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# **Level 5 Diploma for Leaders and Managers**

**8420-01**

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May 2017 Version 1.0

## **Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Management
<b>ILM number</b>	8420-01
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Scenario-based assessment, Portfolio of Evidence, Professional Discussion
<b>Approvals</b>	Available from 1 May 2017
<b>Apprenticeship Standard</b>	<a href="#">Level 5 Operations/Departmental Manager</a>
<b>Registration and certification</b>	Consult the <a href="#">Walled Garden/Online Catalogue</a> for last dates

Title and level	ILM number	Accreditation number
Level 5 Diploma for Leaders and Managers	8420-01	603/1167/8

Version and date	Change detail	Section
1.0 May 2017	Handbook created	All

This document is intended for current and prospective Centres of ILM and City & Guilds. All ILM qualifications are awarded by The City and Guilds of London Institute. This document should always be read in conjunction with the ILM Customer Handbook [www.i-l-m.com/handbook](http://www.i-l-m.com/handbook)

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## Introduction

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

Area	Description
Qualification aim	To provide learners working in an organisation with the leadership and management knowledge and skills required to progress in their career and on to further study. When taken as part of the Operations/Departmental Manager apprenticeship standard the aim of this qualification is to support preparation for the End Point Assessment (EPA).
Who is the qualification for?	Ideal for professionals who manage teams or projects and are responsible for achieving operational or departmental goals and objectives as part of their organisation's strategy. The learner must be in employment to take this qualification.
Benefits for individuals	<ul style="list-style-type: none"> <li>• Develop your ability to lead, motivate and inspire to drive better results.</li> <li>• Use core management techniques to provide practical leadership and operational management skills.</li> <li>• Benchmark your managerial capability against other professionals.</li> <li>• Raise your professional profile within your organisation.</li> </ul>
Benefits for employers and educators	<ul style="list-style-type: none"> <li>• Targeted learning and development in complete alignment with the latest apprenticeship standards – ensuring all learning is relevant, with no gaps in knowledge.</li> <li>• Maximises learner's confidence and readiness for End Point Assessment.</li> <li>• Rewards learner's engagement and drives completion with ILM digital credentials.</li> </ul>
What opportunities for progression are there?	The qualification allows learners to progress in their career or to the following ILM qualifications: <ul style="list-style-type: none"> <li>• ILM Level 6 Award in Management</li> <li>• Chartered Manager Degree Apprenticeship (England only)</li> <li>• ILM Level 7 Qualifications in Leadership and Management</li> <li>• Management related degree</li> </ul>
Is it part of an apprenticeship?	This qualification provides full coverage of the 'on programme' element of the Operations/Departmental Manager Apprenticeship Standard. The qualification may also be delivered independent of the apprenticeship.

## Structure

To achieve the Level 5 Diploma for Leaders and Managers learners must achieve **all** 17 units.

Level 5 Diploma for Leaders and Managers					
UAN	ILM unit number	Unit title	Level	Credit Value	GLH
<b>Knowledge Units</b>					
H/615/5878	8420-500	Leading People	5	3	22
K/615/5879	8420-501	Managing People	5	3	22
D/615/5880	8420-502	Building Relationships	5	3	18
H/615/5881	8420-503	Communication	5	2	15
A/615/5885	8420-507	Operational Management	5	3	20
F/615/5886	8420-508	Project Management	5	3	20
J/615/5887	8420-509	Finance	5	3	20
<b>Skills Units</b>					
K/615/5882	8420-504	Leading People	5	3	6
M/615/5883	8420-505	Managing People	5	3	6
T/615/5884	8420-506	Building Relationships	5	3	6
T/615/5562	8420-307	Communication	3	2	3
L/615/5888	8420-510	Operational Management	5	3	6
R/615/5889	8420-511	Project Management	5	3	6
J/615/5890	8420-512	Finance	5	3	6
<b>Combined Knowledge and Skills Units</b>					
L/615/5891	8420-513	Self-Awareness	5	3	15
R/615/5892	8420-400	Management of Self	4	3	15
Y/615/5893	8420-514	Problem Solving and Decision Making	5	4	15

## Total qualification time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of hours that could reasonably be expected 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:

(1) The number of hours which an awarding organisation has assigned to a qualification for guided learning, and

(2) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a Lecturer, Supervisor, Tutor or other, appropriate provider of education or training.

**Extract from: Ofqual, Total Qualification Time Criteria for All Qualifications, Section 1.8**

Title and level	GLH	TQT	Credit
Level 5 Diploma for Leaders and Managers	221	512	50

## Centre requirements

### Approval

Centres must ensure they are approved by ILM to offer this qualification before commencing delivery. Centres must submit a learner journey plan (formerly known as a scheme of work), lesson plans etc. Once approved, the qualification will be listed on a Centre's Walled Garden Catalogue. Centres should liaise with their Business Development Manager to obtain add-on approval.

### Resource requirements

#### *Occupational competence requirements*

Centres must demonstrate that staff who are actively involved in the delivery of the qualification meet the occupational competence requirements determined by ILM. It is also the Centre's responsibility to inform ILM of any changes to staffing by completing and returning a [Centre Update Form \(CUF\)](#). A CV should be available for review by the Quality & Compliance Manager (QCM)/External Verifier (EV) if requested. Centres are responsible for updating the Centre Staffing Matrix.

Tutors, Assessors and Internal Verifiers must demonstrate that they:

- Have current, credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying.
- Maintain their knowledge and keep themselves up-to-date with developments in management and leadership practice.
- Have a thorough understanding of the Apprenticeship Standards for management and leadership at the level(s) they are delivering, assessing or verifying.

#### *Evidence of occupational competence*

ILM qualifications are derived from the Regulated Qualifications Framework (RQF) Level Descriptors and are designed to develop learner's knowledge, understanding and skills which are then assessed through a range of work related assessments and onscreen tests.

Centre Tutors, Assessors and Internal Verifiers are therefore required as a team to have a combination of appropriate competences in learning, assessment and internal quality assurance methodologies. This must be underpinned by knowledge and experience of leadership, management and team skills within operational environments and sectors. This should be relevant to the qualifications being delivered and the learners undertaking them.

Occupational requirements checklists cannot therefore be prescriptive and the evidence indicators are offered as guidance. Centre staff will only be expected to meet a range of the evidence indicators. The table below shows the generic occupational competence requirements of Tutors, Internal Verifiers and/or Assessors.

### Tutor occupational competence requirements

### Evidence indicators

Relevant and sufficient occupational experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre is approved.

- Current (within the last three years) experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre has been approved.

A thorough knowledge and understanding of the subject areas appropriate to the level, breadth and content of the qualification units for which the Centre is approved.

- A relevant and sufficient qualification appropriate to the subject areas of the qualification units for which the Centre is approved, that must be **equal** to or **higher** than the approved qualification **or**
- Substantial experience, knowledge and understanding of the subject areas of the qualification units at the level for which the Centre is approved.

Continuing Professional Development.

- Evidence of participation over the past three years in Continuing Professional Development (CPD) appropriate to the level and subject area of the qualification units.
- Desirable but not essential to have membership of a professional institute or association appropriate to the level and subject area of the qualification.

Knowledge, understanding and application of a range of teaching and learning methodologies relevant to the level and subject area of the qualification units for which the Centre is approved.

- Hold a valid and recognised teaching/training qualification **or**
- Show evidence of current (within the last three years) experience of delivering training appropriate and relevant to the level and subject area of the qualification units.
- If assessing only with no delivery or training responsibilities, hold a valid and recognised assessor qualification **or**
- Show evidence of current (within the last three years) experience of assessing appropriate and relevant to the level and subject area of the qualification units.

Knowledge of ILM learning and assessment processes.	<ul style="list-style-type: none"> <li>• Previous experience of delivery of ILM qualification(s) appropriate to the level and subject area of the qualification <b>or</b></li> <li>• Knowledge of the RQF (or Qualifications and Credit Framework (QCF)) and level descriptors appropriate to the level of the qualification.</li> </ul>
Continuing Professional Development in training and learning.	<ul style="list-style-type: none"> <li>• Show evidence of participation in CPD in relation to training and learning over the past three years relevant to the level and subject area of the qualification.</li> </ul>

Internal Verifier and/or Centre Assessor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre is approved.	<ul style="list-style-type: none"> <li>• Current (within the last three years) occupational experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre has been approved.</li> </ul>
A thorough knowledge and understanding of the subject areas appropriate to the level, breadth and content of the qualification units for which the Centre is approved.	<ul style="list-style-type: none"> <li>• A relevant and sufficient qualification appropriate to the subject areas of the qualification units for which the Centre is approved that must be <b>equal</b> to or <b>higher</b> than the approved qualification <b>or</b></li> <li>• Substantial knowledge and understanding of the subject areas of the qualification units at the level for which the Centre is approved.</li> </ul>
Continuing Professional Development.	<ul style="list-style-type: none"> <li>• Evidence of participation over the past three years in Continuing Professional Development (CPD) appropriate to the level and subject area of the qualification units.</li> <li>• Desirable but not essential to have membership of a professional institute or association appropriate to the level and subject area of the qualification.</li> </ul>
Knowledge, understanding and application of a range of assessment and/or internal quality	<ul style="list-style-type: none"> <li>• Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/internal quality assurance</li> </ul>

<p>assurance methodologies relevant to the level and subject area of the qualification units for which the Centre is approved.</p>	<p>appropriate and relevant to the level and subject area of the qualification.</p> <ul style="list-style-type: none"> <li>• Have a relevant qualification in assessment and/or internal quality assurance (eg TAQA or equivalent) <b><u>or</u></b></li> <li>• Show evidence of current (within the last three years) experience of assessing and internal verification appropriate and relevant to the level and subject area of the qualification units.</li> </ul>
<p>Knowledge of ILM Vocationally Related Qualifications (VRQ) learning and assessment processes.</p>	<ul style="list-style-type: none"> <li>• Previous experience of delivery of ILM qualification(s) appropriate to the level and subject area of the qualification <b><u>or</u></b></li> <li>• Knowledge of the RQF (or QCF) and level descriptors appropriate to the level of the qualification.</li> </ul>
<p>Continuing Professional Development in assessment and/or internal quality assurance.</p>	<ul style="list-style-type: none"> <li>• Show sufficient evidence over the past three years of participation in CPD in relation to assessment and/or internal quality assurance relevant to the level and subject area of the qualification.</li> </ul>

## Learner entry requirements

ILM has not set an entry requirement for this qualification however Centres must ensure that learners are in a position to meet the assessment demands of the qualification, which are work-based and reflective in nature. As this qualification is work-based, learners must be employed in an appropriate role.

### *Age restrictions*

ILM cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

## Time constraints

- Qualification registration is valid for three years.

## Delivering the qualification

### Initial assessment

An initial assessment of each learner should 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.
- Any previous, relevant qualifications or learning where Recognition of Prior Learning can be applied.
- The appropriate type and level of qualification.

Centres are required to demonstrate commitment to equal opportunities when recruiting candidates. The Customer Handbook ([www.i-l-m.com/handbook](http://www.i-l-m.com/handbook)) gives guidance in making arrangements for learners requiring reasonable adjustments or special considerations in respect of assessment. This should be done as early as possible in the programme and needs to be approved by ILM before implementation.

### Induction

Each programme must start with a short induction of at least two hours and should include written information for learners covering:

- An outline of the qualification and the related learner support available.
- The aim of the ILM Level 5 Diploma for Leaders and Managers.
- Expectations of, and benefits to, the individual and where relevant, their employer.
- Format of the programme – content, hours, attendance, delivery methods, etc.
- The assessment requirements, including assessment criteria.
- 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.
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.
- The Institute of Leadership & Management studying membership and benefits.

The following is recommended for this qualification:

Induction	Tutorial support
2 hours induction	At least 7 hours of tutorial support over and above the indicative guided learning hours for each unit.

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## Supporting documentation and resources

The following supporting documentation and resources are available for this qualification:

Description	How to access
ILM Workbooks	Via Business Development Manager. (Available August 2017).
ILM Digital Credentials	<a href="https://i-l-m.credly.com/#!/sign-in">https://i-l-m.credly.com/#!/sign-in</a>
Behaviours Mapping	<a href="#">ILM Website</a> (Available June 2017).
Studying membership to The Institute of Leadership of Management	<a href="https://www.institutelm.com/membership/student-activation.html">https://www.institutelm.com/membership/student-activation.html</a>

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## Assessment

### Summary of assessment methods

The qualification contains three types of units; knowledge, skills and combined, which are assessed internally and subject to internal and external verification:

Unit number	Unit title	Assessment method	Description
8420-500	Leading People		
8420-501	Managing People	Scenario-based assessment	ILM set and Centre assessed
8420-502	Building Relationships		
8420-503	Communication		
8420-507	Operational Management		
8420-508	Project Management		
8420-509	Finance		
8420-504	Leading People	Portfolio of evidence	Centre assessed
8420-505	Managing People		
8420-506	Building Relationships		
8420-307	Communication		
8420-510	Operational Management		
8420-511	Project Management		
8420-512	Finance		
8420-513	Self-Awareness	Portfolio of evidence and professional discussion	Centre assessed
8420-400	Management of Self		
8420-514	Problem Solving and Decision Making		

- To achieve a pass for the qualification, the learner must pass all units.
- Unit specific assessment guidance is included within each unit.

## Assessment strategy

The assessment strategy for this qualification uses some of the assessment methods to be utilised as part of the End Point Assessment (EPA) of the Level 5 Operations/Departmental Manager Assessment Plan in order to enable learners to prepare for the EPA.

The purpose of the assessment for this qualification is to:

1. Provide a robust, valid and reliable assessment, and to ensure that the learner is able to meet all outcomes as defined in this specification;
2. Prepare learners for the End Point Assessment under the Operations/Departmental Manager Assessment Plan.

Please refer to Appendix 1 for additional assessment guidance and further details on; assessment planning and review, quality assurance, workplace assessment/simulation, holistic and integrated assessment, judging sufficiency, grounds for referral, authenticity, communication and assessment decisions, language of assessment, access to assessment and special considerations.

A sample Assessment Plan Template and Assessment Record Sheet are provided in Appendix 3 and 4.

## Internal assessment

All units in this qualification are internally assessed by the Centre and subject to internal and external verification.

To pass each internally assessed unit the learner **must**:

- Satisfy **all** assessment criteria by providing sufficient and valid evidence.
- Demonstrate that the evidence is their own.

