](https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/_published-documents/ilm-guide-to-vrq-assessment-pdf.ashx?la=en&hash=8B93DFBE72E76A81FD2F43F837EDB99B352CA012)

**Support**

As part of the support and guidance for these qualifications it is recommended that a discussion takes place with the learner to identify how they intend to apply their learning in the workplace **prior** to starting the relevant assignment(s). This is good practice to ensure relevance.

The full list of assignments can be found in [Appendix C](#AppendixCAssignments).

Types of product evidence

The units combine knowledge, understanding and skills, therefore real-work situations are required; scenarios to demonstrate skills are not accepted.

Suggested product evidence is provided for each unit, such as:

* performance reviews
* project plans and documentation
* reports
* minutes of meetings
* presentations
* research projects
* video or audio extracts, such as professional discussions \*
* witness testimonies \*\*

\*It is essential that the Assessor can easily identify:

* where a criterion is being met it must be identified, eg can be found from four minutes within the recording (timestamped)
* an introduction at the beginning of each recording identifying who is involved and the date of the recording. This could be further supported with an annotated or written summary.

\*\* A witness testimony must be from a reliable and authentic witness giving their account of what the learner has carried out in their job role. The account must focus only on direct observation of evidence, rather than opinions, must be dated and signed by the witness and include their relationship to the learner.

Selecting and Preparing Evidence

All evidence must be of the learner’s own work. clear and unambiguous. Where links are provided to support the evidence, the links must be accessible for assessment and quality assurance purposes. The Guidance for Delivery in [Appendix A](#AppendixAGuidanceforDelivery) may help learners understand where evidence can be used for multiple Assessment Criteria.

External sources must be clearly referenced using a recognised system.

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

6 How this Qualification Links to Level 6 Chartered Manager Degree apprenticeship standard

Signposting to the Standard

This qualification is designed as a standalone qualification and as such is only signposted to the [Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03)](https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf)

**Signposting** has been provided where appropriate for each unit against some assessment criteria within a number of learning outcomes to the relevant Knowledge, Skills and Behaviors within the apprenticeship standard (see [Appendix B](#AppendixBMappingtoStandard)). Therefore Achievement of this qualification is independent of EPA.

The Units in [Section 7](#Section8Units) include reference to the relevant Knowledge, Skills and Behaviours (KSBs).

If using ILM as the EPA organisation, Centres must refer to the *ILM Level 6 Chartered Manager Degree End-point Assessment Pack* and *Recording Forms* for detailed guidance.

7 Units Guidance

This qualification is comprised of a number optionalunits depending on the rules of combination. A unit describes what is expected of a competent manager in their job role: and includes the following information:

**Learning Outcomes** describe the skills and knowledge that a learner will possess on completion of the qualification.

**Assessment Criteria (AC)** specify what knowledge and skills must be evidenced:

* + Learners must ensure that they provide sufficient evidence, for example where the AC asks for evidence of more than one model/activity.

**The Knowledge, Skills and Behaviours shown in blue** are signposted to [Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03)](https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf)

**Depth** defines the minimum breadth or scope which a Centre should deliver to adequately prepare the learner.

* + The Depth includes examples of models and theories which Centres could cover within a topic (relevant at the time of publishing), however, alternative models and theories appropriate to the learner/organisation may be used.
  + Centres and learners are encouraged to consider the latest research theories and models.
  + In the Depth where it states ‘**include(s)/including’** this content is mandatory.
  + Additional content can be delivered as long as it is relevant to the Assessment Criteria and the job role.

**Assessment Requirements (Sufficiency)** detail the **minimum** requirement that must be demonstrated by the learner eg Numbers of theories/models required to provide evidence of the breadth of the subject.

**Guided Learning Hours** reflect unitised delivery and assessment.

* + [Appendix A](#AppendixAGuidanceforDelivery) provides a suggested approach to delivery which combines Assessment Criteria into subjects.

**Guidance for Delivery** provides suggestions how the content could be delivered, including suggested activities.

**Suggested Evidence** provides suggestions of work product which could be used as evidence for each unit.

Unit 504 Leading Innovation and Change

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| --- | --- |
| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 24 |
| Credits | 5 |
| Unit Aim: | To develop understanding and ability of leading innovation and change as required by a practising or potential middle manager. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Links to Management Standards Centre (MSC) 2004 NOS: B1, C2, C4, C5, C6, D2, F3, F8 |

**Learning Outcome 1**

The learner will understand the need for innovation and change management within an organisation

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| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain the importance of innovation for own organisation | * Innovation and business performance * Financial and social benefits of innovation * Radical and incremental innovation * Innovation as a form of competitive advantage * Need for effective management of change * Continuous Improvement Techniques * The difference between Kaizen (continuous or incremental change) and breakthrough change (eg business process re-engineering) * Leadership and change, transactional/transformational leadership and other leadership models relevant to change * Concepts of creativity and innovation and the conditions and processes required to encourage them | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC1.2**  Explain the importance of managing change within own organisation |

**Learning Outcome 2**

The learner will be able to propose innovative solutions to improve organisational performance

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| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Assess an opportunity for innovation and improvement in own organisation | * Need for environmental scanning and organisational analyses (PESTEL, core competencies, SWOT, etc) * The nature and role of vision in the change process * Techniques for critical decision-making * Methods of determining feasibility and viability of opportunities and options, and of contingency planning * Problem solving and decision-making techniques including the use of quantitative and qualitative information * Identification of human and financial factors in the consideration of change * Techniques for monitoring and evaluating outcomes of change * Methods of assessing the risks and uncertainties associated with proposed changes | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC2.2**  Justify the improvement identified, in the context of organisational objectives |
| **AC2.3**  Use a range of techniques to generate innovative options to deliver the improvement identified |
| **AC2.4**  Evaluate options for generating the proposed improvement to determine feasibility and viability |  |

**Learning Outcome 3**

The learner will be able to lead and manage change within an organisation

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Create a change management plan that is designed to meet stakeholders’ expectations | * Stakeholder mapping * Ways to identify stakeholders in change, and the benefits and costs to stakeholders, in order to overcome resistance * Skills and competencies required to manage innovation and change * Principles and practices associated with managing creativity and innovation * Direct and indirect effects upon other people, departments and organisations * Ways to organise and co-ordinate resources and activities to achieve planned change, including use of Gantt charts and network planning as tools for planning change * The role of communication in overcoming barriers and other difficulties | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC3.2**  Implement the change management plan, monitoring progress against agreed targets |

Unit 514 Managing Recruitment

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| --- | --- |
| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 24 |
| Credits | 5 |
| Unit Aim: | To develop understanding and ability to manage recruitment as required by a practising or potential middle manager |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Links to Management Standards Centre (MSC) 2004 NOS: A2, D2, D3 |

**Learning Outcome 1**

The learner will understand human resource planning in an organisation

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| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain the role and relevance of human resource planning in own organisation | * Human resource planning techniques * Reward systems * Ways to redeploy human resources to achieve individual and organisational objectives * Techniques for succession planning * Causes of poor attendance and retention and strategies for improvement * Techniques for monitoring and evaluating attendance and retention * Use of outsourcing, subcontracting, outworkers * Legal and organisational aspects of redundancy and redeployment * Human aspects of redundancy and redeployment | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC1.2**  Assess the impact of legal requirements on human resource planning in the organisation |
| **AC1.3**  Assess the impact of organisational policies and procedures on human resource planning in the organisation |

**Learning Outcome 2**

The learner will be able to plan and implement recruitment in line with legal and organisational requirements

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Describe the recruitment process in own organisation from the identification of a vacancy through to the appointment of the successful candidate | * Organisational recruitment policies and procedures * Legal aspects of recruitment and selection * Relevant methods of advertising vacancies, internally and externally * Internal and external applications * Techniques for job analysis * Job specifications and job descriptions * Person specifications * Use of job descriptions and person specifications to shortlist applicants * Selection techniques including interviewing, testing, assessment centres, references etc * Alternative methods of advising applicants of outcomes * The need to maintain comprehensive records to support and justify decisions * Interview types – formal and informal, including selection, exit, grievance, disciplinary, counselling, appraisal, supervision and information gathering/investigation * Appropriate climate for conduct of an interview * Structure and format of interviews according to purpose * Legal and ethical considerations in relation to interviewing * Questioning and listening techniques * Impact of non-verbal communication * Ways to analyse and interpret information gained (facts, evidence, opinion, meaning) * Recording information and interview outcomes * Importance of feeding back during and after interviews to interviewee and authorised people, and methods of doing so * Appropriate checks following appointment such as CRB and references | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC2.2**  Justify a need for recruitment in own area of responsibility |
| **AC2.3**  Implement the recruitment process in own area of responsibility, ensuring all procedures are followed and necessary records are kept in line with legal and organisational requirements |

Unit 522 Becoming an Effective Leader

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 9 |
| Credits | 5 |
| Unit Aim: | To develop knowledge and understanding of effective leadership as required by a practising or potential middle manager. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | M5.06 Becoming an effective leader |

**Learning Outcome 1**

The learner will understand own ability to fulfil key responsibilities of the leadership role

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Evaluate own ability to use a range of leadership styles, in different situations and with different types of people, to fulfil the leadership role | 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.  The concept of emotional intelligence as developed by different theorists and how it applies to the leadership role. | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC1.2**  Use theories of emotional intelligence to review the effect of emotions on own and others’ performance |

**Learning Outcome 2**

The learner will be able to be able to evaluate own ability to lead others

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Review own ability to set direction and communicate this to others | 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.  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. | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC2.2**  Review own ability to motivate, delegate and empower others |
| **AC2.3**  Produce a personal development plan to improve own ability to lead |

Unit 529 Knowledge and Information Management

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 14 |
| Credits | 5 |
| Unit Aim: | The aim of this unit is to develop understanding and ability to enable a practicing or potential middle manager to respond effectively to the challenges of managing knowledge and information within an organisation in order to protect the business and to improve business performance. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | N/A |

**Learning Outcome 1**

The learner will understand the concept and importance of knowledge management in terms of an organisation’s knowledge assets and their management.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain the relationship between data, information, knowledge and wisdom | * Data – an attribute not in context, Information – data in context, description, definition, purpose; Knowledge – strategy, practice, method, Wisdom – insight, * Modelling techniques such as; SWOT and PESTEL analyses, IDEF (Process Flow and Object State Description Capture Method (R Mayer) – business processes, resources, capabilities, roles and authority, communication between resources, control systems. * Knowledge assets such as; products, processes, markets, technologies, organisations * Knowledge processes such as; application, development, preservation, transfer, transforming, updating * Perspectives of (i) the business, (ii) management and (iii) operational tasks * Knowledge usefulness, weaknesses and appropriateness * Equipment operational skills, production processes, staffing, * Knowledge storage and retrieval systems; such as hard-copy / electronic filing systems and procedures, internet, staff / personnel own work-related knowledge. * Potential of sharing knowledge for different applications and types of user. * Identify and capture quality knowledge for creating / maintaining a competitive edge * Improving productivity and profitability by maximizing resourcefulness | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC1.2**  Explain the relationship between individual knowledge and organisational knowledge |
| **AC1.3**  Apply analysis and modelling techniques to identify knowledge assets, within own area of organisation |
| **AC1.4**  Evaluate the actual and potential knowledge assets, within own area of organisation |
| **AC1.5**  Present a rationale for capturing and managing knowledge, within own area of organisation |

**Learning Outcome 2**

The learner will understand the key knowledge management processes required for innovation

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain what is required to create, store, apply and integrate knowledge | * Planning for future development * Capability to operate current activity together with potential / proposed changes * Methodology of procedures, project planning. * Staff learning and development, equipment updating, new equipment installations * Communication effectiveness – vertical, from operator to senior management; horizontal, between section / departmental staff * Management Information Systems (MIS) and Knowledge Management Systems (KM Systems) | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC2.2**  Evaluate the impact of intellectual property rights on the organisation |

**Learning Outcome 3**

The learner will be able to develop a framework for establishing a knowledge management culture

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain the contribution that significant knowledge assets have on the organisation | * Wisdom / Systems thinking techniques (Senge), insightfulness * Auditing of people, processes and products * Total quality management * Patterns of reliability and predictability * Supply chain activity from raw materials through production to marketing and distribution * SMART action planning to address identified improvements to (i) current organisational capability and (ii) future development. | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC3.2**  Evaluate the knowledge requirements for the organisation’s operations |
| **AC3.3**  Evaluate the organisations current framework for enabling knowledge sharing within the organisation |
| **AC3.4**  Recommend improvements to the organisations current framework for enabling knowledge sharing within the organisation |

Unit 550 Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisation Context

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 20 |
| Credits | 6 |
| Unit Aim: | This unit aims to provide learners with an understanding of the skills, principles and practice required for effective coaching or mentoring within an organisational context |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | N/A |

**Learning Outcome 1**

The learner will understand the purpose of coaching and mentoring within an organisational context

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring | Current definitions of coaching and mentoring (eg Rogers, Starr, etc.)  Differences and overlaps between coaching and mentoring.  Circumstances when coaching or mentoring are the best or most  suitable intervention. | The learner must provide clear definitions of both coaching and mentoring and describe the similarities and differences between them.  Include a definition for coaching and an explanation of how this works within an organisational context.  Include a definition of mentoring and an explanation of how this works within an organisational context.  Provide **at least** **two** similarities and **two** differences between coaching and mentoring. |
| **AC1.2**  Evaluate how the organisational context affects coaching or mentoring | Organisational factors that may affect coaching or mentoring, such as:   * structure, culture and performance and the role coaching or mentoring has in supporting effective performance * values, ethics and principles within the organisations * support for coaching or mentoring internally (eg policies, procedures, strategies and senior level support, etc.)   Review and evaluation of current evidence, research, etc. in coaching or  Mentoring. | The learner must evaluate organisational factors that may affect coaching or mentoring, such as structure, culture performance and stakeholder expectations.  Consideration must be given to the impact of values, ethics and principles within organisations as well as the importance of internal support.  In the evaluation, include **at least three** factors that are affected by the organisational context. |
| **AC1.3**  Present the business rationale for using coaching or mentoring to benefit individuals and organisations | The business rationale for coaching or mentoring (eg for professional  development, strategic goals, personal development, problem solving,  improving individual or organisational performance, etc.) | The learner must provide a business rationale for the decision to use coaching or mentoring (eg in order to improve individual or organisational performance, personal effectiveness, motivation and confidence, etc.)  Justify the benefits of adopting coaching or mentoring.  At **least two** benefits to organisations and **at least two** benefits to individuals must be included. |
| **AC1.4**  Assess how the impact of coaching or mentoring can be measured for individuals and organisations | Measurement against individual and organisational objectives relating to  coaching or mentoring.  Measures to assess the impact of coaching or mentoring (eg financial  returns, Kirkpatrick, etc.) | Based on the business rationale, the learner must assess how the impact can be measured for individuals and organisations (eg financial returns, personal goals, aspirations, etc.)  Select a model of evaluation and assess the effectiveness in measuring the impact of coaching and mentoring for both individuals and the organisation.  Include **at least one** example of a measure for individuals and **one** example of a measure for the organisation. |
| **AC1.5**  Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers | Potential barriers to effective coaching or mentoring (eg time, resources,  attitudes, beliefs, values, ownership, etc.)  Potential barriers may be individual or organisational.  Strategies to minimise or overcome these potential barriers.  Organisational context and receptiveness for coaching or mentoring. | The learner must identify **at least two** potential individual and **at least two** potential organisational barriers to effective coaching or mentoring (eg availability, lack of time, lack of understanding, organisational commitment, lack of trained coaches or mentors, lack of financial resources, etc.) Develop possible strategies to overcome each of the potential barriers identified (eg training interventions, support from senior teams, etc.) |

**Learning Outcome 2**

The learner will understand the knowledge, skills and behaviours required to be an effective coach or mentor

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Review the knowledge, skills and behaviours required to be an effective coach or mentor | Knowledge, skills and behaviours may include attitudes, beliefs and  values.  Links to theories about the relevant knowledge, skills and behaviours  required to be an effective coach or mentor.  Models of coaching competencies from the professional bodies or  recognised texts and research (eg AC, ICF, EMCC, etc.)  Learning styles and preferences and how they can affect coaching or  mentoring.  Diagnostic and other tools/techniques to support learning and performance  (eg Myers-Briggs, 180º Feedback, 360º Feedback, Emotional Intelligence,  Competency Measures, etc.)  Giving and receiving feedback.  Source and potential impact of personal beliefs and values on the  coaching or mentoring process.  Importance of general self-awareness for coaches or mentors.  Transactional Analysis. | The learner must review the  key knowledge and skills and  behaviours of an effective  coach or mentor within an  organisational context.  Provide **one** referenced  example for **each** of  knowledge and skills and  behaviours to support the  review.  Referenced examples can  include key texts, recent  publications, journal articles  etc. |
| **AC2.2**  Analyse the communication skills required by an effective coach or mentor | Communication skills (eg non-verbal, use of silence, types of questioning,  listening, use of feedback), social/interpersonal skills, remaining ethical  and non-judgemental.  Communication theories (eg Discourse Analysis, Socio Linguistics, etc.). | The learner must **analyse at least four** communication skills (eg questioning, listening, use of silence, observation of non-verbal cues, paraphrasing, probing, etc.) required by an effective coach or mentor and provide reasons why each of the skills is important. |
| **AC2.3**  Review the responsibilities of the coach or mentor to manage relationships effectively | Importance of trust, remaining non-judgemental, empathy and support as  part of building and maintaining an effective coaching or mentoring  relationship.  Legal and ethical considerations for effective relationship management.  Confidentiality, in accordance with current legislation. | The learner must review the responsibilities of the coach or mentor to ensure that they are managing the relationship effectively and remaining ethical and non-judgmental |
| **AC2.4**  Review an effective  coaching or mentoring  model which can be  followed within an  organisational context | Model for effective coaching and mentoring (eg GROW, OSCAR, etc.) | The learner must review a model of coaching or mentoring and discuss its effectiveness within an organisational context.  Models could include GROW, OSCAR, CLEAR, STEPPA, etc.  The review must include the effectiveness of the model within an organisational context. |
| **AC2.5**  Justify the importance of  reflective practice and  supervision for an effective  coach or mentor | Self-evaluation for the coach, acting on feedback from client, peers, tutors  and supervisor.  Reflection in action and reflection on action.  Rationale for the need and benefit of reflective practice as a  coach or mentor.  Rationale for individual, group and peer supervision of coaches or  mentors in practice. | The learner must justify why reflective practice and individual, peer and group supervision are important as a means of self-reflection and ongoing development for the effective coach or mentor to ensure competent practice. |

**Learning Outcome 3**

The learner will understand the importance of effective contracting and management of the coaching or mentoring process

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring | Characteristics of effective contracting (eg physical environment,  confidentiality and boundaries, stakeholder involvement (eg 2 way and 3  way contracting, contracts, timescales and frequency, etc.)  Links to membership body codes of practice.  Goal setting when contracting. | The learner must analyse the  key reasons for effective  contracting as part of a  coaching or mentoring  process. The key  characteristics of a  contracting process must be  included (eg physical  environment, confidentiality  and boundaries, stakeholder  involvement, 2 way and 3  way contracting, timescales  and frequency, etc.)  Reference must be made to  a membership body’s code of  practice to inform the  analysis. |
| **AC3.2**  Explain how to manage the coaching or mentoring process within an organisational context | Managing the process on an ongoing basis (eg ongoing coaching or  mentoring, mid-way review, evaluating and concluding, etc.)  Any model or process selected needs to be reviewed within an  organisation. | The learner must explain the practices involved with the ongoing management of the coaching or mentoring process within an organisational context (eg effective contracting, involvement of stakeholders, building rapport, keeping effective records, etc.) and include the main stages of the process, from initial contracting to final evaluation. |

Unit 601 Developing Personal Effectiveness and Impact

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 14 |
| Credits | 6 |
| Unit Aim: | This unit will enable the learner to fully explore ongoing learning in the utilisation of meta skills, crisis management, agility and resilience to develop their personal effectiveness and impact. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03):](https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf)   * K6.3, K10.1 * S10.3, S10.4, S12.3 * Behaviours: Takes Responsibility, Inclusive, Agile, Professionalism |

**Learning Outcome 1**

The learner will be able to apply the meta skills required for an effective manager

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Appraise own communication skills and their use within the management role  (K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion) | Definition of meta skills.  Communication skills which are important within the management role eg:   * transparency * empathy * crisis communication * cross-cultural * communication style eg * coaching * transformational   The effective use of communication skills at this level:   * internally eg * to get buy-in for decisions * influencing and motivating * externally eg: * to inform stakeholders of changes * to build a brand image | The learner must appraise a **minimum of two** personal communication skills detailing why these are needed at management level. |
| **AC1.2**  Assess own skills in critical thinking and its relevance to problem solving at management level  (S12.3 Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making) | Critical thinking to analyse all available facts, evidence, observations and arguments to form a judgement.  Theories of critical thinking eg bounded rationality.  Critical thinking skills to include:   * analysis * interpretation * inference * explanation * self-regulation * open-mindedness * problem solving   3 C’s of Complex Problem Solving, Creativity and Critical Thinking:   * creativity * curiosity * courtesy | The learner must assess a **minimum of** **two** personal critical thinking skills detailing their relevance to problem solving at management level. |
| **AC1.3** Compare and contrast creative thinking tools/techniques or models applicable at management level. | Creative thinking models eg:   * Da Vinci - Model of Creative Thinking Wallas - The four stages of creative process   Creative tools/techniques eg:   * mind mapping * brainstorming * blue sky thinking   5 Ws and an H. | The learner must compare and contrast **at least** **two** creative tools/techniques or models applicable at management level. |
| **AC1.4**  Produce an action plan to enhance own 4 meta skills  (S10.3 Reflect on own performance, identifying and acting on learning and development needs) | Types of continuous learning and development to enhance on the 4 meta skills eg:   * peer learning * action sets * reflective practice * research * webinars | The learner must produce a Specific Measurable Achievable Realistic Time (SMART) action plan that enhances all **four** personal meta skills including:   * communication * critical thinking * problem solving * creative thinking |

**Learning Outcome 2**

The learner will understand leader behaviours within an organisation

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Evaluate models of continuous development and their importance | Definition of continuous development  Continuous development models eg:   * peer * collaborative * experiential   Importance of continuous learning at management level eg:   * expand skills set and knowledge retention to remain current * generate new ideas and perspectives * influence others to continuously learn * boost morale and profile | The learner must evaluate a **minimum of** **two** models of learning and their importance. |
| **AC2.2**  Analyse the characteristics of a self-aware leader and how they apply to own behaviours    (K10.1 How to be self–aware and recognise different learning styles) | Characteristics of self-aware leader eg:   * knowing own values * emotional intelligence * authenticity * taking personal accountability * cultural understanding and competence   Ability to be self-aware and understand own behaviours impact:   * on others * the organisation including culture | The learner must analyse a **minimum of** **three** characteristics of a self-aware leader and their application to own behaviours, making reference to impact on others. |
| **AC2.3**  Evaluate models/theories of behaviours which support impression management  (S10.4 Understand impact on others) | Definition of impression management.  Models of behaviours eg:   * Folkman’s – Competency companions * Lewin - Leadership styles * Goffman – Impression management theory | The learner must evaluate a **minimum of** **two** models/theories of behaviours which support impression management. |

**Learning Outcome 3**

The learner will be able to apply their understanding of crisis management, agility and resilience to improve their personal impact

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Determine the importance of crisis management | The four stages of crisis management:   * pre-crisis stage (prodromal phase) * crisis stage (acute phrase) * response stage (chronic phase) * post crisis stage (resolution phase)   The importance of crisis management eg:   * prevent damage to organisations reputation * understand factors that led to crisis * restore calm and stability * develop adaptive coping strategies for future situations | The learner must determine the importance of crisis management for an organisation making reference to **each** of the four stages. |
| **AC3.2**  Critique organisational agility and resilience | Organisation agility eg:   * improve productivity * improve work environment * improve efficiency * strategic flux   Organisation resilience eg:   * recover from unexpected disruptions * adapt fast to deal with changes * proactive rather than reactive | The learner must critique own organisation’s agility and resilience in relation to crisis management. |
| **AC3.3**  Assessown personal effectiveness and preparedness in relation to crisis management, agility and resilience | Assessment of personal effectiveness and preparedness for:   * crisis management * agility * resilience | The learner must assess their personal effectiveness and preparedness in relation to AC 3.1 and AC3.2, including:   * crisis management * agility * resilience |
| **AC 3.4**  Produce an action plan to develop personal effectiveness and preparedness in relation to crisis management, agility and resilience | Setting a Specific Measurable Achievable Realistic Time bound (SMART) action plan of personal effectiveness and preparedness including:   * crisis management * agility * resilience | The learner must produce a SMART action plan to address areas of personal effectiveness and preparedness in AC3.3 including:   * crisis management * agility * resilience |

Guidance for Delivery

Delivery could be through tutor-led time that includes theory and peer discussion or introduces case studies to inform best practice.

Learners should be given time to gain a clear understanding of models and concepts required to understand the assessment criteria and be able to discuss their own organisational ways of working. They will need time to gain feedback from colleagues, managers and peers to inform and develop self-awareness to enable action plans to be produced for all development requirements.

Additional activities could include researching suitable behaviour assessment methods such as Life Styles Inventory (LSI), modelling behaviours, reflecting on personal effectiveness and research.

Suggested Evidence

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

* crisis management policy and procedure
* critical incident records
* current organisational resilience level
* current organisational agility
* risk assessment plan
* succession plan
* health and well-being strategy
* organisational values
* 360 feedback
* appraisal

Unit 602 Developing Critical Thinking

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 14 |
| Credits | 8 |
| Unit Aim: | This unit will enable the learner to develop their understanding and use of enquiry-based approaches undertaken in critical thinking, problem solving and decision-making models/techniques within own operational environment. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K12.1 * S12.3 * Behaviours: Takes responsibility, Agile, Professionalism |

**Learning Outcome 1**

The learner will understand enquiry-based approaches to research within own operational environment

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Justify chosen enquiry-based approaches to research within own operational environment  (K12.1 How to undertake research, data analysis, problem solving and decision-making techniques) | The paradigms of enquiry-based research approaches, within an operational environment eg:   * primary/secondary * positivism/interpretivism * qualitative/quantitative * inductive/deductive * descriptive/experimental * research | The learner must provide a detailed account of the characteristics of **two or more** enquiry-based approaches making reference to how they have changed, justifying their chosen approaches in the context of own operational environment. |
| **AC1.2**  Examine the value and impact of enquiry-based approaches to research within own operational environment  (K12.1 How to undertake research, data analysis, problem solving and decision-making techniques) | Enquiry-based approaches to research relevant and encompassing the organisation’s eg:   * stakeholder involvement and impact * organisation: * data/information * other departments * societal and wider impact   Principles of enquiry-based research including:   * information gathered * critical reflection * reasoned conclusion   Models and techniques of enquiry-based research eg:   * gathering information * exploring others’ ideas * evidencing and developing own ideas * making discoveries | The learner must examine the value and impact of enquiry-based research within own operational environment.  Considerations must be given to **a minimum of** **two** models/techniques of enquiry-based research.  The learner must reference the principles of enquiry-based research. |
| **AC1.3**  Analyse the ethical considerations of enquiry-based research within own operational environment  (K12.1 How to undertake research, data analysis, problem solving and decision-making techniques) | Types of ethical issues faced when carrying out enquiry-based research and how they will be minimised eg:   * participation * consent * anonymity * confidentiality * communication of results   Ethical considerations of enquiry-based research eg:   * rights of those involved * research validity * integrity of data gathered   The impact of poor ethical practice. | The learner must analyse **at least two** ethical issues when undertaking enquiry-based research within own operational environment.  The analysis must include ethical considerations **and** consequences of poor practice. |

**Learning Outcome 2**

The learner will understand problem solving and decision-making models/techniques within own operational environment

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Critically evaluate problem solving techniques/models used within own operational environment  (K12.1 How to undertake research, data analysis, problem solving and decision-making techniques) | Problem solving models/techniques, including considerations/limitations eg:   * six-step * root cause analysis * lean six sigma | The learner must provide a critical evaluation of **at least** **two** problem solving models/techniques used within own operational environment, or one they are familiar with. |
| **AC2.2**  Critically evaluate decision making models/techniques used within own operational environment  (K12.1 How to undertake research, data analysis, problem solving and decision-making techniques) | Models/techniques used in decision making including considerations/limitations eg:   * pareto analysis * cost-benefit * programmed and non-programmed decisions * rational/non-rational decision making   Levels of decision making:   * strategic * tactical * operational | The learner must provide a critical evaluation of **at least** **two** decision making models/techniques used within own operational environment, or one they are familiar with. |

**Learning Outcome 3**

The learner will be able to apply critical thinking as a management behaviour

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Examine the difference between beliefs, attitudes and values | Definition of beliefs, attitudes, and values.  Formation and function of attitudes, beliefs, and values eg:   * cognitive * perception * ideas * functional * beliefs and attitudes influence psychological actions * social judgement * making changes based on specific reasoning and understanding * tricomponent * cognitive * affective * conative * forms of bias: * affinity * frame of reference * stereotyping, expectations   Management behaviours models eg:   * Lewin – autocratic, democratic, laissez-faire * Hersey and Blanchard – situational * Weber – transactional leadership   Management behaviours theories eg:   * Scot – contingency * House – path-goal * Watson – behavioural | The learner must examine the difference  between attitudes, beliefs, and values referencing **at least two** relevant models or theories. |
| **AC3.2**  Reflect on the impact personal beliefs, attitudes and values have on own management behaviour | Reflective theories/models that may be employed eg:   * Gibbs – reflective cycle of learning * Boud – reflection model * Moon – four levels of reflection   Concepts which underpin understanding of own management behaviours eg:   * behavioural * contingency * systems   Reflection of how these theories may impact on management behaviours. | The learner must reflect on their beliefs, attitudes, and values using **at least** **one** reflective theory/model and the impact this has on own management behaviour. |
| **AC3.3**  Undertake critical thinking when making difficult decisions  (S12.3 Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis, and evaluation to support decision making)  (Behaviours: Takes responsibility, Agile, Professionalism) | Approaches to critical thinking eg:   * inductive reasoning * deductive reasoning * reflection   Testing theories eg:   * observation * empirical * experimentation   The application of decision-making models and approaches as stated in AC 2.2. | The learner must undertake critical thinking of an identified problem which requires challenging decisions to be made.  **At least** **one** critical thinking approach and **one** testing theory must be applied.  A clear conclusion, recommendation or resolution must be presented from the critical thinking and decision making employed. |

Guidance for Delivery

Delivery with tutor led support through blended learning, using a range of classroom, self-directed research, action learning and peer discussion, sharing experience and methods gained and applied, which promote a reflective and critical approach to research and self.

Suggested Evidence

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

* reflective report
* assignment
* use of problem-solving and decision-making models/techniques
* organisational ethics and values
* data and information gathering
* observation
* formal business report
* presentation

Unit 603 Progressive Discourse in Modern Leadership

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 23 |
| Credits | 10 |
| Unit Aim: | This unit aims to give an understanding of the theories and models which underpin current leadership and management thinking, considering the future of leadership. The unit also explores the concepts of own leadership identity and personal leadership brand and their relevance to building a culture of diversity, inclusion and innovation. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K5.1, K6.1, K6.2, K6.3 * S7.4, S9.3, S9.4, S9.5, S9.6 * Behaviours: Inclusive |

**Learning Outcome 1**

The learner will understand leadership and management theories, including their implications for future practice

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Analyse how established theories of leadership and management evolved, and their relevance to current practices | Key differences between management and leadership.  Leadership theories eg:   * trait theories * behaviour theories eg: * Blake/Moulton – Managerial grid * situational-led leadership models eg: * Hershey and Blanchard – situational leadership   Management theories eg:   * Taylor - Scientific management * Weber - Systems management * Friedler - Contingency management | The learner must analyse the relevance of **at least two** established leadership theories **and** **two** management theories to their organisation’s (or one they are familiar with) current needs.  This analysis should include reference to how the theories evolved. |
| **AC1.2**  Examine contemporary leadership concepts and their impact on current practice | The relevance of modern and emergent leadership thinking eg:   * Peterson - Entrepreneurial leadership * Covey - Principle-centred leadership * Carroll’s – Pyramid of Corporate social responsibility * Kouzes and Posner – Leadership practices Inventory ™ | The learner must examine own leadership practice with reference to **a minimum of** **two** contemporary leadership concepts. |
| **AC1.3**  Evaluate own capacity to meet future leadership practices in own role.  (K.5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development) | Definition of leadership practices.  Horizon scanning and predicting future leadership practice in relation to own role.  Disruptive technologies and their impact on organisations eg:   * technological changes * new ways of working   The importance of remaining current in terms of knowledge and practice through eg:   * professional networking events and communities, including global and online * continued professional development cycles * peer networking and learning circles | The learner must evaluate own capacity to meet future leadership practices in own role. |

**Learning Outcome 2**

The learner will understand the impact of own leadership identity and personal leadership brand in supporting influencing, engagement and collaboration

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Evaluate the effectiveness of own leadership identity      (K6.1 Different forms of communication (written, verbal non-verbal, digital) and how to apply them)  (K6.2 How to maintain personal presence and present to large groups) | The importance of understanding own leadership identity and its effects on others.  Components of leadership identity eg:   * personal values, attitudes and responses in the workplace * recognition of personal strengths * presence   Leadership styles and preferences. | The learner must evaluate the effectiveness of their personal leadership identity including its impact on others.  The evaluation must reference **a minimum of** **two** leadership identity components. |
| **AC2.2**  Evaluate the effectiveness of own personal leadership brand  (K6.2 How to maintain personal presence and present to large groups)  (K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion) | The importance of having a strong personal leadership brand eg:   * clarity of thought and values * ownership of personal beliefs and ethics * impact on engagement, collaboration, culture, and followers   Components of a personal brand eg:   * accountability * authenticity and building trust * presence and impact * personal leadership and communication   Importance of strong cohesion between personal brand, values and ethics. | The learner must evaluate the effectiveness of own personal leadership brand including reference to **a minimum of two** components. |
| **AC 2.3**  Evaluate personal ability to use leadership identity and own personal leadership brand to build influence, engagement and collaboration  (K6.2 How to maintain personal presence and present to large groups)  (K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion)  (S9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels)  (S9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback)  (S9.6 Work collaboratively with internal and external customers and suppliers) | How having a strong leadership identity and personal leadership branding can build:   * influence eg: * McKinsey - Influence model * engagement eg: * effective communication * trust quotients * selling and facilitating * collaboration eg: * communication * coordination * transparency and accountability * shared vision/outcomes   Emotional intelligence in terms of:   * supporting engagement and empathy * building control of own behaviours and reactions   The relevance of personal storytelling to engage and enhance leadership identity and personal leadership brand eg:   * communication styles and ability * confidence and approachability * alignment of storytelling to vision and personal values | The learner must evaluate how they use own leadership identity and personal leadership brand to build each of the following:   * influence * engagement * collaboration   The evaluation must include how they have used personal storytelling to influence, engage and collaborate. |

**Learning Outcome 3**

The learner will understandown ability to support an inclusive, innovative and diverse culture

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Evaluate own ability to support a culture of inclusive working  (S7.4 Support the creation of an inclusive, high performance work culture)  (S9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels)  (S9.4 Contribute within a team environment)  (S9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback) | Definition of inclusive working  Models of organisational culture eg:   * Handy * McKinsey * Johnson and Scholes * Schein’s   Cultures which support inclusive working patterns.  Open cultures eg:   * communication strategies * openness * leadership integrity   Employee engagement and communication strategies eg:   * constructive feedback * influencing and negotiation skills * team dynamics   Mechanisms to support inclusive working eg:   * technology * coaching and mentoring approaches * appropriate development strategies | The learner must evaluate their own ability to support a culture of inclusive working.  The evaluation must include **a minimum of** **two**:   * employee engagement and communication strategies * mechanisms to support inclusive working. |
| **AC3.2**  Evaluate own ability to support a culture of innovation and diversity  (S9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels)  (Behaviours: Inclusive)   * Seeks the views of others and values diversity internally and externally. | Cultures of innovation eg:   * acceptance and control of risk-taking * creative cultures * acceptance of failure   Culture of diversity eg:   * legal requirements to support a diverse workplace * the positive outcomes of a diverse workplace * definitions of diverse workplaces | The learner must evaluate their own ability to support a culture of innovation **and** diversity. |

Guidance for Delivery

Delivery could be through tutor-led learning, case studies, examples of good/best practice, own learning to support reflective practice and understanding of underlying behaviours.

Suggested Evidence

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

* evidence of personal storytelling/personal branding
* evidence of leadership ability including leading activities and strategic teams, communication of values and ideas and engagement activities
* culture reviews, such as culture-web activities
* personal development activities to support extended theoretical learning, including identifying appropriate theories and models and their application
* SWOT, PESTEL analysis
* work policies and procedures
* feedback on current practice

Unit 604 Delivering Outcomes Through People

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 19 |
| Credits | 12 |
| Unit Aim: | The learner will explore the principles of workforce planning used to support strategic team development. They will also reflect on their role in terms of recruitment and retention of people, allowing the learner to put into practice the principles and models of motivation and reward used to support high performing teams. Learners will finally explore the principles and practices of learning and development. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03):](https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf)   * K1.1, K1.2, K7.1, K8.1, K8.2, K8.3 * S7.4, S8.4, S10.3, S10.4 * Behaviours: Inclusive |

**Learning Outcome 1**

The learner will understand own role in the planning, recruitment, retention and wellbeing of people

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain the principles of workforce planning which support strategic team development  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (K1.2 How to manage change in the organisation) | Principles of workforce planning eg:   * equilibrium/data informed approaches * determinism/business forecasting * optimisation * the employee lifecycle   The linkages between workforce planning and team formation/modelling/development. | The learner must explain a **minimum of** **two** principles of workforce planning and how **each** supports strategic team development. |
| **AC1.2**  Review own impact on the recruitment and retention of people in the workplace  (K8.1 How to recruit, manage and develop people, using inclusive talent management approaches)  (K8.2 How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs)  (K8.3 How to set goals and manage performance) | Effective recruitment processes including:   * talent acquisition * recruitment strategies eg: * internal vs external * employer branding * referrals * Diversity Equity Inclusion (DEI) * management of the recruitment process including: * accountability * responsibility   Effective retention strategies eg:   * talent pipelines * motivation and empowerment * reward strategies   Management impact on recruitment and retention. | The learner must review own impact on the recruitment and retention of people in the workplace. |
| **AC1.3**  Review own role in supporting the principles of wellbeing, Diversity, Equity and Inclusion (DEI)  (Behaviours: Inclusive)   * Open, approachable, authentic, and able to build trust with others * Seeks the views of others and values diversity internally and externally | Factors which promote DEI in the workplace eg:   * culture and cultural leadership * challenging unconscious bias and microaggression * work practices and policies * complaint mechanisms * demographics   Principles supporting and informing wellbeing strategies eg:   * work/life balance * mental health strategies including resilience * access to support * supporting empathy and self-awareness   Importance and need for monitoring of adherence to principles. | The learner must review their role in ensuring principles which support wellbeing and DEI.  This must include reference to the role of monitoring in the process. |

**Learning Outcome 2**

The learner will be able to lead high-performing teams

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC 2.1**  Evaluate how high-performing teams are identified and developed in own organisation.    (K7.1 Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches)  (K8.1 How to recruit, manage and develop people, using inclusive talent management approaches)  (K8.3 Know how to set goals and manage performance) | Methods to identify high performing teams eg:   * outcome based assessment * Lombardo and Eichinger - T7 team effectiveness model * Beckhard - GRPI model of team effectiveness   Team role, development, and efficiency theories/models eg:   * Belbin – Team formation theory * Margerison and McCann- Team Management Wheel * theories of Group Locomotion   High-performing team characteristics eg:   * trust * accountability * goal identification and setting * understanding of strategy/direction | The learner must evaluate how high-performing teams are identified and developed in own organisation.  The learner must make reference to **at least** **two** characteristics of high- performing teams. |
| **AC2.2**  Apply theories of motivation and reward which support high-performing team outcomes  (S8.4 Build teams, empower and motivate others to improve performance or achieve outcomes) | Theories of motivation and reward eg:   * Maslow - Hierarchy of needs * Alderfer - ERG Theory of Motivation * Vroom - Expectancy Theory of Motivation * Locke and Latham - Goal-setting theory   The impact of high motivation on outcomes eg:   * engagement * ownership * shared responsibility   Signs of low motivation within high-performing teams eg:   * absence * missed targets * conflict   The effects of low motivation on high-performing teams eg:   * low morale * increased directional leadership * reduced accountability   Reward systems and their impact on high-performing team outcomes. | The learner must evidence how they applied the theories of motivation and reward to support the outcomes of high-performing teams in their organisation.  This must include considerations of the signs and effects of low motivation on high-performing teams. |
| **AC 2.3**  Reflect on own ability to support high-performing teams  (K7.1 Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches)  (S7.4 Support the creation of an inclusive, high performance work culture)  (S8.4 Build teams, empower and motivate others to improve performance or achieve outcomes) | Leadership styles and factors which impact upon eg:   * situational leadership models eg: * Hersey and Blanchard – Situational leadership * Goleman’s – 6 Leadership styles * leadership/paradigms of team accountability eg: * Tannenbaum and Schmidt - Continuum of leadership * models of Emotional Intelligence (EI) and empathy eg: * Mayer and Salovey - Emotional intelligence theory * Goleman – Emotional intelligence * trust paradigms eg: * open leadership and communication * behaviours that gain and lose trust   Own impact on culture of high-performing teams eg:   * shared values and goals * development of subcultures   Support mechanisms eg:   * coaching/mentoring * knowledge cascade | The learner must reflect on their own ability to support high-performing teams.  The reflection must include reference to:   * own leadership * own impact on culture * support mechanisms. |

**Learning Outcome 3**

The learner will understand how to support the principles and practices of learning and development in a high-performing team

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Examine the principles and practices that support learning and development for individuals and teams  (K8.1 How to recruit, manage and develop people, using inclusive talent management approaches) | The principles behind learning organisations eg:   * social learning * humanism * constructivism * cognitivism   The practices that support learning organisations eg:   * exploring best practice * leadership behaviours * continuous improvement cycles * personal learning strategies | The learner must examine a **minimum of** **two** principles and **two** practices that support learning and development for individuals **and** teams. |
| **AC3.2**  Reflect on own role in supporting learning and development within a high-performing team  (S7.4 Support the creation of an inclusive, high performance work culture)  (S10.3 Reflect on own performance, identifying and acting on learning and development needs)  (S10.4 Understand impact on others) | The role of the leader in supporting learning and development including through eg:   * facilitating feedback loops and processes * coaching and mentoring * the use of evaluation and review models eg * Kirkpatrick – Model of evaluation * utilisation of team feedback models eg: * Cedar - Situation Behaviour Impact (SBI)   Assessing own effectiveness in supporting others eg:   * gaining feedback * measuring outcomes * seeking new practices and ways of working | The learner must reflect on how they have supported the learning and development of a high-performing team.  The reflection must include feedback on their own effectiveness in supporting others. |

Guidance for Delivery

Delivery could be through Tutor-led learning, role-playing, relevant case studies, small group learning and exploration of best practice such as own/others’ approach to learning and development and its effectiveness.

Suggested Evidence

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

* examples of outcome measurements of team activity in the workplace
* workforce planning data and evidence of planning
* records of recruitment and retention strategies, including own roles
* policies supporting DEI in the workplace
* examples of planning development for both self and team
* examples of knowledge sharing
* culture mapping to support the establishment/review of an open culture
* theoretical models
* feedback models

Unit 605 Optimising Organisational Capacity

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 27 |
| Credits | 10 |
| Unit Aim: | This unit will enable the learner to appreciate how to optimise organisational capacity and resources considering disruptive technologies. They will have the opportunity to review existing organisational capacity and resources and prepare a road map and business case to present to stakeholders. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [**Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03):**](https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf)   * K1.1, K5.1, K5.2 * S1.3, S5.3 |

**Learning Outcome 1**

The learner will be able to review and optimise organisational and resource capacity

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Analyse own organisational capacity | Factors affecting organisational capacity eg:   * internal factors eg: * engagement, collaboration * innovation * organisational agility and structure * approach to risk * resources * external factors eg * competition * local considerations * social and cultural * industry governance * Analysis tools/techniques eg: * SWOT/ PESTEL * McKinsey – 7-s * Porter - Five forces   Teece - Dynamic capabilities theory. | The learner must analyse own organisational capacity considering the following factors:   * **three** internal * **three** external. |
| **AC1.2**  Evaluate management and financial practice, service improvement within own organisation to optimise resource capacity | Management practices eg:   * lean management * agile working * innovation and creativity   Service improvement/supply optimisation eg:   * outsourcing/sub-contracting * skills diversification * customer experience enhancement * technology adaptation   Finance practices eg:   * cost reduction * financial planning eg: * Private Finance Initiative (PFI) * crowd funding * capital investment * leasing versus purchasing   Barriers and challenges. | The learner must evaluate how to optimise resource capacity within own organisation.  The analysis must include reference to:   * one management practice * one financial practice * one service improvement. |
| **AC1.3**  Recommend improvements to organisational and resource capacity  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (S1.3 Support the development of organisational strategies and plans) | Optimisation of organisation and resource capacity based on analysis findings in AC 1.1 and 1.2, including:   * alignment of organisational and resource capacity with the strategy * strategies for improving utilisation of resources and enhancing capacity eg: * outsource or sub-contract * enhanced workforce skills * implement new technologies * implement cost saving | Based on the findings from AC 1.1 and AC1.2 the learner must make recommendations for both organisational and resource capacity in line with strategy.  This must include:   * **one** improvement for organisational capacity * **one** improvement for resource capacity. |

**Learning Outcome 2**

The learner will be able to establish a road map as to how disruptive technologies can influence the optimisation of organisational capacity

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Examine, using a process of horizon scanning, current and potential disruptive technologies  (K5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development)  (K5.2 Innovation and digital technology’s impact on data and knowledge management for analysing business decision-making) | The latest disruptive technologies eg:   * digital and virtual technologies * cloud computing * artificial intelligence * Ashton - Internet of Things (IoT)   Horizon scanning models eg:   * PESTEL * SWOT * competitor analysis   Initial horizon scanning process:   * analysis of the potential impact of each technology on organisation * risk assessment   Evaluating the risks associated with potential security threats and compliance issues. | The learner must examine at **least two** current and **one** potential disruptive technologies and their impact upon own organisation.  The learner must use at **least two** horizon scanning models. |
| **AC2.2.2**  Examine the effect of disruptive technologies  on organisational capacity  (K5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development)  (K5.2 Innovation and digital technology’s impact on data and knowledge management for analysing business decision-making) | Effect of disruptive technologies on organisational capacity eg:   * market disruption * customer demands and competitive landscape * talent and skills * business processes * regulatory compliance * financial implications | The learner must examine the effect of disruptive technologies on organisational capacity. |
| **AC2.3**  Develop a roadmap to optimise organisational capacity considering disruptive technologies  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (S5.3 Identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others) | Development of a roadmap to improve organisational capacity including:   * mission statement * scope * resources * budget * timelines and milestones * communication * Key Performance Indicators (KPI) * monitoring * evaluating   Road map could include potential actions eg:   * training and development opportunities * hiring new talent with digital expertise * creating culture of innovation and continuous improvement | Considering the findings from AC2.1 and AC2.2 the learner must develop a roadmap to optimise organisational capacity.  The roadmap must include the following:   * mission statement * scope * resources * budget * timelines and milestones * communication * Key Performance Indicators (KPI) * monitoring * evaluating. |

**Learning Outcome 3**

The learner will be able to communicate suggested improvements to optimise organisational and resource capacity in a digital world to stakeholders

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Prepare a business case to optimise organisational capacity considering disruptive technologies  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (S5.3 Identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others) | Business case structure eg:   * executive summary * problem statement including scope * goals and objectives and stakeholder’s requirements * alternative analysis * benefits and cost/resources * governance and risk * implementation and evaluation plan including resources and schedule * monitoring and progress report * success criteria * appendix - road map | The learner must prepare a business case based on the recommendations in AC1.3 including the road map in AC2.3  The business case must include the following:   * executive summary * problem statement including scope * goals, objectives and stakeholder’s requirements * success criteria * governance and risk * implementation and evaluation plan including resources and schedule * appendix - road map. |
| **AC3.2**  Present stakeholders with a business case to optimise organisational capacity considering disruptive technologies  (S5.3 Identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others) | Content of the presentation of business case eg:   * clear goals * address potential challenges * cost benefit analysis * timeline * address stakeholder’s concern * make clear recommendations | The learner must deliver a presentation of the business case including the road map as detailed in AC 3.1.  The presentation must include:   * clear goals * address potential challenges * provide cost benefit analysis * present a timeline * address stakeholder’s concern * make clear recommendations. |

Guidance for Delivery

Delivery could be through tutor-led time that blends theory with practice and allows the learners to develop the knowledge and practical skills to improve organisational capacity and resources within the organisation using a variety of case studies or group scenarios.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

Suggested Evidence

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

* revision of strategies
* resource plans
* planning documents, monitoring, KPIS etc
* outcome based evidence based on their working practice
* roadmap
* business case
* presentation

Unit 606 Maximising Data Efficiency for Organisational Success

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 18 |
| Credits | 7 |
| Unit Aim: | This unit enables the learners to make strategic recommendations using tools/techniques/models enabling performance measurement approaches, data analysis and evaluation of organisational performance. The leaners will be able to inform and influence stakeholders to optimise organisation success. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K6.3, K9.1, K12.1 * S6.4, S6.7, S9.5, S12.3 |

**Learning Outcome 1**

The learner will be able to employ performance management approaches and data analysis to evaluate organisational performance

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Critically analyse data using performance management approaches to identify trends and outcomes  (K12.1 How to undertake research, data analysis, problem solving and decision making techniques) | Areas of data eg:   * performance reports * Management Accounts * Annual Accounts * external data * observations   Trends and outcomes linked to eg:   * organisational strategies * functions * objectives, goals and vision * business activities   Approaches including tools / measures.   * Tools eg: * data integration * data visualisation * data mining/analysis * Measures eg: * internal * external | The learner must critically analyse data using approaches (measures and/or tools) to identify trends and outcomes within their organisation, or one they are familiar with. |
| **AC1.2**  Verify assumptions relating to organisational performance based on interpretation of trends and outcomes | Verification relating to activities undertaken in AC 1.1 to deliver organisational objectives including:   * identify assumptions * challenge assumption * validate assumptions * support assumptions * document assumptions | The learner must provide a coherent argument to verify assumptions related to organisational performance.  The verification must include the following:   * identify assumptions * challenge assumption * validate assumptions * support assumptions * document assumptions   At **least three** different areas of the organisational need to be considered eg finance, people, resources, stakeholders. |
| **AC1.3**  Draw conclusions on organisational performance based on interpretation of trends and outcomes  (K12.1 How to undertake research, data analysis, problem solving and decision making techniques) | Areas of performance data as detailed in AC1.1.  Trends and outcomes as in AC1.1.  Conclusions with regards to eg:   * profitability * productivity ratio * economic standing * comparisons with previous performance eg: * Year To Date (YTD) * Year on Year (YonY) * period v period * standard business ratios eg: * Return on Investment (ROI) * Estimated Rate Return (ERR) * Net Operating Income (NOI) * Acid test | The learner must draw conclusions on organisational performance based on the interpretation of trend and outcomes identified in AC1.1 and AC1.2.  The conclusion must include actual/potential impacts. |

**Learning Outcome 2**

The learner will be able to appraise performance data and produce strategic recommendations to inform organisational direction

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Evaluate performance data against organisational objectives  (K12.1 How to undertake research, data analysis, problem solving and decision making techniques) | Evaluation process to include:   * confirmation of organisational objectives * how organisational objectives are measured (eg Key Performance Indicators (KPI)) * performance based on data gathered eg: * quantity * quality * cost * time * ratios can include eg: * standard business accounting ratios * internally agreed ratios * personally defined ratios * analysis of any gaps in data eg: * profitability * performance against target * community * Social Return on Investment (SROI) * Corporate Social Responsibility (CSR) * corrective action approach | The learner must evaluate the numerical data drawn from Learning Outcome 1 in relation to strategic organisational objectives.  The evaluation must relate to **two or more** strategic organisational objectives.  The evaluation must include:   * confirmation of organisational objectives * how organisational objectives are measured (eg Key Performance Indicators (KPI)) * performance based on data gathered * ratios * analysis of any gaps in data * corrective action approach. |
| **AC2.2**  Make recommendations  that support  strategic activities and organisational objectives using decision-making tools/techniques/models.  (K12.1 How to undertake research, data analysis, problem solving and decision making techniques)  (S12.3 Use evidence based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision-making) | Deliverable recommendations including:   * impacts * timescales * resources * stakeholders * measures of performance   Decision-making framework to support, align and enhance decision-making appropriate to the data, the situation being analysed and in the context of strategic activities and organisational objectives.  Use of relevant tools/techniques/models eg:  eg:   * Ishikawa - Fishbone diagram * Vroom-Yetton – Decision model * Klein - Recognition Primed Decision (RPD) model * Simon - bounded rationality | The learner must make recommendations that support strategic activities **and** organisational objectives. The recommendations must consider the following:   * impacts * timescales * resources * stakeholders * measures of performance.   The learner must use a **minimum of two** decision-making tools/techniques/models appropriate to the data and the situation. |

**Learning Outcome 3**

The learner will be able to inform and influence stakeholders to adopt recommendations aligned to strategic objectives

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Present performance data to stakeholders  (K9.1 Approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation)  (S6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms) | Verbal or written report appropriate to stakeholders entitled to access data.  Report to account for eg:   * communication networks * key policies and accountabilities * levels of confidentiality * appropriate systems and procedures | The learner must present their evaluation of performance data in AC 2.1 to appropriate stakeholders. |
| **AC3.2**  Apply negotiation and persuasion techniques/skills used to influence stakeholders  (K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion)  (S6.7 Apply influencing and persuasion skills, to the dynamics and politics of personal interactions)  (S9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback) | Negotiation and persuasion techniques/skills eg:   * + analysing   + strategising   + steps of the negotiation process   Influencing skills eg:   * + relationship building   + active listening   + story telling   + selling benefits to needs   Stakeholders as stated in AC 3.1. | The learner must demonstrate **one** occasion where stakeholders have been influenced through effective persuasion and negotiation. |
| **AC3.3**  Specify recommendations to stakeholders regarding future actions aligned to strategic objectives | Recommendations relating to actions with alignment to strategic objectives  Recommendations within situational contextand appropriate focus, in relation to eg:   * governance structures * accountabilities * external drivers * codes of ethics * legislation and other appropriate boundaries | The learner must specify recommendations for future actions, based on the data evaluation in relation to strategic objectives.  The recommendations must refer to **three** different areas of the organisation eg finance, people, resources, stakeholders. |

Guidance for Delivery

Delivery could be through workshops, personal coaching, online learning or work-based learning. Learners should be encouraged to examine business situations and quantify them in some combination of quantity, quality, cost and time. They should be challenged in relation to their conclusions during workshops, coaching sessions and discussions.

Suggested Evidence

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

* budget statements
* performance analyses of key organisational data/reports etc
* business accounts
* performance management reports
* action plans
* project plans
* presentation to stakeholders written, visual, or audio/visual
* stakeholder report
* decision-making framework
* reflective account
* organisational case study

Unit 607 Leading a Sustainable and Future-Focused Organisation

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 11 |
| Credits | 5 |
| Unit Aim: | This unit will enable the learner to explore different ways in which organisations act responsibly including how they measure and report on Environmental, Social and corporate Governance (ESG) goals. Finally, the learner will develop a plan based on the analysis of drivers for change to provide a future-focus strategy for sustainable organisations |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K1.2, K1.3 |

**Learning Outcome 1**

The learner will understand the impact of an organisation’s ability to act responsibly

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Evaluate the ways in which organisational practices impact others | Organisational practices impact on eg:   * climate * corporate governance * Environmental, Social and corporate Governance (ESG) * Corporate Social Responsibility (CSR)   Factors eg:   * pollution * corporate governance * Diversity, Equity, Inclusion (DEI) * organisational structure | The learner must evaluate a **minimum of** **three** factors in respect of how the organisation integrates environmental, social and governance practices into their everyday operations in order to identify impact on others.  This could be in the context of own organisation or one with which they are familiar. |
| **AC1.2**  Evaluate methods that support organisations to embrace the ESG framework | Methods to support ESG eg:   * corporate sustainability leadership skills eg: * risk evaluation * compliance * (DEI) * ethical and value-based leadership * board structure and leadership eg: * social responsibility * legal framework * embedded practices across the organisation * corporate governance eg: * duties, liabilities and responsibilities * stewardship * ethics * monitoring and responding to eg: * climate change * social sustainability * governance   Considerations of barriers to ESG eg:   * lack of data/inaccurate data * knowledge/expertise * willingness to change * costs * social pressure | The learner must evaluate **at least two** different methods that an organisation can adopt to support the ESG framework.  The evaluation must include how potential barriers could be overcome. |

**Learning Outcome 2**

The learner will develop a plan based on drivers for change which provides a future-focus strategy for sustainable organisations

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Analyse drivers for change to develop sustainable future-focused organisations  (K1.2 How to manage change in the organisation) | Drivers for change to develop sustainable future-focused organisations eg:   * local, national and global initiatives * unethical behaviour * corporate reputation, integrity and governance * ethical practices   Some of the benefits/impacts of driving change eg:   * improved company reputation * lower costs * attraction and retention of customers and employees * securing investment   Future-focused organisation eg:   * proactive/innovative/agile * customer centric * socially responsible * continuous learning | The learner must analyse **two** different drivers for change that are likely to impact sustainability in own organisation.  The analysis must reference to the benefits/impacts of driving change in a future-focused sustainable business. |
| **AC2.2**  Plan strategies to develop sustainable resilience to maintain business continuity  (K1.3 Support the development of organisational strategies and plans) | Planning strategies for sustainability eg:   * governance * shift to sustainable integration * management of disruptions * flexible networks * diversification of supply chain   Considering DEI eg:   * wealth and fair income distribution * social mobility * health and wellbeing   Considering mitigation and adaption strategies eg:   * renewable energy * sustainable transport * water management * disaster preparedness   Designing KPIs to measure business impact on natural, human and social capital. | The learner must develop a plan which considers **at least** **two** future-focused strategies that can be implemented by own organisation. This will be based on their research in learning outcome 1.  The plan must consider aspects which promote sustainable resilience to maintain business continuity. |

Guidance for Delivery

Delivery could be through tutor-led time that blends theory with practice that allows the learner to explore ESG framework and to consider some of the benefits and challenges of this to organisations. They should be introduced to corporate scandals and the impact poor practices have on sustainability within an organisation. They should review the employment aspects that impact an organisation’s ability to survive.

Breakout sessions/group work to compare and contrast organisational approaches to develop a future-focused organisation.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

Suggested Evidence

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

* development of internal policies and procedures to enhance sustainable and responsible business practices
* development of strategies and plans aligned to sustainable and responsible business practices
* management of change to develop sustainable and responsible business practices
* sample ESG framework
* disaster recovery/business continuity plan

Unit 608 Delivering a Commercially Focused Strategy

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 17 |
| Credits | 8 |
| Unit Aim: | This unit will enable the learner to reflect on the current commercial strategy within an organisation they are familiar with to develop and pitch new ideas based on analysis of internal and external factors. They will understand the importance a creative culture and organisational environment that develops high performing teams to deliver a successful commercial strategy using innovative techniques. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K1.1, K4.2, K4.3, K6.2, K6.3, K7.2 * S6.4, S6.7 |

**Learning Outcome 1**

The learner will understand how to promote a creative culture and high-performing teams for commercial advantage

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Reflect on own suitability to lead high-performing teams  within a creative culture  (K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion) | Personal leaderships skills required to support the development of a high-performing team within a creative culture eg:   * emotional intelligence * strategic thinking * cultural awareness and inclusivity * influencing, negotiation and persuasion * coaching and mentoring   Leadership models eg:   * Hershey and Blanchard - Situational * Kotter - Transformational * George - Authentic * Weber - Transactional | The learner must reflect upon their personal leadership by considering **a minimum of** **three** leadership models which support the development of high-performing teams. within a creative culture. |
| **AC1.2**  Evaluate the components of a creative culture to drive commercial strategy  (K4.3 The need for innovation in product and service design)  (K7.2 Organisational culture and diversity management) | Components of an effective creative culture to drive successful commercial strategy eg:   * Volatility, Uncertainty, Complexity and Ambiguity (VUCA) * employ creative workers * creative thinking/experimentation * collaboration * promote diversity and inclusion | The learner must evaluate **at least three** components of an effective creative culture that would enable an organisation to implement or revise a successful commercial strategy. |
| **AC1.3**  Analyse the factors that underpin high-performing teams to drive commercial strategy  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance) | Factors that underpin high-performing teams eg:   * role model leadership behaviours * sense of purpose, clarity of roles, goals, processes * diverse team/skills * recognition/celebrate success | The learner must analyse **at least three** factors that underpin performing-high performing teams to drive successful commercial strategy.  The analysis must show clear links between the factors employed and the commercial strategy. |

**Learning Outcome 2**

The learner will review the commercial strategy, identifying existing and future markets, innovative opportunities and organisational capacity

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Evaluate current organisational commercial strategy | Organisational current commercial strategy with consideration of internal and external factors using different evaluation models eg:   * SWOT/PESTEL * innovative and creative thinking * lean start up models   Problem-solving tools eg:   * Ishikawa - Fishbone diagram * concept maps * root cause analysis   Considerations for the delivery of a commercially focused strategy eg:   * impact of organisational structures * delivery improvement strategies * continuous improvement | The learner must evaluate the existing commercial strategy within their organisation or one they are familiar with.    They should use **at least** **two** different evaluation models and **one** problem solving tool to evaluate the organisational strategy.  The evaluation must include the considerations for delivery of a commercially focused strategy. |
| **AC2.2**  Critically analyse internal organisational capacity to inform a revised commercial strategy | Internal organisation capacity eg:   * financial * environment * stakeholders * equipment   Use of models/techniques to analyse internal capacity eg:   * McKinsey – 7-s * Porter - Value chain analysis * SWOT | The learner must critically analyse internal organisational capacity to inform a revised commercial strategy.  The critical analysis must include the use of **at least** **one** model/technique. |
| **AC2.3**  Analyse future markets, identifying innovative opportunities, to advance commercial strategy  (K4.2 How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market)  (K4.3 The need for innovation in product and service design) | Market analysis methodologies eg:   * Porter – Porter’s five forces * competitive market modelling * business modelling * horizon scanning   Definition of innovation.  Idea generation techniques eg:   * mind mapping * De Bono - 6 Thinking hats * brainstorming | The learner must analyse future markets, identifying innovative opportunities, to advance commercial strategy.  The market analysis must include the use **a minimum of** **two** methodologies. |
| **AC2.4**  Revise the organisation’s commercial strategy | Factors for consideration eg:   * Intellectual Property (IP) * revenue or business model * innovation * marketing strategy * PESTEL | Using the research from learning outcome one and two, the learner must revise the organisation’s commercial strategy.  The revised strategy must include **at least** **three** factors for consideration. |

**Learning Outcome 3**

The learner will be able to deliver a revised commercial strategy to key stakeholders

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Develop a revised commercial strategy pitch for key stakeholders  (K6.2 How to maintain personal presence and present to large groups) | Develop pitch for key stakeholders considering relevant commercial factors eg:   * value proposition * Intellectual Property (IP) * finance * internal resources * target customer market * competition | The learner must develop a pitch for a revised commercial strategy considering **at least** **four** relevant commercial factors. |
| **AC 3.2**  Present the revised commercial strategy to key stakeholders  (S6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms)  (S6.7 Apply influencing and persuading skills, to the dynamics and politics of personal interactions) | Presenting the pitch eg:   * personal storytelling * platform * format * presence | The learner must present an appropriate and relevant pitch to key stakeholders. |

Guidance for Delivery

Delivery could be through tutor-led time that blends theory with practice and allows the learner to develop the knowledge and skills to deliver a successful pitch. They should have the opportunity to practice in a safe environment and use a range of different case studies and best practice organisational examples to support their studies.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

Suggested Evidence

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

* development of commercial strategy
* development of road map
* delivery of pitch

Unit 609 Principles and Practices of Risk Management

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 10 |
| Credits: | 5 |
| Unit Aim: | This unit will provide learners with knowledge of principles and practices of effective risk management within an organisation. Learners will explore good practice and develop a risk management plan. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K1.1, K2.2 * S2.5 * Behaviours: Professionalism |

**Learning Outcome 1**

The learner will understand the importance of risk management, analysis and control within an organisation

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Evaluate the benefits of risk management in the workplace  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications) | Definition of risk management.  Benefits of risk management in the workplace eg:   * compliance with industry standards * improving existing processes * reducing potential financial losses * reducing workplace accidents   Potential barriers to risk management in the workplace eg:   * cost * time * resources | The learner must provide an evaluation of **at least** **two** benefits of risk management in the workplace taking into account potential barriers. |
| **AC1.2**  Assess own organisation’s risk management approach in the context of a risk management framework  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications)  (Behaviours: Professionalism  Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the requirements of relevant professional bodies) | Methodologies of risk management including:   * quantitative * qualitative * hybrid   Definition of risk management frameworks.  Good practice framework eg:   * ISO 3100 * industry and internal benchmark * quality standards   Key components of risk frameworks including:   * identification of risks * measurement and assessment of risk * mitigation of risks * monitoring of risks * reporting of risks * risk governance   Types of risk eg:   * commercial * compliance * health & safety * reputational   Organisational policies that support risk management eg:   * Health and Safety * Safeguarding * Diversity Equity Inclusion (DEI) * Data policies | The learner must undertake an assessment of their organisation’s risk management approach/strategy against an established good practice framework, including reference to types of risks and policies. |
| **AC1.3**  Evaluate techniques supporting the identification and analysis of risk in own organisation  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications) | Risk identification techniques eg:   * Ford and Johnson - Decision tree diagram * influence diagram * SWOT * Ishikawa - Cause and effect analysis   Risk analysis techniques eg:   * Dalkey and Helmer - Delphi technique * RACI model * risk probability and impact matrix * Pareto - Pareto chart | The learner must evaluate their organisation’s approach to identifying **and** analysing risk.  The evaluation must include  **a minimum of** **two** techniques for identification and **two** techniques for analysis. |
| **AC1.4**  Analyse control strategies to manage risk in own organisation  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications) | Types of risk control strategies including:   * avoidance * acceptance * mitigation * transferal * sharing | The learner must provide an analysis of **a minimum of two** risk control strategies in their organisation. |

**Learning Outcome 2**

The learner will be able to develop a risk management plan

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Appraise methods of monitoring and reporting risk within own organisation  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance)  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications) | Definition of risk reports.  Methods of monitoring risk within the workplace eg:   * risk registers * risk audits * variance and trend analysis   Key components of risk reports eg:   * risk register * corrective action plan * work performance data * project schedules and progress updates   Importance of monitoring and reporting risk within the workplace eg:   * preventing even more serious incidents from occurring * enhancing understanding of risks in the workplace * ensuring compliance with regulations * reputation | The learner must appraise own organisation’s approach to risk monitoring **and** reporting and provide recommendations for the future. |
| **AC2.2**  Analyse contingency planning and crisis management and their relevance to the management of risk  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications) | Definition of contingency planning.  Purpose of contingency planning in the management of risk eg:   * identifying business critical functions or activities * identifying interim measures to prevent disruption * identifying global challenges and emerging technologies   Definition of crisis management including the importance of organisational resilience.  Importance of crisis management when an unexpected event occurs eg:   * safety of staff and customers * free flow of communication * reputational control * position for recovery | The learner must analyse crisis management **and** contingency planning, detailing their relevance in the management of risk. |
| **AC2.3**  Create a risk management plan for identification and mitigation of risks within own organisation  (S2.5 Proactively identify risk and create plans for their mitigation) | Examples of documentation used for risk management plans including:   * identification of risk * analysis of risk * risk weighting * control of risk * monitoring of risk * plans for reporting | The learner must create a plan that identifies **a minimum of** **three** risks **and** details how theseare to be mitigated. |

Guidance for Delivery

Classroom delivery for underpinning theory including models of risk management, risk frameworks and tools and techniques to identify and analyse risks within the workplace. Examples of risk management planning documents would support the practical elements of the learning.

Suggested Evidence

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

* organisational risk management strategies
* organisational frameworks and standards
* risk policies and procedures
* risk assessment plans
* crisis management documentation
* witness testimony/observation could be used to evidence behaviours

Unit 610 Innovation, Creativity and Entrepreneurship

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 12 |
| Credits: | 5 |
| Unit Aim: | This unit will enable the learner to explore emerging trends in the digital economy and the application of creativity and innovation to generate ideas for feasible entrepreneurial business opportunities. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K4.2, K4.3, K4.5, K5.1 |

**Learning Outcome 1**

The learner will be able to develop creative and innovative thinking skills and practices to optimise future business opportunities

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Analyse own entrepreneurial skills to optimise future business opportunities | Entrepreneurship skills required to set up business opportunities eg:   * risk profiling * visioning * curiosity * creativity * personal skills   Self-analysis on entrepreneurial skills including strengths and weaknesses.  Business opportunities including:   * identification * feasibility * personal suitability | The learner must analyse own entrepreneurial skills, identifying their strengths and weaknesses to optimise future business opportunities. |
| **AC1.2**  Explore emerging trends in the digital economy and their application to entrepreneurship  (K5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development) | Trends of technology and their impact on society and economic systems.  Managerial practices to identify new trends and technological breakthroughs eg:   * rethinking strategies * different ways of working | The learner will explore **at least** **two** trends emerging in the digital economy to support entrepreneurial practices. |
| **AC1.3**  Apply creativity and innovation to form ideas into business opportunities | Application of creativity tools eg:   * brainstorming * Faickney - Scamper * De Bono - Six thinking hats   Innovation frameworks models eg:   * exploring feasibility * design thinking * business modelling | The learner must apply creativity and innovation to help them identify ideas that can become actual business opportunities.  The application must include the use of **one** creativity tool and **one** innovation framework model. |

**Learning Outcome 2**

The learner will be able to create ideas for an entrepreneurial business initiative considering its feasibility

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Develop ideas for an entrepreneurial business initiative  (K4.3 The need for innovation in product and service design)  (K4.5 Use creative approaches to developing solutions to meet customer need) | Development of entrepreneurial business initiatives opportunity considering eg:   * financial opportunities to fund the business development eg: * savings * financial institutions * investors * business resources to implement the opportunity eg: * time * equipment * skills * business diversity eg: * potential partnership * diverse and inclusive workforce * equity strategies | Based on the research from learning outcome 1, the learner must develop **at least** **two** possible ideas for an entrepreneurial business initiative. |
| **AC2.2**  Evaluate the feasibility of a business initiative  (K4.2 How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market) | Evaluation of feasibility of business initiative considering eg:   * cost benefit analysis * market analysis * personal/team skills set * product/service * staff | The learner must evaluate the feasibility of **one** of the ideas they have identified in AC 2.1 to develop into a business initiative.  The evaluation must consider**:**   * cost benefit analysis * market analysis * personal/team skills set |

Guidance for Delivery

Delivery could be through tutor-led time that blends theory with practice and allows the learner to develop the knowledge and skills to understand the benefits and challenges of setting up and running and entrepreneurial business opportunity.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

Suggested Evidence

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

* brainstorming ideations sessions and mind mapping
* Market research
* Customer feedback
* Industry reports and analysis
* Competitor analysis
* Internal analysis
* Emerging trend and technologies
* Personal skills analysis
* Risks register
* Finance
* Stakeholders and investors analysis

Unit 611 Project Management

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 17 |
| Credits: | 7 |
| Unit Aim: | This unit will enable the learner to develop their professional practice, knowledge skills and behaviours in project management across the whole project lifecycle. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K2.1, K2.2, K11.1 * S2.1, S2.3, S2.4, S2.5, S2.7, S6.4, S6.6, S9.1, S10.3 |

**Learning Outcome 1**

The learner will be able to construct a scope and supporting business case for a project within own area of responsibility

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Analyse the skills required to lead a project through the lifecycle  (S2.6 Initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them) | Skills to lead a successful project through all stages eg:   * communication * time management * conflict resolution * risk management * problem solving   Project Management Lifecycle including:   * initiation * planning * execution * monitor * control * closure | The learner must analyse **at least three** skills which are required from a project manager to lead a successful project. |
| **AC1.2**  Develop a project scope within own organisation  (K2.1 How a project moves through planning, design, development, deployment and evaluation)  (K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications)  (S2.5 Proactively identify risk and create plans for their mitigation) | Analysis tools to identify a suitable project eg:   * Ford and Johnson - decision trees * Ishikawa - Fishbone diagram * SWOT * PESTEL   Scope including:   * documenting the project goals * identify and define stakeholder needs * terms of reference * resources * deliverables * tasks * deadlines * constraints   Risk assessment   * identify, analyse, monitor, evaluate, risks | The learner must use **at** **least two** appropriate analysis tools to identify a project.  The learner must develop a project scope to document project within their own area of responsibility.  The project can relate to an initiative/innovation within their own or other organisation they are familiar with.  They learner must carry out a risk assessment of the project and identify any actions required. |
| **AC1.3**  Produce a business case to support the project  (S2.3 Plan, organise and manage resources in order to achieve organisational goals)  (S2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required) | Business case to include:   * strategic context * cost * return of investment * timelines * benefits * disadvantages * feasibility | The learner must produce a business case to support the project scoping document. |

**Learning Outcome 2**

The learner will be able to implement and lead a project within own area of responsibility

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Develop a project plan applying project management tools/ techniques  (S2.7 Use widely recognised project management tools) | Development of project plan based on the scope from AC 1.2 including the application of project management tools/ techniques eg:   * Program Evaluation Review Technique (PERT) * Critical Path Analysis (CPA) * Gantt – Gantt Chart * Work Breakdown Structure (WBS)   Consideration for choosing different project planning tools eg:   * knowledge * budget * pros and cons * training | Based on the scope from AC1.2 the learner must develop a project plan applying **at least** **two** project management tools/ techniques. |
| **AC2.2**  Manage project stakeholders throughout the project  (S6.6 Manage and chair meetings and clearly present actions and outcomes)  (S9.1 Approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation) | Engagement with stakeholders to include:   * communicating regularly with stakeholders * ensuring stakeholders understand objectives and their role * requesting feedback from stakeholders throughout project * addressing concerns | The learner must provide evidence of effective management of stakeholders throughout the project.  This must include **one** example for **each** of the following:   * communicating regularly with stakeholders * ensuring stakeholders understand objectives and their role * requesting feedback from stakeholders throughout project * addressing concerns |
| **AC2.3**  Monitor progress of the project through the project management lifecycle  (K2.1 How a project moves through planning, design, development, deployment and evaluation)  (S2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required) | Monitoring project eg:   * set monitoring intervals * collect and review data * adjust expectations * change, quality, cost monitoring against plan * added value for the business unit | The learner must evidence of how they have monitored progress throughout the project management lifecycle. |

**Learning Outcome 3**

The learner will be able to evaluate and communicate the project outcomes considering the impact on own professional practice.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Evaluate the effectiveness of the project  (K11.1 How to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes)  (S2.1 How a project moves through planning, design, development, deployment and evaluation)  (S2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required) | Evaluation considerations to include:   * pre-project * ongoing * post-project   Evaluation to include strengths, weaknesses and potential improvements. | The learner must evaluate the overall effectiveness of the project including strengths, weaknesses and potential improvements. |
| **AC3.2**  Summarise project impact and outcomes to stakeholders  (S2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required)  (S6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms) | Verbal or written report on project outcomes to stakeholders involved,  reporting on impact and summary of outcomes. | The learner must summarise the project impact and outcomes to **a minimum of** **three** stakeholders. |
| **AC3.3**  Reflect on skills utilised whilst developing and leading a project within own area of responsibility using a recognised model of reflection  (S10.3 Reflect on own performance, identifying and acting on learning and development needs) | Reflection on skills to lead a successful project through all stages as stated in AC 1.1 in order to identify potential changes in professional practice.  Models of reflection on the development and leading of projects eg:   * Kolb – Reflective cycle * Gibbs – Reflective cycle * Dabell – Context Action Results and Learning (CARL) technique * Driscoll - Model of reflection | The learner must reflect on the skills they have used to develop and lead the project, using a recognised reflective model.  This must also make reference to how this may have influenced own professional practice. |

Guidance for Delivery

Learners will need to implement and reflect on the project they have produced.