Assessment decisions can only be determined as competent (pass) or not yet competent (refer) and the only acceptable reason for a referral is a failure to meet one or more assessment criteria.

An overview of each assessment method is provided below. Unit specific assessment guidance is included within each unit.

### *Scenario-based assessment*

Four knowledge units (500, 501, 502 and 503) are assessed via a scenario-based written assessment.

Assessment briefs for each unit are provided in this handbook after the respective unit specification. Each assessment brief contains the following information:

- Scenarios – provide a realistic work-based context to enable the learner to undertake the assessment. Centres may adapt the scenario to reflect the workplace context or that of another organisation the learners are familiar with. No prior approval from ILM is required to adapt the context in the scenarios.

- Tasks – a list of tasks that the learner must undertake. To achieve a pass the learner must complete all the tasks. Should amendments to the tasks be required the Centre must seek approval from their ILM Quality & Compliance Manager.
- Assessment mapping – describes how each task maps to the assessment criteria of the unit.
- Types of evidence – the main output for these assessments is a written report. Additional evidence could be created, for example a presentation, to supplement the report.
- Guidance on the conditions of assessment and authenticity.
- Result Sheet – to aid Centre assessors in assessing how learners have achieved each assessment criterion and to record the overall assessment outcome for each learner.

### ***Portfolio-based assessment***

The remaining knowledge units and all skills and combined units are assessed via a portfolio of evidence. Centres can choose the way evidence is gathered for each unit within the parameters provided and the assessment guidance for unit.

All assessments created by Centres must be valid, fit for purpose and based on the unit assessment criteria.

### ***Types of evidence***

Centres can choose the way evidence is gathered to be included in the portfolio for each unit, as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria. A balance of evidence types need to be produced demonstrating learners' competence.

Evidence for these units is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products from the learner's work.
- Records of Team Minutes/agendas.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion.
- Authentic statements/witness testimony.
- Records of External Customer communications.

Learners must provide tangible evidence to their internal assessor and this evidence should come from different sources. Only portfolios captured electronically will be accepted for external verification purposes. Should a paper-based format be required due to accessibility requirements this must be agreed in advance with ILM.

### *Assessment of combined units*

One of the assessment methods used to assess the combined units must be a **professional discussion** in order to confirm, clarify or authenticate the evidence presented in support of the learning outcomes for these units.

Professional discussion could therefore be used:

- to provide evidence for assessment criteria that are difficult to evidence through other assessment methods
- to identify and explore key aspects of candidate activity, knowledge or behaviours not readily demonstrated by other evidence
- where observation for a combined unit has been provided by an expert witness.

A professional discussion needs to be undertaken for each combined unit. Alternatively a longer discussion covering two or three combined units could also be undertaken, in which case each section of the record produced needs to clearly indicate the unit, learning outcomes and assessment criteria it relates to.

Professional discussions need to be conducted by the Centre Assessor, and a clear audit trail created. Written or audio summaries **must** be clearly cross-referenced to the learning outcomes and assessment criteria to enable the evidence to be internally and externally verified.

Professional discussions could be done face-to-face, over the telephone or electronically. All questions and outline responses should be recorded to provide an audit trail. Centres are recommended to request both Assessor and learner sign the record, against a statement confirming that it is a true account of the discussion, and to date the record in order to provide a sound audit trail.

Further guidance on planning and conducting professional discussions is available in Appendix 2.

### **Behaviours**

The Behaviours requirements within the Operations/Departmental Manager Apprenticeship Standard are not assessed as part of this qualification. ILM has however produced a mapping document to highlight areas of the qualification where we expect behaviours evidence to be generated during qualification delivery.

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. Please refer to the [ILM Recognition of Prior Learning Policy \(RPL\)](#).

## Knowledge units

## Unit 500

## Leading People - Knowledge

<b>UAN:</b>	H/615/5878
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to Standard:</b>	Maps to the Leading People element of the Interpersonal Excellence knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with a knowledge of leadership styles, how to lead different teams, how to improve performance, the importance of organisational culture, and equality, diversity and inclusion in the workplace

### Learning outcome (LO 1)

The learner will:

- 1 Understand different leadership styles

### Assessment criteria

The learner can:

- 1.1 Evaluate a range of different leadership styles
- 1.2 Describe how to adapt leadership style to suit different situations
- 1.3 Analyse the relationship between leadership style and organisational culture

### Depth

- 1.1 The range of leadership theories available (eg Adair, Hersey and Blanchard, Goleman, House, Vroom and Yetton etc).  
The different leadership styles that can be adopted (eg autocratic, democratic, laissez-faire etc).
- 1.2 How to match leadership style with a range of workplace situations and teams, such as:
  - Projects with short time frames
  - Long term on-going business as usual tasks
  - Working with multiple teams
  - Working with diverse remote teams

- Operating across different countries and cultures
- Teams with differing levels of experiences and expertise
- During times of change and stress
- In emergency situations.

1.3 How different organisational cultures may affect leadership styles.

The ways that individual leadership preferences may clash with the dominant organisational leadership style.

The impact on performance when leadership styles do not align with culture.

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## Learning outcome (LO 2)

The learner will:

- 2 Understand how to lead different teams

## Assessment criteria

The learner can:

- 2.1 Explain how to lead multiple teams  
2.2 Explain how to lead remote/virtual teams
- 

## Depth

- 2.1 The different kind of organisational teams that a leader may be responsible for, and their key functions.  
The needs and expectations of different organisational teams.  
How to adapt leadership style and approaches to meet the needs of different teams.
- 2.2 The type of remote/virtual teams that may exist within an organisation (eg employees who work away from an organisation's main site, home working, multi-location working etc).  
The advantages and disadvantages of remote/virtual teams for the organisation, individuals, and leader.  
How to define work, and ensure remote workers are briefed effectively.  
How to organise, motivate and support the performance of remote workers.  
The key leadership approaches that create an effective working environment for remote workers.
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## Learning outcome (LO 3)

The learner will:

- 3 Know how to improve performance in the workplace

## Assessment criteria

The learner can:

- 3.1 Analyse a range of motivational techniques to improve performance
  - 3.2 Analyse coaching and mentoring approaches and how these can be used to improve performance
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## Depth

- 3.1 The range of motivational theories (eg Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Vroom's Expectancy Theory, Weiner's Three-Dimensional Theory of Attribution, Alderfer's ERG, McClelland's Acquired Needs, Equity Theory, Reiss' 16 Basic Desires etc).  
How to apply motivational techniques to improve the performance of individuals and teams.
  - 3.2 The key differences between coaching and mentoring, and how to decide which is most appropriate.  
Performance management approaches and the types of workplace coaching and mentoring that support individual improvement.  
The range of models and processes that can be applied to support effective coaching (eg GROW, ARROW, OSCAR, STAR, CIGAR etc).  
The range of individuals within an organisation who carry out coaching and mentoring.
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## Learning outcome (LO 4)

The learner will:

- 4 Understand the importance of organisational culture

## Assessment criteria

The learner can:

- 4.1 Describe different cultures that exist in organisations
  - 4.2 Analyse internal and external factors which can affect an organisation's culture
  - 4.3 Explain the effect an organisation's culture could have on individuals and teams
  - 4.4 Analyse the relationship between culture and change in the workplace
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## Depth

- 4.1 At least two different types of organisational culture and the key features of each.  
Theories and models of organisational culture (eg Handy's four types, Competing Values framework).  
The range of factors that contribute to the creation of organisational culture (eg Schein's three levels).
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How the culture can differ between different divisions/structures within same organisation.

4.2 The internal factors which can affect organisational culture including:

- The structural hierarchies and reporting structures.
- Control mechanisms.
- How leaders' role model desired attitudes and behaviours.
- Individual and team values and beliefs.

The external factors that can affect organisational culture (eg economic, social, technological and legal).

The analysis should give examples of how relevant factors relate to specific cultural features.

4.3 How organisational culture aligns with desired organisational values.

How an organisation's culture can affect individuals both positively and negatively.

The implications of cultural values, norms and practices on team working.

The impact of clashes between organisational culture and team working practices.

4.4 The cultural factors that influence the communication about, and roll-out of change (eg openness and honesty, staff involvement/participation, communication etc).

The ways that organisational culture can help or hinder change within the workplace.

The ways that organisational change can impact culture.

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## Learning outcome (LO 5)

The learner will:

5 Understand equality, diversity and inclusion in the workplace

## Assessment criteria

The learner can:

5.1 Explain the difference between equality, diversity and inclusion

5.2 Explain the responsibilities of organisations under current equality legislation

5.3 Describe the potential consequences of not adhering to equality legislation

5.4 Describe the role of a leader in ensuring that equality, diversity and inclusion policies and practices are embedded in business practices

5.5 Explain how to promote a culture where actual and potential discrimination is challenged

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## Depth

5.1 Definitions of equality, diversity and inclusion in a workplace context.

How equality, diversity and inclusion differ, and the role of the leader in supporting these concepts.

Approaches for creating an inclusive workplace.

- 5.2 The current Equality Legislation (eg The Equality Act (2010) and Dignity at Work Bill (2001)).  
The protected characteristics of the Equality Act (2010).  
The key responsibilities for organisations to meet legislative requirements.  
How to treat people equally in the workplace using relevant organisational guidelines and codes of practice.  
How to support individuals and teams to effectively address, and resolve, diversity issues that arise in the workplace.
- 5.3 Consequences including; legal, social, financial, personal etc.  
Actions that may be taken if an organisation does not adhere to relevant legislation at an organisational and individual level.
- 5.4 The equality, diversity and inclusion policies that are available within an organisation.  
Ways to recognise and challenge discrimination.  
How to consider equality, diversity and inclusion from policy through to everyday workplace activities.
- 5.5 How to role model attitudes and behaviours that promote non-discriminatory practices.  
The ways to develop and support a culture where challenging discrimination (potential and actual) is valued as a strength.

## **Assessment requirements**

This unit will be internally assessed through an ILM set and Centre assessed scenario-based assessment. The assessment is subject to internal and external verification.

Please refer to Appendix 5 for the Assessment Brief for this unit.

## **Links to other units**

Possible links to other units have not been formally identified for this unit. Centres can determine if there is evidence within the learner responses to the tasks than can be referenced to the portfolio assessed unit evidence. This evidence must be logged appropriately within the learner portfolio.

## **Suggested learning resources**

ILM Workbook – Leading People.

## Unit 501

## Managing People - Knowledge

<b>UAN:</b>	K/615/5879
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to Standard:</b>	Maps to the Managing People element of the Interpersonal Excellence knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with a knowledge of how to manage multiple and remote teams, improve team performance and recruit staff members

### Learning outcome (LO 1)

The learner will:

- 1 Know how to manage multiple and remote teams

### Assessment criteria

The learner can:

- 1.1 Describe the challenges of managing multiple teams
- 1.2 Explain how technology can be used to overcome the challenges when managing remote teams
- 1.3 Analyse strategies for managing multiple teams
- 1.4 Explain how to monitor and maintain the performance of multiple teams
- 1.5 Explain how to monitor and maintain the performance of remote teams

### Depth

- 1.1 The problems associated with managing multiple teams (eg working across different cultures and time zones, different shift/working patterns, conflicting priorities, contrasting line management styles etc).  
The different types of employment contracts, and how these may affect team working (eg permanent, full-time, part-time, condensed hours, self-employed consultants, contractors, zero-hours etc).

- 1.2 The range of technological tools available to support remote team working (eg telephone, email, telephone and video conferencing, project management software, cloud computing, social media, webinars, portable document format files (pdf), mobile apps etc).  
The benefits of using different types of technology.  
How different technologies can assist in overcoming challenges.
  - 1.3 The key strategies to manage multiple teams effectively (eg structuring tasks to clarify accountabilities, developing tools to efficiently monitor performance, encouraging team support and shared workloads etc).  
The ways that strategies are combined and adapted to reflect the needs of different teams.
  - 1.4 The aspects of performance that require monitoring and maintenance (eg quantity, quality, adhering to rules/policy, improving efficiency, cost reduction etc).  
The ways that team performance can be monitored to prove and improve performance (eg tracking individual outputs and achievements, carrying out quality checks etc).
  - 1.5 The monitoring techniques that are most suited to reviewing the performance of remote teams.  
The regular, day-to-day management activities that help to maintain the performance of remote teams.
- 

## **Learning outcome (LO 2)**

The learner will:

- 2 Know how to develop high performing teams

## **Assessment criteria**

The learner can:

- 2.1 Explain the process of setting objectives to develop high performing teams
  - 2.2 Describe how to identify and address skills gaps within a team to meet team objectives
  - 2.3 Explain how the appraisal process can be used to develop a high performing team
  - 2.4 Explain the importance of collaboration between team members in developing a high performing team
  - 2.5 Explain how to share knowledge and expertise to facilitate high performance
- 

## **Depth**

- 2.1 The stages involved in developing and agreeing objectives, from strategy through to individuals.  
How to involve people in setting team objectives and agreeing work plans.  
The links between department/team objectives and individual objectives.

How to write SMART objectives.

Ways to check that objectives are realistic and achievable within organisational constraints.

- 2.2 The techniques that can be used to identify individual development needs.  
The documents that assist with identifying individual development needs (eg job descriptions, organisational competencies, work specifications etc).  
The range of methods available to address skills gaps (eg coaching, mentoring, training courses, demonstrations, on-line learning, reading, research, conferences etc).
  - 2.3 The stages of the appraisal processes used within organisations.  
The systems and documents associated with workplace appraisals.  
How the appraisal process links to maintaining and improving individual performance.
  - 2.4 Approaches that encourage successful collaboration (eg engagement, defining responsibilities, aligning work processes etc).  
Obstacles to effective and successful collaboration (eg mismatched relationships, resistance to change etc).  
How internal and external working relationships may differ when working collaboratively.
  - 2.5 The techniques that can be used to share knowledge and expertise across an organisation (eg mentoring, peer working, networks/communities of practice, meetings, conferences etc).
- 

### **Learning outcome (LO 3)**

The learner will:

- 3 Understand performance management techniques and talent management models

### **Assessment criteria**

The learner can:

- 3.1 Analyse a range of performance management techniques
  - 3.2 Explain techniques for identifying and dealing with under-performing individuals in the workplace
  - 3.3 Explain how talent management models can be used to identify, develop and retain talented individuals
  - 3.4 Explain how organisational objectives could be met through talent planning and management
- 

### **Depth**

- 3.1 The range of formal and informal performance management techniques. (eg setting objectives, appraisals, performance dashboards, etc).