Delivery could be through tutor-led time that blends theory with practice and allows example case studies to showcase best practice in leading and developing a project. Learners should be given the time to be introduced to the theoretical concepts and work with their organisation to identify a suitable topic for project development.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

Suggested Evidence

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

* project management tools
* developing and monitoring in contingency
* skills analysis
* project plan including scope
* business case
* development and implementation of the project eg emails, minutes of meetings, work products or witness testimonies
* reflection on a project
* summary of project outcomes to stakeholders could be a written report or a presentation which is observed/recorded

Unit 612 Introduction to Strategic Management

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| Unit Level: | 6 |
| Guided Learning Hours (GLH): | 8 |
| Credits: | 4 |
| Unit Aim: | This unit will introduce the learner to the theory and practice of strategic management and cross-functional working to support organisational strategy. |
| Assessment Method: | Assignment |
| Relationship to Apprenticeship Standard: | Signposting is provided to the KSBS within the [Level 6 Chartered Manager Apprenticeship ST0272/AP03](https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0)**:**   * K1.1 * S1.3, S1.4 |

**Learning Outcome 1**

The learner will understand the strategic management process and the role of cross functional interaction in supporting organisational strategy

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Analyse the process of strategic management  (K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation and quality assurance) | Strategic management definition.  Importance of strategic management and its benefits eg:   * clear direction * resource optimisation * organisational alignment * developing diverse inclusive equitable organisations   Internal and external factors that impact a strategy eg:   * political/legal/governance consideration * environment * social trends * finance   Process of strategic management including:   * formulation eg: * setting short/medium/long term goals * gather data and information to shape the mission, vision and values statements * collect and review information for a strategic purpose * implementation eg: * execute the strategy to create competitive advantage * management of change * monitor the plan * evaluation eg: * formative and summative | The learner must analyse the process of strategic management.  The analysis must include the following:   * internal and external environment that impacts the development of a strategy * a **minimum of** **two** benefits of strategic management * formulation * implementation * evaluation |
| **AC1.2**  Analyse the effectiveness of cross functional interaction to support organisational strategy | Business functions eg:   * Marketing * Finance * Operations * Information Technology * Human Resources * Learning and Development     Business functions interaction eg:   * collaboration * communication * strategic team building | The learner must analyse how **at least** **two** business functions interact effectively to support own organisational strategy, or one they are familiar with. |

**Learning Outcome 2**

The learner will be able to support and assess the process of strategic management and cross functional interaction

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Apply the process of strategic management to support organisational strategy  (S1.3 Support the development of organisational strategies and plans)  (S1.4 Develop and deliver operational plans, set targets and key performance indicators, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence) | Application of the process of strategic management as stated in AC 1.1 to support organisational strategy. | The learner must apply the **three** stages of the process of strategic management to support organisational strategy.  This can be based on their organisation or one they are familiar with. |
| **AC2.2**  Facilitate cross functional interaction to support organisational strategy  (S1.3 Support the development of organisational strategies and plans)  (S1.4 Develop and deliver operational plans, set targets and key performance indicators, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence) | Facilitation of cross functional interaction as stated in AC 1.2 to support organisational strategy. | The learner must provide evidence of how they facilitated cross functional interaction giving a **minimum of two** examples. |
| **AC2.3**  Review the applied strategic management process and the cross functional interaction for organisational improvements  (S1.4 Develop and deliver operational plans, set targets and key performance indicators, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence) | Considerations on possible improvements to deliver a successful strategy eg:   * automation * productivity, competitiveness and entrepreneurialism * efficiencies * effectiveness * policies * business functions interaction * Diversity Equity and Inclusion (DEI)   Importance and value of seeking feedback when considering possible improvements. | Based on AC2.1 and AC 2.2 the learner must review:   * **one** strategic management process improvement * **one** cross functional interaction improvement |

Guidance for Delivery

Delivery could be through tutor-led time that blends theory with practice and allows example case studies of best practice to be introduced to showcase what effective ways that organisations can develop, plan and implement successful business strategies. They should be asked to research their own organisation or one they are familiar with to draw on real examples.

Group work, action learning sets and peer review is suggested.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

Suggested Evidence

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

* evidence of review, plan, delivery, implementation of departmental and/or organisational strategy.
* business plans, company action plans
* reflective reviews/journals
* observations
* witness testimony
* professional discussion
* performance development appraisals
* written report
* organisation flow chart/mind map/process flow chart
* presentations

Unit 703 Developing Strategic Leadership and Management Capability

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 15 |
| **Credits:** | 10 |
| **Unit Aim:** | This unit will explore the personal and professional practices, underpinned by coaching and mentoring, in supporting developmental leadership which embeds a diverse, equitable and inclusive culture. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | N/A |

**Learning Outcome 1**

The learner will understand the context of senior leadership and management

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| **Assessment Criteria**  **The learner can….** | **Assessment Requirements (Sufficiency)** | |
| **AC 1.1**  Analyse the strategic context of a learner specified organisation using theoretical approaches appropriate to Level 7 | | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. | |
| **AC1.2**  Identify the espoused strategic leadership and management capabilities in the context of the learner specified organisation | | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. | |
| **AC1.3**  Critically evaluate the congruence of leadership and management actions with espoused capabilities in the specified context | | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. | |

**Learning Outcome 2**

The learner will be able to design an investigation and implementation plan of relevance to leadership and management

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| **Assessment Criteria**  **The learner can….** | **Assessment Requirements (Sufficiency)** |
| **AC2.1**  Undertake an investigation of relevance to leadership and management with data gathered from a variety of sources in order to meet own or organisation’s needs | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC2.2**  Using the results of the investigation in 2.1 formulate a robust plan for the leadership and/or management of self or organisation in the specified context taking account of the needs of specified stakeholders | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC2.3**  Critically evaluate the sources of information and development available to senior leaders and managers including professional network(s) and how they might inform the investigation | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |

**Learning Outcome 3**

The learner will be able to implement and evaluate the results of the investigation

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| **Assessment Criteria**  **The learner can….** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Demonstrate how engagement with a professional network has impacted your own thinking with regard to leadership and management | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC3.2**  Critically evaluate the impact of the implementation of at least part of the plan detailed in 2.2 | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |
| **AC3.3**  Communicate the impact of the investigation using appropriate media to specified stakeholders | As per Pass and Good Pass sufficiency descriptors in Mark Sheet. |

**Guidance for Delivery**

The learner should engage with a community of practice from the outset to get the most benefit to support their investigation.

Suggested Evidence

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

* AC1.1: diagrams, slides, short report etc
* AC1.2: podcast, webinar, slides, recording etc
* AC1.3: summary report, webinar, podcast, recording or slide show with voice over etc
* AC2.1: summary report, webinar, podcast, recording or slide show with voice over etc
* AC2.2: an organisational improvement plan or Professional Development plan for own development could be used here, along with a relevant stakeholder needs analysis table
* AC2.3: detailed table including critical evaluation of information presented
* AC3.1: demonstration could be an example of how they think differently about doing things differently in the workplace and could be presented orally or in writing
* AC3.2: slide show, progress report, webinar, podcast etc. that can then use to demonstrate evidence for the final activity below.
* AC3.3: short slide show, progress report, webinar, podcast etc.

Unit 710 Embedding a Culture of Developmental Leadership

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 25 |
| **Credits:** | 12 |
| **Unit Aim:** | This unit will explore the personal and professional practices, underpinned by coaching and mentoring, in supporting developmental leadership which embeds a diverse, equitable and inclusive culture. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within the [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1)**:**   * K6, K10, K11, K18 |

**Learning Outcome 1**

The learner will understand personal and professional practices which support a culture of developmental leadership

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC 1.1**  Critically examine the components of a culture of developmental leadership  (K10: Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures) | Definition of developmental leadership.  The components supporting a culture of developmental leadership eg:   * continuous learning and development * risk-taking * innovation and creativity * adaptability * the link between cultures of Diversity, Equity and Inclusion (DEI) and development * models of organisational culture eg: * Handy – Organisational culture * Johnson and Scholes – Cultural web analysis theory | The learner must critically examine **at least** **three** components which support a culture of developmental leadership. |
| **AC1.2**  Evaluate personal and professional practices which support a culture of developmental leadership        (K6: Ethics and values-based leadership theories and principles) | Personal practices which support a culture of developmental leadership eg:   * emotional intelligence eg: * Mayer and Salovey * Goleman * the impact of personal leadership style on team and individuals * ethical and values-based leadership theories and principles eg: * Covey – Principle-Centred Leadership * Kouznes and Posner – Five practices of exemplary leadership * The Nolan principles * personal resilience models eg: * Bennett - 5Cs of resilience * Garmezy - Five pillars of resilience   Professional practices which support a culture of developmental leadership eg:   * adhering to code of conduct * balance professional support with personal distancing * ‘open door’ and listening cultures * knowledge cascade | The learner must evaluate their practice in supporting a culture of developmental leadership.  The evaluation must make reference to a **minimum of two** personal practices and **two** professional practices. |

**Learning Outcome 2**

The learner will understand how a diverse, equitable and inclusive culture supporting well-being, is managed in the workplace

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC2.1**  Critically evaluate how a diverse, equitable and inclusive culture is supported in the workplace    (K6: Ethics and values-based leadership theories and principles)  (K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Definitions and examples of Diversity, Equity and Inclusion (DEI) in the workplace.  Ways to support DEI eg:   * talent management and progression * creativity and innovation * focus on mental well-being   Individual responsibility to DEI eg:   * meet internal and legal requirements * maintain own developmental practice (CPD) * personal leadership   Organisational responsibilities eg:   * policies and procedures to support DEI * governance and compliance * organisational values   Leadership behaviours which support DEI eg:   * open channels of communication * integrity and leading with principles * self-awareness * adaptability   Leadership theories models which encourage DEI eg:   * Covey - Principle-centred leadership * Barrett - Values based leadership * Llano - Person-centric leadership   Models of organisational culture as stated in AC1.1.  Organisational ethics eg Carroll’s – Pyramid of organisational culture. | The learner must critically evaluate how a diverse, equitable, and inclusive culture has been supported in own organisation, or one they are familiar with, including recommendations for future practice.  The evaluation must include refence to:   * individual and organisational responsibility to DEI * leadership behaviours and   organisational culture which support DEI |
| **AC2.2**  Analyse the role of management in supporting a diverse, equitable and inclusive culture in the workplace    (K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | The role of management in supporting a culture of DEI eg:   * translate espoused values into actions * policies and procedures to support DEI * effective measurement of policies which support DEI * translate policies and procedures into implementable actions | The learner must analyse the effectiveness of management in supporting DEI in their organisation, with reference to **at least three** examples. |
| **AC2.3**  Examine how compassion, mental health and well-being are supported in the workplace      (K6: Ethics and values-based leadership theories and principles) | Leadership behaviours which support compassion, mental health and well-being including eg:   * communication skills * emotional intelligence * trustworthiness   Workplace practices which support compassion, mental health and well-being eg:   * work-life balance and working week models * policies and procedures * conflict management * effective identification and early-intervention strategies * team health checks and mental health first aiders | The learner must examine how compassion, mental health and well-being are supported in the workplace.  This must make reference to leadership behaviours and workplace practices. |

**Learning Outcome 3**

The learner will understand the relevance of coaching and mentoring in supporting a culture of developmental leadership

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Evaluate coaching and mentoring models and techniques supporting a culture of developmental leadership      (K18: Coaching and mentoring techniques) | Definition of, and differences between, coaching and mentoring.  The role of mentoring in developmental leadership.  Mentoring models eg:   * peer * group   Coaching models eg:   * Whitmore - GROW * McKergow and Jackson - OSKAR   Coaching and mentoring techniques eg:   * active listening * effective challenging * goal setting * ethical coaching | The learner must evaluate **one** coaching model and **one** mentoring model, and **two** relevant techniques that support a culture of developmental leadership. |
| **AC3.2**  Critically analyse how coaching and mentoring support a culture of developmental leadership  (K18: Coaching and mentoring techniques) | Coaching and mentoring as a mean of supporting a culture of developmental leadership, including eg:   * increasing confidence in ongoing development * increasing self-reliance and resilience * provision of safe and effective challenging arenas * measuring outcomes from workplace coaching and mentoring | The learner must critically analyse how coaching and mentoring have been used in own organisation, or one they are familiar with, to support a culture of developmental leadership. |

**Guidance for Delivery**

Delivery could be through guided learning activities such as classroom learning, set reading and exercises; group exercises, including sharing of good practice and benchmarking; peer learning, including asking powerful questions around their organisation’s culture in terms of commitment to development and the infrastructure to support same.

**Suggested Evidence**

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

* organisational information eg charts, cultural mapping and relevant policies and procedures
* evidence of coaching and mentoring approach, including records.
* records of critical incidents, complaints and grievances
* team meeting minutes and agendas.

Unit 711 Strategic Leadership Development

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 25 |
| **Credits:** | 11 |
| **Unit Aim:** | This unit aims to explore different leadership styles and their impact within the workplace. The alignment of people and technical skillsets to inform the decision-making process, the setting of direction and vision of an organisation impacting on long-term success. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within the [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.instituteforapprenticeships.org.mcas.ms%2Fapprenticeship-standards%2Fsenior-leader-v1-1%3FMcasTsid%3D15600&McasCSRF=75bbcbecfeadf1236eed72e548165bc868cffa869f0437da9f90bb8b7ffe5b6f)**:**   * K1, K2, K5, K6, K7, K8, K10, K11, K13, K16, K17 |

**Learning Outcome 1**

The learner will understand the impact of own leadership styles in the workplace and the difference between ethical and values-based leadership.

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** | |
| **AC1.1**  Compare and contrast ethical leadership to values-based leadership    (K6: Ethics and values-based leadership theories and principles) | Definition of ethical leadership.  Principles of ethical leadership eg:   * personal accountability * morality * respect * honesty   Definition of values-based leadership.  Principles of values-based leadership   * self- reflection * self confidence * balance * humility | The learner must compare and contrast ethical leadership to values-based leadership.  The evidence must include:   * at **least** **two** similarities * at **least** **two** differences | |
| **AC1.2**  Critically analyse the impact of own leadership styles within the workplace    (K10: Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures) | Leadership styles.  Rationale for selecting a leadership style.  The impact of leadership styles on eg:   * team * individuals * organisation | The learner must critically analyse the impact of own leadership styles in their organisation or one they are familiar with.  This must include:  a **minimum of** **two** situations where they have adopted different leadership styles and the impact **each** has within the workplace. |
| **AC1.3**  Assess the leadership behaviours that build a high-performing team to support a culture of agility and resilience  (K10: Organisational/team dynamics and how to build engagement and develop high-performing, agile and collaborative cultures) | Definition of high-performing teams.  Leadership behaviours which support high-performing teams eg:   * clear goals setting * alignment to organisational mission * practice continuous learning   Characteristics of a culture of agility and resilience eg:   * synergy * valuing difference * supporting innovation   How high-performing teams support a culture of agility and resilience eg   * mutual respect * shared goals and values * empowerment | The learner must assess the leadership behaviours that build a high-performing team to support a culture of agility and resilience.  This assessment must include consideration of:   * the impact of at **least** **two** leadership behaviours on the building of a high performing team * at **least** **one** example of how a   high-performing team’s support of a culture of agility and resilience | |

**Learning Outcome 2**

The learner will understand how to optimise people skillsets for succession and workforce planning, to drive a continuous improvement culture

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** | |
| **AC2.1**  Appraise the alignment of people and associated resources to optimise the organisation long-term performance    (K1 How to shape organisational mission, culture and values)  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Ways to support the alignment of people and associated resources eg:   * undertaking audit of people and associated resources, including gap analysis * developing resource allocation and acquisition plan including associated capital budgets * providing on-going training and development, including coaching and mentoring. | The learner must appraise how own organisation, or one they are familiar with, aligns people and associated resources to optimise the organisation’s long-term performance.  The appraisal should make reference to at **least** **two** examples. | |
| **AC2.2**  Review the balancing of individual people skillsets and technical skillsets to optimise long-term performance in the workplace    (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | The importance of balancing individuals, people and technical skillsets to support long term workforce planning and development strategies eg:   * organisational skills analysis * analysis of data to identify gaps * comparing to industry/competitor benchmarks * suitability of recruitment process * action planning | The learner must review the balancing of individual people skillsets and technical skillsets to optimise long-term performance in the workplace.  This must make reference to at **least** **two** considerations. | |
| **AC2.3**  Critically appraise the organisation’s approach tosuccession planning  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Organisational actions which support succession planning eg:   * developing competency models * promoting individual development plans based on high-potential employees * coaching, mentoring, leadership programmes * monitoring and evaluating progress towards succession planning goals | The learner must critically appraise the organisation’s approach to succession planning.  The appraisal must consider at **least** **three** organisational actions. |
| **AC2.4**  Evaluate how workforce planning and collaborative working support continuous improvement    (K10 Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures)    (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Considerations for workforce planning eg:   * communicating organisational strategic goals and objectives, including goals setting * tools/models and technology supporting workforce planning * continuous evaluation   Collaborative working practices eg   * co-creation and communities of practice * delegation and empowerment * agility and flexibility * cultural competence | The learner must evaluate how workforce planning and collaborative working support continuous improvement.  The evaluation must include:   * **two** considerations for workforce planning * **two** examples of collaborative working practices | |

**Learning Outcome 3**

The learner will understand how the setting of strategic direction and vision impact the decision-making process

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Appraise the setting of organisational direction and vision to ensure long-term sustainable success.  (K1 How to shape organisational mission, culture and values)  (K2 Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications)  (K13 The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders)  (K16 Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda) | Definition of organisational purpose.  The process of setting organisational direction and vision eg:   * identifying core values * development and communication of the vision * governance and accountability * business modelling * monitoring of progress against the strategic plan and Key Performance Indicators   Horizon scanning tools eg:   * PESTEL * SWOT * Norton and Kaplan - Balance scorecard | The learner must appraise the setting of a clear direction and vision for their organisation, or one they are familiar with, that will positively impact its long-term success.  The appraisal must include the effectiveness of:   * horizon scanning * the setting and communication of core values * governance and accountability * business modelling * monitoring of progress |
| **AC3.2**  Critically evaluate the strategic decision-making process within the organisation.    (K5 Systems thinking, knowledge/data management, research methodologies and programme management)  (K7 Competitive strategies and entrepreneurialism, approaches to effective decision-making, and the use of big data and insight to implement and manage change)  (K8 Financial strategies, for example, scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information such as the implications of sustainable approaches)  (K17 Crisis and risk management strategies) | Advantages and disadvantages of aligning decisions with overall organisational strategic goals.  Processes to align decisions with organisational strategic goals eg:   * strategic thinking - identification/awareness * analytical skills to gather, and analyse data, identification of trends, and making informed decisions based on data * collaboration, communication and engagement across stakeholders to inform strategic decision making * post evaluation actions | Based on the findings in AC3.1 the learner must critically evaluate the strategic decision-making process within their own organisation, or one they are familiar with.  The critical evaluation must include a **minimum of** **three** considerations required to align decisions with strategic goals.  : | |

**Guidance for Delivery**

Delivery could be through tutor-led time that blends theory with practice and allows example case studies of best practice to be introduced to showcase what works well in adaptive, digitised, remote, workplaces.

A variety of interactive activities such as action learning sets, syndicated sessions to enable collaborative exchange and knowledge building, self-directed study.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

**Suggested Evidence**

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

* leadership styles inventory
* organisational skills analysis
* training
* information pod cast
* talent management policy and procedures
* coaching and mentoring programmes
* performance management system
* data and analytics

Unit 712 Supporting a Culture of Innovation through Change

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 25 |
| **Credits:** | 12 |
| **Unit Aim:** | This unit will enable learners to support a culture of innovation and collaborative working culture through the development of a growth mindset. The learner will explore key principles and practices of leading organisational change through the evaluation of personal and organisational readiness. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within the [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.instituteforapprenticeships.org.mcas.ms%2Fapprenticeship-standards%2Fsenior-leader-v1-1%3FMcasTsid%3D15600&McasCSRF=75bbcbecfeadf1236eed72e548165bc868cffa869f0437da9f90bb8b7ffe5b6f)**:**   * K1, K3, K4, K7, K10**,** K13,K16**,** * S2, S4, S7, S9,S16 * B1,B2,B3, |

**Learning Outcome 1**

The learner will understand a growth mindset in the context of innovation and collaborative working/culture

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC1.1**  Critically appraise theories and types of innovation | Definition of innovation.  Types of innovation eg:   * process innovation * radical versus incremental * disruptive versus sustainable * architectural versus modular   Theories of innovation eg:   * Roger - Diffusion of innovations theory * Schumpeter - Theory of innovation * Christensen - Disruptive innovation theory   Benefits of innovation eg:   * improved productivity * reduced cost * increased competitiveness   Barriers to innovation eg:   * budget constraints * lack of leadership * lack of sense of belonging | The learner must critically appraise theories and types of innovation.  The appraisal must include:   * **two** types of innovation * reference to **two** theories * **two** benefits * **two** barriers. |
| **AC1.2**  Critically appraise organisational collaborative working/ culture to support innovation  (K1 How to shape organisational mission, culture and values)  (K10 Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures) | Theories/models that support collaborative culture eg:   * social learning /social identity * situated learning * distributed leaderships * transformational leadership   Benefits of internal and external collaborative culture.  Considerations when developing a collaborative culture eg:   * clearly defined roles, goals and responsibilities * external environment * partnership working * team empowerment * understanding identity   Barriers to collaborative working eg:   * competing priorities * hierarchical structure * lack of resources * cultural differences | The learner must critically appraise the collaborative working/culture to support innovation, within own organisation or one they are familiar with.  The appraisal must include:   * reference to **two** theories/models for collaborative working/culture * **two** benefits * **two** considerations * **two** barriers. |
| **AC1.3**  Explain how to develop a sustainable growth mindset    (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability)  (K10 Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures) | Definition of growth mindset and how this supports an innovative culture.  Theories/models for the development of a growth mindset eg:   * fixed versus growth mindset * self-efficacy * neuroplasticity * mindset intervention   Entrepreneurship/intrapreneurship including:   * definition and difference * benefits * behaviours   Principles of diversity, equity and inclusion (DEI)  Support diversity and inclusivity through actions eg:   * celebrating cultural differences * developing and/or embedding relevant policies, training and procedures * open communication * challenging unconscious bias | The learner must explain how to develop a sustainable growth mindset.  The articulation must include:   * definition of growth mindset * reference **two** theories/models for the development of a growth mindset * the benefits of entrepreneurship/intrapreneurship to a culture of innovation * examples of how DEI supports the development of a growth mindset |

**Learning Outcome 2**

The learner will understand key principles of leading organisational change, personal and organisational readiness to promote

a culture of innovation

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC2.1**  Critically evaluate the organisation’s innovative culture  (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability) | Ways to promote a culture of innovation eg:   * providing relevant resources * emphasising learning * living the values * involving stakeholders * inclusivity | The learner must critically evaluate the organisation’s innovative culture.  The evaluation must include reference to:   * **two** examples of promoting a   culture of innovation. |
| **AC2.2**  Critically analyse key principles of leading organisational change within a culture of innovation from own strategic leadership perspective  (K3 New market strategies, changing customer demands and trend analysis)  (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability)  (K7 Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change) | Importance of leading change within a culture of innovation.  Models for organisational change eg:   * Kotter - 8 steps * McKinsey - 7-S * Roger - Diffusion of innovation theory   Rationales for change in organisations.  Distinctions between change leadership and change management. | The learner must critically analyse key principles of leading organisational change within a culture of innovation from own strategic leadership perspective.  The critical analysis must make reference to:   * models for organisational change * rationale for change * distinctions between change leadership and change management * importance of leading change through a culture of innovation |
| **AC2.3**  Evaluate organisational and personal readiness for change    (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability)  (K7 Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change)  (K13 The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders)  (K16 Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda) | Considerations on organisational readiness for change including:   * capacity to lead change * capacity to manage change * organisational culture * impact of change * change management process * communication * stakeholders * potential risks   Challenges to readiness for change eg:   * resistance * inadequate resources * external factors | The learner must evaluate own organisational readiness for change using a model such as examples provided in AC2.2.  The evaluation must make reference to:   * leadership * management * culture * impact * stakeholders * risks   The evaluation must outline recommendations for both organisational and personal readiness for change. |

**Learning Outcome 3**

The learner will be able to create a change readiness plan for self and organisation to support a culture of innovation.

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Develop a proposal for change readiness to promote the embedding a culture of innovation through collaborative working    (S4 Lead change in their area of responsibility, create an environment for innovation and creativity)  (S9 Drive a culture of resilience and support development of new enterprise and opportunities)  (S16 Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area)  (B1 Work collaboratively enabling empowerment and delegation)  (B3 Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions) | Development of a proposal for change readiness to embed a culture of innovation taking into account learning outcome 2.  Formal proposal components including:   * needs analysis * setting clear goals and objectives * develop strategy/action plan with timeline eg: * cost benefit analysis * risks and barriers * stakeholders identification * implementation plan * communication of proposal * monitoring progress | The learner must consider Learning Outcome 2 to develop a proposal for change readiness to embed a culture of innovation within own organisation, or one they are familiar with.  The proposal must include:   * clear goals and objectives * strategy/action plan with timeline * stakeholders identification * implementation plan * communication of proposal * monitoring progress |
| **AC3.2**  Develop an organisational and personal readiness plan for change based on stakeholders’ feedback  (S2 Set strategic direction and gain support for it from key stakeholders)  (S4 Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement)  (S7 Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management)  (B2 Take personal accountability aligned to clear values) | Stakeholders’ feedback eg:   * feedback loops * decision making tools * influencing and negotiating   With reference to findings in AC 3.1 and stakeholders’ feedback, development of a plan to ensure that both the organisation and self are prepared to adapt to new challenges and opportunities.  Plan must include:   * overview * goals and objectives * timeline * monitoring and evaluating * change management team * training and development plan including budget/resources * communication plan * stakeholders involvement * risks * personal attitudes and capabilities | Based on the findings in AC 3.1 the learner must develop an organisational **and** personal readiness plan for change.  The plan must include the following:   * overview * goals and objectives * timeline * monitoring and evaluating * change management team * training and development plan including budget/resources * communication plan * stakeholders involvement * risks * personal attitudes and capabilities |

**Guidance for Delivery**

Delivery could be through tutor-led time that blends theory with practice and allows example case studies of best practice to be introduced to showcase what works well in changing circumstances in the face of disruptive technologies. A road map could be developed that would encompass many of the themes from this unit using a scenario organisation, giving the learners the opportunity to develop their knowledge and understanding of some of the key themes.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

**Suggested Evidence**

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

* metrics and data
* success stories
* innovation labs and/or centre
* training and development programmes
* pilot programmes
* collaborative platforms

Unit 713 Strategic Influencing and Negotiation

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 21 |
| **Credits:** | 13 |
| **Unit Aim:** | The aim of this unit is to enable learners to communicate and work in a persuasive manner across a broad sphere of influence appropriate to senior leadership in line with organisational vision, mission and values. In addition learners will develop knowledge and skills relating to own personal presence and storytelling. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1)**:**   * K12, K15, K20 * S2, S13, S15, S17, S19, S20 * B1 |

**Learning Outcome 1**

The learner will be able to build positive relationships across key spheres of influence

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC1.1**  Analyse key stakeholders to gain deep understanding of their needs | Stakeholder definitions  Range of stakeholders.  Stakeholder theories eg:   * + instrumental   + normative   + psychological contract   Stakeholder needs.  Stakeholder analysis techniques eg:   * + quadrant analysis   + power / interest grid   + salience model   Communication approaches.  Reasons for engagement eg:   * + objective setting   + agreeing courses of action   + negotiating outcomes | The learner must produce a stakeholder’s analysis including:   * a **minimum of** **two** stakeholders with reasons for engagement * stakeholder’s needs and communication approaches. |
| **AC1.2**  Develop positive relationships across personal leadership sphere of influence  (S17 Lead and influence people, building constructive working relationships)  (S19 Manage relationships across multiple and diverse stakeholders) | Approaches to developing effective strategic relationships for:   * + individuals   + groups   + organisations   Different levels and sphere of influence eg:   * + personal   + group   + organisational   + overlapping priorities   + span of relationships   Approaches to developing relationships might include eg:   * + openness and honesty   + team building   + social interactions   + Diversity Equity Inclusion (DEI) considerations   Relationship building skills eg:   * + coaching   + motivation   + conflict management   + emotional intelligence   The role of personality of both leader and led eg:   * + personality traits eg * Marston - Dominance Influence Steadiness Conscientiousness (DISC) * Myers-Briggs Type Indicator (MBTI) | The learner must outline ways in which they have developed personal leadership approaches which encourage positive relationships at individual, group and organisational levels. |
| **AC1.3**  Evaluate outcomes achieved through partnership and/or collaborative approaches taken with key stakeholders  (S17 Lead and influence people, building constructive working relationships across teams, using matrix management where required) | Partnership approaches appropriate to situation eg:   * + organisational   + personal   + formal/informal   + silent/passive   Principles and pitfalls of partnership working.  Collaboration approaches eg:   * + conflict resolution   + delegation   + agility   + foresight | The learner must evaluate the outcomes achieved through partnership and/or collaborative approach (es) taken with key stakeholders. |

**Learning Outcome 2**

The learner will be able to shape a communication strategy for own area of responsibility ensuring alignment with organisational requirements

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** | |
| **AC2.1**  Analyse the strategic communication requirements within own area of responsibility  (K15 Brand and reputation management)  (K20 The organisation’s communications strategy and links to areas of responsibility) | Strategic context of the organisation including:   * + vision   + mission   + purpose   + values   + policies   + strategies   + culture   Analytical tools and techniques eg:   * + Decision matrix analysis/grid analysis   + Murphy and Radun – Proxy analysis   + Ishikawa – Fishbone analysis   + Boyd – Ooda loops   Analysis to consider reference to:   * + personal   + organisational   + stakeholders and professional/regulatory bodies   + Diversity, Equity, and Inclusion (DEI)   + codes of ethics | The learner must analyse the  strategic communication  requirements within own area  of responsibility.  The analysis must consider the following  requirements:   * + personal   + organisational   + stakeholders and professional/   regulatory bodies   * + Diversity, Equity, and Inclusion   (DEI)   * + codes of ethics |
| **AC2.2**  Produce a communication strategy for own area of responsibility ensuring alignment with organisational mission, vision and values  (K20 The organisation’s communications strategy and links to areas of responsibility)  (S20 Shape and manage the communications strategy for own areas of responsibility) | Stakeholders as defined in AC 1.1.  Communication strategies eg:   * + goals and goal setting   + target audiences   + techniques and approaches   + channels and choice of media   Communication methods.  Impact measures for effective communication and performance eg:   * + achievement of objectives   + qualitative check in   + results achieved   + senior management buy-in | The learner must produce an appropriate communication strategy for own area of responsibility ensuring alignment with organisational mission, vision and values.  Communication strategy to include:   * stakeholders * communications methods * measures of effective performance. | |

**Learning Outcome 3**

The learner will be able to communicate persuasively, including the use of personal presence and storytelling, to progress organisational strategy

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Apply influencing skills and negotiating strategies to collaborate  (K12 Influencing and negotiating strategies both upwards and outwards)  (S17 Lead and influence people, building constructive working relationships)  (S19 Manage relationships across multiple and diverse stakeholders) | Influencing skills eg:   * + coaching   + story telling   + selling benefits to needs   + relationship building/ building rapport   Negotiating strategies eg:   * + analysing   + conflict resolution   + approaches to external bodies   + selling   + persuading   + setting best and worst-case scenarios   Considerations when influencing and negotiating eg:   * + organisational objectives/priorities   + red lines   + known objectives of protagonist(s)   + ethical considerations | The learner must demonstrate the application of influencing skills and negotiation strategies in order to collaborate effectively.  This must make reference to **two** considerations to take into account when influencing and negotiating. |
| **AC3.2**  Build consensus in order to progress strategic objectives  (K12 Influencing and negotiating strategies both upwards and outwards)  (S2 Set strategic direction and gain support for it from key stakeholders)  (S15 Give and receive feedback)  (S17 Lead and influence people, building constructive working relationships)  (S19 Manage relationships across multiple and diverse stakeholders)  (B1 Work collaboratively enabling empowerment and delegation) | Collaborative and consensus techniques to progress organisational vision, mission and values eg:   * + establish clear goals and objectives foster open communication   + identify and focus on shared values   + use consensus-based decision making   + personal advocacy   + create an inclusive process | The learner must demonstrate how they have built consensus over time to progress strategic objectives. |
| **AC3.3**  Develop and communicate personal presence and storytelling across networks and contacts  (K12 Influencing and negotiating strategies both upwards and outwards)  (K15 Brand and reputation management)  S13 Use personal presence and storytelling to articulate and translate vision into operational strategies, demonstrating clarity in thinking such as consideration of sustainable approaches)  (S19 Manage relationships across multiple and diverse stakeholders)  (S20 Shape and manage the communications strategy for own areas of responsibility) | Concepts of personal brand eg:   * + connection   + personality   + story   + networks   + knowledge   Develop personal brand eg:   * + awareness and self-assessment   + personal definition   + alignment of activities to brand   + record of achievements   Communicate personal presence and storytelling eg:   * + personal presence and story telling   + authenticity   + use of social media/share content   + connect with stakeholders and network | The learner must demonstrate how they have developed and communicated their personal presence and storytelling across networks and contacts. |

**Guidance for Delivery**

Delivery could be through group workshops, individual coaching, online learning, guided discovery, action learning etc.

**Suggested Evidence**

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

* learning journal
* stakeholder analysis
* plans for collaborative working eg shared team outcomes
* communication strategy
* showcasing collaboration and consensus building
* personal brand description, perhaps within cv or social media platform.

Unit 714  Strategic Optimisation of People Resources

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 24 |
| **Credits:** | 11 |
| **Unit Aim:** | This unit provides an opportunity to explore own approach to workforce design, planning and management. Succession planning, professional development and talent management are also examined and evaluated, allowing reflection on own role and abilities. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within the[Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1):   * K11 * S18 * B4, B5 |

**Learning Outcome 1**

The learner will understand the strategic context of workforce planning

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC1.1**  Critically analyse the factors which affect workforce design and planning  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Definition of workforce design and workforce planning.  A range of factors which affect workforce design and planning, including:   * External factors eg: * demographics which may affect access to a workforce pool, age-profiling to ensure succession planning and future-proofing, and educational outcomes and specialisms * the legal and financial landscape * technological arena including future impacts * Internal factors eg: * growth strategies and planning * culture, work ethic and reward systems * talent pool and talent pipeline capacity * recruitment practice * bias | The learner must carry out a critical analysis of at **least** **two** internal **and two** external factors which could or may have impacted on their workforce design and planning. |
| **AC1.2**  Critically assess how workforce design and planning aligns with organisational strategy and vision  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Alignment of workforce outcomes with the strategic context of the business.  The links between organisational vision and strategy and workforce design and planning.  The senior leader’s role in setting and maintaining a vision.  Translating vision and strategy into organisational outcomes and how these can be supported, or potentially undermined, by workforce design and planning.   * Workforce design models. | The learner must critically assess the effectiveness of the wider organisation in ensuring the alignment between:   * vision and strategy * workforce design and planning. |
| **AC1.3**  Evaluate own leadership role in the management of workforce design and planning, in the context of wider organisation  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | The role of the strategic manager in workforce management and in leading and supporting workforce design and planning eg:   * supervision of key higher management roles * holistic organisational information including collation of data, review and breadth of vision * workforce analysis models * workforce capability and outcome-based measurements * the key organisational roles which support workforce design and planning and how to support these in the workplace, eg: * HR * training and development * workplace coaches and mentors. | The learner must evaluate their own role including:   * the management of workforce design **and** planning * their own, or their organisation’s approach, and effectiveness in this area |

**Learning Outcome 2**

The learner will understand own impact on workforce planning and development

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC2.1**  Evaluate own approach in delivering strategic workplace development through talent management    (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Talent pipelines including integrated Human Resources (HR) tools and techniques including:   * attracting talent eg: * HR policies * recruitment and hiring practice * culture * talent recognition eg: * people performance * potential modelling * outcome measurement strategies * Kolb – Learning cycle * retention strategies eg: * motivation and reward systems * engagement and optimisation of the talent pool. * models of talent management * technology led models eg: * feedback mapping * pulse survey tools * electronic management system * organisational wide training analysis | The learner must evaluate their role in supporting a programme of talent management, including **one** example. |
| **AC2.2**  Critically review own support of workforce optimisation  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Optimisation of workforce through collaboration, balancing people and technical skills, coaching and mentoring including eg:   * building and maintaining high performing teams * leadership, culture of learning | The learner must critically review how they led the optimisation of the workforce by providing an example for **each** of the following:   * encouraging collaboration * coaching and mentoring * balancing both people and technical skills |
| **AC2.3**  Evaluate own support to diversity, equity and inclusion within workforce design and planning  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion)  (B4 Value difference and champion diversity) | Support to Diversity, Equity and Inclusion (DEI) by taking into consideration the following:   * terminology used and its importance * factors which promote DEI in the workplace including eg: * culture * leadership * work practices * whistleblowing and complaint mechanisms * the impact on non-discrimination * demographics and external culture * the role of the strategic leader in embedding DEI within workforce planning and design * principle led leadership models eg: * Covey – Principle-centred leadership | The learner must evaluate how they personally supported DEI in workforce planning, making reference to at least **an** example of how they have done this for each of the following:   * Diversity * Equity * Inclusion. |
| **AC2.4**  Critically reflect on own role and impact on team performance management  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion)  (S18 Optimise skills of the workforce, balancing people and technical skills and encouraging continual development) | Performance management platforms eg:   * balanced scorecard frameworks * internal process efficiency models   Factors to support performance management eg:   * 360 degree and holistic review of performance * models of organisational people development * performance outcome modelling   HR tools and techniques for addressing under performance eg:   * skill/will matrices * motivation theories and models * target setting/review   Professional networks and their link to motivation and self-development. Action learning sets and circles of excellence and powerful exploration. | The learner must critically reflect on how they have supported the performance management of own team to effectively plan and develop a workforce. |

**Learning Outcome 3**

The learner will be able to lead a culture of learning that supports workforce succession planning and development

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Evaluate personal impact on the culture of learning in own organisation  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion) | Definition of learning organisations.  Theories to support learning organisations, eg Senge – Five disciplines of learning organisations  Creating a culture of learning eg:   * the role of leadership and its impact * strategies to encourage innovation and experimentation * use of tools and models that support learning in organisations   Learning strategies eg:   * heuristics and learning from past experience * exploration of best practice * transfer knowledge and cascading | The learner must evaluate their personal impact on the culture of learning in their organisation.  The learner must make reference to at **least** **two** examples of:   * when they have impacted on the learning culture   **or**   * when they could have been more impactful |
| **AC3.2**  Evaluate the impact of own approach to continuous professional development opportunities for self and others  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion)  (S18 Optimise skills of the workforce, balancing people and technical skills and encouraging continual development)  (B5 Seek continuous professional development opportunities for self and wider team) | Methods to evaluate the impact of continuous professional development (CPD) eg:   * Guskey - Five critical levels of professional development evaluation * Kirkpatrick – Four levels of learning evaluation   Learning styles, past learning preferences, and the understanding of impact on personal CPD cycle.  CPD stages and processes.  The role of professional networks.  Peer evaluation and review approaches.  The role of the senior management in supporting senior team development.  Modelling excellence. | The learner must evaluate their impact of own approach to continuous professional development opportunities for **both** self **and** others.  The evaluation must include **two** examples for self **and two** examples for others. |
| **AC3.3**  Critically appraise own approach to succession planning in the workforce  (K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion)  (S18 Optimise skills of the workforce, balancing people and technical skills and encouraging continual development) | Succession planning eg:   * talent retention and development * strategic leader development * skills audit and gap analysis   Interim/emergency succession planning eg:   * what if scenarios * risk analysis * future predicting and proofing   Future proofing eg:   * predictive strategies * horizon scanning * business forecasting.   Upskilling and embedding behaviours eg:   * learning and development strategies * transfer knowledge cascading | The learner must critically appraise how they have supported succession planning in the organisation, with reference to at **least** **two** examples. |

**Guidance for Delivery**

Delivery could be through tutor-led learning, including theoretical delivery, small group learning to explore powerful questions such as Action Learning Sets, guided learning, and enquiry based learning exploring own practice. Peer learning may also support this unit, and extended reading and exploration.

**Suggested Evidence**

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

* workforce planning outcomes and measurements such as balanced scorecards, including the development and measurement of outcomes
* examples of own CPD planning and supporting that of others
* performance review cycles and outcomes
* talent management policies, procedures and outcomes
* succession planning strategies
* policies supporting DEI in the workforce

Unit 715 Adopting a Data Led Approach to Strategic Management

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 27 |
| **Credits:** | 10 |
| **Unit Aim:** | This unit explores how adopting a data-led approach to strategic management informs decision-making, taking into consideration data requirements and data management. It also examines the identification of trends, opportunities and an evaluation of performance in line with strategic objectives. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.instituteforapprenticeships.org.mcas.ms%2Fapprenticeship-standards%2Fsenior-leader-v1-1%3FMcasTsid%3D15600&McasCSRF=75bbcbecfeadf1236eed72e548165bc868cffa869f0437da9f90bb8b7ffe5b6f)**:**   * K3, K5, K7 * S7 |

**Learning Outcome 1**

The learner will understand key data sources required for organisational decision-making.

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC1.1**  Critically evaluate data sources appropriate to organisational decision-making    (K5 Systems thinking, knowledge/data management, research methodologies and programme management) | Appropriate data sources to support organisational decision-making.  Types of data including:   * financial * non-financial   Data sources eg:   * internal * industry reports * regulatory bodies * competitor reports/information | The learner must critically evaluate a **minimum of** **three** data sources available, to inform organisational decision-making. |
| **AC1.2**  Verify the authenticity of data sources appropriate to organisational decision-making  (K5 Systems thinking, knowledge/data management, research methodologies and programme management) | Verification of data sources including:   * authenticity * accountability * reliability * credibility * currency (time) * context   Triangulation of data sources. | The learner must provide written account of methods used to verify the authenticity of a **minimum of** **three** data sources considering the components within the verification process including:   * authenticity * accountability * reliability * credibility * currency (time) * context   This must include a triangulation of data sources. |
| **AC1.3**  Evaluate the relevance of selected data to organisational decision-making  (K7 Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change) | Evaluation of the relevance of identified sources in AC 1.1 to organisational decision-making eg:   * fit for purpose * compatibility to Key Performance Indicators (KPI) * alignment to organisational strategy | The learner must evaluate the relevance of **each of the** sources of data identified in AC 1.1 in supporting the organisational decision-making process. |

**Learning Outcome 2**

The learner will understand the data requirements and data management to inform organisational decision-making.

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC2.1**  Determine data requirements to support organisational needs. | The purpose of data collection and analysis eg;   * the support ongoing decision-making process * to meet the needs of the stakeholders   Importance of own understanding of organisation’s goals, objectives and Key Performance Indicators (KPIs).  Data sources which support KPI assessment eg:   * budget performance * complaints and compliments * Diversity Equity Inclusion (DEI) targets   Data classification:   * type * qualitative * quantitative * format * frequency and reporting schedule   Importance of the presentation and reporting of data. | The learner must identify the range of financial and non-financial data requirements and determine the ways in which they support organisational needs.  The learner must consider, type,  format, frequency and presentation of data. |
| **AC2.2**  Critically evaluate data governance and the implementation of data quality control.    (K5 Systems thinking, knowledge/data management, research methodologies and programme management) | Effective and efficient governance of data management/handling including the establishment of data governance framework including:   * data quality control process * defining data policies, procedures and standards   Regulatory implications of data governance eg:   * General Data Protection Regulation (GDPR) | The learner must critically evaluate the regulatory implications of data governance for own organisation or one they are familiar with.  This must include:   * data quality control process * data management policies and procedures. |
| **AC2.3**  Critically appraise the use of technology and methods to secure data. | Process of selecting appropriate technology to support:   * data collection * storage * analysis * reporting * security * relevance   Technology:   * hardware * software * systems   The implementation of appropriate data security measures eg:   * encryption * access controls * data backup * recovery procedures * theft or loss | The learner must critically appraise the technology selection process, making reference to at **least** **four** of the following factors to ensure data relevance and security:   * collection methods * storage facilities * access arrangements * hardware * software * supporting systems |
| **AC2.4**  Critically analyse methods used to monitor and evaluate data    (K5 Systems thinking, knowledge/data management, research methodologies and programme management) | The importance of data collected to be:   * accurate * complete * consistent.   Data monitoring eg:   * validation checks * cleaning * integration   Data evaluation using analytics tools:   * descriptive * diagnostic * predictive * data visualisation and presentation tools   Policies and procedures for data management eg:   * cyber security * access arrangement * data backup, recovery and sharing | The learner must critically analyse **two** methods used to monitor data and **two** methods to evaluate data.  The analysis must reference policies and procedures for data management, appropriateness and presentation. |

**Learning Outcome 3**

The learner will be able to suggest improvements to organisational strategy based on insights from data analysis to support decision-making

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Critically appraise data and gain insights to identify strategic opportunities to support decision-making    (K3 New market strategies, changing customer demands and trend analysis)  (K5 Systems thinking, knowledge/data management, research methodologies and programme management) | Statistical appraisal of data collected against corporate goals and objectives that can inform strategy development identifying:   * trends * patterns * insights   Use of data visualisation and presentation tools (as stated in AC 2.4).  Use insights gained from data analysis to identify:   * opportunities to optimise return on investment and/or strategic objectives * areas where the organisation can improve * capacity planning/ resource allocation * implementation to achieve goals and objectives * monitoring * re-alignment of strategies | The learner must critically appraise available data and insights developed, identify trends and patterns to support strategic decision-making.  The appraisal must consider **three** of the following:   * capacity planning/ resource allocation * implementation to achieve goals and objectives * monitoring * re-alignment of strategies. |
| **AC3.2**  Propose improvements from the data appraisal to support decision-making and inform organisational strategy(s)    (S7 Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management) | Proposal of improvements from the data appraisal in AC3.1 which may include change/adjustment to:   * goals and objectives * actions to achieve these goals * consideration of risks * capacity planning/ resource allocation * implementation to achieve goals and objectives * monitoring * re-alignment of strategies | The learner must propose improvements from the data appraisal to support decision-making and inform organisational strategy(s).  The must include proposed changes or adjustments to the **three** areas appraised in AC3.1. |

**Guidance for Delivery**

Delivery could be through tutor-led time that blends theory with practice and allows example case studies of best practice. A road map could be developed that would encompass many of the themes from this unit, giving the learners the opportunity to develop their knowledge and understanding of some of the key themes.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

**Suggested Evidence**

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

* data dashboards
* data analytics reports
* data authentication methods eg written verification of data authenticity
* data-driven presentations
* data governance framework
* policies and procedures

Unit 716 Developing a Commercially Focused Organisation

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 22 |
| **Credits:** | 10 |
| **Unit Aim:** | This unit enables the learner to develop commercially focused strategies and deliver market-oriented decisions and actions, manage commercial functions and encourage entrepreneurial thinking within their organisation. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1):   * K2, K3, K4 * S1, S2, S4, S11, S18, S19, S20, S21 * B1 |

**Learning Outcome 1**

The learner will be able to facilitate the development of a commercially focused strategy based on opportunities within the marketplace

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC1.1**  Critically analyse the position of the organisation within its marketplace  (K2 Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications)  (K3 New market strategies, changing customer demands and trend analysis) | Analytical tools eg:   * PESTEL * quartile analysis * 7 Ps of marketing   Data sources eg:   * internal management information * Labour Market Intelligence (LMI) * demographics   Analytical approaches eg:   * descriptive * diagnostic * predictive   Range of factors to provide a market-focused perspective including:   * customer feedback * trends * market analysis * opportunities * challenges * direction * brand positioning * risks * sustainability | The learner must critically analyse the organisation marketplace and its position within it.  The analysis must include reference to the full range of factors that provide a market- focused perspective to include:   * customer feedback * trends * market analysis * opportunities * challenges * direction * brand positioning * risks * sustainability |
| **AC1.2**  Evaluate opportunities that can lead to commercial growth  (K3 New market strategies, changing customer demands and trend analysis)  (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability) | Evaluation tools eg:   * SWOT * Boston – The Boston matrix * Ansoff’s - Ansoff’s matrix   Evaluation approaches including:   * quantitative * qualitative   Commercial opportunities eg:   * existing/new products * existing/new services | The learner must use the findings from AC1.1 to evaluate the opportunities available.  A **minimum of** **two** tools must be used to evaluate opportunities for commercial growth.  The evaluation must contain both quantitative and qualitative data. |
| **AC1.3**  Lead a strategic development planning process to take advantage of commercial opportunities.  (S1 Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes) | Strategic planning tools eg:   * business model templates * Mintzberg’s - 5 Ps of strategy * Porter’s - Five forces analysis   Elements of a strategic planning process including:   * long term aims * objectives * delivery plans * resources * key performance and outcome measures * monitoring and evaluation   Performance measurement approaches eg:   * balanced scorecards * management accounts and reports | The learner must lead the development of a strategic planning process aimed at taking advantage of commercial opportunities.  The planning process must consider the following:   * aims * objectives * resources * key performance and outcome measures * monitoring and evaluation * planning tool(s) used |
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**Learning Outcome 2**

The learner will be able to direct the commercial functions within own organisation

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| **Assessment Criteria**  **The learner can….** | | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC2.1**  Set objectives for commercial activities within own organisation based on the strategic planning process  (S2 Set strategic direction and gain support for it from key stakeholders)  (S11 Uses financial data to allocate resources)  (S18 Optimise skills of the workforce, balancing people and technical skills and encouraging continual development) | | Based on the strategic planning process in AC 1.3, objectives setting within the strategic context of the organisation eg:   * vision * mission * values * strategies * policies * culture   Objective setting approaches.  Commercial functions /departments within eg:   * Sales * Marketing * Customer service * Operational service delivery   Types of commercial objectives eg:   * market coverage * sales revenues * profitability * customer acquisition * customer satisfaction | Based on the strategic planning process in AC 1.3, the learner must set objectives for the commercial activities within the organisation.  The learner must demonstrate the setting of at **least** **one** long term and **one** short term objective for a **minimum of two** commercialfunctions/departments for which they are responsible. |
| **AC2.2**  Critically evaluate the commercial performance of own organisation  (S4 Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement) | | Based on strategic planning processin Learning Outcome 1, evaluation of commercial performance within the organisation against the objectives set in AC 2.1.  Information data sources eg:   * balanced scorecards * financial reports * internal and external feedback | The learner must critically evaluate the commercial performance of the organisation against the objectives set in AC 2.1.  The evaluation must include:   * key performance and outcome measures drawing data from relevant sources * investigation of variances and reasons |
| **AC2.3**  Lead the development of a communication strategy to promote opportunities and recommendations based on external market data  (S19 Manage relationships across multiple and diverse stakeholders)  (S20 Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration)  (S21 Shape and manage the communications strategy for their area of responsibility) | External market data eg:   * opportunities from sales / account management * opportunities identified by those delivering services   Identification of key stakeholders at all levels:   * internal * external   Stakeholders needs.  Communication considerations:   * types of media and channels * frequency/regular updates * language and message   Influencing and persuasion techniques. | | The learner must lead the development of a communication strategy.  The strategy must include evidence of considerations:   * alignment of strategy to opportunities in AC 1.2 and recommendations in AC 2.2 * stakeholders' identifications and needs * key messages and language * mode and timing of delivery * sphere of influence |

**Learning Outcome 3**

The learner will be able to embed an entrepreneurial and solutions-focussed culture within own organisation

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC3.1**  Empower stakeholders within the organisation to take solutions-focussed decisions  (S4 Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement)  (B1 Work collaboratively enabling empowerment and delegation) | Empowerment types eg:   * economic * social * political * psychological   Characteristics of an empowering leader eg:   * communication * coaching approach * valuing people * delegating   Solutions-focused decisions characteristics eg:   * forward thinking * focus on results | The learner must provide evidence of at **least** **two** ways in which they have empowered senior stakeholders to take solutions-focused decisions. |
| **AC3.2**  Apply leadership approaches to inspire entrepreneurial activities and behaviours throughout the organisation.  (S4 Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement)  (S20 Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration)  (B1 Work collaboratively enabling empowerment and delegation) | Leadership approaches eg:   * distributed * iconic * traits based * systems   Entrepreneurial activities eg:   * promoting innovation and creativity * developing/improving products or services * creating through diversity   Entrepreneurial behaviours eg:   * innovation and creativity * relationship building * taking risks * embracing diversity   Areas where entrepreneurial activities can be applied eg:   * product/service * process * technology * marketing | The learner must provide evidence of at **least** **two** examples when they used leadership approaches to inspire entrepreneurial behaviour and activities throughout the organisation. |

**Guidance for Delivery**

Delivery could be through seminars, individual tutoring, coaching, online learning or a blended approach. The delivery should be practical in focus and should encourage learners to apply their learning in the workplace.

**Suggested Evidence**

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

* strategic plans
* management accounts
* balanced scorecards
* learning journals
* individual/360 feedback
* opportunities map
* presentations

**Unit 717 Evolving Approaches in Leadership and Management**

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| **Unit Level:** | 7 |
| **Guided Learning Hours (GLH):** | 21 |
| **Credits:** | 7 |
| **Unit Aim:** | This unit will enable the learner to appreciate evolving leadership and management approaches and the importance of innovation and change within dynamic organisations. Learners will also explore the attributes and practices required to lead and manage new ways of working. |
| **Assessment Method:** | Assignment |
| **Relationship to Apprenticeship Standard:** | Signposting is provided to the KSBS within the [Level 7 Senior Leader Apprenticeship (ST0480/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1)**:**   * K4 * B5 |

**Learning Outcome 1**

The learner will understand innovation and change in an evolving world and potential impacts on leadership and management.

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| **Assessment Criteria**  **The learner can….** | **Depth** | **Assessment Requirements (Sufficiency)** |
| **AC1.1**  Critically analyse the effects of innovation and change in an evolving world and its impact on leadership  (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability) | Definition of a dynamic and future focused working environment.  Impact of innovation and change eg:   * introduction of new working practices * use of new technologies   Fostering an environment and culture of innovation and change in an evolving world.  Current leadership thinking in a dynamic working environment eg:   * trends * emerging and relevant models   Methods to appraise impacts on leadership eg:   * measuring soft outcomes * impact analysis   Cultural engagement techniques and behaviours eg:   * building trust * creating challenging and interesting tasks * valuing all people | The learner must critically analyse the effects of **both** innovation and change in an evolving world **and** its impact on leadership.  The learner must use examples of good practice to support their analysis. This should be based on their workplace, or a workplace with which they are familiar. |
| **AC1.2**  Critically analyse the effects of innovation and change in an evolving world and its impact on management  (K4 Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability) | Definition of a dynamic and future focused working environment.  Impact of innovation and change eg:   * introduction of new working practices * use of new technologies   Fostering an environment and culture of innovation and change in an evolving world .  Techniques to enable innovation and change in an evolving world eg:   * technology * people * systems   Current management theories in an evolving world eg:   * trends * emerging and relevant models   Methods to appraise impacts on management eg:   * impact analysis * data collection analysis performance management system * key performance indicators | The learner must critically analyse the effects of **both** innovation and change in an evolving world **and** its impact on management.  The learner must use examples of good practice to support their analysis.  This should be based on their workplace, or a workplace with which they are familiar.  . |

**Learning Outcome 2**

The learner will be able to create a development plan taking into consideration potential impacts on evolving leadership and management practices

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| **Assessment Criteria**  **The learner can….** | **Depth** | | **Assessment Requirements (Sufficiency)** | |
| **AC2.1**  Research evolving trends of leadership and management practices in the context of an evolving world  (K4 Innovation: the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and the new ways of working across infrastructure, processes, people and culture and sustainability) | Evolving trends of leadership in an evolving world eg:   * team dynamics * engagement and collaboration * interpretation of data   Past school of thoughts, current thinking, emergent thinking.  Leadership practices that to support an evolving world eg:   * collaboration * increase belonging and reduce isolation and burnout * empathy, compassion and care * focus on Diversity Equity Inclusion (DEI)   Evolving trends of management in dynamic working environment in eg:   * use of data to inform decisions * service technologies   Past school of thoughts, current thinking, emergent thinking.  Management practices in the context of an evolving world.   * planning and structuring * delegation * monitoring * team building | The learner must research at **least** **two** trends of leadership and **two** trends of management practices in the context of an evolving world. | | |
| **AC2.2**  Critically review own and organisational leadership and management approaches in the context of an evolving world | Based on AC 2.1, review of both own and organisational leadership and management approaches through eg:   * skills radar * organisational skills gap analysis * Johnson and Scholes - Cultural web analysis theory | Based on AC 2.1 the learner must critically review **two** personal and **two** organisational leadership and management approaches. | |
| **AC2.3**  Plan own and organisational future leadership and management development  in the context of an evolving world  (B5 Seek continuous professional development opportunities for self and wider team) | Personal development planning linked to evolving or emerging trends from Learning Outcome 1 and challenges identified in AC 2.1 and 2.2 linked to the evolving trends.  Consideration of the leadership and management approaches as identified in Learning Outcome 2. | The learner must produce a plan for future leadership and management development using insights from learning Outcome 1 and AC 2,1 and AC2.2. | | |

**Guidance for Delivery**

Delivery could be through tutor-led time that blends theory with practice and allows example case studies of best practice to be introduced to showcase what works well in adaptive, digitised, remote environment. A development plan could be developed that would encompass many of the themes from this unit using a scenario organisation, giving the learners the opportunity to develop their knowledge and understanding of some of the key themes.

Additional activities including reading academic journals, modelling activities and reflecting on how these themes can be incorporated into their own practice.

**Suggested Evidence**

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

* development plan
* trends analysis
* essay
* pod cast
* journal

Appendix A Guidance for Delivery

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

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| **Subject** | **601** | **602** | **603** | **604** | **605** | **606** | **607** | **608** | **609** | **610** | **611** | **612** |
| **Personal Skills** | | | | | | | | | | | | | |
| Personal effectiveness | AC 3.3, 3.4 |  |  |  |  |  |  |  |  |  |  |  |
| Personal branding |  |  | AC2.3 |  |  |  |  |  |  |  |  |  |
| Impression management | AC 2.3 |  |  |  |  |  |  |  |  |  |  |  |
| Beliefs, attitudes and values |  | AC 3.1, 3.2 |  |  |  |  |  |  |  |  |  |  |
| Management behaviours/practices |  | AC 3.1 |  |  | AC1.2 |  |  |  |  |  |  |  |
| Reflective models/behaviours |  | AC3.2 |  |  |  |  |  |  |  |  | AC3.3 |  |
| Meta skills | AC 1.1 |  |  |  |  |  |  |  |  |  |  |  |
| Emotional intelligence |  |  | AC2.3 |  |  |  |  |  |  |  |  |  |
| Personal impact |  |  |  | AC2.3 |  |  |  |  |  |  |  |  |
| Presentation skills |  |  |  |  | AC3.2 | AC3.1 |  | AC3.2 |  |  |  |  |
| Negotiation skills |  |  |  |  |  | AC3.2 |  |  |  |  |  |  |
| Entrepreneurship |  |  |  |  |  |  |  |  |  | AC1.1 |  |  |
| **Communication** | | | | | | | | | | | | | |
| Persuading skills |  |  | AC2.3 |  |  |  |  |  |  |  |  |  |
| Make recommendations |  |  |  |  |  | AC3.2 |  |  |  |  |  |  |
| Summarising outcomes |  |  |  |  |  | AC3.3 |  |  |  |  | AC3.2 |  |
| **Building Relationships** | | | | | | | | | | | | | |
| Influence |  |  | AC2.3 |  |  | AC3.2 |  |  |  |  |  |  |
| Engagement (including stakeholder) |  |  | AC2.3 |  |  |  |  |  |  |  | AC2.2 |  |
| Collaboration |  |  | AC2.3 |  |  |  |  |  |  |  |  |  |
| **Thinking Skills** | | | | | | | | | | | | | |
| Critical thinking skills | AC 1.2 | AC 3.3 |  |  |  |  |  |  |  |  |  |  |
| Enquiry based learning |  | AC 1.1, 1.2 |  |  |  |  |  |  |  |  |  |  |
| Creative thinking | AC 1.3 |  |  |  |  |  |  |  |  |  |  |  |
| **Management and Leadership** | | | | | | | | | | | | | |
| Management and leadership theories |  |  | AC1.1 |  |  |  |  |  |  |  |  |  |
| Management vs leadership |  |  | AC1.1 |  |  |  |  |  |  |  |  |  |
| Self-aware leaders | AC 2.2 |  |  |  |  |  |  |  |  |  |  |  |
| Modern and emergent theories of leadership |  |  | AC1.2 |  |  |  |  |  |  |  |  |  |
| Ethical leadership |  |  | AC1.2 |  |  |  |  |  |  |  |  |  |
| Personal leadership identity |  |  | AC2.1 |  |  |  |  |  |  |  |  |  |
| Leadership styles |  |  | AC2.1 | AC2.3 |  |  |  |  |  |  |  |  |
| Leading high-performing teams |  |  |  |  |  |  |  | AC1.1 |  |  |  |  |
| Leadership identity |  |  | AC2.2 |  |  |  |  |  |  |  |  |  |
| Leadership models |  |  |  |  |  |  |  | AC1.1 |  |  |  |  |
| **People Management** | | | | | | | | | | | | | |
| Workforce planning |  |  |  | AC1.1 |  |  |  |  |  |  |  |  |
| Team formation |  |  |  | AC1.1 |  |  |  |  |  |  |  |  |
| Recruitment |  |  |  | AC1.2 |  |  |  |  |  |  |  |  |
| Retention |  |  |  | AC1.2 |  |  |  |  |  |  |  |  |
| EDI in the workplace |  |  |  | AC1.3 |  |  | AC 2.2 |  |  |  |  |  |
| Wellbeing strategies |  |  |  | AC1.3 |  |  |  |  |  |  |  |  |
| Theories/models high performing |  |  |  | AC2.1 |  |  |  |  |  |  |  |  |
| Team role models |  |  |  | AC 2.1 |  |  |  |  |  |  |  |  |
| Team development and efficiency models |  |  |  | AC2.1 |  |  |  |  |  |  |  |  |
| Motivation and reward systems |  |  |  | AC2.2 |  |  |  |  |  |  |  |  |
| Support mechanisms |  |  |  | AC2.3, 3.2 |  |  |  |  |  |  |  |  |
| Learning and development |  |  |  | AC3.2 |  |  |  |  |  |  |  |  |
| **Organisational Elements** | | | | | | | | | | | | | |
| Crisis management | AC 3.1 |  |  |  |  |  |  |  |  |  |  |  |
| Organisational agility and resilience | AC 3.2 |  |  |  |  |  |  |  |  |  |  |  |
| Corporate social |  |  | AC 1.2 |  |  |  |  |  |  |  |  |  |
| Action planning | AC 3.4 |  |  |  |  |  |  |  |  |  |  |  |
| Learning organisations |  |  |  | AC3.1 |  |  |  |  |  |  |  |  |
| Organisational capacity |  |  |  |  | AC1.1 |  |  | AC2.2 |  |  |  |  |
| Dynamic capabilities theory |  |  |  |  | AC1.1 |  |  |  |  |  |  |  |
| Service improvement |  |  |  |  | AC1.2 |  |  |  |  |  |  |  |
| Finance |  |  |  |  | AC1.2 |  |  |  |  |  |  |  |
| Optimisation of resources |  |  |  |  | AC 1.3 |  |  |  |  |  |  |  |
| Data analysis |  |  |  |  |  | AC 1.1, 1.3 |  |  |  |  |  |  |
| Performance data |  |  |  |  |  | AC1.2 |  |  |  |  |  |  |
| Evaluation data outcomes |  |  |  |  |  | AC 2.1 |  |  |  |  | AC3.1 |  |
| Organisational impact |  |  |  |  |  |  | AC 1.1 |  |  |  |  |  |
| ESG frameworks |  |  |  |  |  |  | AC1.2 |  |  |  |  |  |
| Planning strategy |  |  |  |  |  |  | AC2.2 |  |  |  |  |  |
| Commercial strategy |  |  |  |  |  |  |  | AC 1.2, 2.1, 2.2, 2.4 |  |  |  |  |
| Market analysis |  |  |  |  |  |  |  | AC 2.3 |  |  |  |  |
| Risk assessment |  |  |  |  |  |  |  |  |  |  | AC1.2 |  |
| Risk management |  |  |  |  |  |  |  |  | AC1.1, 1.2, 1.3, 1.4, 2.1, 2.3 |  |  |  |
| Risk frameworks |  |  |  |  |  |  |  |  | AC1.2 |  |  |  |
| Good practice frameworks |  |  |  |  |  |  |  |  | AC1.2 |  |  |  |
| Organisational policies |  |  |  |  |  |  |  |  | AC1.2 |  |  |  |
| Monitoring and reporting |  |  |  |  |  |  |  |  | AC2.1 |  |  |  |
| Risk reports |  |  |  |  |  |  |  |  | AC2.1 |  |  |  |
| Contingency planning |  |  |  |  |  |  |  |  | AC2.2 |  |  |  |
| Crisis management |  |  |  |  |  |  |  |  | AC2.2 |  |  |  |
| Business opportunities |  |  |  |  |  |  |  |  |  | AC1.1 |  |  |
| Business resources |  |  |  |  |  |  |  |  |  | AC2.1 |  |  |
| Business diversity |  |  |  |  |  |  |  |  |  | AC2.1 |  |  |
| Business feasibility |  |  |  |  |  |  |  |  |  | AC2.2 |  |  |
| Strategic management |  |  |  |  |  |  |  |  |  |  |  | AC1.1 |
| Strategic management processes |  |  |  |  |  |  |  |  |  |  |  | AC1.1 |
| Strategic management factors |  |  |  |  |  |  |  |  |  |  |  | AC1.1 |
| Strategic alignment |  |  |  |  |  |  |  |  |  |  |  | AC1.2 |
| Business functions |  |  |  |  |  |  |  |  |  |  |  | AC1.2 |
| Business interactions |  |  |  |  |  |  |  |  |  |  |  | AC1.2, 2.2 |
| Strategy improvements |  |  |  |  |  |  |  |  |  |  |  | AC 2.3 |
| Seeking feedback for business improvement |  |  |  |  |  |  |  |  |  |  |  | AC 2.3 |
| **Problem Solving and Decision-Making** | | | | | | | | | | | | | |
| Problem solving |  | AC 2.1 |  |  |  |  |  | AC2.1 |  |  |  |  |
| Decision-making models/tools/techniques |  | AC2.2 |  |  |  | AC2.2 |  |  |  |  |  |  |
| Change drivers |  |  |  |  |  |  | AC2.1 |  |  |  |  |  |
| **Innovation and Change** | | | | | | | | | | | | | |
| Keeping practice up to date |  |  | AC1.3 |  |  |  |  | AC2.3 |  |  |  |  |
| Continuous learning and development | AC 1.4 |  |  |  |  |  |  |  |  |  |  |  |
| Continuous improvement | AC 2.1 |  |  |  |  |  |  |  |  |  |  |  |
| Innovation frameworks |  |  |  |  |  |  |  |  |  | AC1.3 |  |  |
| Entrepreneurial business initiatives |  |  |  |  |  |  |  |  |  | AC2.1 |  |  |
| Identifying trends/new technologies |  |  |  |  |  |  |  |  |  | AC1.2 |  |  |
| Creativity and innovation |  |  |  |  |  |  |  |  |  | AC1.3 |  |  |
| Horizon scanning/future prediction |  |  | AC1.3 |  | AC2.2 |  | AC2.1 |  |  |  |  |  |
| Disruptive technologies |  |  | AC1.3 |  | AC2.1, AC2.3, AC3.1 |  |  |  |  |  |  |  |
| Business cases |  |  |  |  | AC3.1 |  |  |  |  |  | AC 1.3 |  |
| Idea generation |  |  |  |  |  |  |  | AC2.3 |  |  |  |  |
| Creative cultures |  |  |  |  |  |  |  | AC1.1, 1.2 |  |  |  |  |
| **Project Management** | | | | | | | | | | | | | |
| Project management skills |  |  |  |  |  |  |  |  |  |  | AC1.1, |  |
| Project management lifecycle |  |  |  |  |  |  |  |  |  |  | AC1.1 |  |
| Project scope |  |  |  |  |  |  |  |  |  |  | AC 1.2 |  |
| Project risk assessment |  |  |  |  |  |  |  |  |  |  | AC 1.2 |  |
| Feasibility |  |  |  |  |  |  |  |  |  |  | AC 1.3 |  |
| Project business case |  |  |  |  |  |  |  |  |  |  | AC 1.3 |  |
| Project management tools/techniques |  |  |  |  |  |  |  |  |  |  | AC2.1 |  |
| Evaluation plans |  |  |  |  |  |  |  |  |  |  | AC3.1 |  |
| Project monitoring |  |  |  |  |  |  |  |  |  |  | AC2.3 |  |

Appendix B Signposting Level 6 Chartered Manager Degree Apprenticeship to Qualification

**Signposting** has been provided where appropriate for each unit against some assessment criteria within a number of learning outcomes to the relevant Knowledge, Skills and Behaviors within the Level 6 Chartered Manager Degree Apprenticeship (ST0272/AP03) standard.

Therefore achievement of this qualification is independent of EPA.

**Unit 601 Developing Personal Effectiveness and Impact**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion | **●** |  |  |  |  |  |  |  |  |  |  |
| K10.1 How to be self–aware and recognise different learning styles |  |  |  |  |  | **●** |  |  |  |  |  |
| S10.3 Reflect on own performance, identifying and acting on learning and development needs |  |  |  | **●** |  |  |  |  |  |  |  |
| S10.4 Understand impact on others) |  |  |  |  |  |  | **●** |  |  |  |  |
| S12.3 Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making |  | **●** |  |  |  |  |  |  |  |  |  |

**Unit 602 Developing Critical Thinking**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC3.1** | **AC3.2** | **AC3.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K12.1 How to undertake research, data analysis, problem solving and decision-making techniques | **●** | **●** | **●** | **●** | **●** |  |  |  |
| S12.3 Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis, and evaluation to support decision making |  |  |  |  |  |  |  | **●** |
| Behaviours: Takes responsibility, Agile, Professionalism |  |  |  |  |  |  |  | **●** |

**Unit 603 Progressive Discourse in Modern Leadership**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K.5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development |  |  | **●** |  |  |  |  |  |
| K6.1 Different forms of communication (written, verbal non-verbal, digital) and how to apply them. |  |  |  | **●** |  |  |  |  |
| (K6.2 How to maintain personal presence and present to large groups) |  |  |  | **●** | **●** | **●** |  |  |
| K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion |  |  |  |  |  | **●** |  |  |
| S9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels |  |  |  |  |  | **●** | **●** |  |
| S7.4 Support the creation of an inclusive, high performance work culture |  |  |  |  |  |  | **●** |  |
| S9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels |  |  |  |  |  |  |  | **●** |
| S9.4 Contribute within a team environment |  |  |  |  |  |  | **●** |  |
| S9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback |  |  |  |  |  | **●** | **●** |  |
| S9.6 Work collaboratively with internal and external customers and suppliers |  |  |  |  |  | **●** |  |  |
| Behaviours: Inclusive. Seeks the views of others and values diversity internally and externally |  |  |  |  |  |  |  | **●** |

**Unit 604 Delivering Outcomes Through People**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance. | **●** |  |  |  |  |  |  |  |
| K1.2 How to manage change in the organisation | **●** |  |  |  |  |  |  |  |
| K7.1 Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches |  |  |  | **●** |  | **●** |  |  |
| K8.1 How to recruit, manage and develop people, using inclusive talent management approaches |  | **●** |  | **●** |  |  | **●** |  |
| K8.2 How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs |  | **●** |  |  |  |  |  |  |
| K8.3 How to set goals and manage performance |  | **●** |  | **●** |  |  |  |  |
| S7.4 Support the creation of an inclusive, high performance work culture |  |  |  |  |  | **●** |  | **●** |
| S8.4 Build teams, empower and motivate others to improve performance or achieve outcomes |  |  |  |  | **●** | **●** |  |  |
| S10.3 Reflect on own performance, identifying and acting on learning and development needs |  |  |  |  |  |  |  | **●** |
| Behaviours:   * Inclusive Open, approachable, authentic, and able to build trust with others * Seeks the views of others and values diversity internally and externally |  |  | **●** |  |  |  |  |  |

**Unit 605 Optimising Organisational Capacity**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance |  |  | **●** |  |  | **●** | **●** |  |
| K5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development |  |  |  | **●** | **●** |  |  |  |
| K5.2 Innovation and digital technology’s impact on data and knowledge management for analysing business decision-making |  |  |  | **●** | **●** |  |  |  |
| S1.3 Support the development of organisational strategies and plans |  |  | **●** |  |  |  |  |  |
| S5.3 Identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others |  |  |  |  |  | **●** | **●** | **●** |

**Unit 606 Maximising Data Efficiency for Organisation Success**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC3.1** | **AC3.2** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion |  |  |  |  |  |  | **●** |  |
| K9.1 Approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation |  |  |  |  |  | **●** |  |  |
| K12.1 How to undertake research, data analysis, problem solving and decision making techniques | **●** |  | **●** | **●** | **●** |  |  |  |
| S6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms |  |  |  |  |  | **●** |  |  |
| S6.7 Apply influencing and persuasion skills, to the dynamics and politics of personal interactions |  |  |  |  |  |  | **●** |  |
| S9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback |  |  |  |  |  |  | **●** |  |
| S12.3 Use evidence based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision-making |  |  |  |  | **●** |  |  |  |

**Unit 607 Leading a Sustainable and Future-Focused Organisation**

| **KSBs** | **AC1.1** | **AC1.2** | **AC2.1** | **AC2.2** |
| --- | --- | --- | --- | --- |
| K1.2 How to manage change in the organisation |  |  | **●** |  |
| K1.3 Support the development of organisational strategies and plans |  |  |  | **●** |

**Unit 608 Delivering a Commercially Focused Strategy**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance |  |  | **●** |  |  |  |  |  |  |
| K4.2 How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market |  |  |  |  |  | **●** |  |  |  |
| K4.3 The need for innovation in product and service design |  | **●** |  |  |  | **●** |  |  |  |
| K6.2 How to maintain personal presence and present to large groups |  |  |  |  |  |  |  | **●** |  |
| K6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion | **●** |  |  |  |  |  |  |  |  |
| K7.2 Organisational culture and diversity management |  | **●** |  |  |  |  |  |  |  |
| S6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms |  |  |  |  |  |  | **●** |  | **●** |
| S6.7 Apply influencing and persuading skills, to the dynamics and politics of personal interactions |  |  |  |  | **●** |  |  |  | **●** |

**Unit 609 Principles and Practices of Risk Management**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC2.1** | **AC2.2** | **AC2.3** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance | **●** | **●** | **●** | **●** | **●** |  |  |
| K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications | **●** | **●** | **●** | **●** | **●** | **●** |  |
| S2.5 Proactively identify risk and create plans for their mitigation |  |  |  |  |  |  | **●** |
| Behaviours: Professionalism  Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the requirements of relevant professional bodies |  | **●** |  |  |  |  |  |

**Unit 610 Innovation, Creativity and Entrepreneurship**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** |
| --- | --- | --- | --- | --- | --- |
| K4.2 How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market |  |  |  |  | **●** |
| K4.3 The need for innovation in product and service design |  |  |  | **●** |  |
| K4.5 Use creative approaches to developing solutions to meet customer need |  |  |  | **●** |  |
| K5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development) |  | **●** |  |  |  |

**Unit 611 Project Management**

| **KSBs** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K2.1 How a project moves through planning, design, development, deployment and evaluation |  | **●** |  |  |  | **●** |  |  |  |
| K2.2 Risk management models and reporting, risk benefit analysis and health and safety implications |  | **●** |  |  |  |  |  |  |  |
| S2.3 Plan, organise and manage resources in order to achieve organisational goals |  |  | **●** |  |  |  |  |  |  |
| K11.1 How to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes |  |  |  |  |  |  | **●** |  |  |
| S2.1 How a project moves through planning, design, development, deployment and evaluation |  |  |  |  |  |  | **●** |  |  |
| S2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required |  |  | **●** |  |  | **●** | **●** | **●** |  |
| S2.5 Proactively identify risk and create plans for their mitigation |  | **●** |  |  |  |  |  |  |  |
| S2.6 Initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them | **●** |  |  |  |  |  |  |  |  |
| S2.7 Use widely recognised project management tools |  |  |  | **●** |  |  |  |  |  |
| S6.6 Manage and chair meetings and clearly present actions and outcomes |  |  |  |  | **●** |  |  |  |  |
| S9.1 Approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation |  |  |  |  | **●** |  |  |  |  |
| S6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms |  |  |  |  |  |  |  | **●** |  |
| S10.3 Reflect on own performance, identifying and acting on learning and development needs |  |  |  |  |  |  |  |  | **●** |