How to select a performance management technique according to the situation.

- 3.2 The ways that underperformance can be identified.  
How to address poor performance, including a range of techniques (eg individual monitoring).  
Consideration of the impact that the poor performance of one individual may have on the whole team.
- 3.3 What is meant by talent management.  
The different talent management models that can be adopted (eg Bersin, BPI, Integrated, Drotter's Leadership Pipeline, in-house models etc).
- 3.4 The relationship between talent management and the achievement of organisational objectives.  
Good practice for talent management, including:
- A focus on business strategy and vision to define requirements
  - Use of competency models
  - Managing talent pipeline
  - Identifying high potential employees
  - Recognising the difference between potential, performance and readiness.

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## Learning outcome (LO 4)

The learner will:

- 4 Know how to delegate effectively

### Assessment criteria

The learner can:

- 4.1 Describe a range of approaches to delegation in the workplace  
4.2 Explain what can make delegation effective

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## Depth

- 4.1 How effective delegation leads to effective team performance.  
Factors to consider when delegating work to individuals and teams (and theories such as the Tannenbaum and Schmidt continuum).  
Matching work allocation to individual career aspirations and development plans.
- 4.2 The steps involved in effective delegation of work.  
How to use resource availability to prioritise and re-prioritise workloads.  
The impact on performance when work is delegated inappropriately.

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## Learning outcome (LO 5)

The learner will:

- 5 Understand how to recruit people into an organisation

## Assessment criteria

The learner can:

- 5.1 Explain the different reasons and options for recruiting staff
- 5.2 Describe the steps an organisation takes to recruit staff
- 5.3 Explain how to ensure recruitment and selection processes are fair

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## Depth

- 5.1 The organisational situations where the need for additional staff is identified.  
The options for recruiting different types of staff (eg full-time, part-time etc).
- 5.2 The recruitment process, including the stages involved, from defining requirements through to issue of employment contract.  
The different people and teams involved in a recruitment process (internal and external).
- 5.3 The legal requirements, industry regulations, organisational policies and professional codes that apply to recruitment.  
The techniques that are used to ensure relevant requirements are met during recruitment activities.

## Assessment requirements

This unit will be internally assessed through an ILM set and Centre assessed scenario-based assessment. The assessment is subject to internal and external verification.

Please refer to Appendix 5 for the Assessment Brief for this unit.

## Links to other units

Possible links to other units have not been formally identified for this unit. Centres can determine if there is evidence within the learner responses to the tasks than can be referenced to the portfolio assessed unit evidence. This evidence must be logged appropriately within the learner portfolio.

## **Suggested learning resources**

ILM Workbook – Managing People.

## Unit 502

## Building Relationships - Knowledge

<b>UAN:</b>	D/615/5880
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to Standard:</b>	Maps to the Building Relationships element of the Interpersonal Excellence knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with an understanding of relationship management, collaborative working and conflict management

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### Learning outcome (LO 1)

The learner will:

- 1 Understand approaches to partner, customer and stakeholder relationship management

### Assessment criteria

The learner can:

- 1.1 Analyse the key skills required to effectively manage business relationships
- 1.2 Explain the purpose and benefits of stakeholder mapping
- 1.3 Evaluate the different approaches to be taken when managing:
  - Partners.
  - Customers.
  - Stakeholders.

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### Depth

- 1.1 The key skills that are required to:
  - Manage data related to partners, suppliers, stakeholders and customers to clarify their needs and priorities.
  - Quickly build rapport and establish trust.
  - Set and manage the expectations of different stakeholders.
  - Adapt communication method and style according to needs.
  - Network with stakeholders at different levels within the organisation.

- Influence others to discuss options and reach consensus.
  - Successfully negotiate to achieve a satisfactory outcome for all parties.
  - Establish and maintain record keeping systems and documentation.
- 1.2 What stakeholder mapping/analysis is (eg Mendelow Matrix, Eden and Ackermann).  
The key components of stakeholder mapping, and how these are defined according to the situation (eg position, attitude, power, impact, interest, influence).  
How to identify the groups and individual stakeholders to build relationships within the leadership role.  
The differences between internal and external stakeholders.  
How to prioritise group and individual stakeholders according to their potential impact.  
How stakeholder mapping contributes to managing relationships effectively.  
The benefits of stakeholder mapping (eg gaining influential support, securing resources, building a support network etc).
- 1.3 How stakeholder relationship needs compare.  
How stakeholder needs and expectations affect the way the relationship is managed.  
Ways of networking, and how to select the most appropriate approach for different stakeholder types.  
The range of negotiation styles that can be used, and how to adopt the most effective to achieve the required outcome (eg competing, collaborating, avoiding, compromise, accommodating).  
Influencing styles, and how to identify/leverage opportunities to persuade others.  
How to build effective formal and informal networks with all stakeholders.

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## Learning outcome (LO 2)

The learner will:

- 2 Know how to use collaborative working techniques

### Assessment criteria

The learner can:

- 2.1 Analyse the key factors required for effective internal and external collaborative working relationships
- 2.2 Explain how these factors can be established to create effective collaborative working relationships
- 2.3 Evaluate the implications of external collaborative relationships for risk and knowledge management
- 2.4 Describe how to share good practice

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## Depth

- 2.1 The key factors of collaborative working, including:
- Early engagement/involvement

- Terms of reference/collaboration
- Shared goal/vision
- Building trust
- Understanding of different working cultures
- Aligning working systems and processes (eg shared plans)
- Establishing effective communication channels and ICT
- Creating shared learning opportunities
- Clear definitions of accountability/responsibility
- Knowledge and resource sharing etc.

How internal and external working relationships may differ when working collaboratively.

- 2.2 The challenges of working collaboratively and how to overcome these.  
How to use a range of approaches to build the factors analysed in 2.1.
- 2.3 The types of external collaborative relationships and how risks are shared.  
How to evaluate the broad risks of collaborative working.  
How to evaluate the risks involved in sharing organisational knowledge with partners.  
The implications for different parties when sharing knowledge and expertise.
- 2.4 The behavioural, procedural and technological skills required to share good/best practice.  
How to link knowledge sharing/collaboration to organisational and individual goals.  
The principles, guidelines and tools for knowledge sharing/collaboration (eg capturing learning and insights, creating special interest communities etc).

### Learning outcome (LO 3)

The learner will:

- 3 Know how to manage different levels of workplace conflict

### Assessment criteria

The learner can:

- 3.1 Analyse conflict management models and the approaches used to resolve different scales of workplace conflict
- 3.2 Explain how to minimise the potential for friction and conflict amongst stakeholders

### Depth

- 3.1 The scales of conflict that occur within an organisation (eg varying sizes, complexity and seriousness).  
Conflict management models and styles (eg Thomas-Kilmann, Problem Solving Cycles, Interest-Based Relational Approach, Bush and Folger, Lederach etc).  
How to manage conflict considering differing goals, values, opinions and thought processes.

How to approach situations where individuals and teams are not willing to compromise with each other.

3.2 The difference between friction and conflict.

How to use recognised models, processes and approaches to minimise friction and conflict between stakeholders.

Different approaches (eg establishing facts rather than opinions, adapting body language/ speech, exploring solutions together etc).

### **Assessment requirements**

This unit will be internally assessed through an ILM set and Centre assessed scenario-based assessment. The assessment is subject to internal and external verification.

Please refer to Appendix 5 for the Assessment Brief for this unit.

### **Links to other units**

Possible links to other units have not been formally identified for this unit. Centres can determine if there is evidence within the learner responses to the tasks than can be referenced to the portfolio assessed unit evidence. This evidence must be logged appropriately within the learner portfolio.

### **Suggested learning resources**

ILM Workbook – Building Relationships.

## Unit 503

## Communication - Knowledge

<b>UAN:</b>	H/615/5881
<b>Level:</b>	Level 5
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to Standard:</b>	Maps to the Communication element of the Interpersonal Excellence knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with a knowledge of interpersonal skills and how to apply different forms and techniques of communication

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### Learning outcome (LO 1)

The learner will:

- 1 Understand interpersonal skills

### Assessment criteria

The learner can:

- 1.1 Evaluate how interpersonal skills contribute to effective working relationships

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### Depth

- 1.1 The skills that are required to interact with others, and how they build and maintain effective working relationships (eg patience, positive attitude, assertiveness, team working, active listening, reflection etc).

Organisational criteria that define the required interpersonal skills (eg role specifications, competencies, behaviours frameworks, values, qualifications etc).

How to use criteria to make judgements about the interpersonal skills that are required in different workplace situations.

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## Learning outcome (LO 2)

The learner will:

- 2 Understand different forms and techniques of communication and how to apply them appropriately

## Assessment criteria

The learner can:

- 2.1 Analyse how different forms of communication can help or hinder the communication process
  - 2.2 Describe a range of communication techniques and when to apply them
  - 2.3 Explain how to overcome barriers to effective communication in the workplace
  - 2.4 Describe how to evaluate the effectiveness of communication within a team
  - 2.5 Evaluate the use of different communication forms in different contexts
- 

## Depth

- 2.1 The different forms of communication that can be used, including verbal, written, non-verbal, visual, digital/electronic etc.  
How the forms of communication differ, and when they are used to maximise the effectiveness of message content.  
How to select a suitable form of communication to aid the communication process.  
The workplace situations where the wrong choice of communication form can hinder understanding and cause confusion.  
The potential of communication to create positive and negative working culture.
- 2.2 Techniques: how the different communication forms are applied effectively and efficiently, in the working environment.  
The potential strengths of each communication technique.  
The potential weaknesses of the different communication techniques.  
When to use formal and informal communication styles.  
How to select a suitable form of communication to match different colleague levels (eg different techniques at different levels, level of formality etc).  
The communication styles suitable for effective large scale communication, across a whole organisation.  
How to apply synchronous and asynchronous communication according to the audience.  
Models of communication (eg Shannon and Weaver).
- 2.3 The key barriers to communication, including:
  - Physical separation/location.
  - Working culture and environment.
  - Status of audience members and message sender.

- Cultural differences.
- Language, use of jargon and technical terminology.
- Psychological state (eg emotions, personal triggers).
- Systemic (eg lack of clarity about role within the communication process).
- Attitudinal (eg low level of motivation to understand, active resistance to change).

The different approaches that can be used to overcome barriers to communication.

2.4 The approach to and the reasons for evaluating the effectiveness of communication methods and content (eg to improve future effectiveness, to continue audience engagement, to make tactical adjustments to communication channels, to use resources efficiently).

2.5 Examples of different forms being used in a range of context and an evaluation of their potential appropriateness and effectiveness.

How to use criteria to make judgements about the effectiveness of communication in different workplace situations.

## Assessment requirements

This unit will be internally assessed through an ILM set and Centre assessed scenario-based assessment. The assessment is subject to internal and external verification.

Please refer to Appendix 5 for the Assessment Brief for this unit.

## Links to other units

Possible links to other units have not been formally identified for this unit. Centres can determine if there is evidence within the learner responses to the tasks than can be referenced to the portfolio assessed unit evidence. This evidence must be logged appropriately within the learner portfolio.

## Suggested learning resources

ILM Workbook – Communication.

## Unit 507

## Operational Management - Knowledge

<b>UAN:</b>	A/615/5885
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to Standard:</b>	Maps to the Operational Management element of the Organisational Performance knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with a knowledge of management models, continuous improvement, management systems, change management, use of technology and data security

### Learning outcome (LO 1)

The learner will:

- 1 Understand operational management approaches and models

### Assessment criteria

The learner can:

- 1.1 Analyse the key components of operational management including:
  - Inputs
  - Transformation Process
  - Outputs
- 1.2 Describe the components of a viable operational plan
- 1.3 Explain the importance of contingency planning
- 1.4 Describe the policies, processes and procedures that affect operational planning
- 1.5 Evaluate how an operational plan supports business strategy/strategic objectives
- 1.6 Explain how sales and marketing plans contribute to the development of operational plans

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## Depth

- 1.1 The purpose of operational management, and the associated practices to convert materials and effort into goods and services (eg setting KPIs, developing plans, monitoring performance and achievement of objectives etc).  
The range of management models and theories (eg Adair Action-Centred, Theory X-Y, Systems Theory, Linking Pin Model, McKinsey's 7-S Taylor's Scientific Management etc).
- 1.2 The different components that are included in an operational plan (eg objectives, Key Performance Indicators (KPIs), quality standards etc).  
What makes an operational plan viable.
- 1.3 The situations that can adversely impact operations.  
The potential impact(s) when situations are poorly managed.  
The role of contingency planning in business continuity, disaster recovery and risk management.
- 1.4 The organisational policies that affect operational planning (eg Health and Safety, family policies such as maternity/paternity leave etc).  
The organisational processes that affect operational planning (eg order fulfilment, new product development, customer service etc).  
The organisational procedures that affect operational planning (eg code of conduct, sick leave, complaints etc).
- 1.5 The differences between a strategic plan, a tactical plan and an operational plan.  
The links between operational planning and organisational strategy.
- 1.6 The content of sales and marketing plans.  
The components of sales/marketing plans that contribute to operational plans (eg campaign timings, forecasts etc).

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## Assessment guidance

To achieve LO 1 the learner is required to analyse the key components of operational management itemised in AC 1.1 to determine their essential features and to draw conclusions.

The learner is then required to describe the principal features of a viable operational plan and to provide an account of the practices associated with contingency management to explain why contingency planning is important.

The next part of the Learning Outcome requires the learner to describe the principal features of one policy and one process and one procedure that affect operational planning, and then to evaluate and draw conclusions on how an operational business plan supports business strategy and/or strategic objectives.

For the final part of this Learning Outcome, the learner is required to give details of the practices associated with sales and marketing to explain how sales and marketing plans contribute to the development of operational plans.

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### **Learning outcome (LO 2)**

The learner will:

- 2 Understand business development tools and approaches to continuous improvement

### **Assessment criteria**

The learner can:

- 2.1 Evaluate a range of business development tools and where they can be best applied
  - 2.2 Analyse approaches to continuous improvement and their relationship to other systems
- 

### **Depth**

- 2.1 What is meant by business development in a broad sense (eg business growth and improvement, not just sales).  
The range of business development tools available to assist with operational planning (eg SWOT analysis, PESTLE, STEEPLE etc).
  - 2.2 The range of techniques and approaches for continuous improvement (eg Root Cause Analysis (RCA), Total Quality Management(TQM), Continuous Improvement Process (CIP), Lean, Kaizan, Six-sigma).  
How these approaches align with organisational systems, processes and plans.
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### **Assessment guidance**

For LO 2 the learner is required to evaluate three business development tools to provide a conclusion and/or recommendations as to their usefulness and application in different contexts.