**Unit 612 Introduction to Strategic Management**

| **KSBs** | **AC1.1** | **AC1.2** | **AC2.1** | **AC2.2** | **AC2.3** |
| --- | --- | --- | --- | --- | --- |
| K1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation and quality assurance | **●** |  |  |  |  |
| S1.3 Support the development of organisational strategies and plans |  |  | **●** | **●** |  |
| S1.4 Develop and deliver operational plans, set targets and key performance indicators, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence |  |  | **●** | **●** | **●** |

Appendix C Unit Assignments

Assignment: 504 Leading Innovation and Change

|  |  |
| --- | --- |
| **TASK**  The purpose of this unit is to develop understanding and ability of leading innovation and change as required by a practising or potential middle manager.  **NOTE**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2500 words: The suggested range is between 2000 and 3000 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded.  Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the need for innovation and change management within an organisation**  Provide an account of the practices and features of innovation and managing change that explain the importance of innovation and managing change for own organisation. | **AC1.1**  Explain the importance of innovation for own organisation (8 marks)  **AC1.2**  Explain the importance of managing change within own organisation (8 marks) |
| Learning Outcome 2  **The learner will be able to propose innovative solutions to improve organisational performance**  An opportunity for innovation and improvement in own organisation to be assessed and a rationale presented to justify the innovation and improvement in the context of organisational objectives.  You are then required to generate innovative options that will deliver the identified improvement and to evaluate the options to determine feasibility and viability in order to reach a conclusion or to make recommendations. | **AC2.1**  Assess an opportunity for innovation and improvement in own organisation (16 marks)  **AC2.2**  Justify the improvement identified, in the context of organisational objectives (8 marks)  **AC2.3**  Use a range of techniques to generate innovative options to deliver the improvement identified (16 marks)  **AC2.4**  Evaluate options for generating the proposed improvement to determine feasibility and viability (20 marks) |
| Learning Outcome 3  **The learner will be able to lead and manage change within an organisation**  Map stakeholder expectations and create and implement a full change management plan for the innovation and improvement based on those expectations, including the monitoring of progress against targets. | **AC3.1**  Create a change management plan that is designed to meet stakeholders’ expectations (16 marks)  **AC3.2**  Implement the change management plan, monitoring progress against agreed targets (8 marks) |

Assignment: 514 Managing Recruitment

|  |  |
| --- | --- |
| **TASK**  The purpose of this unit is to develop understanding and ability to manage recruitment as required by a practising or potential middle manager.  **NOTE**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2500 words: The suggested range is between 2000 and 3000 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand human resource planning in an organisation**  Provide an account of human resource planning practices to explain the role and relevance of human resource planning in own organisation.  You are then required to assess and make a judgement on the impact of legal requirements on human resource planning in the organisation and the impact of organisational policies and procedures on human resource planning in the organisation. | **AC1.1**  Explain the role and relevance of human resource planning in own organisation (8 marks)  **AC1.2**  Assess the impact of legal requirements on human resource planning in the organisation (16 marks)  **AC1.3**  Assess the impact of organisational policies and procedures on human resource planning in the organisation (16 marks) |
| Learning Outcome 2  **The learner will be able to plan and implement recruitment in line with legal and organisational requirements**  Describe the principal features of the recruitment process in your organisation from the identification of a vacancy through to the appointment of the successful candidate.  You are then required to present a rationale to justify a need for recruitment in own area of responsibility and to implement the full recruitment process, ensuring that all procedures are followed correctly and appropriately and that necessary records are kept in line with legal and organisational requirements at each stage of the process. | **AC2.1**  Describe the recruitment process in own organisation from the identification of a vacancy through to the appointment of the successful candidate (8 marks)  **AC2.2**  Justify a need for recruitment in own area of responsibility (12 marks)  **AC2.3**  Implement the recruitment process in own area of responsibility, ensuring all procedures are followed and necessary records are kept in line with legal and organisational requirements (40 marks) |

Assignment: 522 Becoming and Effective Leader

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| **TASK**  The purpose of this unit is to develop knowledge and understanding of effective leadership as required by a practising or potential middle manager.  **NOTE**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.  **NOTE:**  You should plan to spend approximately 31 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.  The nominal word count for this assignment is 2500 words: The suggested range is between 2000 and 3000 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand own ability to fulfil key responsibilities of the leadership role**  The first part of this task is to evaluate own ability to use **two or more** leadership styles, in different situations and with different people, in order to fulfil the leadership role, and to use theories of emotional intelligence to review and make judgements on the effect of emotions on own and others’ performance. | **AC1.1**  Evaluate own ability to use a range of leadership styles, in different situations and with different types of people, to fulfil the leadership role (20 marks)  **AC1.2**  Use theories of emotional intelligence to review the effect of emotions on own and others’ performance (20 marks) |
| Learning Outcome 2  **The learner will be able to evaluate own ability to lead others**  The second part of the task requires you to:   * review own ability to set direction and communicate this to others by using a combination of appropriate evidence and relevant theory in order to form a judgement * review own ability to motivate and delegate and empower others by using a combination of appropriate evidence and suitable motivational, delegation and empowerment theories in order to form a judgement.   You are then required to create a personal development plan, which includes activities, timescales and resources, to improve own ability to lead. | **AC2.1**  Review own ability to set direction and communicate this to others (20 marks)  **AC2.2**  Review own ability to motivate, delegate and empower others (20 marks)  **AC2.3**  Produce a personal development plan to improve own ability to lead (20 marks) |

Assignment: 529 Knowledge and Information Management

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| **TASK**  The purpose of this unit is to develop understanding and ability to enable a practicing or potential middle manager to respond effectively to the challenges of managing knowledge and information within an organisation in order to protect the business and to improve business performance.  **NOTE**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.  **NOTE:**  You should plan to spend approximately 29 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.  The nominal word count for this assignment is 2500 words: The suggested range is between 2000 and 3000 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the concept and importance of knowledge management in terms of an organisation’s knowledge assets and their management.**  The first part of this task is to provide an account of the uses of data, information, knowledge and wisdom in order to explain the relationship between them.  You are then required to:   * provide an account of the uses of individual knowledge and organisational knowledge that explains the relationship between them, including the process by which individual knowledge may be converted into organisational knowledge and shared * apply **two or more** analysis and modelling techniques to identify knowledge assets and the extent to which the knowledge assets add value within own area of organisation * evaluate actual and potential knowledge assets within own area of organisation to provide a conclusion or recommendations as to their importance and relevance * provide an appropriate rationale for capturing and managing knowledge within own area of organisation | **AC1.1**  Explain the relationship between data, information, knowledge and wisdom (8 marks)  **AC1.2**  Explain the relationship between individual knowledge and organisational knowledge (4 marks)  **AC1.3**  Apply analysis and modelling techniques to identify knowledge assets, within own area of organisation (12 marks)  **AC1.4**  Evaluate the actual and potential knowledge assets, within own area of organisation (8 marks)  **AC1.5**  Present a rationale for capturing and managing knowledge, within own area of organisation (12 marks) |
| Learning Outcome 2  **The learner will understand the key knowledge management processes required for innovation**  The second part of the task requires you to use an appropriate knowledge creation and transfer theory or model as a framework to provide an explanation of what is required to create, store, apply and integrate knowledge.  You are then required to evaluate the organisation’s own intellectual property rights and other relevant intellectual property rights that impinge upon the organisation in order to provide a conclusion as to their impact on the organisation. | **AC2.1**  Explain what is required to create, store, apply and integrate knowledge (12 marks)  **AC2.2**  Evaluate the impact of intellectual property rights on the organisation (8 marks) |
| Learning Outcome 3  **The learner will be able to develop a framework for establishing a knowledge management culture**  The final part of the task requires you to provide an account of how significant knowledge assets work, or are used, in order to explain their contribution on the organisation.  You are then required to:   * evaluate the current and future knowledge requirements for the organisation’s operations in order to provide a solution or conclusion and/or recommendations * evaluate the organisation’s current framework for enabling knowledge sharing within the organisation in order to provide a solution or conclusion and/or recommendations * recommend appropriate and realistic improvements to the organisations current framework for enabling knowledge sharing, based on an appropriate evaluation of the current framework | **AC3.1**  Explain the contribution that significant knowledge assets have on the organisation (8 marks)  **AC3.2**  Evaluate the knowledge requirements for the organisation’s operations (8 marks)  **AC3.3**  Evaluate the organisations current framework for enabling knowledge sharing within the organisation (8 marks)  **AC3.4**  Recommend improvements to the organisations current framework for enabling knowledge sharing within the organisation (12 marks) |

Assignment: 550 Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

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| **General Guidance**  This is a formal assessment for which the quality and accuracy of your work will be assessed. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills to complete the tasks below.  **Tasks Context**  You may want to relate your answers to an organisation that you work in. This could include experience of working in a voluntary capacity. Alternatively, if you are not currently working within an organisation, or proposing to work in a freelance capacity, then you may complete the tasks in relation to an organisation with which you are familiar.  **Conditions of Assessment**  You must carry out the tasks by yourself. You may research and collect the information you want to use under unsupervised conditions.  **Authenticity of Work**  The work submitted should be your own work. You must acknowledge any work that is not your own using a recognised referencing notation and present direct quotes from other sources in quotation marks.  You must make a formal declaration of authenticity (ie that the work is your own). This is a prerequisite for an assessment to take place because no investigation for plagiarism can be carried out without this confirmation.  A declaration of authenticity is included in the ILM submission cover sheet, included in the [ILM Plagiarism Policy and Guidance](https://www.i-l-m.com/trainers-and-centres/customer-handbook/policies).  **Types of Evidence and Word Count**  A written report is the main way to complete the task. If an alternative assessment method is used (eg a presentation, professional discussion, etc.), approval must be gained in advance from the ILM Quality & Compliance Manager.  The suggested word count for this unit is 4,000 to 5,500 words, not including appendices.  You should complete all of the following tasks in the order listed below. Each of the descriptions and explanations given should be detailed, correct and appropriate to your context.  **Assignment Tasks**  You have been asked to present a report on the business rationale for Coaching and Mentoring, within either your organisation or one that you are proposing to work in, to the Senior Management Team (SMT). This report will help the SMT to further develop their understanding of the role of Coaching and Mentoring and its benefits to individuals, teams and the organisation as a whole.  There are some potential factors which would reduce the chance of success and the SMT has requested you to set out strategies for addressing how these potential factors can be addressed so that a successful programme can be achieved. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the purpose of coaching and mentoring within an organisational context**  The opening section of your report demonstrates your ability to be able to apply knowledge and understanding of best practice to your current context.  As an introduction to the report, briefly outline the situation in which you either work or intend to work, as a Coach or Mentor.  Starting with definitions to base your evidence on for both coaching and mentoring, explain both their similarities and differences. You must provide a **minimum of two similarities** and two differences.  Provide an evaluation of how the organisational context  affects coaching or mentoring, include **at least three** of  these for either coaching or mentoring.  Present the business rationale for either coaching or  mentoring, including **at least two** benefits to individuals  and **at least two** benefits to organisations.  Make an assessment of how the impact of coaching and  mentoring will be measured for both individuals and the  organisation. Include **at least one** example of a  measure for individuals and **one** example of a measure  for the organisation.  Looking ahead, identify **at least two** potential individual  barriers and **at least two** potential organisational  barriers to coaching or mentoring and develop strategies  to overcome or minimise each of these potential barriers. | **AC1.1**  Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring  **AC1.2**  Evaluate how the organisational context affects coaching or mentoring  **AC1.3**  Present the business rationale for using coaching or mentoring to benefit individuals and organisations  **AC1.4**  Assess how the impact of coaching or mentoring can be measured for individuals and organisations  **AC1.5**  Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers |
| Learning Outcome 2  **The learner will understand the knowledge, skills and behaviours required to be an effective coach or mentor**  In the second section of your report, create a ‘fit for purpose’ training proposal that will support individuals in their development as an effective coach or mentor. This proposal may be based on the theoretical aspects required for aspiring coaches or mentors.  Review the required knowledge and skills and  behaviours for future course content, in order for **each**  individual to become an effective coach or mentor.  Provide **one** referenced example for **each** of knowledge  and skills and behaviours to support the review.  Communication skills are an essential part of the  coaching and mentoring role, in order for the coach or  mentor to be effective, conduct an analysis of the  required communication skills, including **at least four**  skills.  The report should include a review of the responsibilities  of the coach or mentor to manage effective relationships  in order to inform the job and role description of the  coach or mentor. The report should also include how the  coach or mentor remains ethical and non-judgmental.  Select and review a coaching or mentoring model that  can be followed within an organisational context.  Provide a justification for reflective practice and  individual and peer and group supervision as part of the  ongoing professional development requirements of the  coaches or mentors to ensure competent practice. | **AC2.1**  Review the knowledge, skills and behaviours required to be an effective coach or mentor  **AC2.2**  Analyse the communication skills required by an effective coach or mentor  **AC2.3**  Review the responsibilities of the coach or mentor to manage relationships effectively  **AC2.4**  Review an effective  coaching or mentoring  model which can be  followed within an  organisational context  **AC2.5**  Justify the importance of  reflective practice and  supervision for an effective  coach or mentor |
| Learning Outcome 3  **The learner will understand the importance of effective contracting and management of the coaching or mentoring process**  In order to provide a pool of established coaches and mentors within the organisation, prepare the necessary guidance and documentation that will be used as part of the contracting process and ensure a consistent approach across the organisation.  Analyse the reasons for and the characteristics of an  effective contracting process. Reference must be made  to a membership body’s code of practice to inform the  analysis.  Provide an explanation of how to manage the coaching  or mentoring process and include the main stages of the  process, from initial contracting to final evaluation. | **AC3.1**  Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring  **AC3.2**  Explain how to manage the coaching or mentoring process within an organisational context |

Assignment: 601 Developing Personal Effectiveness and Impact

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| **Aim:** In relation to your current management role and duties you will utilise meta skills and apply your understanding of crisis management, agility and resilience to develop personal effectiveness and impact. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,750, plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 25 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 25 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to apply the meta skills required for an effective manager**  You must appraise **a minimum of two** personal communication skills detailing why these are needed at management level. (AC1.1)  You must then assess **a minimum of two** personal critical thinking skills detailing their relevance to problem solving at management level. (AC1.2)  You will compare and contrast **at least two** creative tools/techniques or models applicable at management level. (AC1.3)  Finally you must produce a SMART action plan that enhances all **four** personal meta skills including:   * communication * critical thinking * problem solving * creative thinking   (AC1.4) | **AC1.1**  Appraise own communication skills and their use within the management role.  **AC1.2**  Assess own skills in critical thinking and its relevance to problem solving at management level.  **AC1.3** Compare and contrast creative thinking tools/techniques or models applicable at management level.  **AC1.4** Produce an action plan to enhance own 4 meta skills. |
| Learning Outcome 2  **The learner will understand leader behaviours within an organisation.**  You must evaluate **a minimum of two** models of learning including their importance. (AC2.1)  Then analyse **a minimum of three** characteristics of a self-aware leader and how they apply to your behaviours, including impact on others. (AC2.2)  Now evaluate **a minimum of two** models/theories of behaviours which support impression management. (AC2.3) | **AC2.1**  Evaluate models of continuous development and their importance.  **AC2.2**  Analyse the characteristics of a self-aware leader and how they apply to own behaviours.  **AC2.3**  Evaluate models/theories of behaviours which support impression management. |
| Learning Outcome 3  **The learner will be able to apply their understanding of crisis management, agility and resilience to improve their personal impact.**  You must determine the importance of crisis management for an organisation making reference to **each** of the four stages. (AC3.1)  Then critique your organisation’s agility and resilience in relation to crisis management and assess your personal effectiveness and preparedness (AC3.2, AC3.3.)  Finally produce a SMART action plan to address areas of personal effectiveness and preparedness including:   * crisis management * agility * resilience   (AC3.4) | **AC3.1**  Determine the importance of crisis management  **AC3.2**  Critique organisational agility and resilience  **AC3.3**  Assessown personal effectiveness and preparedness in relation to crisis management, agility and resilience  **AC3.4**  Produce an action plan to develop personal effectiveness and preparedness in relation to crisis management, agility and resilience |

**ILM Assessment Terminology – Knowledge Verbs**

Appraise – Less detailed but broader and more comprehensive than an assessment; looking at the whole and making judgements. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.

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

Compare and contrast – Provide an account of the characteristics of two or more entities that enable judgements to be made as to how they are similar and how they are different.

Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

Determine – To fix in scope; to conclude after observation or consideration.

Critique – To critique is to analyse something in detail in order to draw conclusions and provide reasons for your opinion as to its worth or value.

Find the explanations of verbs on the ILM website:

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

Assignment 602: Developing Critical Thinking

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| **Aim:** In relation to your current management role and duties you will understand and use enquiry-based approaches undertaken in critical thinking, problem solving and decision-making. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,250,plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand enquiry-based approaches to research within own operational environment**  You must provide a detailed account of the characteristics of **two or more** enquiry-based approaches referencing how they have changed, justifying their chosen approaches in the context of your operational environment. (AC1.1)  Then examine the value and impact of enquiry-based research within your operational environment considering **a minimum of** **two** models/techniques **and** referencing the principles of enquiry-based research.  (AC1.2)  Analyse **at least two** ethical issues when undertaking enquiry-based research within your operational environment. The analysis must include ethical considerations **and** consequences of poor practice.  (AC1.3) | **AC1.1**  Justify chosen enquiry-based approaches to research within own operational environment  **AC1.2**  Examine the value and impact of enquiry-based approaches to research within own operational environment  **AC1.3**  Analyse the ethical considerations of enquiry-based research within own operational environment |
| Learning Outcome 2  **The learner will understand problem solving and decision-making models/ techniques within own operational environment**  You must provide a critical evaluation of **at least** **two** problem solving models/techniques and **two** decision making models / techniques used within your operational environment.  (AC2.1, AC2.2) | **AC2.1**  Critically evaluate problem solving techniques/models used within own operational environment  **AC2.2**  Critically evaluate decision making models/ techniques used within own operational environment |
| Learning Outcome 3  **The learner will be able to apply critical thinking as a management behaviour**  You must examine the difference between attitudes, beliefs, and values referencing **at least** **two** relevant models or theories (AC3.1).  Then you must reflect on your beliefs, attitudes, and values using **at least** **one** reflective theory / model and the impact this has on your management behaviour.  (AC3.2).  Finally you must undertake critical thinking of an identified problem which requires challenging decisions to be made. This must include **at least** **one** critical thinking approach and **one** testing theory.  A clear conclusion, recommendation or resolution must be presented from the critical thinking and decision making employed. (AC3.3) | **AC3.1**  Examine the difference between beliefs, attitudes and values  **AC3.2**  Reflect on the impact personal beliefs, attitudes and values have on own management behaviour  **AC3.3**  Undertake critical thinking when making difficult decisions |

**ILM Assessment Terminology – Knowledge Verbs**

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

Examine – Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive.

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

Critically\* Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

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

\*Critical - To be critical means that you are required to make judgements about the validity or relevance of the ideas and information you are using; to explore their meaning; and to demonstrate understanding of the topic from different perspectives and theoretical frameworks.

Find the explanations of verbs on the ILM website:

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

Assignment 603: Progressive Discourse in Modern Leadership

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| **Aim:** In relation to your current management role and duties you will demonstrate your understanding of the theories and models which underpin current leadership and management thinking, considering the future of leadership. You will demonstrate understanding of your leadership identity, personal brand and their relevance to building a culture of diversity, inclusion and innovation. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,000,plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand leadership and management theories, including their implications for future practice**  You must analyse **at least** **two** established leadership theories and **two** management theories and their relevance to your organisation’s current needs, referencing how these theories evolved. (AC1.1)  Then examine your leadership practice with reference to a **minimum of** **two** contemporary leadership concepts. (AC1.2)  You must evaluate your capacity to meet future leadership practices in your role. (AC1.3) | **AC1.1**  Analyse how established theories of leadership and management evolved, and their relevance to current practices  **AC1.2**  Examine contemporary leadership concepts and their impact on current practice  **AC1.3**  Evaluate own capacity to meet future leadership practices in own role. |
| Learning Outcome 2  The learner will understand the impact of own leadership identity and personal leadership brand in supporting influencing, engagement and collaboration.  You must evaluate the effectiveness of your leadership identity including its impact on others referencing a **minimum of** **two** leadership identity and **two** personal leadership brand components. (AC2.1, AC2.2)  Finally you must evaluate how you use your leadership identity and brand to build **each** of the following:   * influence * engagement * collaboration   This must include how you used personal storytelling to influence, engage and collaborate. (AC2.3) | **AC2.1**  Evaluate the effectiveness of own leadership identity  **AC2.2**  Evaluate the effectiveness of own personal leadership brand  **AC2.3**  Evaluate personal ability to use leadership identity and own personal leadership brand to build influence, engagement and collaboration |
| Learning Outcome 3  **The learner will understand own ability to support an inclusive, innovative and diverse culture.**  You must evaluate your ability to support a culture of inclusive working including a **minimum of two**:   * employee engagement and communication strategies * mechanisms to support inclusive working.   (AC3.1)  Evaluate your ability to support a culture of innovation and diversity. (AC3.2) | **AC3.1**  Evaluate own ability to support the culture of inclusive working  **AC3.2**  Evaluate own ability to support a culture of innovation and diversity. |

**ILM Assessment Terminology – Knowledge Verbs**

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

Examine – Examine a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive.

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

usefulness or contribution of each part to the whole.

Find the explanations of verbs on the ILM website:

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

Assignment 604: Delivering Outcomes through People

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| **Aim:** In relation to your current management role and duties you will demonstrate understanding of the principles of workforce planning used to support strategic team development. You will demonstrate understanding on your role in terms of recruitment and retention of people, putting into practice the principles and models of motivation and reward to support high performing teams. You will finally demonstrate understanding of the principles and practices of learning and development. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,250,plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand own role in the planning, recruitment, retention and wellbeing of people**  You must explain a **minimum of** **two** principles of workforce planning and how **each** supports strategic team development. (AC1.1)  Then you must review your impact on the recruitment and retention of people in the workplace. (AC1.2)  Finally you must review your role in ensuring the principles which support wellbeing and Diversity, Equity and Inclusion (DEI), referencing the importance of monitoring in this process. (AC1.3) | **AC1.1**  Explain the principles of workforce planning which support strategic team development  **AC1.2**  Review own impact on the recruitment and retention of people in the workplace  **AC1.3**  Review own role in supporting the principles of wellbeing, Diversity, Equity and Inclusion (DEI) |
| Learning Outcome 2  **The learner will be able to lead high-performing teams**    You must evaluate how high-performing teams are identified and developed in your organisation, referencing **at least** **two** characteristics of these teams (AC2.1).  You must evidence how you applied the theories of motivation and reward to support the outcomes of high-performing teams in your organisation, considering the signs and effects of low motivation (AC2.2).  Finally reflect on your ability to support high-performing teams, referencing the following:   * your leadership * your impact on culture * support mechanisms.   (AC2.3) | **AC2.1**  Evaluate how high-performing teams are identified and developed in own organisation.  **AC2.2**  Apply theories of motivation and reward which support high- performing team outcomes  **AC2.3**  Reflect on own ability to support high-performing teams |
| Learning Outcome 3  **The learner will understand how to support the principles and practices of learning and development in a high-performing team**  You must examine a **minimum of** **two** principles and **two** practices that support learning and development for individuals **and** teams (AC3.1).  Then reflect on how you supported the learning and development of a high-performing team, including  feedback gained on your effectiveness in supporting others (AC3.2). | **AC3.1**  Examine the principles and practices that support learning and development for individuals and teams  **AC3.2**  Reflect on own role in supporting learning and development within a high-performing team |

**ILM Assessment Terminology – Knowledge Verbs**

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

Review – Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct or practice. A review is a ‘snapshot’ of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.

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

usefulness or contribution of each part to the whole.

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

Examine – a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive.

Find the explanations of verbs on the ILM website:

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

Assignment 605: Optimising Organisational Capacity

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| **Aim:** In relation to your current management role and duties you will demonstrate understanding of how to optimise organisational capacity and resources considering disruptive technologies. You will review existing organisational capacity and resources and prepare a road map and business case to present to stakeholders. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,750 , plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 25minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 25 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to review and optimise organisational and resource capacity**  You must analyse own organisational capacity considering the following factors:   * **three** internal * **three** external.   (AC1.1)  You must then evaluate how to optimise resource capacity within your organisation, referencing:   * one management practice * one financial practice * one service improvement   (AC1.2)  Based on the findings from AC 1.1 and AC1.2 you must make recommendations for improvements for **both** organisational and resource capacity in line with strategy. This must include:   * **one** for organisational capacity * **one** for resource capacity.   (AC1.3) | **AC1.1**  Analyse own organisational capacity  **AC1.2**  Evaluate management and financial practice, service improvement within own organisation to optimise resource capacity  **AC1.3**  Recommend improvements to organisational and resource capacity |
| Learning Outcome 2  The learner will be able to establish a road map as to how disruptive technologies can influence the optimisation of organisational capacity  You must examine at **least two** current and **one** potential disruptive technologies and their impact upon your organisation, using at **least two** horizon scanning models. (AC2.1)  Then you must examine the effect of disruptive technologies on organisational capacity. (AC2.2)  Considering your findings from AC2.1 and AC2.2 develop a roadmap to optimise organisational capacity. This must include the following:   * mission statement * scope * resources * budget * timelines and milestones * communication * Key Performance Indicators (KPI) * monitoring * evaluating.   (AC2.3) | **AC2.1**  Examine, using a process of horizon scanning, current and potential disruptive technologies.  **AC2.2**  Examine the effect of disruptive technologies on organisational capacity  **AC2.3**  Develop a roadmap to optimise organisational capacity considering disruptive technologies |
| Learning Outcome 3  **The learner will be able to communicate suggested improvements to optimise organisational and resource capacity in a digital world to stakeholders**  You must prepare a business case based on your recommendations in AC 1.3.  The business case must include the following:   * executive summary * problem statement including scope * goals, objectives and stakeholder’s requirements * success criteria * governance and risk * implementation and evaluation plan including resources and schedule * appendix - road map.   (AC3.1)  You are asked to deliver a presentation of the business case including the road map as detailed in AC 3.1.  The presentation must include:   * clear goals * address potential challenges * provide cost benefit analysis * present a timeline * address stakeholder’s concern * make clear recommendations.   (AC3.2) | **AC3.1**  Prepare a business case to optimise organisational capacity considering disruptive technologies  **AC3.2**  Present stakeholders with a business case to optimise organisational capacity considering disruptive technologies |

**ILM Assessment Terminology – Knowledge Verbs**

Analyse – To examine something in detail, to discover, or determine the meaning or essential features and draw conclusions. To break something down into components or essential features; to identify possible causation and/or draw conclusions. Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

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

usefulness or contribution of each part to the whole.

Examine – a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive.

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Assignment 606: Maximising Data Efficiency for Organisational Success

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| **Aim:** In relation to your current management role and duties you will make strategic recommendations using tools/techniques/models enabling performance measurement approaches, data analysis and evaluation of your organisation performance, or one with which you are familiar. Finally, you will inform and influence stakeholders to optimise organisation success. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2000, plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to employ performance management approaches and data analysis to evaluate organisational performance**  You must critically analyse data using approaches (measures and/or tools) to identify trends and outcomes.  (AC1.1)  Then you must provide a coherent argument to verify your assumptions related to your organisation’s performance considering **at least** **three** different areas of your organisation eg finance, people, resources, stakeholders. This must include the following:   * identify assumptions * challenge assumption * validate assumptions * support assumptions * document assumptions   (AC1.2)  Finally draw conclusions on your organisation’s performance based from the above, including  actual/potential impacts.  (AC1.3) | **AC1.1**  Critically analyse data using performance management approaches to identify trends and outcomes.  **AC1.2**  Verify assumptions relating to organisational performance based on interpretation of trends and outcomes  **AC1.3**  Draw conclusions on organisational performance based on interpretation of trends and outcomes |
| Learning Outcome 2  **The learner will be able to appraise performance data and produce strategic recommendations to inform organisational direction**  You must evaluate the numerical data drawn from Learning Outcome 1 considering **two or more** strategic organisational objectives.  The evaluation must include:   * confirmation of organisational objectives * how organisational objectives are measured (eg Key Performance Indicators (KPI)) * performance based on data gathered * ratios * analysis of any gaps in data * corrective action approach   (AC2.1)  Then make recommendations that support strategic activities and your organisation’s objectives including the following:   * impacts * timescales * resources * stakeholders * measures of performance   You must use a **minimum of two** decision-making tools/techniques/models appropriate to the data and the situation.  (AC2.2) | **AC2.1**  Evaluate performance data against organisational objectives.  **AC2.2**  Make recommendations  that support strategic activities and organisational objectives using decision-making tools/techniques/models. |
| Learning Outcome 3  **The learner will be able to inform and influence stakeholders to adopt recommendations aligned to strategic objectives**  You must present your evaluation of performance data in AC 2.1 to appropriate stakeholders. (AC3.1)  As part of this you must demonstrate how and when you influenced stakeholders through effective persuasion and negotiation.  (AC3.2)  Finally specify recommendations for future actions referencing **three** different areas of your organisation eg finance, people, resources, stakeholders.  (AC3.3) | **AC3.1**  Present performance data to stakeholders  **AC3.2**  Apply negotiation and persuasion techniques /skills used to influence stakeholders  **AC3.3**  Specify recommendations to stakeholders regarding future actions aligned to strategic objectives |

**ILM Assessment Terminology – Knowledge Verbs**

Critically analyse – Implies careful, exact, in- depth, or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

Verify – To verify is to confirm by investigation.

Draw conclusion - Decide by reasoning.

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

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Assignment 607: Leading a Sustainable and Future-Focused Organisation

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| **Aim:** In relation to your current managerial role and duties you will demonstrate understanding of different ways in which organisations act responsibly including how they measure and report on Environmental, Social and corporate Governance (ESG) goals. Finally you will develop a plan based on the analysis of drivers for change to provide a future-focus strategy for sustainable organisations. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 1500,plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 15 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 15 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the impact of an organisation’s ability to act responsibly.**  You must evaluate **a minimum of** **three** factors of how your organisation environmental, social and governance practices into everyday operations to identify impact on others. (AC1.1)  Then you must evaluate **at least** **two** different methods that can be adopted to support the ESG framework, including how potential barriers could be overcome.  (AC1.2) | **AC1.1**  Evaluate the ways in which organisational practices impact others  **AC1.2**  Evaluate methods that support organisations to embrace the ESG framework. |
| Learning Outcome 2  **The learner will develop a plan based on drivers for change which provides a future-focus strategy for sustainable organisations**    You must analyse **two** different drivers for change that are likely to impact sustainability in your organisation, referencing the benefits/impacts in a future-focused sustainable business.  (AC2.1)  Based on your research in learning outcome 1 you must develop a plan which considers **at least** **two** future-focused strategies that can be implemented by your organisation.  The plan must consider aspects which promote sustainable resilience to maintain business continuity.  (AC2.2) | **AC2.1**  Analyse drivers for change to develop sustainable future-focused organisations.  **AC2.2**  Plan strategies to develop sustainable resilience to maintain business continuity |

**ILM Assessment Terminology – Knowledge Verbs**

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

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns, etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

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Assignment 608: Delivering a Commercially Focused Strategy

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| **Aim:** In relation to your current managerial role and duties you will demonstrate understanding of the commercial strategy within your organisation, or one are familiar with, to develop and pitch new ideas based on analysis of internal and external factors. You will demonstrate understanding of a creative culture and organisational environment that develops high-performing teams to deliver a successful commercial strategy using innovative techniques.  This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,500, plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 25 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 25 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand how to promote a creative culture and high-performing teams for commercial advantage**  You must reflect upon your leadership by considering **a minimum of** **three** leadership models which support the development of high-performing teams within a creative culture. (AC1.1)  Then you must evaluate **at least** **three** components of an effective creative culture that would enable an organisation to implement or revise a successful commercial strategy. (AC1.2)  Finally you must analyse **at least** **three** factors that underpin high-performing teams to drive successful commercial strategy, including clear links between the factors employed and the commercial strategy.  (AC1.3) | **AC1.1**  Reflect on own suitability to lead high-performing teams  within a creative culture  **AC1.2**  Evaluate the components of a creative culture to drive commercial strategy  **AC1.3**  Analyse the factors that underpin high-performing teams to drive commercial strategy |
| Learning Outcome 2  The learner will review the commercial strategy, identifying existing and future markets, innovative opportunities and organisational capacity  You must evaluate the existing commercial strategy within your organisation, using **at least** **two** different evaluation models and **one** problem solving tool. Include considerations for delivery of a commercially focused strategy. (AC2.1)  You must critically analyse your internal organisational capacity to inform a revised commercial strategy. You must use of **at least** **one** model/technique. (AC2.2)  Analyse future markets, identifying innovative opportunities, to advance your commercial strategy using **a minimum of** **two** methodologies.  (AC2.3)  Finally based on your research revise your organisation’s commercial strategy, including **at least** **three** factors for consideration. (AC2.4) | **AC2.1**  Evaluate current organisational commercial strategy  **AC2.2**  Critically analyse internal organisational capacity to inform a revised commercial strategy  **AC2.3**  Analyse future markets, identifying innovative opportunities, to advance commercial strategy  **AC2.4**  Revise the organisational commercial strategy |
| Learning Outcome 3  The learner will be able to deliver a revised commercial strategy to key stakeholders  You must develop a pitch for your revised commercial strategy considering **at least** **four** relevant commercial factors. (AC3.1)  You must present an appropriate and relevant pitch to your key stakeholders. (AC3.2) | **AC3.1**  Develop a revised commercial strategy pitch for key stakeholders  **AC3.2**  Present the revised commercial strategy to key stakeholders |

**ILM Assessment Terminology – Knowledge Verbs**

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

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

whole.

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Assignment 609: Principles and Practices of Risk Management

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| **Aim:** In relation to your current managerial role and duties you will demonstrate knowledge of the principles and practices of effective risk management, good practice and finally develop a risk management plan. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 1500,plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 15 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 15 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the importance of risk management, analysis and control within an organisation**  You must evaluate **at least** **two** benefits of risk management in the workplace accounting for potential barriers. (AC1.1)  Then you assess your organisation’s risk management approach/strategy against an established good practice framework, referencing types of risks and policies.  (AC1.2)  Evaluate your organisation’s approach to identifying **and** analysing risk including **a minimum of** **two** techniques for identification and **two** techniques for analysis.  (AC1.3)  Finally analyse **a minimum of two** risk control strategies in your organisation. (AC1.4) | **AC1.1**  Evaluate the benefits of risk management in the workplace  **AC1.2**  Assess own organisation’s risk management approach in the context of a risk management framework.  **AC1.3**  Evaluate techniques supporting the identification and analysis of risk in own organisation.  **AC1.4**  Analyse control strategies to manage risk in own organisation. |
| Learning Outcome 2  The learner will be able to develop a risk management plan.  You must appraise your organisation’s approach to risk monitoring **and** reporting, providing recommendations for the future. (AC2.1)  Then analyse crisis management and contingency planning detailing their relevance in the management of risk. (AC2.2)  Finally create a plan that identifies **a minimum of** **three** risks detailing how each are to be mitigated.  (AC2.3) | **AC2.1**  Appraise methods of monitoring and reporting risk within own organisation.  **AC2.2**  Analyse contingency planning and crisis management and their relevance to the management of risk.  **AC2.3**  Create a risk management plan for identification and mitigation of risks within own organisation |

**ILM Assessment Terminology – Knowledge Verbs**

Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

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

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

Appraise – Less detailed but broader and more comprehensive than an assessment; looking at the whole and making judgements. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.

Find the explanations of verbs on the ILM website:

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

Assignment 610: Innovation, Creativity and Entrepreneurship

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| **Aim:** In relation to your current managerial role and duties you will demonstrate understanding of emerging trends in the digital economy and apply creativity and innovation to generate ideas for feasible entrepreneurial business opportunities. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 1250,plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 15 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 15 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to develop creative and innovative thinking skills and practices to optimise future business opportunities.**  You must analyse your entrepreneurial skills, identifying strengths and weaknesses to optimise future business opportunities. (AC1.1)  Then explore **at least** **two** trends emerging in the digital economy to support entrepreneurial practices. (AC1.2)  Finally apply creativity and innovation to help identify ideas that can become actual business opportunities using **one** creativity tool and **one** innovation framework model. (AC1.3) | **AC1.1**  Analyse own entrepreneurial skills to optimise future business opportunities  **AC1.2**  Explore emerging trends in the digital economy and their application to entrepreneurship  **AC1.3**  Apply creativity and innovation to form ideas into business opportunities. |
| Learning Outcome 2  The learner will be able to create ideas for an entrepreneurial business initiative considering its feasibility.  Based on your research in learning outcome 1, you must develop **at least** **two** possible ideas for an entrepreneurial business initiative. (AC2.1)  Evaluate the feasibility of **one** of your ideas considering the following**:**   * cost benefit analysis * market analysis * personal/team skills set   (AC2.2) | **AC2.1**  Develop ideas for an entrepreneurial business initiative  **AC2.2**  Evaluate the feasibility of a business initiative |

**ILM Assessment Terminology – Knowledge Verbs**

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

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Assignment 611: Project Management

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| **Aim:** In relation to your current managerial role and duties you will apply your professional practice, knowledge skills and behaviours in project management across the whole project lifecycle. This assignment **must** provide evidence of **your** personal contribution in managing the project against each assessment criteria. The project can relate to an initiative/innovation within your organisation or one you are familiar with. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3500 , plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 35 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 35 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to construct a scope and supporting business case for a project within own area of responsibility**  Analyse **at least** **three** skills which are required from a project manager to lead a successful project.  (AC1.1)  Then use **at least two** appropriate analysis tools to identify a project and develop its scope including:   * documenting the project goals * identify and define stakeholder needs * terms of reference * resources * deliverables * tasks * deadlines * constraints   You must carry out a risk assessment of the project and identify any actions required. (AC1.2)  Finally produce a business case to support the project scoping document.  The business case must include the following:   * strategic context * cost * return of investment * timelines * benefits * disadvantages * feasibility   (AC1.3) | **AC1.1**  Analyse the skills required to lead a project through the lifecycle  **AC1.2**  Develop a project scope within own organisation  **AC1.3**  Produce a business case to support the project |
| Learning Outcome 2  The learner will be able to implement and lead a project within own area of responsibility  Bases on your project scope you must develop a project plan applying **at least** **two** project management tools/ techniques (AC2.1).  You must then provide evidence of effective management of stakeholders throughout the project including **one** example of **each** of the following:   * communicating regularly with stakeholders * ensuring stakeholders understand objectives and their role * requesting feedback from stakeholders throughout project * addressing concerns   (AC2.2)  Finally, you must evidence how you have monitored progress throughout the project management lifecycle.  (AC2.3) | **AC2.1**  Develop a project plan applying project management tools/ techniques  **AC2.2**  Manage project stakeholders throughout the project  **AC2.3**  Monitor progress of the project through the project management lifecycle |
| Learning Outcome 3  The learner will be able to evaluate and communicate the project outcomes considering the impact on own professional practice.  You must evaluate the overall effectiveness of the project including strengths, weaknesses and potential improvements. (AC3.1)  Then summarise the project impact and outcomes to a **minimum of** **three** stakeholders. (AC3.2)  Finally reflect on the skills you used to develop and lead the project, using a recognised reflective model, referencing how this may have influenced your professional practice. (AC3.3) | **AC3.1**  Evaluate the effectiveness of the project  **AC3.2**  Summarise project impact and outcomes to stakeholders  **AC3.3**  Reflect on skills utilised whilst developing and leading a project within own area of responsibility using a recognised model of reflection |

**ILM Assessment Terminology – Knowledge Verbs**

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns, etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

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

Summarise - A brief account giving the main points.

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

Find the explanations of verbs on the ILM website:

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

Assignment 612: Introduction to Strategic Management

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| **Aim:** In relation to your current managerial role and duties you will demonstrate understanding of theory of strategic management and cross-functional working, to finally support and assess this process within your organisation, or one you are familiar with. This will be in the context of your organisation, or one with which you are familiar.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 1500, plus relevant Appendices/Annexes. At Level 6 there is an expectation that you write concisely. * Presentations: must be recorded, 15 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 15 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the strategic management process and the role of cross functional interaction in supporting organisational strategy**  You must analyse the process of strategic management including the following:   * internal and external environment that impacts the development of a strategy * a **minimum of** **two** benefits of strategic management * formulation * implementation * evaluation   (AC1.1)  You must also analyse how **at least** **two** business functions interact effectively to support your organisational strategy.  (AC1.2) | **AC1.1**  Analyse the process of strategic management  **AC1.2**  Analyse the effectiveness of cross functional interaction to support organisational strategy |
| Learning Outcome 2  The learner will be able to support and assess the process of strategic management and cross functional interaction  You must apply the **three** stages of the strategic management process to support organisational strategy. (AC2.1)  Provide evidence of how you facilitated cross functional interaction giving a **minimum of** **two** examples.  (AC2.2)  Finally based on AC2.1 and AC 2.2 you  must review:   * **one** strategic management process improvement * **one** cross functional interaction improvement   (AC2.3) | **AC2.1**  Apply the process of strategic management to support organisational strategy  **AC2.2**  Facilitate cross functional interaction to support organisational strategy  **AC2.3**  Review the applied strategic management process and the cross functional interaction for organisational improvements |

**ILM Assessment Terminology – Knowledge Verbs**

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Review – Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct, or practice. A review is a ‘snapshot’ of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.

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Assessment Guidance 703: Developing Strategic Leadership and Management Capability

**Please read through this document in detail before starting the assessment.**

**Unit Purpose and Aims:** To develop the cognitive and behavioural skills necessary to undertake a strategic investigation into senior leadership and management in a given context by utilising strategic leadership and management approaches.

**Community of practice**: the learner should engage with a community of practice from the outset to get the most benefit to support their investigation.

**Level 7 study:** you will be expected to use recognised models and/or theories relevant to your enquiry; you would be expected to justify your choice of models and any adaptation you have made to them.

***Although each assessment criteria (AC) is shown separately, you may be able to use a piece of evidence to cover more than one AC.***

**Learning outcome one**

**Understand the context of senior leadership and management**

AC 1.1 Analyse the strategic context of a learner specified organisation using theoretical approaches appropriate to Level 7

* Undertake an analysis of your own organisational strategic context using at least two theoretical approaches. At level 7 you would be expected to justify your choice of models and any adaptation you have made to them.

*You could present the information with diagrams, slides, short report etc.*

AC 1.2 Identify the espoused strategic leadership and management capabilities in the context of the learner specified organisation

* Using evidence, identify the strategic leadership and management capabilities that are desired in your organisation?

Evidence may be in the form of organisational job descriptions, strategy documents, values statement, internal management handbooks etc.

*You could present the information by podcast, webinar, slides, recording etc.*

AC 1.3 Critically evaluate the congruence of leadership and management actions with espoused capabilities in the specified context

* Consider and explain how the desired capabilities are put into practice by leaders and critically evaluate the differences between the espoused capabilities and the actual behaviours.

At level 7 you would be expected to offer possible explanations for any differences or where there is a high degree of congruence explain why this is so.

*You could present this as a summary report, webinar, podcast, recording or slide show with voice over etc.*

**Learning outcome two**

**The learner will: be able to design an investigation and implementation plan of relevance to leadership and management**

AC 2.1 Undertake an investigation of relevance to leadership and management with data gathered from a variety of sources in order to meet own **or** organisation’s needs

**Either**

* Choose an area of L&M in your organisation that you wish to understand further and undertake an investigation into this (you should consider your stakeholders needs in your choice of topic). Identify areas for improvement or development.

**Or**

* Gather information about your own management and leadership knowledge, capability and behaviour using a range of tools such as: information from appraisals; informal and formal feedback from your line manager, colleagues, those that report to you and 360 etc. Use this information to identify your development needs in line with stakeholder needs.

*This could be presented as a summary report, webinar, podcast, recording or slide show with voice over etc.*

AC. 2.2 Using the results of the investigation in 2.1 formulate a robust plan for the leadership and/or management of self **or** organisation in the specified context taking account of the needs of specified stakeholders

* Based on your findings from Ac 2.1, develop a robust plan for improvement, taking account of your organisational context and stakeholder needs.

*An organisational improvement plan* ***or*** *Professional Development plan for your own development could be used here, along with a relevant stakeholder needs analysis table.*

AC 2.3 Critically evaluate the sources of information and development available to senior leaders and managers including professional network(s) and how they might inform the investigation

* What sources of information and development opportunities are available to senior leaders and managers to support Leadership & Management development?
* Critically evaluate their usefulness for developing leaders and managers.
* How useful are these sources in informing your investigation or plan above.

*This could be presented in a detailed table but remember to critically evaluate the information you present*

**Learning Outcome three**

**The learner will be able to implement and evaluate the results of the investigation**

AC 3.1 Demonstrate how engagement with a professional network has impacted your own thinking with regard to leadership and management

* Participate in or attend three activities within a professional network.
* Demonstrate how this has impacted on your thinking with regards to leadership and management.

Events may range from workshops, brown-bag lunches, peer discussions, action learning sets, online discussions, webinars, formal networking events or similar.

*Demonstration could be an example of how you think differently about doing things differently in the workplace and could be presented orally or in writing.*

AC 3.2 Critically evaluate the impact of the implementation of at least part of the plan detailed in 2.2

* Have you achieved any of the objectives of your plan so far? What has been the impact so far – how well is it working, what needs to be done to improve it?

At level 7, you would be expected to use concepts and theories in your evaluation.

*This could be in the form of a slide show, progress report, webinar, podcast etc. that you can then use to demonstrate evidence for the final activity below.*

AC.3.3 Communicate the impact of the investigation using appropriate media to specified stakeholders

* Demonstrate how you have communicated the impact of your investigation to specified stakeholders.

*This could be a short slide show, progress report, webinar, podcast etc.*

**ILM Assessment Terminology – Knowledge Verbs**

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

Critically\* Evaluate - An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

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Assignment 710: Embedding a Culture of Developmental Leadership

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| **Aim:** In relation to your current management role and duties you will demonstrate your understanding of personal and professional practices, underpinned by coaching and mentoring, in supporting developmental leadership which embeds a diverse, equitable, and inclusive culture. This will be in the context of your organisation, or one you are familiar with  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3000,plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand personal and professional practices which support a culture of developmental leadership**  You must critically examine **at least** **three** components which support a culture of developmental leadership.  (AC1.1)  Then evaluate your practice in supporting a culture of developmental leadership, referencing a minimum of **two** personal practices and **two** professional practices.  (AC1.2) | **AC1.1**  Critically examine the components of a culture of developmental leadership  **AC1.2**  Evaluate personal and professional practices which support a culture of developmental leadership |
| Learning Outcome 2  The learner will understand how a diverse, equitable and inclusive culture supporting well-being, is managed in the workplace  You must critically evaluate how a diverse, equitable, and inclusive culture has been supported in your organisation, including recommendations for future practice. This must refence:   * your own and the organisation responsibility to DEI * leadership behaviours and organisational culture which support DEI   (AC2.1)  You must analyse the effectiveness of management in supporting DEI in your organisation, including at **least** **three** examples. (AC2.2)  Then examine how compassion, mental health and well- are supported referencing leadership behaviours, workplace practices. (AC2.3) | **AC2.1**  Critically evaluate how a diverse, equitable and inclusive culture is supported in the workplace  **AC2.2**  Analyse the role of management in supporting a diverse, equitable and inclusive culture in the workplace  **AC2.3**  Examine how compassion, mental health and well-being are supported in the workplace |
| Learning Outcome 3  The learner will understand the relevance of coaching and mentoring in supporting a culture of developmental leadership  You must evaluate **one** coaching model, **one** mentoring model, and **two** relevant techniques that support a culture of developmental leadership.  (AC3.1)  Finally critically analyse how coaching and mentoring have been used in your organisation to support a culture of developmental leadership. (AC3.2) | **AC3.1**  Evaluate coaching and mentoring models and techniques supporting a culture of developmental leadership  **AC3.2**  Critically analyse how coaching and mentoring support a culture of developmental leadership |

**ILM Assessment Terminology – Knowledge Verbs**

Critically\* examine – Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive.

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

whole.

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

whole.

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Examine –Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive.

Critically analyse – Implies careful, exact, in- depth, or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

\*Critical - To be critical means that you are required to make judgements about the validity or relevance of the ideas and information you are using; to explore their meaning; and to demonstrate understanding of the topic from different perspectives and theoretical frameworks.

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Assignment 711: Strategic Leadership Development

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| **Aim:** In relation to your current management role and duties you will demonstrate understanding of different leadership styles and their impact within the workplace. In addition to the alignment of people and technical skillsets to inform the decision-making process, the setting of direction and vision of an organisation impacting on long-term success. This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 4000,plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 40 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 40 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the impact of own leadership styles in the workplace and the difference between ethical and values-based leadership.**  You must compare and contrast ethical leadership to values-based leadership including at **least**:   * **two** similarities * **two** differences   (AC1.1)  Then critically analyse the impact of your leadership styles in your organisation including:   * a **minimum of** **two** situations where you adopted different leadership styles * the impact **each** had within the workplace.   (AC1.2)  Finally assess the leadership behaviours that build a high-performing team to support a culture of agility and resilience including:   * the impact of at **least** **two** leadership behaviours on the building of a high performing team * at **least** **one** example of how a high-performing team’s support of a culture of agility and resilience   (AC1.3) | **AC1.1**  Compare and contrast ethical leadership to values-based leadership  **AC1.2**  Critically analyse the impact of own leadership styles within the workplace  **AC1.3**  Assess the leadership behaviours that build a high-performing team to support a culture of agility and resilience |
| Learning Outcome 2  **The learner will understand how to optimise people skillsets for succession and workforce planning, to drive a continuous improvement culture**  You must appraise how your organisation aligns people and associated resources to optimise the organisation’s long-term performance, including at **least two** examples.  (AC2.1)  You must review the balancing of individual people skillsets and technical skillsets to optimise long-term performance in the workplace, including at **least** **two** considerations.  (AC2.2)  Then critically appraise your organisation’s approach to succession planning, considering at **least** **three** organisational actions. (AC2.3)  Finally evaluate how workforce planning and collaborative working support continuous improvement.  The evaluation must include:   * **two** considerations for workforce planning * **two** examples of collaborative working practices   (AC2.4) | **AC2.1**  Appraise the alignment of people and associated resources to optimise the organisation long-term performance  **AC2.2**  Review the balancing of individual people skillsets and technical skillsets to optimise long-term performance in the workplace  **AC2.3**  Critically appraise the organisation’s approach tosuccession planning  **AC2.4**  Evaluate how workforce planning and collaborative working support continuous improvement |
| Learning Outcome 3  **The learner will understand how the setting of strategic direction and vision impact the decision-making process**  You must appraise the setting of a clear direction and vision for your organisation, that will positively impact its long-term success.  This must include the effectiveness of:   * horizon scanning * the setting and communication of core values * governance and accountability * business modelling * monitoring of progress   (AC3.1)  Then based on your findings, critically evaluate the strategic decision-making process within your organisation including a **minimum of** **three** considerations to align decisions with strategic goals.  (AC3.2) | **AC3.1**  Appraise the setting of organisational direction and vision to ensure long-term sustainable success.  **AC3.2**  Critically evaluate the strategic decision-making process within the organisation. |

**ILM Assessment Terminology – Knowledge Verbs**

Compare and contrast – Provide an account of the characteristics of two or more entities that enable judgements to be made as to how they are similar and how they are different.

Critically analyse – Implies careful, exact, in- depth, or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

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

Appraise – Less detailed but broader and more comprehensive than an assessment, looking at the whole and making judgements. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.

Review – Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct, or practice. A review is a ‘snapshot’ of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed

further exploration and/or recommendations for further actions.

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

whole.

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

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Assignment 712: Supporting a Culture of Innovation through Change

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| **Aim:** In relation to your current management role and duties you will support a culture of innovation and collaborative working culture through the development of a growth mindset. You will demonstrate understanding of key principles and lead organisational change through the evaluation of personal and organisational readiness. This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 4500,plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 45 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 45 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand a growth mindset in the context of innovation and collaborative working/culture**  You must critically appraise theories and types of innovation including:   * **two** types of innovation * reference to **two** theories * **two** benefits * **two** barriers.   (AC1.1)  You must critically appraise the collaborative working/culture to support innovation, within your organisation including:   * reference to **two** theories/models for collaborative working/culture * **two** benefits * **two** considerations * **two** barriers.   (AC1.2)  You must explain how to develop a sustainable growth mindset including:   * definition of growth mindset * reference to **two** theories/models for the development of a growth mindset * the benefits of entrepreneurship/intrapreneurship to a culture of innovation * examples of how DEI supports the development of a growth mindset   (AC1.3) | **AC1.1**  Critically appraise theories and types of innovation  **AC1.2**  Critically appraise organisational collaborative working/ culture to support innovation  **AC1.3**  Explain the development of a sustainable growth mindset |
| Learning Outcome 2  **The learner will understand key principles of leading organisational change, personal and organisational readiness to promote a culture of innovation**  You must critically evaluate your organisation’s innovative culture referencing **two** examples of promoting a culture of innovation.  (AC2.1)  Then critically analyse key principles of leading organisational change within a culture of innovation from your strategic leadership perspective. The analysis must include:   * models for organisational change * rationale for change * distinctions between change leadership and change management * importance of leading change through a culture of innovation   (AC2.2)  Finally evaluate your organisational readiness for change using a model from AC2.2. You must reference:   * leadership * management * culture * impact * stakeholders * risks * recommendations for both organisational and personal readiness for change.   (AC2.3) | **AC2.1**  Critically evaluate the organisation’s innovative culture  **AC2.2**  Critically analyse key principles of leading organisational change within a culture of innovation from own strategic leadership perspective  **AC2.3**  Evaluate organisational and personal readiness for change |
| Learning Outcome 3  **The learner will be able to create a change readiness plan for self and organisation to support a culture of innovation.**  Based on Learning Outcome 2 you must develop a proposal for change readiness to embed a culture of innovation within your organisation.  Your proposal must include:   * clear goals and objectives * strategy/action plan with timeline * stakeholders identification * implementation plan * communication of proposal * monitoring progress   (AC3.1)  Based on your findings in AC 3.1 develop an organisational **and** personal readiness plan for change including:   * overview * goals and objectives * timeline * monitoring and evaluating * change management team * training and development plan including budget/resources * communication plan * stakeholders involvement * risks * own attitudes and capabilities   (AC3.2) | **AC3.1**  Develop a proposal for change readiness to promote the embedding a culture of innovation through collaborative working  **AC3.2**  Develop an organisational and personal readiness plan for change based on stakeholders’ feedback |

**ILM Assessment Terminology – Knowledge Verbs**

Critically\*Appraise – Less detailed but broader and more comprehensive than an assessment, looking at the whole and making judgements. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.

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

depend on the complexity of the subject matter.

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

whole.

Critically analyse – Implies careful, exact, in- depth, or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

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Assignment 713: Strategic Influencing and Negotiation

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| **Aim:** In relation to your current management role and duties you will communicate and work in a persuasive manner across a broad sphere of influence appropriate to senior leadership in line with organisational vision, mission and values. In addition, you will demonstrate knowledge and application of skills relating to own personal brand. This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3000, plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to build positive relationships across key spheres of influence**  You must produce a stakeholder’s analysis including:   * a **minimum o**f **two** stakeholders with reasons for engagement * stakeholder’s needs and communication approaches.   (AC1.1)  Then outline ways in which you developed personal leadership approaches encouraging positive relationships at individual, group and organisational levels. (AC1.2)  Finally evaluate outcomes achieved through partnership and/or collaborative approach(es) taken with key stakeholders. (AC1.3) | **AC1.1**  Analyse key stakeholders to gain deep understanding of their needs  **AC1.2**  Develop positive relationships across personal leadership sphere of influence  **AC1.3**  Evaluate outcomes achieved through partnership and/or collaborative approaches taken with key stakeholders |
| Learning Outcome 2  The learner will be able to shape a communication strategy for own area of responsibility ensuring alignment with organisational requirements  You must analyse the strategic communication requirements within your area of responsibility considering the following requirements:   * + personal   + organisational   + stakeholders and professional/regulatory bodies   + Diversity, Equity, and Inclusion (DEI)   + codes of ethics   (AC2.1)  Then produce an appropriate communication strategy for your area of responsibility ensuring alignment with organisational mission, vision and values. The strategy must make reference to the following:   * stakeholders * communications methods * measures of effective performance.   (AC2.2) | **AC2.1**  Analyse the strategic communication requirements within own area of responsibility  **AC2.2**  Produce a communication strategy for own area of responsibility ensuring alignment with organisational mission, vision and values |
| Learning Outcome 3  **The learners will be able to communicate persuasively, including the use of personal presence and storytelling, to progress organisational strategy**  You must demonstrate the application of influencing skills and negotiation strategies in order to collaborate effectively. This must make reference to **two** considerations when influencing and negotiating. (AC3.1)  You must demonstrate how you have built consensus over time to progress strategic objectives.  (AC3.2)  Finally demonstrate how you developed and communicated your personal presence and storytelling across your networks and contacts.  (AC3.3) | **AC3.1**  Apply influencing skills and negotiating strategies to collaborate  **AC3.2**  Build consensus in order to progress strategic objectives  **AC3.3**  Develop and communicate personal presence and storytelling across networks and contacts |

**ILM Assessment Terminology – Knowledge Verbs**

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

Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the

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

whole.

Find the explanations of verbs on the ILM website:

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Assignment 714: Strategic Optimisation of People Resources

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| **Aim:** In relation to your current management role and duties you will demonstrate understanding of the strategic context of workforce planning, including your impact. In addition you will need to lead a culture of learning that supports workforce succession planning and development. This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2750, plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand the strategic context of workforce planning**  You must carry out a critical analysis of at **least** **two** internal **and two** external factors which could or may have impacted on your workforce design and planning. (AC1.1)  Then critically assess the effectiveness of the wider organisation in ensuring the alignment between:   * vision and strategy * workforce design and planning.   (AC1.2)  Finally evaluate your role including:   * the management of workforce design **and** planning * your approach, or your organisation’s approach, and effectiveness in this area   (AC1.3) | **AC1.1**  Critically analyse the factors which affect workforce design and planning  **AC1.2**  Critically assess how workforce design and planning aligns with organisational strategy and vision  **AC1.3**  Evaluate own leadership role in the management of workforce design and planning, in the context of wider organisation. |
| Learning Outcome 2  **The learner will understand own impact on workforce planning and development**  You must evaluate your role in supporting a programme of talent management, including **one** example. (AC2.1)  Then critically review how you led the optimisation of the workforce by providing an example for **each** of the following:   * encouraging collaboration * coaching and mentoring * balancing both people and technical skills   (AC2.2)  Evaluate how your supported DEI in workforce planning, referencing at least **one** example of how you did this for each of the following:   * Diversity * Equity * Inclusion.   (AC2.3)  Finally, critically reflect on how you supported the performance management of your team to effectively plan and develop a workforce.  (AC2.4) | **AC2.1**  Evaluate own approach in delivering strategic workplace development through talent management  **AC2.2**  Critically review own support of workforce optimisation  **AC2.3**  Evaluate own support to diversity, equity and inclusion within workforce design and planning  **AC2.4**  Critically reflect on own role and impact on team performance management |
| Learning Outcome 3  **The learner will be able to lead a culture of learning that supports workforce succession planning and development**  You must evaluate your impact on the culture of learning in your organisation referencing at **least** **two** examples of:   * when you have impacted on the learning culture   or   * when you could have been more impactful   (AC3.1)  Then evaluate the impact of your approach to continuous professional development opportunities for **both** yourself **and** others, including **two** examples for yourself **and two** examples for others.  (AC3.2)  Finally critically appraise how you supported succession planning in the organisation, with reference to at least **two** examples. (AC3.3) | **AC3.1**  Evaluate personal impact on the culture of learning in own organisation  **AC3.2**  Evaluate the impact of own approach to continuous professional development opportunities for self and others  **AC3.3**  Critically appraise own approach to succession planning in the workforce |

**ILM Assessment Terminology – Knowledge Verbs**

Critically analyse – Implies careful, exact, in-depth or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

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

Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

Critically\* Review – Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct or practice. A review is a ‘snapshot’ of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.

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

Critically\* Appraise – Less detailed but broader and more comprehensive than an assessment; looking at the whole and making judgements. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.

\*Critical - To be critical means that you are required to make judgements about the validity or relevance of the ideas and information you are using; to explore their meaning; and to demonstrate understanding of the topic from different perspectives and theoretical frameworks.

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Assignment 715: Adopting a Data Led Approach to Strategic Management

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| **Aim:** In relation to your current management role and duties you will demonstrate understanding of how adopting a data-led approach to strategic management informs decision-making, taking into consideration data requirements and data management. In addition, you will identify trends, opportunities and propose improvements. This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.   * Written Assignments: word count 3000, plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to understand key data sources required for organisational decision-making.**  You must critically evaluate a **minimum of** **three** data sources available, to inform your organisation’s decision-making.  (AC1.1)  Then provide a written account of methods used to verify the authenticity of **each** of these data sources considering the following:   * authenticity * accountability * reliability * credibility * currency (time) * context   This must include triangulation of the data sources.  (AC1.2)  Finally evaluate the relevance of **each** of these data sources in supporting your organisation’s decision-making process.  (AC1.3) | **AC1.1**  Critically evaluate data sources appropriate to organisational decision-making  **AC1.2**  Verify the authenticity of data sources appropriate to organisational decision-making  **AC1.3**  Evaluate the relevance of selected data to organisational decision-making |
| Learning Outcome 2  **The learner will understand the data requirements and data management to inform organisational decision-making.**  You must identify the range of financial and non-financial data requirements and determine the ways in which they support organisational needs. You must consider, type, format, frequency and presentation of data.  (AC2.1)  Then critically evaluate the regulatory implications of data governance including:   * data quality control process * data management policies and procedures.   (AC2.2)  Critically appraise the technology selection process, making reference to at least **four** of the following factors to ensure data relevance and security:   * collection methods * storage facilities * access arrangements * hardware * software * supporting systems   (AC2.3)  Finally, critically analyse **two** methods used to monitor data and **two** to evaluate data referencing policies and procedures for data management, appropriateness and presentation.  (AC2.4) | **AC2.1**  Determine data requirements to support organisational needs.  **AC2.2**  Critically evaluate data governance and the implementation of data quality control.  **AC2.3**  Critically appraise the use of technology and methods to secure data.  **AC2.4**  Critically analyse methods used to monitor and evaluate data |
| Learning Outcome 3  **The learner will be able to suggest improvements to organisational strategy based on insights from data analysis to support decision-making**  Critically appraise available data and insights developed, identify trends and patterns to support strategic decision-making. Consider **three** of the following:   * capacity planning/ resource allocation * implementation to achieve goals and objectives * monitoring * re-alignment of strategies (AC3.1)   Finally, propose improvements from the data appraisal to support decision-making and inform your organisation’s strategy(s), including proposed changes or adjustments to the **three** areas appraised in AC3.1  (AC3.2) | **AC3.1**  Critically appraise data and gain insights to identify strategic opportunities to support decision-making  **AC3.2**  Propose improvements from the data appraisal to support decision-making and inform organisational strategy(s) |

**ILM Assessment Terminology – Knowledge Verbs**

Critically\* Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

Verify –To verify is to confirm by investigation.

Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

Determine – To fix in scope; to conclude after observation or consideration.

Critically\* Appraise – Less detailed but broader and more comprehensive than an assessment; looking at the whole and making judgements.

Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.

Critically analyse - Implies careful, exact, in-depth or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

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Assignment 716: Developing a Commercially Focused Organisation

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| **Aim:** In relation to your current management role and duties you will develop commercially focused strategies and deliver market-oriented decisions and actions, manage commercial functions and encourage entrepreneurial thinking. This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Typical** word counts and timings are provided. Where assessment methods are combined the **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2500, plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 25 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 25 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will be able to facilitate the development of a commercially focused strategy based on opportunities within the marketplace**  You must critically analyse your organisation’s marketplace and its position within it. This analysis must reference the following:   * customer feedback * trends * market analysis * opportunities * challenges * direction * brand positioning * risks * sustainability   (AC1.1)  Then use your findings from AC1.1 to evaluate the opportunities available, this must include both quantitative and qualitative data. You must use a **minimum of** **two** tools to evaluate the opportunities for commercial growth. (AC1.2)  Finally, you must lead the development of a strategic planning process aimed at taking advantage of commercial opportunities.  The planning process must consider the following:   * aims * objectives * resources * key performance and outcome measures * monitoring and evaluation * planning tool(s) used   (AC1.3) | **AC1.1**  Critically analyse the position of the organisation within its marketplace  **AC1.2**  Evaluate opportunities that can lead to commercial growth  **AC1.3**  Lead a strategic development planning process to take advantage of commercial opportunities. |
| Learning Outcome 2  **The learner will be able to direct the commercial functions within own organisation**  Based on your strategic planning process in AC 1.3, you must set objectives for the commercial activities within your organisation. This must include at **least** **one** long term and **one** short term objective for a **minimum of two** commercialfunctions/departments for which you are responsible. (AC2.1)  Then critically evaluate the commercial performance of your organisation against the objectives set in AC 2.1. This must include:   * key performance and outcome measures drawing data from relevant sources. * investigation of variances and reasons   (AC2.2)  Finally, lead the development of a communication strategy considering the following:   * alignment of strategy to opportunities in AC 1.2 and recommendations in AC 2.2 * stakeholders' identifications and needs * key messages and language * mode and timing of delivery * sphere of influence   (AC2.3) | **AC2.1**  Set objectives for commercial activities within own organisation based on the strategic planning process  **AC2.2**  Critically evaluate the commercial performance of own organisation  **AC2.3**  Lead the development of a communication strategy to promote opportunities and recommendations based on external market data |
| Learning Outcome 3  **The learner will be able to embed an entrepreneurial and solutions-focussed culture within own organisation**  You must evidence at **least** **two** ways in which you empowered senior stakeholders to take solutions-focused decisions.  (AC3.1)  Then evidence at **least** **two** examples of using leadership approaches to inspire entrepreneurial behaviour and activities throughout your organisation.  (AC3.2) | **AC3.1**  Empower stakeholders within the organisation to take solutions-focussed decisions.  **AC3.2**  Apply leadership approaches to inspire entrepreneurial activities and behaviours throughout the organisation. |

**ILM Assessment Terminology – Knowledge Verbs**

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Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.

Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

Critically\* Evaluate – An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review.

An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

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Assignment 717: Evolving Approaches in Leadership and Management

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| **Aim:** In relation to your current management role and duties you will demonstrate understanding of evolving leadership and management approaches and the importance of innovation and change within dynamic organisations. You will create a development plan for self and your organisation considering attributes and practices required to lead and manage new ways of working.  This will be in the context of your organisation, or one you are familiar with.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that before you start this assignment you discuss with your tutor how you intend to put your learning into practice as evidence of skills applied in real-work situations is required.  **Suggested** word counts and timings are provided. Where assessment methods are combined the word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2500, plus relevant Appendices/Annexes. At Level 7 there is an expectation that you write concisely. * Presentations: must be recorded, 25 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, 25 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  **The learner will understand innovation and change in an evolving world and potential impacts on leadership and management.**  You must critically analyse the effects of **both** innovation and change in an evolving world and its impact on leadership **and** management using examples of good practice to support your analysis. (AC1.1, AC1.2) | **AC1.1**  Critically analyse the effects of innovation and change in an evolving world and its impact on leadership  **AC1.2**  Critically analyse the effects of innovation and change in an evolving world and its impact on management |
| Learning Outcome 2  **The learner will be able to create a development plan taking into consideration potential impacts on evolving leadership and management practices**  You must research at **least** **two** trends of leadership and **two** trends of management practices in the context of an evolving world (AC2.1)  Based on AC 2.1 critically review **two** of your personal leadership and management approaches and **two** organisational approaches in the context of an evolving world. (AC2.2)  Finally produce a plan for future leadership and management development using insights from learning Outcome 1 and AC 2,1 and AC2.2.  (AC2.3) | **AC2.1**  Research evolving trends of leadership and management practices in the context of an evolving world  **AC2.2**  Critically review own and organisational leadership and management approaches in the context of an evolving world  **AC2.3**  Plan own and organisational future leadership and management development  in the context of an evolving world |

**ILM Assessment Terminology – Knowledge Verbs**

Critically Analyse – Implies careful, exact, in-depth or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

Research – Identifying and collecting data or information about a subject and presenting it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.

Critically\* Review – Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct or practice. A review is a ‘snapshot’ of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.

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Appendix D Results Sheets

Results Sheet: 504 Leading Innovation and Change

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| **Centre Number:** | |  | | **Centre Name:** | | |  | | | | | |
| **Learner Registration:** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the need for innovation and change management within an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 1.1  Explain the importance of innovation for own organisation | **Referral [*ca. 2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*ca. 6/8*]** | | | |  | | |
| * The importance of innovation for own organisation is not explained, or is incorrect or inappropriate, or is explained in generic terms with no reference, or with insufficient reference, to own organisation * ‘Innovation’ is merely defined or described with no explanation as to the reasons why innovation is important for own organisation | | * A limited but sufficient and correct account of a narrow range of the practices associated with innovation are provided that explain the importance of innovation for own organisation | | | * A full and correct account of a wide range of the practices associated with innovation are provided that explain the importance of innovation for own organisation | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Explain the importance of managing change within own organisation | **Referral [*ca. 2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*ca. 6/8*]** | | | |  | | |
| * The importance of managing change for own organisation is not explained, or is incorrect or inappropriate, or is explained in generic terms with no reference, or with insufficient reference, to own organisation * ‘Managing change’ is merely defined or described with no explanation as to the reasons why managing change is important for own organisation | | * A limited but sufficient and correct account of a narrow range of the practices associated with managing change are provided that explain the importance of managing change for own organisation | | | * A full and correct account of a wide range of the practices associated with managing change are provided that explain the importance of managing change for own organisation | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Be able to propose innovative solutions to improve organisational performance | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 2.1  Assess an opportunity for innovation and improvement in own organisation | **Referral [*ca. 4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [*ca. 12/16*]** | | | |  | | |
| * No opportunity for innovation and improvement in own organisation is assessed, or an opportunity for innovation and improvement is merely stated or described with no evidence that criteria have been used to make an assessment | | * An opportunity for innovation and improvement in own organisation is assessed and a judgement made using appropriate criteria, although the evidence base is limited | | | * An opportunity for innovation and improvement in own organisation is comprehensively assessed and a judgement made using a wide range of appropriate criteria | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2  Justify the improvement identified, in the context of organisational objectives | **Referral [*ca. 2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*ca. 6/8*]** | | | |  | | |
| * The improvement identified is not justified in the context of organisational objectives to present a rationale for undertaking the improvement, or the limited organisational objectives provided do not justify the improvement identified | | * The improvement identified is justified in the context of a number of key organisational objectives to present a limited but sufficient rationale for undertaking the improvement | | | * The improvement identified is justified in the context of a number of key strategic and operational organisational objectives to present a comprehensive, quantified, rationale for undertaking the improvement | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3  Use a range of techniques to generate innovative options to deliver the improvement identified | **Referral [*ca. 4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [*ca. 12/16*]** | | | |  | | |
| * No options are generated, or options are merely listed or presented with no evidence of how the options have been generated, or the techniques have been used inappropriately, or it is not clear how the options will deliver an improvement or a new or better product, process or service | | * Limited but sufficient evidence is provided that a narrow range of appropriate techniques have been correctly used to generate innovative options that will deliver an improvement or a new or better product, process or service | | | * Evidence is provided that a wide range of appropriate techniques have been correctly used to generate innovative options that will deliver an improvement or a new or better product, process or service | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4  Evaluate options for generating the proposed improvement to determine feasibility and viability | **Referral [*ca. 5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*ca. 15/20*]** | | | |  | | |
| * Options are not evaluated to determine feasibility and viability in order to reach a conclusion or to make recommendations, or the options are inappropriate, or the evaluations are not sufficiently detailed to reach a conclusion or to make recommendations | | * Limited but sufficient appropriate options are evaluated to determine feasibility and viability in order to reach a conclusion or to make recommendations, although the options are not always sufficiently detailed and/or the ranking of options is not explicit | | | * Detailed and quantified appropriate options are evaluated and ranked using transparent and relevant criteria to determine feasibility and viability in order to reach a conclusion or to make recommendations | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Be able to lead and manage change within an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 3.1  Create a change management plan that is designed to meet stakeholders’ expectations | **Referral [*ca. 4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [*ca. 12/16*]** | | | |  | | |
| * No stakeholder mapping is undertaken and provided in order to identify and profile key stakeholders or to identify stakeholder expectations * No change management plan for the innovation and improvement is created, or a change management plan is created that: * is not based on a provided stakeholder mapping * does not take account of stakeholders’ expectations * does not identify how stakeholders should be managed * lacks the detail required for implementation | | * Limited but sufficient stakeholder mapping identifies and profiles key stakeholders and identifies stakeholder expectations * A limited but sufficient change management plan for the innovation and improvement is created that is based on the stakeholder mapping and stakeholders’ expectations and includes actions needed to be taken and timescales, although further work is needed for full implementation * The change management plan identifies how the different stakeholders should be managed and who is responsible for managing the stakeholders, although key concerns, risks and mitigating factors are not fully addressed, and additional detail is required for full implementation | | | * Comprehensive stakeholder mapping identifies and profiles key stakeholders and identifies stakeholder expectations * A comprehensive and SMART change management plan for the innovation and improvement is created that is based on the stakeholder mapping and stakeholders’ expectations * A comprehensive change management plan details key concerns, risks and mitigating factors, identifies how the different stakeholders should be managed and who is responsible for managing the stakeholders, and provides the level of detail required for full implementation | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Implement the change management plan, monitoring progress against agreed targets | **Referral [*ca. 2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*ca. 6/8*]** | | | |  | | |
| * There is no evidence provided that the change management plan has been, or is being, implemented * Monitoring progress against agreed targets has not been addressed in the change management plan, is incorrect, or is inappropriate or insufficient for implementation | | * There is limited but sufficient evidence provided that the change management plan has been, or is being, implemented * Monitoring progress against agreed targets has been addressed in the change management plan, although additional detail is required for full monitoring | | | * Comprehensive evidence is provided that the change management plan has been, or is being, implemented * Monitoring progress against agreed targets has fully been addressed in the change management plan and has the level of detail required for full monitoring | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | | | | **/ 100** | | **TOTAL MARKS** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor’s Decision** | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date of QA Check:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |

Results Sheet: 514 Managing Recruitment

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number:** | |  | | **Centre Name:** | | |  | | | | | | |
| **Learner Registration:** | |  | | **Learner Name:** | | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | |
| **Learning Outcome / Section 1:** Understand human resource planning in an organisation | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 1.1  Explain the role and relevance of human resource planning in own organisation | **Referral [*ca. 2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. *6/8*]** | | | | |  | | |
| * Role and relevance of human resource planning in own organisation is not addressed, or is incorrect, or a generic description or definition of human resource planning is provided with no organisational context * No human resource planning practices or examples are provided that explain the role and relevance of human resource planning in own organisation | | * Human resource planning practices or examples are provided that correctly explain the role and relevance of human resource planning in own organisation, although the range of practices or examples may be partial and not take full account of the alignment between human resource planning and the organisation’s strategic plan and its strategic objectives | | | * A wide range of human resource planning practices or examples are provided that correctly explain the role and relevance of human resource planning in own organisation and take full account of the alignment between human resource planning and the organisation’s strategic plan and its strategic objectives | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Assess the impact of legal requirements on human resource planning in the organisation | **Referral [*ca. 4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [ca. *12/16*]** | | | | |  | | |
| * The impact of legal requirements on human resource planning in the organisation is not addressed, is incorrect, or there is no organisational context * Legal requirements on human resource planning in the organisation are merely described with no assessment to make a judgement as to their impact | | * Legal requirements on human resource planning in the organisation are correctly identified and are assessed rather than described to make a judgement as to their impact, although the judgement may be based on a limited range of criteria | | | * Legal requirements on human resource planning in the organisation are correctly identified and are assessed using a wide range of appropriate criteria to make a judgement as to their impact | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.3  Assess the impact of organisational policies and procedures on human resource planning in the organisation | **Referral [*ca. 4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [ca. *12/16*]** | | | | |  | | |
| * The impact of organisational policies and procedures on human resource planning in the organisation is not addressed, is incorrect, or there is no organisational context * Organisational policies and procedures on human resource planning in the organisation are merely described with no assessment to make a judgement as to their impact | | * Organisational policies and procedures on human resource planning in the organisation are correctly identified and are assessed rather than described to make a judgement as to their impact, although the judgement may be based on a limited range of criteria | | | * Organisational policies and procedures on human resource planning in the organisation are correctly identified and are assessed using a wide range of appropriate criteria to make a judgement as to their impact | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to plan and implement recruitment in line with legal and organisational requirements | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 2.1  Describe the recruitment process in own organisation from the identification of a vacancy through to the appointment of the successful candidate | **Referral [*ca. 2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. *6/8*]** | | | | |  | | |
| * The recruitment process from the identification of a vacancy through to the appointment of the successful candidate is not addressed, or is incorrect or incomplete, or has no organisational context, or is merely listed with no account of the principal features of the process | | * The recruitment process in own organisation from the identification of a vacancy through to the appointment of the successful candidate is correctly described with a limited account of the principal features of the process | | | * The recruitment process in own organisation from the identification of a vacancy through to the appointment of the successful candidate is correctly described with a detailed account of the principal features of the process | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2  Justify a need for recruitment in own area of responsibility | **Referral [*ca. 3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [ca. *9/12*]** | | | | |  | | |
| * A need for recruitment in own area of responsibility is merely stated or described with no rationale presented to justify a particular action or choice | | * A rationale is presented to justify a need for recruitment in own area of responsibility, although some aspects of the rationale may be limited or subjective | | | * A detailed and objective rationale is presented to justify a need for recruitment in own area of responsibility | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Implement the recruitment process in own area of responsibility, ensuring all procedures are followed and necessary records are kept in line with legal and organisational requirements | **Referral [*ca. 10/40*]** | | **Pass [*20/40*]** | | | **Good Pass [ca. *30/40*]** | | | | |  | | |
| * There is no implicit or explicit evidence presented that the recruitment process is implemented, or is being implemented * There is no implicit or explicit evidence presented that all procedures are followed, or are being followed, and that necessary records are kept, or are being kept, in line with legal and organisational requirements | | * Limited but sufficient evidence is presented that the recruitment process is implemented correctly and appropriately from the identification of a vacancy and justification for recruitment through to the appointment of the successful candidate * Limited but sufficient evidence is presented that all procedures are followed correctly and appropriately and that necessary records are kept in line with legal and organisational requirements from the identification of a vacancy and justification for recruitment through to the appointment of the successful candidate | | | * Comprehensive and detailed evidence is presented that the recruitment process is implemented correctly and appropriately from the identification of a vacancy and justification for recruitment through to the appointment of the successful candidate * Comprehensive and detailed evidence is presented that all procedures are followed correctly and appropriately and that necessary records are kept in line with legal and organisational requirements from the identification of a vacancy and justification for recruitment through to the appointment of the successful candidate | | | | |
| / 40  (min. of 20) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | |

Results Sheet: 522 Becoming and Effective Leader

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| **Centre Number:** | |  | | **Centre Name:** | | |  | | | | | |
| **Learner Registration:** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand own ability to fulfil key responsibilities of the leadership role | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 1.1  Evaluate own ability to use a range of leadership styles, in different situations and with different types of people, to fulfil the leadership role | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | |  | | |
| * No evaluation is made of own ability to use a range of leadership styles, in different situations and with different people, to fulfil the leadership role, or the evaluation is incorrect or inappropriate * An evaluation is made of own ability to use two or more leadership styles, but only in different situations ***or*** only with different people, but not both | | * A correct and appropriate evaluation based on subjective or limited evidence is made of own ability to use two or more leadership styles, in different situations and with different people, in order to fulfil the leadership role | | | * A correct and appropriate evaluation based on detailed and objective evidence is made of own ability to use two or more leadership styles in different situations and with different people, in order to fulfil the leadership role | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.2  Use theories of emotional intelligence to review the effect of emotions on own and others’ performance | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | |  | | |
| * The effect of emotions on own and others’ performance is not reviewed * The effect of emotions on own and others’ performance is reviewed, but not by the use of two or more theories of emotional intelligence * The effect of emotions on only own or only others’ performance is reviewed by the use of two or more appropriate theories of emotional intelligence | | * The effect of emotions on own and others’ performance is reviewed and brief judgements are made using two or more appropriate theories of emotional intelligence | | | * The effect of emotions on own and others’ performance is reviewed and detailed judgements are made using two or more appropriate theories of emotional intelligence | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Be able to evaluate own ability to lead others | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 2.1  Review own ability to set direction and communicate this to others | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | |  | | |
| * Own ability to set direction and communicate this to others is not reviewed using appropriate evidence and suitable theory, or is merely described | | * Own ability to set direction and communicate this to others is reviewed using a combination of appropriate evidence and relevant theory to form a limited judgement | | | * Own ability to set direction and communicate this to others is reviewed using a combination of appropriate evidence and relevant theory to form a well-reasoned judgement | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Review own ability to motivate, delegate and empower others | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | |  | | |
| * Own ability to motivate, delegate and empower others is not reviewed using appropriate evidence and suitable theory, or is merely described * Own ability to motivate ***or*** delegate ***or*** empower others is reviewed using appropriate evidence and suitable theory, but not all three | | * Own ability to motivate and delegate and empower others is reviewed using appropriate evidence and suitable motivational, delegation and empowerment theories. The review may be limited although a brief judgement will have been formed | | | * Own ability to motivate and delegate and empower others is reviewed using appropriate evidence and suitable motivational, delegation and empowerment theories. The review will be thorough and lead to a detailed judgements being made related to each topic. | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Produce a personal development plan to improve own ability to lead. | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | |  | | |
| * A personal development plan to improve own ability to lead is not created, or is incorrect or inappropriate * A personal development plan is created and but which does not include improvements in own ability to lead | | * A personal development plan which includes activities, timescales and resources is created to improve own ability to lead | | | * A personal development plan which includes activities, timescales resources, support and costs is created and to improve own ability to lead | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | | | | **/ 100** | | **TOTAL MARKS** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor’s Decision** | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date of QA Check:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |

Results Sheet: 529 Knowledge and Information Management

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number:** | |  | | **Centre Name:** | | |  | | | | |
| **Learner Registration:** | |  | | **Learner Name:** | | |  | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | |
| **Learning Outcome / Section 1:** Understand the concept and importance of knowledge management in terms of an organisation’s knowledge assets and their management | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 1.1   * Explain the relationship between data, information, knowledge and wisdom | **Referral [ca.*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. 6/8]** | | | |  | |
| * The relationship between data, information, knowledge and wisdom is not explained, or the explanation is incorrect or deficient, or the explanation does not cover data ***and*** information ***and*** knowledge ***and*** wisdom * The key features of data, information, knowledge and wisdom are merely listed or described with no account of the uses of data, information, knowledge and wisdom to explain the relationship between them | | * A limited but sufficient and correct account is provided of the uses of data, information, knowledge and wisdom to explain the relationship between them, although the context is limited | | | * A comprehensive and correct account is provided of the uses of data, information, knowledge and wisdom in a broad context to explain the relationship between them | | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.2   * Explain the relationship between individual knowledge and organisational knowledge | **Referral [ca.*1/4*]** | | **Pass [*2/4*]** | | | **Good Pass [ca. 3/4]** | | | |  | |
| * The relationship between individual knowledge and organisational knowledge is not explained, or the explanation is incorrect or deficient, or the key features of ‘individual knowledge’ and ‘organisational knowledge’ are merely described with no account of the uses of individual knowledge and organisational knowledge that explains the relationship between them | | * individual knowledge and organisational knowledge that explains the relationship between them, although the process by which individual knowledge may be converted into organisational knowledge and shared is imprecise | | | * A comprehensive and correct account is provided of the uses of individual knowledge and organisational knowledge that precisely explains the relationship between them and the process by which individual knowledge may be converted into organisational knowledge and shared | | | |
| / 4  (min. of 2) | Pass or Referral |
| AC 1.3   * Apply analysis and modelling techniques to identify knowledge assets, within own area of organisation | **Referral [ca.*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [ca. 9/12]** | | | |  | |
| * Analysis and modelling techniques to identify knowledge assets within own area of organisation have not been applied, or have been applied incorrectly or inappropriately, or only one technique has been applied, or how the assets identified add value is not addressed | | * Two or more analysis and modelling techniques to identify knowledge assets within own area of organisation have been correctly and appropriately applied, although the extent to which the assets identified as knowledge assets add value is imprecise | | | * Two or more analysis and modelling techniques have been correctly and appropriately applied to precisely identify knowledge assets and the value-added by the knowledge assets within own area of organisation | | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4   * Evaluate the actual and potential knowledge assets, within own area of organisation | **Referral [ca.*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. 6/8]** | | | |  | |
| * Actual and potential knowledge assets within own area of organisation have not been evaluated, or the evaluation is incorrect, inappropriate or deficient, or actual ***or*** potential knowledge assets are identified but not both, or actual and potential knowledge assets are merely listed or described with no evaluation to provide a conclusion or recommendations as to their importance and/or relevance as knowledge assets | | * A limited but sufficient and correct evaluation of actual and potential knowledge assets within own area of organisation has been undertaken to provide a conclusion or recommendations as to their importance and/or relevance as knowledge assets, although the evidence base for the evaluation is limited | | | * A comprehensive and correct evaluation of actual and potential knowledge assets within own area of organisation has been undertaken using a wide evidence base to provide a conclusion or recommendations as to their importance and/or relevance as knowledge assets | | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.5   * Present a rationale for capturing and managing knowledge, within own area of organisation | **Referral [ca.*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [ca. 9/12]** | | | |  | |
| * A rationale for capturing and managing knowledge within own area of organisation is not presented, or the rationale is incorrect, inappropriate, deficient, or flawed | | * A limited but sufficient and correct rationale for capturing and managing knowledge within own area of organisation is presented, although the scope of knowledge management as presented in the rationale is limited | | | * A detailed and rigorous rationale for capturing and managing knowledge within the full scope of knowledge management relevant to own of organisation is presented | | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | |
| **Learning Outcome / Section 2:** Understand the key knowledge management processes required for innovation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 2.1   * Explain what is required to create, store, apply and integrate knowledge | **Referral [ca.*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [ca. 9/12]** | | | |  | |
| * What is required to create, store, apply and integrate knowledge is not explained, or the explanation is incorrect or deficient, or creating ***or*** storing ***or*** applying ***or*** integrating knowledge is explained but not all four * The key features of creating, storing, applying and integrating knowledge are merely listed or described with no account provided to explain how this works and/or no use or application of an appropriate knowledge creation and transfer theory or model | | * An appropriate and correct knowledge creation and transfer theory or model is used to provide a limited but sufficient and correct explanation of what is required to create, store, apply and integrate knowledge, although the context is limited and/or the reasons for the practices are imprecise | | | * An appropriate and correct knowledge creation and transfer theory or model and detailed context is used to provide a comprehensive and correct explanation of what is required to create, store, apply and integrate knowledge with clear and precise reasons for the practices | | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.2   * Evaluate the impact of intellectual property rights on the organisation | **Referral [ca.*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. 6/8]** | | | |  | |
| * The impact of intellectual property rights is not evaluated, or the evaluation is incorrect, inappropriate or deficient, or intellectual property rights are incorrect or inappropriate * Intellectual property rights are merely defined or described with no evaluation of the impact on the organisation of each in order to provide a conclusion | | * A limited but sufficient and correct evaluation of intellectual property rights has been undertaken to provide a conclusion as to their impact on the organisation, although the evidence for the analysis is limited and/or is restricted to evaluating the impact of the organisation’s own intellectual property rights | | | * A comprehensive and correct evaluation of the organisation’s own intellectual property rights and other relevant intellectual property rights that impinge upon the organisation has been undertaken using a wide evidence base to provide a conclusion as to their impact on the organisation | | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | |
| **Learning Outcome / Section 3:** Be able to develop a framework for establishing a knowledge management culture | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 3.1   * Explain the contribution that significant knowledge assets have on the organisation | **Referral [ca.*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. 6/8]** | | | |  | |
| * The contribution that significant knowledge assets have on the organisation is not explained, or the explanation is incorrect, inappropriate or deficient * Significant knowledge assets are merely listed or described with no account of how they work, or how they are used, that explains their contribution on the organisation | | * A limited but sufficient and correct account of how a narrow range of significant knowledge assets work, or how they are used, is provided that explains their contribution on the organisation, although the evidence provided to substantiate the impact is limited or imprecise | | | * A comprehensive, correct and precise account of how a wide range of significant knowledge assets work, or how they are used, is provided using a wide and objective evidence base that explains their contribution on the organisation | | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 3.2   * Evaluate the knowledge requirements for the organisation’s operations | **Referral [ca.*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. 6/8]** | | | |  | |
| * Knowledge requirements for the organisation’s operations are not evaluated, or the evaluation is incorrect, inappropriate or deficient, or knowledge requirements are merely listed or described with no evaluation of their value to the organisation in order to provide a solution or conclusion and/or recommendations | | * A limited but correct and appropriate evaluation of the knowledge requirements for the organisation’s operations provides a solution or conclusion and/or recommendations, although:   + the value of the knowledge requirements to the organisation is imprecise   + the evidence for the evaluation is limited   + the evaluation is restricted to current requirements | | | * A comprehensive, correct and appropriate evaluation of the knowledge requirements for the organisation’s operations based on a detailed knowledge or information audit precisely defines the value of current and future knowledge requirements and provides a solution or conclusion and/or recommendations | | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 3.3   * Evaluate the organisations current framework for enabling knowledge sharing within the organisation | **Referral [ca.*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [ca. 6/8]** | | | |  | |
| * The organisation’s current framework for enabling knowledge sharing within the organisation is not evaluated, or the evaluation is incorrect, inappropriate or deficient, or the current framework is merely described with no evaluation of how it enables knowledge sharing in order to provide a solution or conclusion and/or recommendations | | * A limited but correct and appropriate evaluation of the organisation’s current framework for enabling knowledge sharing within the organisation provides a solution or conclusion and/or recommendations, although the evidence base for the evaluation is limited | | | * A comprehensive, correct and appropriate evaluation of the organisation’s current framework for enabling knowledge sharing within the organisation uses a wide and objective evidence base and provides a solution or conclusion and/or recommendations | | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 3.4   * Recommend improvements to the organisations current framework for enabling knowledge sharing within the organisation | **Referral [ca.*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [ca. 9/12]** | | | |  | |
| * Improvements to the organisation’s current framework for enabling knowledge sharing within the organisation are not recommended, or recommendations are incorrect, inappropriate, unrealistic or deficient, or recommended improvements are not based upon an evaluation of the current framework | | * Appropriate and realistic improvements to the organisations current framework for enabling knowledge sharing are recommended and are based upon an appropriate evaluation of the current framework, although additional work is required for full implementation | | | * Appropriate and realistic improvements to the organisations current framework for enabling knowledge sharing are recommended, are based upon an appropriate evaluation of the current framework, and require no additional work for full implementation | | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | |
|  | | | | | | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | |

Results Sheet: 550 Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

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| **Centre Number :** |  | **Centre Name:** |  |
| **Learner Registration No :** |  | **Learner Name:** |  |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors willindicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Any AC awarded less than a pass produces an automatic referral for the submission.**  Sufficiency descriptors are provided as guidance. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | |

| **Assessment Criteria (AC)** | **Sufficiency descriptors**  ***(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*** | | | | | **Assessor feedback on AC** | | **Pass / Referral (delete as applicable)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Referral | | | | Pass |
| **Learning Outcome 1 Understand the purpose of coaching and mentoring within an organisational context** | | | | | | | | |
| AC 1.1  Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring | * Coaching and mentoring is not defined or the definitions are incorrect, deficient or inappropriate for an organisational context * Two similarities and two differences between coaching and mentoring are not provided or are incorrect, insufficient or inappropriate * The organisational context is not included in the definition of coaching and mentoring | | | | * Correct and sufficiently detailed definitions of both coaching and mentoring within an organisational context are provided * Both the similarities and differences between coaching and mentoring are correctly provided * At least two similarities between coaching and mentoring and two differences are provided |  | | Pass / Referral |
| AC 1.2  Evaluate how the organisational context affects coaching or mentoring | * The effects of organisational factors on coaching or mentoring are not evaluated or are merely explained or described rather than evaluated * The evaluation includes less than three factors of how organisational factors affects coaching or mentoring | | | | * A correct evaluation is provided of how organisational factors affects coaching or mentoring * The evaluation includes three or more factors of how organisational context affects coaching or mentoring |  | | Pass / Referral |
| AC 1.3  Present the business rationale for using coaching or mentoring to benefit individuals and organisations. | * A business rationale for using coaching or mentoring to benefit individuals is not presented, or the presentation is incorrect or inappropriate * A business rationale for using coaching or mentoring to benefit organisations is not presented or is incorrect or inappropriate * Less than two benefits for individuals and less than two benefits for organisations are provided * The business rationale for using coaching or mentoring is merely stated with no appropriate justification or rationale | | | | * A correct and appropriate rationale for using coaching or mentoring is presented * At least two benefits to individuals and at least two benefits to organisations are presented |  | | Pass / Referral |
| AC 1.4  Assess how the impact of coaching or mentoring can be measured for individuals and organisations | * How the impact of coaching or mentoring for individuals can be measured is not assessed or the assessment is insufficient, incorrect or inappropriate, or the measurement of individuals is included * How the impact of coaching or mentoring for organisations can be measured is not assessed, or the assessment is insufficient, incorrect or inappropriate * At least one example of an effective measure for individuals is not provided, or is incorrect or insufficient * At least one example of an effective measure for organisations is not provided, or is insufficient, incorrect or inappropriate | | | | * A sufficient, correct and appropriate assessment of how the impact of coaching or mentoring can be measured for both individuals and organisations is undertaken * At least one example of an effective measure for individuals and at least one example of an effective measure for the organisation is provided |  | | Pass / Referral |
| AC 1.5  Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers | * Potential barriers to using coaching or mentoring are not identified, or are insufficient, incorrect or inappropriate or do not reflect an organisational context * Only one sufficient, correct or appropriate potential barrier is identified for one of the two areas * The two examples of potential barriers do not cover both individuals and organisations * Appropriate strategies are not developed for minimising the identified potential barriers, or are insufficient, incorrect or inappropriate | | | | * A sufficient, correct and appropriate identification of at least two potential barriers to individuals for using coaching or mentoring and at least two potential barriers to organisations for using coaching or mentoring are made * Appropriate strategies are developed for minimising all of the identified potential barriers for the individuals and organisations are identified |  | |  |
| Learning Outcome 1 comments (optional): | |  | | | | | | |
| Verification comments (optional): | |  | | | | | | |
| **Learning Outcome 2 Understand the knowledge, skills and behaviours required to be an effective coach or mentor** | | | | | | | | |
| AC 2.1  Review the knowledge, skills and behaviours required to be an effective coach or mentor | * The knowledge, skills, and behaviour of an effective coach or mentor are not reviewed, or the description is insufficient, incorrect or inappropriate * Knowledge or skills or behaviours are reviewed but not all three. * The knowledge, skills, and behaviours of an effective coach or mentor are merely listed. | | | | * A sufficient, correct and appropriate review is provided of the knowledge and skills and behaviours of an effective coach or mentor * A referenced example is provided from recognised sources for each of the three areas of knowledge and skills and behaviours to enhance the review |  | | Pass / Referral |
| AC 2.2  Analyse the communication skills required by an effective coach or mentor | * An analysis of the communication skills required by an effective coach or mentor is not undertaken * The communication skills required by an effective coach or mentor are merely described or explained with no assessment or judgements formed * Less than four communication skills are analysed | | | | * An appropriate analysis is provided of the communication skills required by an effective coach or mentor * At least four communication skills are considered in the analysis * Conclusions are drawn based on the analysis undertaken |  | | Pass / Referral |
| AC 2.3  Review the responsibilities of the coach or mentor to manage relationships effectively | * The responsibilities of the coach or mentor to manage relationships is not reviewed, or the review is incorrect, inappropriate or deficient * A review is undertaken but no judgements are formed * A description or explanation of the responsibilities of the coach or mentor to manage relationships effectively is merely provided rather than reviewed * Ethical and non-judgemental behaviours have not been included or the evidence is insufficient or incorrect | | | | * An appropriate review of the responsibilities of the coach or mentor to manage relationships is undertaken * The review is based on an appropriate combination of suitable evidence from recognised sources * Appropriate judgements are formed based on the review * Ethical and non-judgemental behaviours are included as part of the review |  | | Pass / Referral |
| A.C 2.4  Review an effective coaching or mentoring model which can be followed within an organisational context | * A model or process which should be followed when formally coaching or mentoring is not reviewed, or the review is insufficient, incorrect or inappropriate * The model is merely described or explained rather than reviewed * Evidence from recognised sources has not been used, or incorrectly in the review, or is insufficient, or omitted | | | | * A sufficient, correct and appropriate review of a model or process which should be followed when formally coaching or mentoring within an organisation is provided * The essential features of the model are apparent * The review is based on an appropriate recognised sources * Conclusions and/or recommendations are based on the review undertaken |  | |  |
| A.C 2.5  Justify the importance of reflective practice and supervision for an effective coach or mentor | * The importance of reflective practice is not justified, or the rationale is insufficient, incorrect or inappropriate * The importance of reflective practice and individual and peer and group supervision for an effective coach or mentor is merely explained or described with no rationale presented to build a rationale * Only reflective practice or individual, peer and group supervision are considered in the justification but not both. | | | | * A sufficient, correct and appropriate justification is presented of the importance of reflective practice and individual and peer and group supervision for an effective coach or mentor * A correct rationale is presented that support the justification * Reflective practice and individual and peer and group supervision are considered in the justification. |  | |  |
| Learning Outcome 2 comments (optional): | |  | | | | | | |
| Verification comments (optional): | |  | | | | | | |
| **Learning Outcome 3 Understand the importance of effective contracting and management of the coaching or mentoring process** | | | | | | | | |
| AC 3.1  Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring | * The reasons for effective contracting within coaching or mentoring are not analysed, or is insufficient, incorrect or inappropriate * The characteristics of effective contracting within coaching or mentoring are not analysed, or are insufficient, incorrect or inappropriate * Code of practice from a coaching or mentoring membership body has been omitted, or the information is insufficient or incorrect | | | | * A sufficient, correct and appropriate analysis for effective contracting within coaching or mentoring is provided * A range of sufficient, correct and appropriate and correct characteristics of effective contracting within coaching or mentoring are analysed. * The essential features of the reasons and characteristics of effective contracting in coaching or mentoring are clear * Reference to a code of practice from a coaching or membership body has been included in the analysis |  | | Pass / Referral |
| AC 3.2  Explain how to manage the coaching or mentoring process with an organisation | * The process of managing coaching and mentoring within an organisation is not explained, or is insufficient, incorrect or inappropriate | | | | * A correct explanation is given of how to manage the coaching or mentoring process within an organisation * The main stages of the process are included |  | | Pass / Referral |
| Learning Outcome 3 comments (optional): | |  | | | | | | |
| Verification comments (optional): | |  | | | | | | |
| Assesor’s Decision (delete as applicable): | | **PASS / REFERRAL** | **Date:** |  | | Signature of Assessor |  | |
| Unit Outcome (delete as applicable): | | **PASS / REFERRAL** | **Date of QA check:** |  | | **Signature of QA:** |  | |

Results Sheet: 601 Developing Personal Effectiveness and Impact

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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

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| **Learning Outcome 1**  The learner will be able to apply the meta skills required for an effective manager. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Appraise own communication skills and their use within the management role | The learner must appraise a **minimum of two** personal communication skills detailing why these are needed at management level. | Pass/Referral |
| **AC1.2**  Assess own skills in critical thinking and its relevance to problem solving at management level | The learner must assess a **minimum of two** personal critical thinking skills detailing their relevance to problem solving at management level. | Pass/Referral |
| **AC1.3**  Compare and contrast creative thinking tools/techniques or models applicable at management level. | The learner must compare and contrast **at least** **two** creative tools/techniques or models applicable at management level. | Pass/Referral |
| **AC1.4**  Produce an action plan to enhance own 4 meta skills | The learner must produce a Specific Measurable Achievable Realistic Time (SMART) action plan that enhances all **four** personal meta skills including:   * communication * critical thinking * problem solving * creative thinking |  |

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| **Learning Outcome 2**  The learner will understand leader behaviours within an organisation. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Evaluate models of continuous development and their importance | The learner must evaluate a **minimum of** **two** models of learning and their importance. | Pass/Referral |
| **AC2.2**  Analyse the characteristics of a self-aware leader and how they apply to own behaviours | The learner must analyse a **minimum of** **three** characteristics of a self-aware leader and their application to own behaviours, making reference to impact on others. | Pass/Referral |
| **AC2.3**  Evaluate models/theories of behaviours which support impression management | The learner must evaluate a **minimum of** **two** models/theories of behaviours which support impression management. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to apply their understanding of crisis management, agility and resilience to improve their personal impact. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Determine the importance of crisis management | The learner must determine the importance of crisis management for an organisation making reference to **each** of the four stages. | Pass/Referral |
| **AC3.2**  Critique organisational agility and resilience | The learner must critique own organisation’s agility and resilience in relation to crisis management. | Pass/Referral |
| **AC3.3**  Assessown personal effectiveness and preparedness in relation to crisis management, agility and resilience | The learner must assess their personal effectiveness and preparedness in relation to AC 3.1 and AC3.2, including:   * crisis management * agility * resilience | Pass/Referral |
| **AC3.4**  Produce an action plan to develop personal effectiveness and preparedness in relation to crisis management, agility and resilience | The learner must produce a SMART action plan to address areas of personal effectiveness and preparedness in AC3.3 including:   * crisis management * agility * resilience | Pass/Referral |

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

Results Sheet: 602 Developing Critical Thinking

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learner Registration:** |  | **Learner Name:** |  |

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| **Learning Outcome 1**  The learner will understand enquiry-based approaches to research within own operational environment | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Justify chosen enquiry-based approaches to research within own operational environment | The learner must provide a detailed account of the characteristics of **two or more** enquiry-based approaches making reference to how they have changed, justifying their chosen approaches in the context of own operational environment. | Pass/Referral |
| **AC1.2**  Examine the value and impact of enquiry-based approaches to research within own operational environment | The learner must examine the value and impact of enquiry-based research within own operational environment.  Considerations must be given to **a minimum of** **two** models/techniques of enquiry-based research.  The learner must reference the principles of enquiry-based research. | Pass/Referral |
| **AC1.3**  Analyse the ethical considerations of enquiry-based research within own operational environment | The learner must analyse **at least two** ethical issues when undertaking enquiry- based research within own operational environment.  The analysis must include ethical considerations **and** consequences of poor practice. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand problem solving and decision-making models/ techniques within own operational environment | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Critically evaluate problem solving techniques/models used within own operational environment | The learner must provide a critical evaluation of **at least** **two** problem solving models/techniques used within own operational environment, or one they are familiar with. | Pass/Referral |
| **AC2.2**  Critically evaluate decision making models/techniques used within own operational environment | The learner must provide a critical evaluation of **at least** **two** decision making models/techniques used within own operational environment, or one they are familiar with. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to apply critical thinking as a management behaviour | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Examine the difference between beliefs, attitudes and values | The learner must examine the difference  between attitudes, beliefs, and values referencing **at least two** relevant models or theories. | Pass/Referral |
| **AC3.2**  Reflect on the impact personal beliefs, attitudes and values have on own management behaviour | The learner must reflect on their beliefs, attitudes, and values using **at least** **one** reflective theory/model and the impact this has on own management behaviour. | Pass/Referral |
| **AC3.3**  Undertake critical thinking when making difficult decisions | The learner must undertake critical thinking of an identified problem which requires challenging decisions to be made.  **At least** **one** critical thinking approach and **one** testing theory must be applied.  A clear conclusion, recommendation or resolution must be presented from the critical thinking and decision making employed. | Pass/Referral |

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

Results Sheet: 603 Progressive Discourse in Modern Leadership

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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

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| **Learning Outcome 1**  The learner will understand leadership and management theories, including their implications for future practice | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse how established theories of leadership and management evolved, and their relevance to current practices | The learner must analyse the relevance of **at least two** established leadership theories **and** **two** management theories to their organisation’s (or one they are familiar with) current needs.  This analysis should include reference to how the theories evolved. | Pass/Referral |
| **AC1.2**  Examine contemporary leadership concepts and their impact on current practice | The learner must examine own leadership practice with reference to **a minimum of** **two** contemporary leadership concepts . | Pass/Referral |
| **AC1.3**  Evaluate own capacity to meet future leadership practices in own role. | The learner must evaluate own capacity to meet future leadership practices in own role. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand the impact of own leadership identity and personal leadership brand in supporting influencing, engagement and collaboration | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Evaluate the effectiveness of own leadership identity | The learner must evaluate the effectiveness of their personal leadership identity including its impact on others.  The evaluation must reference **a minimum of** **two** leadership identity components. | Pass/Referral |
| **AC2.2**  Evaluate the effectiveness of own personal leadership brand | The learner must evaluate the effectiveness of own personal leadership brand including reference to **a minimum of two** components. | Pass/Referral |
| **AC2.3**  Evaluate personal ability to use leadership identity and own personal leadership brand to build influence, engagement and collaboration | The learner must evaluate how they use own leadership identity and personal leadership brand to build each of the following:   * influence * engagement * collaboration   The evaluation must include how they have used personal storytelling to influence, engage and collaborate. | Pass/Referral |

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| **Learning Outcome 3**  The learner will understandown ability to support an inclusive, innovative and diverse culture. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Evaluate own ability to support a culture of inclusive working | The learner must evaluate their own ability to support a culture of inclusive working.  The evaluation must include **a minimum of** **two**:   * employee engagement and communication strategies * mechanisms to support inclusive working. | Pass/Referral |
| **AC3.2**  Evaluate own ability to support a culture of innovation and diversity | The learner must evaluate their own ability to support a culture of innovation **and** diversity. | Pass/Referral |

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

Results Sheet: 604 Delivering Outcomes through People

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learner Registration:** |  | **Learner Name:** |  |

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| **Learning Outcome 1**  The learner will understand own role in the planning, recruitment, retention and wellbeing of people | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain the principles of workforce planning which support strategic team development | The learner must explain a **minimum of** **two** principles of workforce planning and how **each** supports strategic team development. | Pass/Referral |
| **AC1.2**  Review own impact on the recruitment and retention of people in the workplace | The learner must review own impact on the recruitment and retention of people in the workplace. | Pass/Referral |
| **AC1.3**  Review own role in supporting the principles of wellbeing, Diversity, Equity and Inclusion (DEI) | The learner must review their role in ensuring principles which support wellbeing and DEI.  This must include reference to the role of monitoring in the process. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to lead high-performing teams | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  **Evaluate how high-performing teams are identified and developed in own organisation.** | The learner must evaluate how high-performing teams are identified and developed in own organisation.  The learner must make reference to **at least** **two** characteristics of high- performing teams. | Pass/Referral |
| **AC2.2**  Apply theories of motivation and reward which support high-performing team outcomes | The learner must evidence how they applied the theories of motivation and reward to support the outcomes of high-performing teams in their organisation.  This must include considerations of the signs and effects of low motivation on high-performing teams. | Pass/Referral |
| **AC2.3**  Reflect on own ability to support high-performing teams | The learner must reflect on their own ability to support high-performing teams.  The reflection must include reference to:   * own leadership * own impact on culture * support mechanisms. | Pass/Referral |

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| **Learning Outcome 3**  The learner will understand how to support the principles and practices of learning and development in a high-performing team | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Examine the principles and practices that support learning and development for individuals and teams | The learner must examine a **minimum of** **two** principles and **two** practices that support learning and development for individuals **and** teams. | Pass/Referral |
| **AC3.2**  Reflect on own role in supporting learning and development within a high-performing team | The learner must reflect on how they have supported the learning and development of a high-performing team.  The reflection must include feedback on their own effectiveness in supporting others. | Pass/Referral |

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

Results Sheet: 605 Optimising Organisational Capacity

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will be able to review and optimise organisational and resource capacity | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse own organisational capacity | The learner must analyse own organisational capacity considering the following factors:   * **three** internal * **three** external. | Pass/Referral |
| **AC1.2**  Evaluate management and financial practice, service improvement within own organisation to optimise resource capacity | The learner must evaluate how to optimise resource capacity within own organisation.  The analysis must include reference to:   * one management practice * one financial practice * one service improvement. | Pass/Referral |
| **AC1.3**  Recommend improvements to organisational and resource capacity | Based on the findings from AC 1.1 and AC1.2 the learner must make recommendations for both organisational and resource capacity in line with strategy.  This must include:   * **one** improvement for organisational capacity * **one** improvement for resource capacity. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to establish a road map as to how disruptive technologies can influence the optimisation of organisational capacity | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Examine, using a process of horizon scanning, current and potential disruptive technologies | The learner must examine at **least two** current and **one** potential disruptive technologies and their impact upon own organisation.  The learner must use at **least two** horizon scanning models. | Pass/Referral |
| **AC2.2**  Examine the effect of disruptive technologies  on organisational capacity | The learner must examine the effect of disruptive technologies on organisational capacity. | Pass/Referral |
| **AC2.3**  Develop a roadmap to optimise organisational capacity considering disruptive technologies | Considering the findings from AC2.1 and AC2.2 the learner must develop a roadmap to optimise organisational capacity.  The roadmap must include the following:   * mission statement * scope * resources * budget * timelines and milestones * communication * Key Performance Indicators (KPI) * monitoring * evaluating. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to communicate suggested improvements to optimise organisational and resource capacity in a digital world to stakeholders | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Prepare a business case to optimise organisational capacity considering disruptive technologies | The learner must prepare a business case based on the recommendations in AC1.3 including the road map in AC2.3  The business case must include the following:   * executive summary * problem statement including scope * goals, objectives and stakeholder’s requirements * success criteria * governance and risk * implementation and evaluation plan including resources and schedule * appendix - road map. | Pass/Referral |
| **AC3.2**  Present stakeholders with a business case to optimise organisational capacity considering disruptive technologies | The learner must deliver a presentation of the business case including the road map as detailed in AC 3.1.  The presentation must include:   * clear goals * address potential challenges * provide cost benefit analysis * present a timeline * address stakeholder’s concern * make clear recommendations. | Pass/Referral |

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Results Sheet: 606 Maximising Data Efficiency for Organisational Success

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will be able to employ performance management approaches and data analysis to evaluate organisational performance | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically analyse data using performance management approaches to identify trends and outcomes. | The learner must critically analyse data using approaches (measures and/or tools) to identify trends and outcomes within their organisation, or one they are familiar with. | Pass/Referral |
| **AC1.2**  Verify assumptions relating to organisational performance based on interpretation of trends and outcomes | The learner must provide a coherent argument to verify assumptions related to organisational performance.  The verification must include the following:   * identify assumptions * challenge assumption * validate assumptions * support assumptions * document assumptions   At **least three** different areas of the organisational need to be considered eg finance, people, resources, stakeholders. | Pass/Referral |
| **AC1.3**  Draw conclusions on organisational performance based on interpretation of trends and outcomes | The learner must draw conclusions on organisational performance based on the interpretation of trend and outcomes identified in AC1.1 and AC1.2.  The conclusion must include actual/potential impacts. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to appraise performance data and produce strategic recommendations to inform organisational direction | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Evaluate performance data against organisational objectives. | The learner must evaluate the numerical data drawn from Learning Outcome 1 in relation to strategic organisational objectives.  The evaluation must relate to **two or more** strategic organisational objectives.  The evaluation must include:   * confirmation of organisational objectives * how organisational objectives are measured (eg Key Performance Indicators (KPI)) * performance based on data gathered * ratios * analysis of any gaps in data * corrective action approach. | Pass/Referral |
| **AC2.2**  Make recommendations  that support  strategic activities and organisational objectives using decision-making tools/techniques/models. | The learner must make recommendations that support strategic activities **and** organisational objectives. The recommendations must consider the following:   * impacts * timescales * resources * stakeholders * measures of performance.   The learner must use a **minimum of two** decision-making tools/techniques/models appropriate to the data and the situation. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to inform and influence stakeholders to adopt recommendations aligned to strategic objectives | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Present performance data to stakeholders | The learner must present their evaluation of performance data in AC 2.1 to appropriate stakeholders. | Pass/Referral |
| **AC3.2**  Apply negotiation and persuasion techniques/skills used to influence stakeholders | The learner must demonstrate **one** occasion where stakeholders have been influenced through effective persuasion and negotiation. | Pass/Referral |
| **AC3.3**  Specify recommendations to stakeholders regarding future actions aligned to strategic objectives | The learner must specify recommendations for future actions, based on the data evaluation in relation to strategic objectives.  The recommendations must refer to **three** different areas of the organisation eg finance, people, resources, stakeholders. | Pass/Referral |

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Results Sheet: 607 Leading a Sustainable and Future-Focused Organisation

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand the impact of an organisation’s ability to act responsibly. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Evaluate the ways in which organisational practices impact others | The learner must evaluate a **minimum of** **three** factors in respect of how the organisation integrates environmental, social and governance practices into their everyday operations in order to identify impact on others. | Pass/Referral |
| **AC1.2**  Evaluate methods that support organisations to embrace the ESG framework | The learner must evaluate **at least two** different methods that an organisation can adopt to support the ESG framework.  The evaluation must include how potential barriers could be overcome. | Pass/Referral |

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| **Learning Outcome 2**  The learner will develop a plan based on drivers for change which provides a future-focus strategy for sustainable organisations. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Analyse drivers for change to develop sustainable future-focused organisations | The learner must analyse **two** different drivers for change that are likely to impact sustainability in own organisation.  The analysis must reference to the benefits/impacts of driving change in a future-focused sustainable business. | Pass/Referral |
| **AC2.2**  Plan strategies to develop sustainable resilience to maintain business continuity | The learner must develop a plan which considers **at least** **two** future-focused strategies that can be implemented by own organisation. This will be based on their research in learning outcome 1.  The plan must consider aspects which promote sustainable resilience to maintain business continuity. | Pass/Referral |