The learner is then required to analyse **two** approaches to continuous improvement to determine their essential features and draw conclusions as to their relationship with other systems.

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### **Learning outcome (LO 3)**

The learner will:

- 3 Know how to initiate and manage change

## Assessment criteria

### The learner can:

- 3.1 Describe the process of initiating change, highlighting the key considerations that must be taken into account
  - 3.2 Analyse and compare tools and techniques for planning change
  - 3.3 Assess potential barriers to change, identifying how they can be overcome
  - 3.4 Explain appropriate systems for monitoring and assessing the progress of a change
- 

## Depth

- 3.1 Change management models and processes (eg Kotter, The Change Curve, Prosci's Adkar, Beckhard and Harris, Nudge etc).  
The stages involved in initiating organisational change (eg appointing a change leader/team/champions, analysing the gaps between 'as is' and 'to be' states etc).  
The aspects that need to be considered at each stage.
  - 3.2 The different tools and techniques that can be used to plan change (eg Impact Analysis, Burke-Litwin, McKinsey 7S, Leavitt's Diamond, SIPOC Diagrams).  
How the different approaches compare, and how to apply them effectively.
  - 3.3 The ways to identify barriers to change (eg observations, discussions, questionnaires etc).  
The types of barriers that occur (eg emotional, previous experiences, physical etc).  
Ways to overcome barriers (eg sharing information and resources, using internal/external influencers and levers etc).
  - 3.4 The organisational systems in place, that help to monitor progress during implementation of change (eg reporting structures, documentation, reporting software etc).  
How to assess progress towards achievement of defined change objectives.
- 

## Assessment guidance

The first part of LO 3 requires the learner to describe the principal features of **two** key considerations to be taken into account when initiating change.

The learner is then required to analyse two tools **and** two techniques for planning change in order to compare their essential features and draw conclusions.

The next part of this Learning Outcome requires the learner to assess **two** potential barriers to change and reach a judgement as to how these barriers might be overcome.

For the final part of this Learning Outcome, the learner is required to explain how an appropriate system can be used for monitoring and assessing the progress of change.

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## Learning outcome (LO 4)

The learner will:

- 4 Understand the purpose of management reporting

## Assessment criteria

The learner can:

- 4.1 Evaluate the features of a viable management report
  - 4.2 Explain when and how to use management reports
- 

## Depth

- 4.1 The key features of a viable management report (eg in writing, systematically presents facts, self-explanatory etc).  
The role that each of the key features of a management report fulfils (eg a tool for internal communication, communicates to different audiences etc).
  - 4.2 The different types of management reports.  
When management reports are written, and their frequency.  
How the reports are used in the business, by different departments/teams/individuals.
- 

## Assessment guidance

To achieve LO 4 the learner is required to evaluate each feature of a viable management report layout to provide a conclusion and/or recommendations as to the usefulness and contribution of each feature in relation to the whole.

The learner is then required to explain when and how to use **two** different types of management report.

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## Learning outcome (LO 5)

The learner will:

- 5 Understand effective technology use and data security in organisations

## Assessment criteria

The learner can:

- 5.1 Evaluate the use of technology in operational planning and management
- 5.2 Explain the importance of data management and security in an organisation

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## Depth

- 5.1 The types of technology used for operational planning and management.  
How technology innovation can change data management and improve quality, efficiency and productivity.
- 5.2 Current data protection legislation (eg The Data Protection Act, 1998) and the purpose of the legislation.  
How to protect sensitive data relating to operational plans.  
The implications for organisational processes relating to data collection (eg informing individuals, handling and storage).  
The consequences of not adhering to data protection legislation.
- 

## Assessment guidance

LO 5 requires the learner to evaluate an example of how technology is used in operational planning and management and to provide a conclusion as to its merits and usefulness in a particularly context.

The learner is then required to provide an account of the practices and characteristics of data management **and** data security to explain why both are important to an organisation.

## Assessment requirements

Successful completion of this unit requires the learner to demonstrate that he or she has knowledge of operational management, change management and business development.

The unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes, assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their knowledge across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

The evidence for this unit may include (but is not restricted to):

- Written Assignment.
- Operational and change management plans.
- Management report.
- Case Study.

- Critical Incident Analysis.
- Oral Presentation.
- Report.
- Online discussion board.
- Seminar paper.
- Learning log.
- Reflective diary.
- Blog.
- Professional discussion.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

### Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Finance – Skills	LO 1 Be able to set a budget LO 2 Be able to manage a budget
Operational Management - Skills	LO 1 Be able to create and deliver operational plans LO 2 Be able to support, manage and communicate change LO 4 Be able to produce management reports based on the collation, analysis and interpretation of data

### Suggested learning resources

ILM Workbook – Operational Management.

## Unit 508

## Project Management - Knowledge

<b>UAN:</b>	F/615/5886
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to Standard:</b>	Maps to the Project Management element of the Organisational Performance knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with a knowledge of how to set up, manage and review a project

### Learning outcome (LO 1)

The learner will:

- 1 Understand the requirements of project governance

### Assessment criteria

The learner can:

- 1.1 Describe the roles and responsibilities of key project personnel including:
  - Project Manager
  - Project Sponsor
  - Project Owner
  - Project Co-ordinator
- 1.2 Describe project governance requirements including:
  - Governance structure
  - Lines of reporting
  - Frequency and channels of communication

### Depth

- 1.1 The overall responsibilities that each project role commits to delivering.  
The range of activities that each role undertakes within a project (eg planning, chairing group meetings etc).

The key relationships that need to be built to ensure project success, including networks with other contributors to the project such as subject matter experts.

1.2 How to establish, manage and control projects.

The role of a project board/committee, and the information that informs their decision making.

The policies and processes within a project governance structure that assist in decision making (eg communication and reporting lines).

How to balance time, budget, resources, scope and quality of projects.

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### Assessment guidance

To achieve LO 1 the learner is required to describe the principal features of (a) the roles and responsibilities of key project personnel and (b) the project governance requirements for establishing, managing and controlling projects.

A description must be provided for each of the elements set out in AC 1.1 and AC 1.2.

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### Learning outcome (LO 2)

The learner will:

- 2 Know how to set up a project

### Assessment criteria

The learner can:

- 2.1 Explain how to carry out a cost-benefit analysis for a project
- 2.2 Describe the considerations when setting and agreeing a project budget
- 2.3 Evaluate project planning tools and techniques
- 2.4 Evaluate the use of risk analysis tools and techniques
- 2.5 Describe documentation used to set up and manage a project
- 2.6 Describe a range of different project management models

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### Depth

- 2.1 The purpose of a cost-benefit analysis (eg choose between competing projects, determine viability etc).  
How to identify and express costs and benefits in monetary values to enable conclusions to be drawn.  
The key steps involved in carrying out a cost-benefits analysis, and calculate the payback period.  
Other considerations such as the costs of not doing the project, costs if project fails etc.  
The difference between quantitative and qualitative benefits, and how to use these during analysis.

- 2.2 The components of a project budget.  
How to gather information to agree a budget.  
Who is responsible for agreeing budgets.
- 2.3 The project management tools that are used during different phases of the project including:
- Planning - eg SWOT, Work Breakdown Structures (WBS), Critical Path Analysis (CPA) PERT Diagrams, set SMART objectives, Gantt charts, Plan on a Page, Resource Histograms, RACI matrix etc.
  - Monitoring – how to monitor using relevant plans, communicating with key stakeholders, progress charts, risk log, action plans etc.
  - Review – updating plans during project team review meetings etc.
  - Overall Change Management Frameworks (such as Kotter) and the use of the tools which support change.
- When and why the tools and techniques are used.  
The impact of using tools ineffectively.
- 2.4 The different risk analysis tools and techniques available (eg risk register, risk log, Fishbone/Ishikawa, Red Amber Green (RAG), risk matrix, urgency assessment, sensitivity analysis, FMEA, Delphi etc).
- 2.5 Key documents include: business case, stakeholder analysis, project management plan, Gantt chart, Project Initiation Document (PID).
- 2.6 The models and methodologies available to design, plan, implement and achieve project objectives (eg organisational in-house methodology, Prince2, PMP, Traditional/Waterfall, Scrum, Agile, Adaptive etc).

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## Assessment guidance

For LO 2 the learner is required to explain the steps involved in carrying out a cost-benefit analysis for a project, and to describe the principal features of **two** factors that need to be considered when setting **and** agreeing a project budget. (That is, **two** factors for each).

The learner is then required to evaluate **two** project management tools and techniques and **two** risk analysis tools and techniques to ascertain the merits and usefulness of each within a given context. (For the purpose of this Learning Outcome it can be assumed that 'tools' and 'techniques' are synonymous, ie there is no requirement to evaluate two tools **and** two techniques.)

The learner must then describe the principal features of documentation used to both set up **and** manage a project. It is not necessary to provide descriptions for every document that might be used to set up and manage a project, but to pass AC 2.5 the learner must demonstrate understanding by selecting **two key documents for each phase** of the project management cycle.

The final task for this Learning Outcome requires the learner to describe the principal features of **three** different project management models.

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## Learning outcome (LO 3)

The learner will:

- 3 Know how to manage a project

## Assessment criteria

The learner can:

- 3.1 Describe the information used to monitor and communicate project progress
- 3.2 Explain how to manage resources and timescales in accordance with a project plan
- 3.3 Describe the process for identifying, managing and mitigating risks and issues
- 3.4 Assess the potential impact of changes to project scope, schedule, finance, risk, quality and resources

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## Depth

- 3.1 The different types of information that is produced and shared during a project.  
How the information is shared with relevant stakeholders and project team members to monitor progress.  
Where information is maintained to create a transparency amongst the project team.
- 3.2 How to monitor progress using relevant plans, communicating with key stakeholders, completing progress charts, risk log, action plans etc.  
Understand tolerances, and when to escalate issues that impact on delivery.
- 3.3 The difference between risks and issues and how these may impact the project.  
The type of project risks that may occur and how to manage and mitigate these.  
The type of project issues that may occur and how to manage and mitigate these.  
The implications of how issues and risks are managed and tracked.
- 3.4 How to review the potential impact of changes (eg sensitivity analysis).  
The different types of tolerance within projects, and agreeing levels of autonomy.  
What will changes in the factors identified cause.

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## Assessment guidance

The first task for LO 3 is to describe the principal features of **two** different types of information that can be used to monitor and communicate project progress. (It can be assumed that the same types of information will be used for both monitoring **and** communicating).

The learner is then required to explain how a project management tool(s) or technique(s) is used to manage project resources and time scales, and to describe the principal features of both risk **and** issue management processes.

The final task for this Learning Outcome is to assess and make judgements as to the potential impact of changes to **each** of the project variables set out in AC 3.4.

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### Learning outcome (LO 4)

The learner will:

- 4 Know how to evaluate the success of a project

### Assessment criteria

The learner can:

- 4.1 Describe measures of success for a project
  - 4.2 Explain how to evaluate the effectiveness of a project using information from a range of sources
- 

### Depth

- 4.1 The quantitative project success measures (eg KPIs, project objectives, changes in productivity compared to baseline etc).  
The qualitative project success measures, such as verbal feedback from colleagues affected by the project.
  - 4.2 How to gather and collate evaluation data, to summarise areas of success and identify aspects that have not been achieved.  
How and where data is captured and retained for use in future projects.
- 

### Assessment guidance

To achieve LO 4 the learner is required to describe the principal features of measures of success for a project. It is not feasible to provide descriptions for all possible measures that could be applied to projects, but to pass AC 4.1 a learner must demonstrate understanding of how success might be measured by selecting and describing **two** measures, each with an appropriate context, as examples.

Finally, the learner is required to explain how to use information from **three** sources to evaluate and provide a conclusion or recommendations as to the effectiveness of a project.

### Assessment requirements

Successful completion of this unit requires the learner to demonstrate that he or she has the knowledge necessary for managing a project of sufficient size and complexity that is appropriate for the level of the qualification.

The unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes, assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their knowledge across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

The evidence for this unit may include (but is not restricted to):

- Written Assignment.
- Case Study.
- Critical Incident Analysis.
- Oral Presentation.
- Report.
- Online discussion board.
- Seminar paper.
- Learning log.
- Reflective diary.
- Blog.
- Professional discussion.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Project Management – Skills	LO 1 Be able to plan a project LO 2 Be able to manage a project LO 3 Be able to evaluate the effectiveness of a project
Leading People - Skills	LO 1 Be able to communicate organisational vision and plans LO 3 Be able to support a team through change
Managing People - Skills	LO 1 Be able to manage performance within a team

## Suggested learning resources

ILM Workbook – Project Management.

## Unit 509

## Finance - Knowledge

<b>UAN:</b>	J/615/5887
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to Standard:</b>	Maps to the Finance element of the Organisational Performance knowledge section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with a knowledge of financial management, setting and maintaining budgets and financial forecasting

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### Learning outcome (LO 1)

The learner will:

- 1 Understand the purpose of financial management within an organisation

### Assessment criteria

The learner can:

- 1.1 Assess the importance of sound financial management practices
- 1.2 Explain the governance and compliance requirements relating to financial management

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### Depth

- 1.1 The range of financial management practices that are used within organisations, including:
  - Planning and policy.
  - Financial controls.
  - Setting budgets.
  - Managing budgets.
  - Internal and external audits.

The reasons why financial management practices are necessary.

How effective financial management relates to successful business performance.

- 1.2 The key aims of governance and compliance, and why this is important for effective financial management.  
The main activities an organisation undertakes to satisfy governance and compliance requirements.  
The functions and teams that contribute to the financial management of an organisation.  
The organisational records that are established to meet the requirements of governance and compliance.  
How the functions and teams work together to ensure effective financial management (eg key roles and responsibilities, processes used, hand-offs etc).  
How income and expenditure is tracked on a regular basis (eg weekly, monthly, quarterly, annually).  
The documents that are used for financial reporting (eg policies, accounting manuals, cash flow, balance sheet etc).  
How internal and external audits are carried out to provide stakeholder assurance that financial statements are accurate.
- 

### Assessment guidance

To achieve LO 1 the learner is required to assess and make a judgement on the importance of sound financial management practices to an organisation.

The learner is then required to explain how **two or more** governance and compliance requirements are used for financial management.

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### Learning outcome (LO 2)

The learner will:

- 2 Know how to set a budget

### Assessment criteria

The learner can:

- 2.1 Explain the process of setting a budget  
2.2 Identify the information needed to set a realistic budget  
2.3 Explain how to set contingencies within a budget  
2.4 Analyse the factors to be taken into account to secure the support of stakeholders
- 

### Depth

- 2.1 The individuals and teams involved in setting a budget.  
The steps that are involved in agreeing budgets from strategic level through to operational teams.  
The types of challenges that arise when setting budgets, and how to deal with them.  
How to negotiate changes to proposed budgets.  
The different components that are included in a budget and why these are necessary.
-

- 2.2 The different types of external and internal information that is available to assist with budget planning.  
How the information is used when planning a budget.  
Ways to check that draft budgets are realistic prior to finalising them.  
The potential consequences for the organisation if budgets are unrealistic.
- 2.3 How to recognise and minimise the potential risks to a budget.  
The types of organisational contingencies that should be planned for when creating a budget.  
How to assess the likelihood of potential unexpected costs, and the need to use contingencies.
- 2.4 Identify the factors important to stakeholders, what impact a budget can have on these factors and how they could secure support of stakeholders.
- 

### Assessment guidance

For LO 2 the learner is required to explain how a budget-setting process works. This explanation must provide an account of, and the reasons for, the practices and steps involved in setting a budget.

The learner must then identify within a detailed context the information required to set a realistic budget and explain the process for setting contingencies within a budget.

The final part of this Learning Outcome requires the learner to analyse and draw conclusions as to the essential features of **two** factors to be considered when endeavouring to secure the support of budget stakeholders.

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### Learning outcome (LO 3)

The learner will:

- 3 Know how to manage a budget

### Assessment criteria

The learner can:

- 3.1 Explain how to use a budget to control expenditure
- 3.2 Explain the actions to be taken to manage variance in a budget
- 3.3 Describe budget reporting requirements including:
- Information to be included in the report
  - How often reports are required
  - Who the reports should be sent to

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## Depth

- 3.1 How to interpret the information included in a budget.  
The people and processes involved in monitoring organisational budgets against plans.  
How and when to raise concerns during budget monitoring.
- 3.2 The methods that are used to monitor variance of actual financial performance against the set budget.  
Potential sources of variance, and the ways that the impact of variance can be minimised.  
How to learn from budget revisions, and capture key points for inclusion in future budgets.  
How to agree amendments to a budget, if required.  
The individuals and teams involved in authorising budget changes.
- 3.3 The content requirements, format and style of an organisation's budget report.  
The frequency that budget reports are required (formal and informal).  
The individuals and teams who read and use financial reports within the organisation.
- 

## Assessment guidance

The first part of LO 3 requires the learner to provide an account of the information contained within a budget to explain how a budget can be used to control expenditure.

The learner is then required to demonstrate a clear understanding of variance analysis to explain what actions can be taken to manage variance within a budget.

The final part of this Learning Outcome requires the learner to describe the principal features of all the budget reporting requirements set out in AC 3.3.

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## Learning outcome (LO 4)

The learner will:

- 4 Understand methods of financial forecasting

## Assessment criteria

The learner can:

- 4.1 Explain the importance of accurate financial forecasting  
4.2 Describe the challenges in creating accurate financial forecasts  
4.3 Evaluate methods of financial forecasting
- 

## Depth

- 4.1 How the key components of financial forecasting are used, including:
-

- Projected income statement.
- Cash budget.
- Projected balance sheet.
- Projected use of funds.
- Funding sources.

How to use past, current and projected financial conditions to forecast.

How to forecast organisational income and expenditure.

- 4.2 How to identify, and respond to, changes in the external environment that affect financial forecasts.

The quantitative methods involved in financial forecasting (eg rule of thumb, smoothing, decomposition, time series, causal).

The qualitative methods that can be used for financial forecasting (eg market research, external and internal expert opinions, Delphi method etc).

The types of internal activities that may prompt budget revisions.

- 4.3 How to evaluate methods of financial forecasting.

How to identify methods of forecasting that could be improved.

The ways that good forecasting practice can be captured and shared with other teams and individuals.

## Assessment guidance

To achieve LO 4 the learner is required to provide an account of the characteristics of financial forecasting to explain why accuracy is important, and to describe the principal features of two challenges faced in creating accurate financial forecasts.

The final part of this Learning Outcome requires the learner to evaluate **two** methods of financial forecasting and provide a conclusion(s) as to their merits and usefulness in estimating future financial outcomes.

## Assessment requirements

Successful completion of this unit requires the learner to demonstrate that they have the financial management knowledge to set and maintain a budget and evaluate methods of financial forecasting.

The unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes, assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their knowledge across different assessment

criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

The evidence for this unit may include (but is not restricted to):

- Written Assignment.
- Case Study.
- Critical Incident Analysis.
- Oral Presentation.
- Report.
- Online discussion board.
- Seminar paper.
- Learning log.
- Reflective diary.
- Blog.
- Professional discussion.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Finance – Skills	LO 1 Be able to set a budget
	LO 2 Be able to manage a budget
	LO 3 Be able to evaluate budget management

## Suggested learning resources

ILM Workbook – Finance.

## Skills units

## Unit 504

## Leading People - Skills

<b>UAN:</b>	K/615/5882
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	6
<b>Relationship to Standard:</b>	Maps to the Leading People element of the Interpersonal Excellence skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with the skills to communicate organisational vision and goals, facilitate high performance working and support team through change

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### Learning outcome (LO 1)

The learner will:

- 1 Be able to communicate organisational vision and goals

### Assessment criteria

The learner can:

- 1.1 Analyse how organisation's vision and goals relate to own team
- 1.2 Communicate organisation's vision and goals to team
- 1.3 Assess team members' understanding of how they contribute to achievement of vision and goals

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### Depth

- 1.1 Select components of the organisational vision and goals that are appropriate to the team, and translate this into key messages for communication.
- 1.2 Use team briefings and meetings to convey the organisation's vision and goals, and inspire individual commitment.  
Provide appropriate reference/support documents to all team members.
- 1.3 Check audience understanding.

Use questioning to confirm team members understand the role they play in fulfilling the organisation's vision and goals.

Encourage questions from team members to clarify their understanding and gauge their opinions.

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### **Assessment guidance**

To achieve LO 1, the learner must identify both their own organisational vision and goals and then analyse how they both relate to their own team. It will not be sufficient to describe the goals and vision. This will require a knowledge of the overall vision and goals of the whole organisation and the team's goals and a clear analysis of how one relates to the other.

The learner must then provide evidence of how they have communicated the organisation's vision and goals to their team. This can be in any format that is appropriate to the job role and needs of the workplace. The learner must finally assess how well the members understand how they contribute to the achievement of vision and goals. This can be achieved by a choice of methods such as questioning, group or individual discussion. There may be a variety of results from the assessment depending on each team member.

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### **Learning outcome (LO 2)**

The learner will:

- 2 Be able to improve individuals performance in the workplace

### **Assessment criteria**

The learner can:

- 2.1 Use motivational techniques to support the development of others
  - 2.2 Use appropriate coaching and mentoring models to improve performance of individuals
  - 2.3 Produce records of coaching and mentoring activity
  - 2.4 Review the effectiveness of performance improvement activities
- 

### **Depth**

- 2.1 Apply motivational models and techniques to improve the performance of individuals. (eg Motivational theories: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Vroom's Expectancy Theory, Weiner's Three-Dimensional Theory of Attribution, Alderfer's ERG, McClellan's Acquired Needs, Equity Theory, Reiss' 16 Basic Desires etc).
- 2.2 Use appropriate mentoring and coaching skills such as effective questioning, active listening skills, silence etc.  
Mentor team members to improve their performance.  
Coach individuals using a recognised coaching model (eg GROW, ARROW, OSCAR, STAR, CIGAR etc).

- 2.3 Keep records of mentoring and coaching sessions in line with organisational requirements.
- 2.4 Review the motivational techniques used to improve the performance of individuals within the team.  
Identify aspects that were effective, techniques that did not work, and suggest how the approach should change (this should be based on feedback and workplace evidence, not just own opinion).  
Consider the mentoring and coaching activities undertaken, and identify effective and ineffective approaches.  
Make recommendations for future actions.
- 

### Assessment guidance

LO 2 requires the learner to identify at least **two** individuals whose performance they can improve in the workplace. The learner must use at least **two** different motivational techniques to support the development of the individuals. It may be in a combination of circumstances, using one technique per individuals or both techniques with both individuals. It should be clear how the motivational techniques support the individuals' development.

The learner should then use a coaching and mentoring model to improve the performance of at least **two** individuals. These may be the same members of the team that were supported in the previous activity. It is important that the activities are clearly linked to the model chosen. Records in line with organisational requirements must be kept of all the coaching and mentoring activities undertaken.

Finally, it is recommended that the activities for this Learning Outcome take place over a period of time appropriate to the workplace so that a review can be undertaken of how effective all of the performance improvement activities have been.

To produce sufficient evidence to achieve this Learning Outcome, it is recommended that the learner use and review the effectiveness of at least six hours of coaching and mentoring activity.

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### Learning outcome (LO 3)

The learner will:

- 3 Be able to support the development of a High Performing Team

### Assessment criteria

The learner can:

- 3.1 Describe the features of a High Performing Team  
3.2 Set objectives and measures for a High Performing Team  
3.3 Ensure the team has the balance of skills needed to facilitate high performance working

- 3.4 Ensure team members share leadership and accountability for achieving best quality outcomes with resources available
  - 3.5 Monitor and support team in achieving objectives
  - 3.6 Review team performance in achieving objectives
- 

## Depth

- 3.1 The features of a High Performing Team that is focused on their goals to achieve superior business results.
  - 3.2 Facilitate discussion with the team to define and agree team objectives that are clearly linked to the organisation's vision and goals.  
Ensure objectives follow a recognised model eg SMART.
  - 3.3 Consider the team objectives and the contribution that each individual will make.  
Check for any skills gaps, and plan development and support to ensure the gaps are filled.  
Ensure that the allocation of work is fair, and aligns with team members' experience, strengths, interests and aspirations.
  - 3.4 Encourage collaborative working to achieve the best quality outputs.  
Rotate group leadership based on skills, knowledge, experience etc.  
Identify and fill any skills/knowledge/behaviours gaps.  
Use relevant opportunities to support job sharing/shared responsibility across different roles to maximise outcomes.
  - 3.5 Explain the reasons for monitoring to the team.  
Encourage opportunities for the team to monitor and assess their own performance.  
Use relevant data and information to monitor performance.  
Take account of operational constraints and personal circumstances of team members when monitoring performance.  
Offer and provide support to the team and individuals, when required.
  - 3.6 Use relevant criteria to review team performance (eg objectives, organisational values, role specifications, competencies etc).  
Facilitate team performance reviews at key points.  
Provide suggestions and encouragement for improving future performance.
- 

## Assessment guidance

For LO 3, the learner must have responsibility for supporting the development of a High Performing Team (HPT). They must start by describing the features of a HPT and can use their own examples from the workplace to illustrate if they wish.

The learner must set at least **two** objectives and measures for their HPT team that link to the organisational vision and goals and reflect a SMART model. They should show that they have ensured that there is a balance of skills within the team. This will involve showing the skills sets of team members and how they complement each other in the contribution towards team objectives.

They must show that there is collaborative working within the team to achieve the best outcomes with the resources available and this must include sharing leadership and accountability. For example, this may mean allocating and sharing responsibilities, rotating leadership and filling skills gaps. 'Resources' in this context may mean, for example, people, facilities, equipment or budget and will be particular to each workplace and the team objectives.

Learners must produce evidence that they have both monitored and supported their team in achieving the agreed objectives. This should take place over a period of time relevant to the workplace requirements and the objectives agreed. A review should then be conducted to see how well the team performed in achieving the agreed objectives.

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### Learning outcome (LO 4)

The learner will:

- 4 Be able to support a team through change

### Assessment criteria

The learner can:

- 4.1 Evaluate the impact of a change on own team including the effect on:
  - Individuals.
  - Team.
  - Operations.
- 4.2 Implement a strategy to support team through change
- 4.3 Reflect on how effectively individuals and team have been supported through change

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### Depth

- 4.1 Identify a current workplace change that affects individuals, the team and operations. Consider the reasons for the change, how this may affect individuals in different ways, and the impact this may have on the team.  
Carry out a change impact assessment to gain understanding of the operational and people implications of the change.
- 4.2 Implement a strategy to support the team through change, considering aspects, such as:
  - Asking individuals to consider their position on the change curve.
  - A communication plan to explain the rationale for change.

- Emphasising the benefits of the change.
- Mitigating risks.
- Opportunities to discuss and address the potential negative impacts of change.
- Identifying the key players in the team who can help to drive the change.
- Acknowledging how people feel during change.
- Overcoming the barriers to change.
- Demonstrating empathy and emotional intelligence throughout the process.

4.3 Consider the different techniques that have been used to support the team through change and reflect on team morale, motivation, communication, performance etc. Use feedback from team members to compare different perspectives with own.

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### Assessment guidance

LO 4 requires that the learner identifies a current workplace change that they can support a team through. The learner should not write up a change that has occurred in the past. Care must also be taken to ensure the change timeline does not extend past the completion date for the qualification.

Learners must show they have evaluated the impact of a change on own team. In this instance the evaluation must include the implications and impact of the change on all of the following: individuals, team and operations. A description of the impact will not be sufficient.

Next the learner must implement a strategy to support the team through the change. The learner does not need to have developed the strategy but must have responsibility for its implementation.

At the end of the change the learner must reflect on how effectively the team have been supported. This reflection may cover feedback received and the whole support process. It is recommended that it does not just reflect the learner's opinion.

### Assessment requirements

Successful completion of this unit requires the learner to demonstrate the skills required to communicate organisational vision and goals, facilitate high performance working and support a team through change.

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products of the learner’s work.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Meeting minutes.
- Professional discussion.
- Reports.
- Case studies or scenarios.