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

Results Sheet: 608 Delivering a Commercially Focused Strategy

Instructions for Assessment

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

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

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

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

provide sufficient evidence where the AC asks for from more than one model/activity, for example.

provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.

provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand how to promote a creative culture and high-performing teams for commercial advantage | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Reflect on own suitability to lead high-performing teams  within a creative culture | The learner must reflect upon their personal leadership by considering **a minimum of three** leadership models which support the development of high-performing teams. within a creative culture. | Pass/Referral |
| **AC1.2**  Evaluate the components of a creative culture to drive commercial strategy | The learner must evaluate **at least three** components of an effective creative culture that would enable an organisation to implement or revise a successful commercial strategy. | Pass/Referral |
| **AC1.3**  Analyse the factors that underpin high-performing teams to drive commercial strategy | The learner must analyse **at least three** factors that underpin performing-high performing teams to drive successful commercial strategy. | Pass/Referral |

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| **Learning Outcome 2**  The learner will review the commercial strategy, identifying existing and future markets, innovative opportunities and organisational capacity | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Evaluate current organisational commercial strategy | The learner must evaluate the existing commercial strategy within their organisation or one they are familiar with.    They should use **at least** **two** different evaluation models and **one** problem solving tool to evaluate the organisational strategy.  The evaluation must include the considerations for delivery of a commercially focused strategy. | Pass/Referral |
| **AC2.2**  Critically analyse internal organisational capacity to inform a revised commercial strategy | The learner must critically analyse internal organisational capacity to inform a revised commercial strategy.  The critical analysis must include the use of **at least** **one** model/technique. | Pass/Referral |
| **AC2.3**  Analyse future markets, identifying innovative opportunities, to advance commercial strategy | The learner must analyse future markets, identifying innovative opportunities, to advance commercial strategy.  The market analysis must include the use **a minimum of** **two** methodologies. | Pass/Referral |
| **AC2.4**  Revise the organisation’s commercial strategy | Using the research from learning outcome one and two, the learner must revise the organisation’s commercial strategy.  The revised strategy must include **at least** **three** factors for consideration. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to deliver a revised commercial strategy to key stakeholders | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Develop a revised commercial strategy pitch for key stakeholders | The learner must develop a pitch for a revised commercial strategy considering **at least** **four** relevant commercial factors. | Pass/Referral |
| **AC3.2**  Present the revised commercial strategy to key stakeholders | The learner must present an appropriate and relevant pitch to key stakeholders. | Pass/Referral |

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Results Sheet: 609 Risk Management

Instructions for Assessment

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

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

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

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

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
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| **Learning Outcome 1**  The learner will understand the importance of risk management, analysis and control within an organisation | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Evaluate the benefits of risk management in the workplace | The learner must provide an evaluation of **at least** **two** benefits of risk management in the workplace taking into account potential barriers | Pass/Referral |
| **AC1.2**  Assess own organisation’s risk management approach in the context of a risk management framework | The learner must undertake an assessment of their organisation’s risk management approach/strategy against an established good practice framework, including reference to types of risks and policies. | Pass/Referral |
| **AC1.3**  Evaluate techniques supporting the identification and analysis of risk in own organisation | The learner must evaluate their organisation’s approach to identifying **and** analysing risk.  The evaluation must include  **a minimum of** **two** techniques for identification and **two** techniques for analysis. | Pass/Referral |
| **AC1.4**  Analyse control strategies to manage risk in own organisation. | The learner must provide an analysis of **a minimum of two** risk control strategies in their organisation. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to develop a risk management plan. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Appraise methods of monitoring and reporting risk within own organisation. | The learner must appraise own organisation’s approach to risk monitoring **and** reporting and provide recommendations for the future. | Pass/Referral |
| **AC2.2**  Analyse contingency planning and crisis management and their relevance to the management of risk | The learner must analyse crisis management **and** contingency planning, detailing their relevance in the management of risk. | Pass/Referral |
| **AC2.3**  Create a risk management plan for identification and mitigation of risks within own organisation | The learner must create a plan that identifies **a minimum of** **three** risks **and** details how theseare to be mitigated. | Pass/Referral |

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Results Sheet: 610 Innovation, Creativity and Entrepreneurship

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will be able to develop creative and innovative thinking skills and practices to optimise future business opportunities. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse own entrepreneurial skills to optimise future business opportunities | The learner must analyse own entrepreneurial skills, identifying their strengths and weaknesses to optimise future business opportunities. | Pass/Referral |
| **AC1.2**  Explore emerging trends in the digital economy and their application to entrepreneurship | The learner will explore **at least** **two** trends emerging in the digital economy to support entrepreneurial practices. | Pass/Referral |
| **AC1.3**  Apply creativity and innovation to form ideas into business opportunities | The learner must apply creativity and innovation to help them identify ideas that can become actual business opportunities. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to create ideas for an entrepreneurial business initiative considering its feasibility. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Develop ideas for an entrepreneurial business initiative | Based on the research from learning outcome 1, the learner must develop **at least** **two** possible ideas for an entrepreneurial business initiative. | Pass/Referral |
| **AC2.2**  Evaluate the feasibility of a business initiative | The learner must evaluate the feasibility of **one** of the ideas they have identified in AC 2.1 to develop into a business initiative.  The evaluation must consider**:**   * cost benefit analysis * market analysis * personal/team skills set | Pass/Referral |

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

Results Sheet: 611 Project Management

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will be able to construct a scope and supporting business case for a project within own area of responsibility | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse the skills required to lead a project through the lifecycle | The learner must carry out an analysis of at least **three** different skills which are required from a project manager to lead a successful project. | Pass/Referral |
| **AC1.2**  Develop a project scope within own organisation | The learner must use at **least two** appropriate analysis tools to identify a project.  The learner must develop a project scope to document project within their own area of responsibility.  The project can relate to an initiative/innovation within their own or other organisation they are familiar with.  They learner must carry out a risk assessment of the project and identify any actions required. | Pass/Referral |
| **AC1.3**  Produce a business case to support the project | The learner must produce a business case to support the project scoping document.  The business case must include the feasibility of the project justifying any assumptions. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to implement and lead a project within own area of responsibility | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Apply project management tools to deliver a project | The learner must apply at least **two** project management tools or techniques to the project plan. | Pass/Referral |
| **AC2.2**  Manage project stakeholders throughout the project | The learner must provide evidence of effective management of stakeholders throughout the project.  This must include **one** example for **each** of the following:   * communicating regularly with stakeholders * ensuring stakeholders understand objectives and their role * requesting feedback from stakeholders throughout project * addressing concerns. | Pass/Referral |
| **AC2.3**  Monitor progress of the project through all stages of the project management lifecycle | The learner must evidence of how they have monitored progress throughout all stages of the project management lifecycle. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to evaluate and communicate the project outcomes considering the impact on own professional practice. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Develop an evaluation plan for a project | The learner will develop an evaluation plan and subsequently use this to evaluate the strengths, weaknesses and overall effectiveness of the project. | Pass/Referral |
| **AC3.2**  Summarise project outcomes to stakeholders | The learner must summarise the project impact and outcomes to a minimum of **three** stakeholders. | Pass/Referral |
| **AC3.3**  Reflect on skills utilised whilst developing and leading a project within own area of responsibility using a recognised model of reflection | The learner must reflect on the skills they have used to develop and lead a project, using a recognised reflective model.  This must also make reference to how this may have influenced own professional practice. | Pass/Referral |

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

Results Sheet: 612 Introduction to Strategic Management

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will understand the strategic management process and the role of cross functional interaction in supporting organisational strategy | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse the process of strategic management | The learner must analyse the process of strategic management.  The learner must analyse the process of strategic management.  The analysis must include the following:   * internal and external environment that impacts the development of a strategy * a **minimum of** **two** benefits of strategic management * formulation * implementation * evaluation | Pass/Referral |
| **AC1.2**  Analyse the effectiveness of cross functional interaction to support organisational strategy | The learner must analyse how **at least** **two** business functions interact effectively to support own organisational strategy, or one they are familiar with. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to support and assess the process of strategic management and cross functional interaction | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Apply the process of strategic management to support organisational strategy | The learner must apply the **three** stages of the process of strategic management to support organisational strategy.  This can be based on their organisation or one they are familiar with. | Pass/Referral |
| **AC2.2**  Facilitate cross functional interaction to support organisational strategy | The learner must provide evidence of how they facilitated cross functional interaction giving a **minimum of two** examples. | Pass/Referral |
| **AC2.3**  Review the applied strategic management process and the cross functional interaction for organisational improvements | Based on AC2.1 and AC 2.2 the learner must review:   * **one** strategic management process improvement * **one** cross functional interaction improvement | Pass/Referral |

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

Results Sheet: 703 Developing Strategic Leadership and Management Capability

MARK SHEET – Developing Strategic Leadership and Management Capability

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| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met and awarded a minimum of a ‘Pass’.  Sufficiency descriptors are provided as guidance. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.  ‘Pass’ and ‘Good Pass’ are distinguished only in order to clarify the standard and enhance feedback given to the learner. However there is no ‘good pass’ outcome and successful completion of the unit will be shown as ‘pass’ on the statement of results. | | | | | | | | | 1. **Learner named above 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: □** | |
| **Learning Outcome / Section 1:** Understand the context of senior leadership and management | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** |
| AC 1.1  Analyse the strategic context of a learner specified organisation using theoretical approaches appropriate to Level 7 | | **Referral** | | **Pass** | | | | **Good Pass** | |  |
| * The strategic context of a learner-specified organisation has not been analysed * The strategic context has merely been described or explained with no analysis to determine its essential features and draw conclusions * The analysis is incorrect or inappropriate, or the analysis lacks the rigour associated with theoretical approaches appropriate to level 7 | | * A limited but correct analysis of the strategic context has been undertaken using theoretical approaches appropriate to level 7, although essential features of the context lack detail and/or conclusions drawn are not fully justified | | | | * A comprehensive, correct and rigorous analysis of the strategic context has been undertaken using theoretical approaches appropriate to level 7 in order to provide detailed and essential features of the context and conclusions that are fully justified * A persuasive and insightful rationale is provided for the choice of theoretical approaches used | |
| Pass / Referral |
| AC 1.2  Identify the espoused strategic leadership and management capabilities in the context of the learner specified organisation | | **Referral** | | **Pass** | | | | **Good Pass** | |  |
| * The espoused strategic leadership and management capabilities are not identified, or are incorrect or inappropriate * No evidence is provided that the leadership and management capabilities are espoused in the context of the learner-specified organisation | | * Strategic leadership and management capabilities are correctly and appropriately identified, although why the capabilities have been selected and identified as espoused capabilities that are promoted or championed in the context of the learner-specified organisation is imprecise and/or lacks context | | | | * Compelling evidence is provided that the espoused strategic leadership and management capabilities identified are promoted or championed in the context of the learner-specified organisation | |
| AC 1.3  Critically evaluate the congruence of leadership and management actions with espoused capabilities in the specified context | | **Referral** | | **Pass** | | | | **Good Pass** | |  |
| * The congruence of leadership and management actions with espoused capabilities is not critically evaluated, or the critical evaluation is incorrect or inappropriate * The congruence of leadership and management actions with espoused capabilities is merely described or explained with no critical evaluation to consider the rationale of ‘congruence’ or to provide a conclusion and/or recommendations | | * A limited but correct critical evaluation of the congruence of leadership and management actions with espoused capabilities in the specified context is undertaken * The evidence base lacks detail and the conclusion and/or recommendations are not fully justified * The rationale of ‘congruence’ requires further elaboration | | | | * A comprehensive, correct and rigorous critical evaluation of the congruence of leadership and management actions with espoused capabilities in the specified context is undertaken utilising a wide and objective evidence base that takes full account of the rationale of ‘congruence’ in order to lead to a conclusion and/or recommendations that are fully justified | |
| Pass / Referral |
| **Learning Outcome / Section 2:** Be able to design an investigation and implementation plan of relevance to leadership and management | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** |
| AC 2.1  Undertake an investigation of relevance to leadership and management with data gathered from a variety of sources in order to meet own or organisation’s needs | | **Referral** | | **Pass** | | | | **Good Pass** | |  |
| * The purpose of the investigation is not clearly defined, or does not meet own or organisation’s needs, or is not relevant to leadership and management * Data gathered is inappropriate, or there is insufficient data from which to undertake a meaningful investigation * There is over-reliance on a partial data set that leads to bias in the investigation and/or reliance on inadequate data | | * A clearly-defined but limited and appropriate investigation relevant to leadership and management is undertaken in order to meet own or organisation’s needs * The data set is taken from a narrow variety of sources, although it is sufficient in scope and depth to undertake a meaningful investigation | | | | * A clearly-defined, meaningful, and comprehensive investigation relevant to leadership and management is undertaken utilising data gathered from a wide variety of representative sources in order to meet own or organisation’s needs | |
| Pass / Referral |
| AC 2.2  Using the results of the investigation in 2.1 formulate a robust plan for the leadership and/or management of self or organisation in the specified context taking account of the needs of specified stakeholders | | **Referral** | | **Pass** | | | | **Good Pass** | | **Assessor feedback on AC** |
| * The results of the investigation in AC 2.1 are not used to formulate a robust plan for the leadership and/or management of self or organisation in the specified context, or the results of the investigation are not used correctly or appropriately when formulating a plan * The plan is insufficiently robust and requires significant additional work for implementation, or the plan does not take into account the specified context or the needs of specified stakeholders | | * A limited but sufficient plan that is clearly based on the results of the investigation in AC 2.1 and is appropriate for the specified context has been formulated for the leadership and/or management of self or organisation * The plan takes limited account of the needs of specified stakeholders, and requires some additional work to be sufficiently robust for full implementation | | | | * A comprehensive and robust plan for the leadership and/or management of self or organisation that is appropriate to the specified context and takes full account of the needs of specified stakeholders requires no additional work for full implementation and is formulated using the results of the investigation in AC 2.1 | |  |
| Pass / Referral |
| AC 2.3  Critically evaluate the sources of information and development available to senior leaders and managers including professional network(s) and how they might inform the investigation | | **Referral** | | **Pass** | | | | **Good Pass** | | **Assessor feedback on AC** |
| * Sources of information and development available to senior leaders and managers including professional network(s) are not critically evaluated * Sources are merely described or explained with no critical evaluation to provide a conclusion and/or recommendations (perhaps for further exploration) as to their usefulness in informing ***either*** the investigation ***or*** the plan arising out of the investigation * Sources of information are inappropriate, or there are insufficient sources from which to inform ***either*** the investigation ***or*** the plan arising out of the investigation | | * A limited but correct critical evaluation of a narrow but representative range of sources of information and development available to senior leaders and managers including professional network(s) is undertaken * The sources of information lack detail, and conclusions and/or recommendations (perhaps for further exploration) as to their usefulness in informing ***either*** the investigation ***or*** the plan arising out of the investigation are not fully justified | | | | * A comprehensive, correct and rigorous critical evaluation of a wide and representative range of sources of information and development available to senior leaders and managers including professional network(s) is undertaken that leads to fully justified conclusions and/or recommendations as to their usefulness in informing ***either*** the investigation ***or*** the plan arising out of the investigation | |  |
| Pass / Referral |
| **Section comments** (optional): | | | | | | **Verification comments** (optional): | | | | |
| **Learning Outcome / Section 3:** Be able to implement and evaluate the results of the investigation | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** |
| AC 3.1  Demonstrate how engagement with a professional network has impacted your own thinking with regard to leadership and management | | **Referral** | | **Pass** | | | | **Good Pass** | |  |
| * No evidence is provided of engaging with a professional network * No evidence is provided of how engagement with a professional network has impacted upon own thinking with regard to leadership and management | | * Limited but sufficient evidence is provided of engaging with a professional network and how that engagement has impacted on your own thinking with regard to leadership and management | | | | * Compelling evidence is provided of engaging with a professional network and how that engagement has impacted on your own thinking with regard to leadership and management | |
| Pass / Referral |
| AC 3.2  Critically evaluate the impact of the implementation of at least part of the plan detailed in 2.2 | | **Referral** | | **Pass** | | | | **Good Pass** | | **Assessor feedback on AC** |
| * No critical evaluation of the impact of any part of the plan detailed in AC 2.2 is provided * The critical evaluation is incorrect or inappropriate * Implementation of at least part of the plan detailed in AC 2.2 is merely described or explained with no critical evaluation to provide a conclusion and/or recommendations as to the validity of the implementation and its impact | | * A limited but correct critical evaluation of at least part of the plan detailed in AC 2.2 is provided, although the context lacks detail and conclusions and/or recommendations as to the validity of the plan and its impact are not fully evidenced or justified | | | | * A comprehensive, correct and rigorous critical evaluation of at least part of the plan detailed in AC 2.2 provides a detailed context and conclusions and/or recommendations as to the validity of the plan and its impact that are fully evidenced and justified | |  |
| Pass / Referral |
| AC 3.3  Communicate the impact of the investigation using appropriate media to specified stakeholders | | **Referral** | | **Pass** | | | | **Good Pass** | | **Assessor feedback on AC** |
| * No evidence is provided that the impact of the investigation has been communicated to specified stakeholders using appropriate media * Communication media is inappropriate within the given context, or communication does not address impact sufficiently, or communication does not address specified stakeholder needs and requirements | | * Limited but sufficient evidence is provided that the impact of the investigation has been communicated using appropriate media to all specified stakeholders to meet their needs and requirements | | | | * Compelling evidence is provided that the impact of the investigation has been communicated using appropriate media to all specified stakeholders to meet their needs and requirements | |  |
| Pass / Referral |
| **Section comments** (optional): | | | | | | **Verification comments** (optional): | | | | |
| **Assessor overall feedback** | | | | | | | | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*):  **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** |

Results Sheet: 710 Embedding a Culture of Developmental Leadership

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will understand personal and professional practices which support a culture of developmental leadership | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically examine the components of a culture of developmental leadership | The learner must critically examine **at least** **three** components which support a culture of developmental leadership. | Pass/Referral |
| **AC1.2**  Evaluate personal and professional practices which support a culture of developmental leadership | The learner must evaluate their practice in supporting a culture of developmental leadership.  The evaluation must make reference to a **minimum of two** personal practices and **two** professional practices. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand how a diverse, equitable and inclusive culture supporting well-being, is managed in the workplace | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Critically evaluate how a diverse, equitable and inclusive culture is supported in the workplace | The learner must critically evaluate how a diverse, equitable, and inclusive culture has been supported in own organisation, or one they are familiar with, including recommendations for future practice.  The evaluation must include refence to:   * individual and organisational responsibility to DEI * leadership behaviours and   organisational culture which support DEI | Pass/Referral |
| **AC2.2**  Analyse the role of management in supporting a diverse, equitable and inclusive culture in the workplace | The learner must analyse the effectiveness of management in supporting DEI in their organisation, with reference to **at least three** examples. | Pass/Referral |
| **AC2.3**  Examine how compassion, mental health and well-being are supported in the workplace | The learner must examine how compassion, mental health and well-being are supported in the workplace. This must make reference to leadership behaviours and workplace practices. | Pass/Referral |

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| **Learning Outcome 3**  The learner will understand the relevance of coaching and mentoring in supporting a culture of developmental leadership | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Evaluate coaching and mentoring models and techniques supporting a culture of developmental leadership | The learner must evaluate **one** coaching model and **one** mentoring model, and **two** relevant techniques that support a culture of developmental leadership. | Pass/Referral |
| **AC3.2**  Critically analyse how coaching and mentoring support a culture of developmental leadership | The learner must critically analyse how coaching and mentoring have been used in own organisation, or one they are familiar with, to support a culture of developmental leadership. | Pass/Referral |

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

Results Sheet: 711 Strategic Leadership Development

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will understand the impact of own leadership styles in the workplace and the difference between ethical and values-based leadership. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Compare and contrast ethical leadership to values-based leadership | The learner must compare and contrast ethical leadership to values-based leadership.  The evidence must include:   * at **least** **two** similarities * at **least** **two** differences | Pass/Referral |
| **AC1.2**  Critically analyse the impact of own leadership styles within the workplace | The learner must critically analyse the impact of own leadership styles in their organisation or one they are familiar with.  This must include:  a **minimum of** **two** situations where they have adopted different leadership styles and the impact **each** has within the workplace. | Pass/Referral |
| **AC1.3**  Assess the leadership behaviours that build a high-performing team to support a culture of agility and resilience | The learner must assess the leadership behaviours that build a high-performing team to support a culture of agility and resilience.  This assessment must include consideration of:   * the impact of at **least** **two** leadership behaviours on the building of a high performing team * at **least** **one** example of how a   high-performing team’s support of a culture of agility and resilience | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand how to optimise people skillsets for succession and workforce planning, to drive a continuous improvement culture | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Appraise the alignment of people and associated resources to optimise the organisation long-term performance | The learner must appraise how own organisation, or one they are familiar with, aligns people and associated resources to optimise the organisation’s long-term performance.  The appraisal should make reference to at **least** **two** examples. | Pass/Referral |
| **AC2.2**  Review the balancing of individual people skillsets and technical skillsets to optimise long-term performance in the workplace | The learner must review the balancing of individual people skillsets and technical skillsets to optimise long-term performance in the workplace.  This must make reference to at **least** **two** considerations. | Pass/Referral |
| **AC2.3**  Critically appraise the organisation’s approach tosuccession planning | The learner must critically appraise the organisation’s approach to succession planning.  The appraisal must consider at **least** **three** organisational actions. | Pass/Referral |
| **AC2.4**  Evaluate how workforce planning and collaborative working support continuous improvement | The learner must evaluate how workforce planning and collaborative working support continuous improvement.  The evaluation must include:   * **two** considerations for workforce planning * **two** examples of collaborative working practices |  |

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| **Learning Outcome 3**  The learner will understand how the setting of strategic direction and vision impact the decision-making process | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Appraise the setting of organisational direction and vision to ensure long-term sustainable success. | The learner must appraise the setting of a clear direction and vision for their organisation, or one they are familiar with, that will positively impact its long-term success.  The appraisal must include the effectiveness of:   * horizon scanning * the setting and communication of core values * governance and accountability * business modelling * monitoring of progress | Pass/Referral |
| **AC3.2**  Critically evaluate the strategic decision-making process within the organisation. | Based on the findings in AC3.1 the learner must critically evaluate the strategic decision-making process within their own organisation, or one they are familiar with.  The critical evaluation must include a **minimum of** **three** considerations required to align decisions with strategic goals. | Pass/Referral |

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

Results Sheet: 712 Supporting a Culture of Innovation through Change

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will understand a growth mindset in the context of innovation and collaborative working/culture | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically appraise theories and types of innovation | The learner must critically appraise theories and types of innovation.  The appraisal must include:   * **two** types of innovation * reference to **two** theories * **two** benefits * **two** barriers. | Pass/Referral |
| **AC1.2**  Critically appraise organisational collaborative working/ culture to support innovation | The learner must critically appraise the collaborative working/culture to support innovation, within own organisation or one they are familiar with.  The appraisal must include:   * reference to **two** theories/models for collaborative working/culture * **two** benefits * **two** considerations * **two** barriers. | Pass/Referral |
| **AC1.3**  Explain how to develop a sustainable growth mindset | The learner must explain how to develop a sustainable growth mindset.  The articulation must include:   * definition of growth mindset * reference **two** theories/models for the development of a growth mindset * the benefits of entrepreneurship/intrapreneurship to a culture of innovation * examples of how DEI supports the development of a growth mindset | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand key principles of leading organisational change, personal and organisational readiness to promote  a culture of innovation | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Critically evaluate the organisation’s innovative culture | The learner must critically evaluate the organisation’s innovative culture.  The evaluation must include reference to:   * **two** examples of promoting a culture of innovation. | Pass/Referral |
| **AC2.2**  Critically analyse key principles of leading organisational change within a culture of innovation from own strategic leadership perspective | The learner must critically analyse key principles of leading organisational change within a culture of innovation from own strategic leadership perspective.  The critical analysis must make reference to:   * models for organisational change * rationale for change * distinctions between change leadership and change management * importance of leading change through a culture of innovation | Pass/Referral |
| **AC2.3**  Evaluate organisational and personal readiness for change | The learner must evaluate own organisational readiness for change using a model such as examples provided in AC2.2.  The evaluation must make reference to:   * leadership * management * culture * impact * stakeholders * risks   The evaluation must outline recommendations for both organisational and personal readiness for change. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to create a change readiness plan for self and organisation to support a culture of innovation. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Develop a proposal for change readiness to promote the embedding a culture of innovation through collaborative working | The learner must consider Learning Outcome 2 to develop a proposal for change readiness to embed a culture of innovation within own organisation, or one they are familiar with.  The proposal must include:   * clear goals and objectives * strategy/action plan with timeline * stakeholders identification * implementation plan * communication of proposal * monitoring progress | Pass/Referral |
| **AC3.2**  Develop an organisational and personal readiness plan for change based on stakeholders’ feedback | Based on the findings in AC 3.1 the learner must develop an organisational **and** personal readiness plan for change.  The plan must include the following:   * overview * goals and objectives * timeline * monitoring and evaluating * change management team * training and development plan including budget/resources * communication plan * stakeholders involvement * risks * personal attitudes and capabilities | Pass/Referral |

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

Results Sheet: 713 Strategic Influencing and Negotiation

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will be able to build positive relationships across key spheres of influence | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse key stakeholders to gain deep understanding of their needs | The learner must produce a stakeholder’s analysis including:   * a **minimum of** **two** stakeholders with reasons for engagement * stakeholder’s needs and communication approaches. | Pass/Referral |
| **AC1.2**  Develop positive relationships across personal leadership sphere of influence | The learner must outline ways in which they have developed personal leadership approaches which encourage positive relationships at individual, group and organisational levels. | Pass/Referral |
| **AC1.3**  Evaluate outcomes achieved through partnership and/or collaborative approaches taken with key stakeholders | The learner must evaluate the outcomes achieved through partnership and/or collaborative approach (es) taken with key stakeholders. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to shape a communication strategy for own area of responsibility ensuring alignment with organisational requirements | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Analyse the strategic communication requirements within own area of responsibility | The learner must analyse the  strategic communication  requirements within own area  of responsibility.  The analysis must consider the following  requirements:   * + personal   + organisational   + stakeholders and professional/   regulatory bodies   * + Diversity, Equity, and Inclusion   (DEI)   * + codes of ethics | Pass/Referral |
| **AC2.2**  Produce a communication strategy for own area of responsibility ensuring alignment with organisational mission, vision and values | The learner must produce an appropriate communication strategy for own area of responsibility ensuring alignment with organisational mission, vision and values.  Communication strategy to include:   * stakeholders * communications methods * measures of effective performance. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to communicate persuasively, including the use of personal presence and storytelling, to progress organisational strategy | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Apply influencing skills and negotiating strategies to collaborate | The learner must demonstrate the application of influencing skills and negotiation strategies in order to collaborate effectively.  This must make reference to **two** considerations to take into account when influencing and negotiating. | Pass/Referral |
| **AC3.2**  Build consensus in  order to progress  strategic objectives | The learner must demonstrate how they have built consensus over time to progress strategic objectives. | Pass/Referral |
| **AC3.3**  Develop and communicate personal presence and storytelling across networks and contacts | The learner must demonstrate how they have developed and communicated their personal presence and storytelling across networks and contacts. | Pass/Referral |

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

Results Sheet: 714 Strategic Optimisation of People Resources

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will understand the strategic context of workforce planning | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically analyse the factors which affect workforce design and planning | The learner must carry out a critical analysis of at **least** **two** internal **and two** external factors which could or may have impacted on their workforce design and planning. | Pass/Referral |
| **AC1.2**  Critically assess how workforce design and planning aligns with organisational strategy and vision | The learner must critically assess the effectiveness of the wider organisation in ensuring the alignment between:   * vision and strategy * workforce design and planning. | Pass/Referral |
| **AC1.3**  Evaluate own leadership role in the management of workforce design and planning, in the context of wider organisation | The learner must evaluate their own role including:   * the management of workforce design **and** planning * their own, or their organisation’s approach, and effectiveness in this area | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand own impact on workforce planning and development | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Evaluate own approach in delivering strategic workplace development through talent management | The learner must evaluate their role in supporting a programme of talent management, including **one** example. | Pass/Referral |
| **AC2.2**  Critically review own support of workforce optimisation | The learner must critically review how they led the optimisation of the workforce by providing an example for **each** of the following:   * encouraging collaboration * coaching and mentoring * balancing both people and technical skills | Pass/Referral |
| **AC2.3**  Evaluate own support to diversity, equity and inclusion within workforce design and planning | The learner must evaluate how they personally supported DEI in workforce planning, making reference to at least **an** example of how they have done this for each of the following:   * Diversity * Equity * Inclusion. | Pass/Referral |
| **AC2.4**  Critically reflect on own role and impact on team performance management | The learner must critically reflect on how they have supported the performance management of own team to effectively plan and develop a workforce. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to lead a culture of learning that supports workforce succession planning and development | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Evaluate personal impact on the culture of learning in own organisation | The learner must evaluate their personal impact on the culture of learning in their organisation.  The learner must make reference to at **least** **two** examples of:   * when they have impacted on the learning culture   **or**   * when they could have been more impactful | Pass/Referral |
| **AC3.2**  Evaluate the impact of own approach to continuous professional development opportunities for self and others | The learner must evaluate their impact of own approach to continuous professional development opportunities for **both** self **and** others.  The evaluation must include **two** examples for self **and two** examples for others. | Pass/Referral |
| **AC3.3**  Critically appraise own approach to succession planning in the workforce | The learner must critically appraise how they have supported succession planning in the organisation, with reference to at **least** **two** examples. | Pass/Referral |

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

Results Sheet: 715 Adopting a Data Led Approach to Strategic Management

Instructions for Assessment

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

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

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

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

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

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| **Learning Outcome 1**  The learner will understand key data sources required for organisational decision-making. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically evaluate data sources appropriate to organisational decision-making | The learner must critically evaluate a **minimum of** **three** data sources available, to inform organisational decision-making. | Pass/Referral |
| **AC1.2**  Verify the authenticity of data sources appropriate to organisational decision-making | The learner must provide written account of methods used to verify the authenticity of a **minimum of** **three** data sources considering the components within the verification process including:   * authenticity * accountability * reliability * credibility * currency (time) * context   This must include a triangulation of data sources. | Pass/Referral |
| **AC1.3**  Evaluate the relevance of selected data to organisational decision-making | The learner must evaluate the relevance of **each of the** sources of data identified in AC 1.1 in supporting the organisational decision-making process. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand the data requirements and data management to inform organisational decision-making. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Determine data requirements to support organisational needs. | The learner must identify the range of financial and non-financial data requirements and determine the ways in which they support organisational needs.  The learner must consider, type, format, frequency and presentation of data. | Pass/Referral |
| **AC2.2**  Critically evaluate data governance and the implementation of data quality control. | The learner must critically evaluate the regulatory implications of data governance for own organisation or one they are familiar with.  This must include:   * data quality control process * data management policies and procedures. | Pass/Referral |
| **AC2.3**  Critically appraise the use of technology and methods to secure data. | The learner must critically appraise the technology selection process, making reference to at **least** **four** of the following factors to ensure data relevance and security:   * collection methods * storage facilities * access arrangements * hardware * software * supporting systems | Pass/Referral |
| **AC2.4**  Critically analyse methods used to monitor and evaluate data | The learner must critically analyse **two** methods used to monitor data and **two** methods to evaluate data.  The analysis must reference policies and procedures for data management, appropriateness and presentation. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to suggest improvements to organisational strategy based on insights from data analysis to support decision-making | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Critically appraise data and gain insights to identify strategic opportunities to support decision-making | The learner must critically appraise available data and insights developed, identify trends and patterns to support strategic decision-making.  The appraisal must consider **three** of the following:   * capacity planning/ resource allocation * implementation to achieve goals and objectives * monitoring * re-alignment of strategies. | Pass/Referral |
| **AC3.2**  Propose improvements from the data appraisal to support decision-making and inform organisational strategy(s) | The learner must propose improvements from the data appraisal to support decision-making and inform organisational strategy(s).  The must include proposed changes or adjustments to the **three** areas appraised in AC3.1. | Pass/Referral |

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

Results Sheet: 716 Developing a Commercially Focused Organisation

Instructions for Assessment

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

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

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

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

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
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| **Learning Outcome 1**  The learner will be able to facilitate the development of a commercially focused strategy based on opportunities within the marketplace | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically analyse the position of the organisation within its marketplace | The learner must critically analyse the organisation marketplace and its position within it.  The analysis must include reference to the full range of factors that provide a market- focused perspective to include:   * customer feedback * trends * market analysis * opportunities * challenges * direction * brand positioning * risks * sustainability | Pass/Referral |
| **AC1.2**  Evaluate opportunities that can lead to commercial growth | The learner must use the findings from AC1.1 to evaluate the opportunities available.  A **minimum of** **two** tools must be used to evaluate opportunities for commercial growth.  The evaluation must contain both quantitative and qualitative data. | Pass/Referral |
| **AC1.3**  Lead a strategic development planning process to take advantage of commercial opportunities. | The learner must lead the development of a strategic planning process aimed at taking advantage of commercial opportunities.  The planning process must consider the following:   * aims * objectives * resources * key performance and outcome measures * monitoring and evaluation * planning tool(s) used | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to direct the commercial functions within own organisation | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Set objectives for commercial activities within own organisation based on the strategic planning process | Based on the strategic planning process in AC 1.3, the learner must set objectives for the commercial activities within the organisation.  The learner must demonstrate the setting of at **least** **one** long term and **one** short term objective for a **minimum of two** commercialfunctions/departments for which they are responsible. | Pass/Referral |
| **AC2.2**  Critically evaluate the commercial performance of own organisation | The learner must critically evaluate the commercial performance of the organisation against the objectives set in AC 2.1.  The evaluation must include:   * key performance and outcome measures drawing data from relevant sources * investigation of variances and reasons | Pass/Referral |
| **AC2.3**  Lead the development of a communication strategy to promote opportunities and recommendations based on external market data | The learner must lead the development of a communication strategy.  The strategy must include evidence of considerations:   * alignment of strategy to opportunities in AC 1.2 and recommendations in AC 2.2 * stakeholders' identifications and needs * key messages and language * mode and timing of delivery * sphere of influence | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to embed an entrepreneurial and solutions-focussed culture within own organisation | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Empower stakeholders within the organisation to take solutions-focussed decisions | The learner must provide evidence of at **least** **two** ways in which they have empowered senior stakeholders to take solutions-focused decisions. | Pass/Referral |
| **AC3.2**  Apply leadership approaches to inspire entrepreneurial activities and behaviours throughout the organisation. | The learner must provide evidence of at **least** **two** examples when they used leadership approaches to inspire entrepreneurial behaviour and activities throughout the organisation. | Pass/Referral |

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Results Sheet: 717 Evolving Approaches in Leadership and Management

Instructions for Assessment

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

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

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

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| **Learning Outcome 1**  The learner will understand innovation and change in an evolving world and potential impacts on leadership and management. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Critically analyse the effects of innovation and change in an evolving world and its impact on leadership  environment and its impact on leadership | The learner must critically analyse the effects of **both** innovation and change in an evolving world **and** its impact on leadership.  The learner must use examples of good practice to support their analysis. This should be based on their workplace, or a workplace with which they are familiar. | Pass/Referral |
| **AC1.2**  Critically analyse the effects of innovation and change in an evolving world and its impact on management | The learner must critically analyse the effects of **both** innovation and change in an evolving world **and** its impact on management.  The learner must use examples of good practice to support their analysis. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to create a development plan taking into consideration potential impacts on evolving leadership and management practices | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Research evolving trends of leadership and management practices in the context of an evolving world | The learner must research at **least** **two** trends of leadership and **two** trends of management practices in the context of an evolving world. | Pass/Referral |
| **AC2.2**  Critically review own and organisational leadership and management approaches in the context of an evolving world | Based on AC 2.1 the learner must critically review **two** personal and **two** organisational leadership and management approaches. | Pass/Referral |
| **AC2.3**  Plan own and organisational future leadership and management development  in the context of an evolving world | The learner must produce a plan for future leadership and management development using insights from learning Outcome 1 and AC 2,1 and AC2.2. | Pass/Referral |

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

Sources of General Information

The following documents contain essential information for Centres delivering City & Guilds/ILM qualifications. They should be referred to in conjunction with this qualification handbook.

[**Centre Handbook: Quality Assurance Standards**](https://www.cityandguilds.com/-/media/ilm-website/sharepoint-documents/_published-documents/qas-centre-handbook-pdf.ashx?la=en&hash=4A5447E601FBB9B560AAE285C5ECD56173ED22DA%22%20%EF%BF%BDHYPERLINK%20%22https://www.cityandguilds.com/-/media/ilm-website/sharepoint-documents/_published-documents/qas-centre-assessment-pdf.ashx?la=en&hash=2E8427DC28E5517AFE5778E08398F69DF48EB554)

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

* centre quality assurance criteria and monitoring activities
* administration and assessment systems
* centre-facing support teams at City & Guilds/ILM
* centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

[**Centre Handbook: Quality Assurance Standards**](https://www.cityandguilds.com/-/media/ilm-website/sharepoint-documents/_published-documents/qas-centre-assessment-pdf.ashx?la=en&hash=2E8427DC28E5517AFE5778E08398F69DF48EB554)

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

[**Access arrangements: When and how applications need to be made to City & Guilds**](https://www.cityandguilds.com/-/media/cityandguilds-site/documents/delivering-our-qualifications/access-arrangements-when-and-how-to-apply-pdf.ashx?la=en&hash=8358C1BB86F242D18E468D771939693867E9CBEE)provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The [**Centre document library**](https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library)also contains useful information on such things as:

* conducting examinations
* registering learners
* appeals and malpractice.

To find other useful documents, go to the Centres and Training Providers section on [www.i-l-m.com](file:///\\cgli.int\dfs\G%20Drive\Product%20Development%20(Shared)\Qualifications\0000%20ILM%20Diplomas\QAD\8431%20-%20Level%207%20Development\QHB\www.i-l-m.com):

City & Guilds/ILM Quality Assurance Standards

Centre Approval Process

City & Guilds/ILM Centre Document Library.

The ILM website contains useful information on such things as:

Walled Garden: how to register and certificate learners online.

Events: dates and information on the latest Centre events.

Linking to this document from web pages

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

Useful Contacts

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

About ILM

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

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

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

City & Guilds Group

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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[**cityandguildsgroup.com**](https://www.cityandguildsgroup.com/)