For example, evidence for LO 1 will require the learner to identify the organisations vision and goals and provide evidence of communication methods. The evidence for LO 2 requires records of coaching and mentoring activities. LO 3 requires the documents to support implementation of change.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

### Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Communication – Skills	LO 1 Be able to communicate effectively
	LO 2 Be able to chair a meeting and present information
	LO 3 Be able to actively listen
Managing People – Skills	LO 1 Be able to manage performance within a team
	LO 2 Be able to recognise and manage talent
	LO 3 Be able to effectively delegate work
Project Management - Skills	LO 1 Be able to plan a project
	LO 2 Be able to manage a project

Operational Management – Skills	LO 1 Be able to create and deliver operational plans LO 2 Be able to support, manage and communicate change
Building Relationships - Skills	LO 1 Be able to build trust with internal and external stakeholders LO 4 Be able to identify and share good practice LO 5 Be able to work collaboratively with others
Self-Awareness - Combined	LO 3 Understand different learning and behaviour styles
Problem Solving and Decision Making - Combined	LO 2 Be able to critically analyse and evaluate data to solve problems and make decisions
Operational Management - Knowledge	LO 3 Know how to initiate and manage change

## Suggested learning resources

ILM Workbook – Leading People.

## Unit 505

## Managing People - Skills

<b>UAN:</b>	M/615/5883
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	6
<b>Relationship to Standard:</b>	Maps to the Managing People element of the Interpersonal Excellence skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with the skills to manage team performance, talent and delegate work

### Learning outcome (LO 1)

The learner will:

- 1 Be able to manage performance within a team

### Assessment criteria

The learner can:

- 1.1 Set individual and team objectives, based on the operational plan
- 1.2 Analyse information from a range of sources on individual and team performance
- 1.3 Undertake 1-2-1s and appraisals to support development and monitor performance
- 1.4 Develop the strengths that exist within a team to improve performance
- 1.5 Implement strategies to improve individual and team performance

### Depth

- 1.1 Use the operational plan to determine the requirements for team and individual objectives.  
Translate these requirements into SMART operational objectives for the team and individuals that take account of the activities to be delivered and the quality standards required.  
Ensure that individual goals contribute to the wider team objectives.  
Use the resources available to set team objectives (eg planning tools, organisational guidelines, online templates etc).

Engage the team to achieve commitment and agreement to achievement of the SMART objectives.

- 1.2 Gather information to ascertain team and individual performance (eg meeting records, work products, productivity measures, efficiency metrics, workflow system reports, attendance/timekeeping, feedback from other teams/individuals, customer feedback etc). Consider team working skills and behaviours, which may be defined by organisational values (eg helpfulness, using initiative, focus on quality, team working etc). Conduct a detailed review of quantitative and qualitative data to reach conclusions about the performance of every team member.
- 1.3 Use the conclusions (from 1.2) to review and discuss performance with individual team members at monthly 1-2-1's meetings and 6 monthly appraisals/performance management meetings.  
Communicate in a way that emphasises individuals' strengths and motivates the individual to maintain, or exceed their performance.  
Highlight areas for improvement, by sharing clear evidence of actual performance (information gathered) and explaining how the required performance differs.  
Write new individual objectives that are achievable, and capture any development needs for action.
- 1.4 Map the strengths of individuals within the team to the activities on the operational plan. Consider whether individual strengths are being used in the best way for effective and efficient delivery of the operational plan.  
Reallocate work activities between team members to improve team performance.
- 1.5 Map the development areas of individuals within the team to the activities on the operational plan.  
Identify and prioritise areas where team development is required to fill skills gaps.  
Select and use a range of activities to develop team performance (eg action learning sets, coaching, mentoring, training courses, e-learning etc).

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### Assessment guidance

To achieve LO 1, the learner will show they are able to manage performance within a team. They must have responsibility for setting individual and team objectives and also have responsibility for undertaking 1-2-1's and appraisals.

The learner must provide evidence that they have set both individual and team objectives, which must be based on an operational plan. It should be clear how the individual objectives contribute to the team objectives and both should link to an operational plan.

They must then analyse information on individual and team performance from at least **three** different sources in order to then undertake 1-2-1's and appraisals. A description of the information gathered will not be sufficient on its own.

The learner must identify and develop the strengths that exist within the team to improve performance. This may include reallocating tasks or ensuring the strengths are being used in the best way. This evidence may come from 1-2-1's, appraisal documentation or meeting notes.

They should then implement at least **two** strategies to improve individual and team performance that should clearly link to the operational objectives. This evidence is likely to come from the 1-2-1's or appraisal documentation. There should be evidence that these strategies have been implemented or are in the process of being implemented.

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## Learning outcome (LO 2)

The learner will:

- 2 Be able to recognise and manage talent

## Assessment criteria

The learner can:

- 2.1 Evaluate opportunities for developing talent within a team
- 2.2 Manage talent through:
  - Reward and recognition
  - Succession planning
  - Supporting development
  - Empowering team members
- 2.3 Review the effectiveness of talent management activities

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## Depth

- 2.1 Use relevant information to identify high potential within the team (eg job descriptions, job specifications, records of performance, alignment with organisational values etc). Consider the organisational opportunities available that could be used to support their development and growth.
- 2.2 Use reward and recognition to manage talent (eg bonuses, profit sharing, performance related pay, employee awards, social events, small gifts etc).  
Act on the organisation's succession plans by creating opportunities for identified high potential individuals to gain the skills required to progress, through work experience and training.  
Support the development of individuals (eg mentoring, coaching, networking, involvement in cross-team projects etc).  
Role model organisational behaviours, and empower individuals by asking them to consider:
  - Their career vision.
  - What inspires them.
  - The type of work they find motivating.

Create opportunities for team problem solving and give freedom to reach solutions without management intervention.

2.3 Record the talent management activities that have been undertaken and review these regularly.

Identify areas that have worked effectively and plan to use these further.

Identify areas that have been less successful, or have created problems, and make suggestions for alternative approaches in the future.

Provide informal and formal feedback to relevant stakeholders (eg HR team, Senior Managers etc).

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### Assessment guidance

LO 2 requires the learner to manage talent within a team. The number of activities will depend on the size of the team the learner has responsibility for. For example, if it is a large team the learner should include a proportion of the team members as evidence and provide an explanation of how they would manage talent across the whole team. The learner must evaluate opportunities for developing the talent within their team. It is likely that this will reflect the requirements of the job roles and the opportunities available. A description of opportunities will not be sufficient on its own.

The learner must show that they have managed talent within their team by providing evidence of using **all four** of the following:

- Reward and recognition.
- Succession planning.
- Supporting development.
- Empowering team members.

Each category does not have to be shown with a separate team member.

Finally, it is recommended that the activities for this Learning Outcome take place over a period of time appropriate to the workplace as the learner must undertake a review of the effectiveness of the talent management activities referred to in AC 2.2.

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### Learning outcome (LO 3)

The learner will:

3 Be able to effectively delegate work

### Assessment criteria

The learner can:

3.1 Assess suitable opportunities for delegation, taking into account capacity and capability

3.2 Delegate work, providing clear guidelines and parameters

- 3.3 Monitor and provide support appropriate to the level of delegation
  - 3.4 Review and provide feedback on delegated work
- 

## Depth

- 3.1 When planning workloads, identify the capacity of individuals to take on delegated tasks. Use relevant theories (such as the Tannenbaum and Schmidt continuum) to delegate work to individuals and teams.  
Match the work allocated to individual career aspirations and development plans.  
Ensure that the allocated work is within the individuals' capabilities, and if not arrange for development to build the relevant knowledge and skills.
  - 3.2 Follow structured steps delegate work effectively to team members.  
Use resource availability to prioritise, and re-prioritise workloads when required.  
Give clear instructions about the delegated responsibilities and ensure that the individual has all the information they need to be able to perform effectively.
  - 3.3 Ensure that those with delegated responsibilities have the resources needed (eg access to systems at an appropriate level, equipment, staff, invites to relevant working networks etc).  
Encourage the individual to work autonomously, offering support when required.  
Track the delegated responsibilities to determine the activities that have been carried out.
  - 3.4 Identify areas that have worked effectively and plan to build on these successes.  
Identify areas that have been less successful, or have created problems, and consider different approaches that may be effective.  
Provide informal and formal feedback to relevant stakeholders (eg Department Manager, Team Members etc).
- 

## Assessment guidance

For LO 3, the learner must have responsibility for delegating work. They **must** undertake activities reflecting the delegation process.

They must assess **at least two** opportunities for delegation which must make account of both capacity and capability within the team. An assessment must take place, a description of opportunities will not be sufficient on its own.

There should be evidence that the work has delegated tasks with clear guidelines and parameters shown and the learner must then both monitor and provide support over a period of time relevant to the workplace requirements and the requirements of the delegated work. Finally, a review should be conducted and feedback given on the delegated work. A description of the work completed will not be sufficient on its own.

## Assessment requirements

Successful completion of this unit requires the learner to demonstrate the skills required to manage team performance and talent and the delegation of work.

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products of the learner's work.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Meeting minutes.
- Professional discussion.
- Reports.
- 1-2-1's and appraisal records.
- Observations.

For example, evidence for LO 1 may include work products such as operational plans, 1-2-1 and appraisal records or an observation. The evidence for LO 2 and LO 3 may include written explanations, meeting and review records.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Communication – Skills	LO 1 Be able to communicate effectively LO 2 Be able to chair a meeting and present information LO 3 Be able to actively listen
Leading People – Skills	LO 1 Be able to communicate organisational vision and goals LO 2 Be able to improve individual performance in the workplace LO 3 Be able to support the development of a High Performing Team
Operational Management – Skills	LO 1 Be able to create and deliver operational plans
Building Relationships - Skills	LO 1 Be able to build trust with internal and external stakeholders LO 4 Be able to identify and share good practice LO 5 Be able to work collaboratively with others
Project Management - Skills	LO 1 Be able to plan a project LO 2 Be able to manage a project
Operational Management - Knowledge	LO 1 Understand operational management approaches and models
Self-Awareness - Combined	LO 3 Understand different learning and behaviour styles

## Suggested learning resources

ILM Workbook – Managing People.

## Unit 506

## Building Relationships - Skills

<b>UAN:</b>	T/615/5884
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	6
<b>Relationship to Standard:</b>	Maps to the Building Relationships element of the Interpersonal Excellence skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with the skills to build and maintain relationships with internal and external stakeholders

### Learning outcome (LO 1)

The learner will:

- 1 Be able to build trust with internal and external stakeholders

### Assessment criteria

The learner can:

- 1.1 Create a climate of mutual trust and respect by behaving openly and honestly
- 1.2 Address issues that may affect stakeholder relationships

### Depth

- 1.1 Consistently role model appropriate behaviours expected of others, to lead by example.  
How to create an environment of trust and respect by:
  - Valuing the contribution of team members.
  - Responding to feedback from the team.
  - Using an open, honest communication style.
  - Having a non-judgemental approach.
  - Encouraging the contribution of the whole team.
  - Encouraging a no blame culture.
  - Keeping promises.

Different types of internal stakeholders (eg members of own and other teams, other departments, other geographical locations etc).

Different types of external stakeholders (eg suppliers, consultants, customers, partners etc).

- 1.2 Issues that affect internal and external stakeholder relationships.  
How to address issues to build and maintain trust (eg taking responsibility, meeting expectations etc).

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### **Assessment guidance**

To achieve LO 1, the learner must provide evidence and examples that they consistently demonstrate behaviours that create a climate of mutual trust and respect in the workplace, and that issues are promptly addressed which may otherwise be to the detriment of internal and external stakeholder relationships. (Evidence of addressing at least one issue for each group of stakeholders must be provided).

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### **Learning outcome (LO 2)**

The learner will:

- 2 Be able to use negotiation and influencing skills

### **Assessment criteria**

The learner can:

- 2.1 Carry out research to prepare for the negotiation, identifying costs and benefits for both parties
- 2.2 Establish a negotiating position taking into account ideal and minimum acceptable outcomes
- 2.3 Conduct a negotiation to achieve an outcome at or above the minimum acceptable
- 2.4 Produce an agreement and course of action that is acceptable to both parties
- 2.5 Review own performance in the negotiation process

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### **Depth**

- 2.1 The information available, prior to negotiation, that assists in preparation.  
Source information from other people, and seek advice about approaches based on their experience with the other party (if possible).  
Review the information available to prepare a negotiation stance.
- 2.2 How to achieve a win/win scenario, and the benefits of the compromise to the other party.  
Establish your most desirable outcome, as well as the minimum you will accept to understand when to walk away from the negotiation if necessary.  
Plan for a negotiation, understanding where compromise may be reached.

- 2.3 The effective questioning and listening skills to establish what other parties want, their goals and their aims.  
Listen to responses and react to any new information within the parameters of set goals.  
The range of techniques to create rapport and develop the relationship (eg finding common ground, empathy, mirroring etc).  
Be clear about personal needs/expectations, and seek to align other parties to this outcome.  
Use language positively to convey an argument, alternative point of view and other suggested options.  
Develop the relationship by building rapport to achieve a win/win position.  
Use emotional intelligence and positive language to guide the negotiation to a positive resolution.
- 2.4 Complete the records and documents required to confirm agreement and note actions to be taken.
- 2.5 Consider all aspects of the negotiation process and assess own performance using a range of feedback sources.  
Reach conclusions about areas of personal strength and aspects that require development.
- 

### **Assessment guidance**

For LO 2 the learner is required to provide evidence that they have thoroughly prepared for a negotiation by establishing and setting-out an appropriate negotiating strategy that includes identifying likely costs and benefits for the parties involved.

Evidence must then be provided that the learner has used effective negotiation skills throughout to achieve outcomes at or above the minimum acceptable to the learner.

An agreement and course of action acceptable to the parties must also be produced.

The final part of this Learning Outcome requires the learner to review their performance throughout the negotiation process to establish how well the process worked and to make recommendations for improvements in future negotiations.

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### **Learning outcome (LO 3)**

The learner will:

- 3 Be able to manage conflict in the workplace

### **Assessment criteria**

The learner can:

- 3.1 Assess a conflict situation, selecting an appropriate conflict management model to resolve it

- 3.2 Apply chosen model to resolve conflict situation
  - 3.3 Review how effectively the conflict was managed
- 

## Depth

- 3.1 How to assess a conflict situation, including the stakeholders involved, issues that are important to each stakeholder, and circumstances in which stakeholders will agree to participate (to compromise and reach consensus).  
Different conflict management models that may be used and how to select the most appropriate (eg Interest-Based Relational Approach, Problem Solving Cycles. Thomas-Kilmann, PEACE model etc).
  - 3.2 Use a recognised approach to resolve conflict (eg Interest-Based Relational Approach, Problem Solving Cycles. Thomas-Kilmann, PEACE model etc).  
Use emotional intelligence, and positive language to guide the conflict towards a positive resolution for all parties.
  - 3.3 Reflect on:
    - Whether the best conflict management model was chosen
    - The outcome of discussions and how successful this was
    - How satisfied the parties were with the outcome
    - Own performance
    - What could have been done differently etc.
- 

## Assessment guidance

LO 3 requires the learner to provide evidence of managing a conflict situation.

The learner is initially required to use one appropriate model of conflict management to assess and make a judgement as to the best way the conflict can be managed in the circumstances, and then provide evidence that they have applied the model appropriately to resolve the situation.

The final part of this Learning Outcome requires the learner to review their own performance through the process and make a judgement as to how effectively the conflict was managed.

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## Learning outcome (LO 4)

The learner will:

- 4 Be able to identify and share good practice

## Assessment criteria

The learner can:

- 4.1 Identify and share good practice across different levels of an organisation

- 4.2 Take action to ensure that good practice is embedded
  - 4.3 Evaluate the extent to which the good practice has been embedded
- 

## Depth

- 4.1 The skills required to share good/best practice, including activities, such as:
    - Recognising people in the workplace who model good practice.
    - Identifying those who would benefit from discussing and sharing best practice.
    - Selecting an appropriate forum for discussing best practice.
    - Confirming and clarifying understanding.Application of the principles, guidelines and tools for knowledge sharing/collaboration (eg capturing learning and insights, creating special interest communities etc).
  - 4.2 Linking knowledge sharing/collaboration to organisational and individual goals to highlight the relevance and benefits of changing practice.  
Different techniques that can be used to embed best practices into day-to-day activities, such as regularly reviewing and updating processes and documents.
  - 4.3 Review the changes that sharing best practice has brought to the workplace.  
Take actions to continue to identify and share best practice.
- 

## Assessment guidance

To achieve LO 4, the learner is initially required to identify, for example, an activity or process that is recognised as 'good practice' in one part of the organisation but not fully implemented across the organisation.

A detailed context must be provided to demonstrate why the activity or process has been selected as good practice and how it is different from other working practices in the organisation.

The learner is then required to provide evidence from co-workers that actions taken by the learner have helped to share and embed that good practice across different levels of the organisation.

The final part of this Learning Outcome requires the learner to use evidence, and perhaps additional feedback, from co-workers to evaluate and provide a conclusion as to the extent to which the good practice has been embedded.

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## Learning outcome (LO 5)

The learner will:

- 5 Be able to work collaboratively with others

## Assessment criteria

### The learner can:

- 5.1 Identify work that would benefit from collaboration
  - 5.2 Conduct a cost benefit analysis of any potential collaboration
  - 5.3 Secure agreement/investment for collaborative working
  - 5.4 Create a plan for collaborative working
  - 5.5 Work collaboratively to achieve an agreed outcome
  - 5.6 Reflect on the effectiveness of the collaborative working arrangements
- 

## Depth

- 5.1 The current work that would benefit from collaboration with others (eg increase the team's knowledge/experience base, develop new or improved services, build stronger support networks to deliver a product or service etc).
- 5.2 Use a cost-benefit analysis to decide whether collaboration is a logical approach (eg compare with existing approaches, determine viability etc).  
Express costs and benefits in monetary values to enable conclusions to be drawn.  
Use the key steps involved in carrying out a cost-benefits analysis, and calculate the payback period.  
Consider other factors such as the costs of not collaborating, costs if the collaboration fails etc  
Highlight the quantitative and qualitative benefits of the collaboration being considered.
- 5.3 Secure agreement and investment for collaboration from relevant people, explaining the:
  - Potential benefits.
  - Potential risks, and how these can be shared between parties.
  - Implications of sharing knowledge and expertise.
  - Differences in working styles.
- 5.4 Use cost-benefit analysis and discussions with relevant people to develop a plan for collaboration on a piece of work/project.
- 5.5 Work collaboratively with others, including:
  - Early engagement in the work.
  - Building a shared goal/vision.
  - Building trust.
  - Recognition of, and adaptation to, different working cultures.
  - Aligning working systems and processes (eg shared plans).
  - Establishing effective communication channels.
  - Establishing ICT.
  - Clearly defining accountabilities and responsibilities.
  - Share knowledge and resources.Overcome any challenges that collaborative working brings.

- 5.6 Review the changes that collaborative working arrangements have brought to the organisation and individuals.  
Determine what worked well, and areas for improvement.  
Note actions related to the lessons learnt during collaborative working, for future benefit.
- 

### **Assessment guidance**

LO 5 requires the learner to identify work that would benefit from collaboration with an internal or external party (or parties).

A detailed context must be provided that makes clear the reason why this work has been selected.

The learner is then required to undertake a cost-benefit analysis of any potential collaboration and provide evidence of securing agreement and any necessary investment for the proposed collaboration.

A plan for the collaborative working must then be created by the learner, and evidence provided that the plan has been used to achieve an agreed outcome between the parties.

The final part of this learning outcome requires the learner to reflect on what they have learned from the collaborative working arrangements.

### **Assessment requirements**

Successful completion of this unit requires the learner to demonstrate the skills required to build relationships with internal and external stakeholders, manage conflict and share good practice across the workplace.

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.

- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Meeting minutes.
- Primary and secondary data.
- Professional discussion.
- Reports.

Additionally, for this unit, simulations and role-play are permitted if naturally-occurring evidence is difficult to obtain. (LO 3, for example.)

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, evidence for working collaboratively with others might well generate evidence of building trust with internal and external stakeholders and also for negotiation skills.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Communication – Skills	LO 1 Be able to communicate effectively LO 3 Be able to actively listen
Leading People – Skills	LO 1 Be able to communicate organisational vision and goals LO 3 Be able to support the development of a High Performing team
Managing People – Skills	LO 1 Be able to manage performance within a team LO 3 Be able to effectively delegate work
Project Management - Skills	LO 1 Be able to plan a project LO 2 Be able to manage a project
Operational Management – Skills	LO 1 Be able to create and deliver operational plans
Finance - Skills	LO 1 Be able to set a budget LO 2 Be able to manage a budget
Self-Awareness - Combined	LO 4 Be able to reflect on own working style

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Problem Solving and Decision  
Making - Combined

LO 2 Be able to critically analyse and evaluate data to  
solve problems and make decisions

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### **Suggested learning resources**

ILM Workbook – Building Relationships.

## Unit 307

## Communication - Skills

<b>UAN:</b>	T/615/5562
<b>Level:</b>	Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	3
<b>Relationship to Standard:</b>	Maps to the Communication element of the Interpersonal Excellence skills section of the Apprenticeship Standard for Team Leader/Supervisor
<b>Unit aim:</b>	This unit will provide learners with the skills needed to effectively communicate in a range of situations in a number of different formats

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### Learning outcome (LO 1)

The learner will:

- 1 Be able to communicate effectively

### Assessment criteria

The learner can:

- 1.1 Communicate effectively in verbal, written and digital formats
- 1.2 Adapt communication style and method to suit the message and audience

---

### Depth

- 1.1 The range of methods available to communicate at work.  
Able to select the most appropriate method to achieve personal goals.  
Selected methods could include face to face, telephone, written (eg letters, memos, reports, e-mail, web-sites, social media, blogs etc).  
Understand the conventions associated with each format, both internally (eg organisation conventions) and wider externally (eg business environment, sector or cultural).
- 1.2 Adapt style and method considering:
  - The primary and secondary audience, potential gatekeepers etc.
  - The communication purpose and objectives.

- The communication cycle (eg Shannon & Weaver) and how to apply this to match objectives.

Select the correct channel(s) to suit the audience achieve the communication purpose.

Awareness of own communication style and use of personal impact (visual, vocal, verbal) to achieve communication objectives.

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## Assessment guidance

The learner must:

- 1.1 Use the following formats - verbal, written **and** digital – at least once each.
- 1.2 Adapt the communication style and method in at least two situations to suit both the message **and** audience.

Suggested evidence **may** come from (but is not restricted to):

Work products including email communication, Skype, webinars, social media, blogs, meeting minutes, telephone calls, observation of communication to the team, digital group messaging, written reports, witness statements, professional discussion records.

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## Learning outcome (LO 2)

The learner will:

- 2 Be able to chair a meeting and present information

## Assessment criteria

The learner can:

- 2.1 Define the purpose and objectives of a meeting
  - 2.2 Prepare and distribute key documents prior to, during and following a meeting
  - 2.3 Chair a meeting effectively, that discusses all business and reaches clear decisions
  - 2.4 Constructively challenge an existing concept, process or point of view
  - 2.5 Present information during a meeting to team and management, confirming understanding
  - 2.6 Work with colleagues to ensure agreed actions from the meeting are achieved
  - 2.7 Evaluate effectiveness of the meeting and identify points for future improvement
- 

## Depth

- 2.1 As chair, understand the type of meeting - information, decision making or a combination.
  - 2.2 Prepare before the meeting by arranging the agenda, consider who is appropriate to attend the meeting and arrange to invite them.
-

Arrange an appropriate venue based on numbers and purpose of the meeting, and associated equipment requirements.

Consider the participants and if they have any work-related issues/hidden agendas/challenging personalities.

Consider the procedures and protocols for your meeting and ensure everyone is aware of them.

2.3 Work with the minute taker/secretary to ensure all pre-meeting requirements are met (eg issue of agendas, appropriate papers etc).

Use appropriate leadership styles to ensure the meeting is successful.

Use emotional intelligence to adapt leadership style where required, to ensure clear decisions are reached.

Use effective communication skills such as questioning, listening, rapport building, and to ensure all participants contribute to a successful meeting.

Guide the meeting to a successful conclusion using the above skills and agenda ensuring all associated actions are agreed and understood.

Ensure all minutes are issued within an agreed timescale.

Follow up activities as agreed as part of the associated actions.

2.4 Use non-confrontational approaches when challenging others (eg tact, reduce perceptions of threat, encourage collaboration).

Acknowledge other opinions positively and provide an alternative option.

The challenge made may or may not result in a change.

2.5 Understand what information is needed to be presented and in what format, using relevant organisational templates and guidelines.

Consider the appropriate format for the presentation of information (eg tables, graphs, pie chart etc).

Use the format which will best convey the message.

Use a logical structure to present the information in an efficient way.

Use questioning to confirm understanding and gather thoughts from other team members.

2.6 Following the meeting, communicate the actions agreed at the meeting to relevant people.

Liaise with colleagues and stakeholders to ensure the agreed meeting actions are carried out.

2.7 Effectiveness should relate to:

- Suitability of venue.
- Effectiveness of technology used.
- Contributions/engagement of attendees.
- Clarity of outcomes and action points.
- Timings.

---

## Assessment guidance

### The learner must:

- 2.1 Define the purpose **and** objectives of one meeting
- 2.2 Prepare key documentation and distribute prior to, during **and** following one meeting.
- 2.3 Chair one meeting and show that a comprehensive business discussion has taken place and that clear decisions have been reached.
- 2.4 Constructively challenge one of the following during one meeting - existing process, concept or point of view.
- 2.5 Present information during one business meeting.  
Confirm understanding of the audience of the information communicated.
- 2.6 Work with colleagues to ensure actions from one meeting are achieved.
- 2.7 Evaluate the effectiveness of one meeting and identify at least two key improvement points.

Suggested evidence **may** come from (but is not restricted to):

Work product including emails, agendas, minutes, actions, observation records/witness testimony from attendees, professional discussion records, personal reflective statement, evaluation documentation.

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## Learning outcome (LO 3)

### The learner will:

- 3 Be able to actively listen

## Assessment criteria

### The learner can:

- 3.1 Demonstrate the ability to actively listen during a conversation
- 3.2 Clarify understanding of conversation

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## Depth

- 3.1 Show interest by using appropriate body language (eg open posture, give full concentration, non-verbal gestures etc).  
Observe and respond to others' body language (if present).  
Make appropriate comments to show interest (especially if non-visual communication).  
Examples of where this could be demonstrated include 1-2-1 meetings or in a coaching context.
- 3.2 Share own understanding of the conversation with the other parties.

Use questioning to address any areas of uncertainty, seek clarity and confirm understanding.

Reflect the key communication messages back, to confirm understanding with the other parties.

---

## Assessment guidance

The learner must:

- 3.1 Demonstrate active listening during one conversation (can be face to face or remote).
- 3.2 Clarify understanding of one conversation with any parties involved.

Suggested evidence **may** come from (but is not restricted to):

Video evidence, coaching sessions, witness testimony, assessor observation reports, written personal statements, professional discussion records, recordings of discussion.

## Assessment requirements

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion.
- Authentic statements/witness testimony.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found. (Note: the following table links to the units within the Level 5 Diploma for Leaders and Managers qualification).

Unit	Learning outcome
Building Relationships – Skills	LO 1 Be able to build trust with internal and external stakeholders LO 2 Be able to use negotiation and influencing skills LO 3 Be able to manage conflict in the workplace LO 4 Be able to identify and share good practice LO 5 Be able to work collaboratively with others
Leading People – Skills	LO 1 Be able to communicate organisational vision and goals LO 2 Be able to improve individual performance in the workplace LO 3 Be able to support the development of a High Performing Team LO 4 Be able to support a team through change
Managing People – Skills	LO 1 Be able to manage performance within a team LO 3 Be able to effectively delegate work
Problem Solving and Decision Making - Combined	LO 2 Be able to critically analyse and evaluate data to solve problems and make decisions

## Suggested learning resources

ILM Workbook – Communication.

## Unit 510

## Operational Management - Skills

<b>UAN:</b>	L/615/5888
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	6
<b>Relationship to Standard:</b>	Maps to the Operational Management element of the Organisational Performance skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with skills to implement an operational plan, manage change, demonstrate commercial awareness and create management reports

### Learning outcome (LO 1)

The learner will:

- 1 Be able to create and deliver operational plans

### Assessment criteria

The learner can:

- 1.1 Provide information to support strategic planning
- 1.2 Create an operational plan in-line with organisational objectives, to include:
  - Objectives
  - Key Performance Indicators (KPIs)
  - Reporting mechanisms
  - Resources
  - Timescales
  - Accountabilities
  - Tasks
- 1.3 Deliver against the plan, monitoring performance against objectives throughout
- 1.4 Evaluate the extent to which the operational plan has achieved its objectives

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## Depth

- 1.1 Contribute to the strategic planning process by providing relevant information related to own team (eg productivity levels, resources, staffing levels, quality issues etc).  
This should involve contribution to at least one part of the strategic planning process, such as:
  - Determining organisational position (market insights, SWOT, customer demand etc).
  - Developing strategy (mission, values, vision, competitive advantage, long term objectives etc).
- 1.2 Write the operational plan in the format and style required by an organisation.  
Consider the quality standards defined by the organisation and other bodies and ensure these requirements are built into the plan.  
Identify potential risks to the operational plans and develop a strategy to monitor these.  
Resources include equipment, ICT, materials, staffing, budget etc.  
Establish a process for monitoring progress.
- 1.3 Effectively communicate the actions that are required to deliver operational plans.  
Monitor KPIs and progress towards objectives on a regular basis.  
Take corrective actions as required to ensure that plans remain on target.  
Report on team progress and achievements as required by the organisation.
- 1.4 At a relevant point (eg quarterly reporting, trading year-end), compare actual performance against the planned performance on the operation plan.  
Highlight areas where there are differences, both under and over performance.  
Consider the reasons why performance has varied, using own judgement and the feedback from others.  
Capture the lessons learnt for use in future planning.

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## Assessment guidance

To achieve LO 1, the learner must initially evidence that they have gathered information to identify organisational position and strategic objectives and internal and/or external organisational quality standards required by the plan. They must demonstrate that relevant objectives and KPIs for the plan are in line with organisational objectives.

The learner must then use the information gathered to produce an operational plan laid out in their organisation's style and format that also includes tasks, resources required, timescales, accountabilities and reporting mechanisms.

The plan should be sufficiently complex to allow all the assessment criteria of LO 1 to be achieved, although care should be taken to ensure the completion of the plan is within the duration of the programme.

The learner must provide evidence that they have delivered the plan, indicating progress against tasks and objectives throughout. Any deviations or revisions of the plan should be highlighted along with a narrative to explain the reasons for the deviation and the corrective action taken.

The final part of this Learning Outcome is to evaluate the extent to which the operational plan has achieved its objectives, capturing and sharing lessons learned to provide conclusions and recommendations for future planning.

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## Learning outcome (LO 2)

The learner will:

- 2 Be able to support, manage and communicate change

### Assessment criteria

The learner can:

- 2.1 Assess the reasons for and scope of a required change
- 2.2 Evaluate the benefits and risks of the change
- 2.3 Develop a plan to manage change in an organisation, including the identification of barriers and how to overcome them
- 2.4 Ensure that the change plan is implemented in line with organisational values and procedures
- 2.5 Communicate progress effectively with stakeholders throughout the change process
- 2.6 Evaluate how effectively the change was managed

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## Depth

- 2.1 Consider the organisational change and understand the reasons why this is necessary to achieve organisational goals.  
Consider the scope of the change, including aspects, such as:
  - Scale.
  - Amount of work required.
  - Complexity of work.
  - Number of people affected.
  - Degree of resistance.
- 2.2 Using the scoping notes, consider the benefits (to individuals, teams and organisation) that the change may bring.  
Consider the risks involved with the change.
- 2.3 Write a plan for implementing an organisational change using appropriate tools and techniques (eg Impact Analysis, Burke-Litwin, McKinsey 7S, Leavitt's Diamond, SIPOC Diagrams etc).

Plan to address the operational challenges created by the change within the organisation (eg lack of resources, lack of time, and lack of suitably trained staff to manage change, cultural issues, risk aversion, the lack of support etc).

Plan to address the team and individual challenges during the change (eg loss of jobs, competing for security, fear of failure, anxiety, stress, insecurity, loss of self-esteem, change fatigue, lack of work/life balance, isolation due to lack of support etc).

Overcome barriers to change by:

- Providing communication and support throughout the process.
- Demonstrating empathy and emotional intelligence.
- Providing clear guidance to facilitate the change process.

2.4 Implement the change plan, taking account of relevant organisational procedures (eg employment policies, Health and Safety etc).

Consider organisational values when implementing the change, and ensure that the changes are clearly aligned using relevant guidelines (eg Code of Conduct).

2.5 Use relevant communication channels to communicate with stakeholders.

Use existing channels where possible to minimise overload of information (eg team meetings, newsletters etc).

Role model organisational values when providing updates to stakeholders.

2.6 Review all stages/aspects of the change management approaches, and identify areas of success and areas where the approach could be improved during future change management activities.

Use relevant tools and techniques to analyse the organisational changes (eg Lewin's Force Field Analysis, Briner's Plan-Action-Review, Handy's Organisational Culture Mix etc).

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## Assessment guidance

For LO 2 learners may choose to use the same situation as that in LO 1's operational plan providing it offers sufficient opportunity to achieve all LO 2's Assessment Criteria.

Firstly, an assessment must be undertaken of the reasons for change. This must include the scope of the change (scope might include/cover the scale of the change, the amount and complexity of the work required and the positive and negative effects on stakeholders).

The learner must then provide evidence that they have evaluated the benefits and risks to those stakeholders or groups of stakeholders affected by the change.

The learner must produce a change management plan to implement and communicate the identified change. Operational challenges must be addressed by the plan (such as limited resources, staffing and time, as well as organisational and cultural issues). Identified barriers to change must be highlighted along with ways these barriers might be mitigated.

Evidence must be provided that the change management plan has been implemented in line with organisational procedures and values and that appropriate channels have been employed to communicate with, and to update, stakeholders and/or stakeholder groups.

The final part of this Learning Outcome is to evaluate how effectively the change was managed, capturing successes and aspects that could have been improved to provide conclusions and recommendations for future planning.

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### **Learning outcome (LO 3)**

The learner will:

- 3 Be able to demonstrate commercial awareness

### **Assessment criteria**

The learner can:

- 3.1 Complete an analysis of the commercial environment
  - 3.2 Identify new opportunities to support business objectives
  - 3.3 Produce and submit a business case to develop and shape a new opportunity
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### **Depth**

- 3.1 Complete an analysis of the commercial environment for an organisation using relevant tools and techniques (eg PESTLE, SWOT, STEEPLE etc).  
Consider opportunities for business development in a broad way (eg business growth and improvement, not just sales).
- 3.2 Use the completed analysis of the commercial environment to identify new business opportunities.  
Check that the opportunities identified align with the business objectives.  
The opportunities identified could include new revenue generating opportunities, new cost saving opportunities, new partnership or diversification opportunities.
- 3.3 Develop and write a business case for a new opportunity identified, including:
  - Description of the opportunity.
  - Alternatives.
  - Benefits.
  - Financial analysis and costs.
  - Assumptions.
  - Constraints.
  - Market analysis.
  - Organisational considerations.
  - Sensitivity analysis.
  - Proposed project and plan.
  - Recommendations.Use relevant organisational processes to submit the business case to decision-makers.

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## Assessment guidance

To achieve LO 3 the learner must present an analysis of the commercial environment for their organisation - a recognised technique could be used to achieve this.

From this analysis, they must identify a realistic opportunity that supports the organisation's objectives. The opportunity must be developed and submitted as a business case. Typical headings and structure for a business case are laid out as bullet points in AC 3.3 depth statement, above.

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## Learning outcome (LO 4)

The learner will:

- 4 Be able to produce management reports based on the collation, analysis and interpretation of data

## Assessment criteria

The learner can:

- 4.1 Gather data, from primary and secondary sources, that can contribute to a management report
  - 4.2 Analyse and interpret the data to create outputs that can inform strategic decision making
  - 4.3 Produce clear, usable reports to inform strategic decision making
- 

## Depth

- 4.1 Use primary sources to gather data, such as statistical data, organisational systems, workplace documents, surveys, emails,  
Use secondary sources to gather data, such as articles in professional journals and books.  
Collate and organise the data in a logical structure, so that it is ready for analysis and interpretation.  
Clearly isolate objective information (facts) within the data and separate this from subjective information (opinions).
- 4.2 Interrogate the data to understand the information that it provides (eg identification of trends, external factors and influence etc).  
Use the data to draw conclusions and priorities related to the purpose of the management report.  
Use the outputs of the analysis to form own opinions about strategic direction.
- 4.3 Write concisely to achieve the objectives of the report clearly.  
Select an appropriate tone, language and level of formality for the report.  
Present data in charts, graphs or other format, to enable ease of use.  
Show clear links to organisational strategy throughout the report.

Apply relevant reporting conventions, considering own organisations style and format. Structure reports so they are fit for purpose (eg reports could include content page, executive summary, main content structured into sections, appropriate use of statistics and/or visual materials and appendices etc).

Consider the audience(s) of the report, and how the report may be used in different ways, so that the format aids decision making for everyone.

At least two management reports, for different purposes, should be produced.

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## **Assessment guidance**

LO 4 may be partially or wholly achieved using evidence mapped to earlier Learning Outcomes in this unit or to Learning Outcomes in other units where management reports have been produced by the learner. It is the learner's responsibility to reference and map any such evidence and ensure that any mapped material achieves the intended learning outcomes.

The learner must produce at least two management reports, for different purposes that each inform strategic decision making.

Each report must be based on primary sources (original data collected by the learner) and secondary sources (data collected by someone else earlier). The gathered data must be analysed and interpreted by the learner to form conclusions that can inform strategic decision making.

It is recommended that each report uses an appropriate tone, language and level of formality. The reports should be concise and conform to accepted convention considering the learner's own organisation's style and format. Any data that is not essential to explain the reports' findings, but that supports analysis and interpretation, should be placed and referenced in an appendix.

## **Assessment requirements**

Successful completion of this unit requires the learner to demonstrate commercial awareness in the creation and reporting of operational plans and the effective management of change.

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Simulations and case studies are not permitted. The learner must not base evidence on operational activities where they are involved as a member of the team with no overall responsibility for outcomes. They should lead and manage operational planning and the management of change.

Care must also be taken to ensure plan timelines do not extend past the completion date for the qualification.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Operational plans and products of the learner's work.
- Implementation and communication plans.
- Change management plans.
- Business case documentation.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Meeting minutes.
- Primary and secondary data.
- Professional discussion.
- Reports.

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, evidence to meet different assessment criteria in LOs 1, 3 and 4 might include an analysis of the commercial environment and a report containing operational plans and documentation.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Building Relationships – Skills	LO 1 Be able to build trust with internal and external stakeholders
Leading People – Skills	LO 1 Be able to communicate organisational vision and goals LO 4 Be able to support a team through change
Managing People – Skills	LO 1 Be able to manage performance with a team

Project Management - Skills	LO 1 Be able to plan a project LO 2 Be able to manage a project LO 3 Be able to evaluate the effectiveness of a project
Finance - Skills	LO 1 Be able to set a budget LO 2 Be able to manage a budget LO 3 Be able to evaluate budget management
Problem Solving and Decision Making - Combined	LO 2 Be able to critically analyse and evaluate data to solve problems and make decisions

### **Suggested learning resources**

ILM Workbook – Operational Management.

## Unit 511

## Project Management - Skills

<b>UAN:</b>	R/615/5889
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	6
<b>Relationship to Standard:</b>	Maps to the Project Management element of the Organisational Performance skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with the skills to plan, manage and evaluate a project

### Learning outcome (LO 1)

The learner will:

- 1 Be able to plan a project

### Assessment criteria

The learner can:

- 1.1 Agree the objectives and scope of proposed projects with stakeholders
- 1.2 Assess the interdependencies and potential risks within a project
- 1.3 Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, Key Performance Indicators (KPIs) and evaluation mechanisms appropriate to the plan
- 1.4 Develop proportionate and targeted plans to manage identified risks and contingencies

### Depth

- 1.1 Use a recognised project management approach (this may be an organisational in-house methodology or more widely recognised model, eg Prince2, PMP, Traditional/Waterfall, Scrum, Agile, Adaptive, etc).

Write a project scoping document, including:

- Project background, purpose.
- Objectives.
- Deliverables.
- Stakeholders.

- Tasks.
- Resource requirements.
- Milestones and delivery dates.
- Costs.

Discuss the proposed project with stakeholders, make amendments as required, and confirm authorisation to go ahead.

- 1.2 Work with stakeholders to clarify the interdependencies between project tasks (eg using an interdependency matrix).  
Use risk analysis tools and techniques to identify and summarise potential project risks (eg Fishbone/Ishikawa, risk matrix, urgency assessment, sensitivity analysis, FMEA, Delphi etc).
- 1.3 Use project management tools and techniques to develop a project plan (eg SWOT, Work Breakdown Structures (WBS), Critical Path Analysis (CPA) PERT Diagrams, set SMART objectives, Gantt charts, Plan on a Page, Resource Histograms, RACI matrix etc).  
Include the identified key dependencies on the plan to show linkages between tasks.  
Include the interdependencies on the plan to highlight the need for closer collaboration.  
Set up processes to gather KPI data to feed into project reporting at the times stated on the plan.  
Include project evaluation activities within the plan.
- 1.4 Develop a risk management plan, including setting up processes and documents to track and report on risk (eg risk register, risk log, Red-Amber-Green Status [RAG] etc).  
Ensure that the risk management plans are proportionate to the size, amount or scale of the risk.

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### Assessment guidance

To achieve LO 1, the learner must initially identify stakeholders and secure their agreement as to the objectives and scope of the proposed project.

The number of stakeholders in a project will vary, but the learner must provide evidence that they have secured the agreement of at least **two** stakeholders or stakeholder groups.

The learner must then use appropriate project management tools and techniques to assess any interdependencies and potential risks within the project, and then develop a risk management plan that includes all identified risks and their associated contingency and mitigation procedures.

(Interdependencies and risks are also project-specific, but the learner must provide at least **two** interdependencies and **two** risks associated with this particular project.)

The final part of this Learning Outcome is to use appropriate project management tools and techniques to develop a project plan that addresses all elements of AC 1.3.

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## Learning outcome (LO 2)

The learner will:

- 2 Be able to manage a project

## Assessment criteria

The learner can:

- 2.1 Allocate resources in accordance with the project plan
- 2.2 Brief project team members on their roles and responsibilities
- 2.3 Implement plans within agreed budgets and timescales
- 2.4 Communicate the requirements of the plans to those who will be affected
- 2.5 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
- 2.6 Keep stakeholders up to date with developments and problems
- 2.7 Complete close-out actions in accordance with project plans

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## Depth

- 2.1 Follow the agreed project plan to secure the required resources for delivery, including people, facilities, budget, equipment etc.  
Confirm commitment to supplying resources from stakeholders (eg the line managers of the staff who will be involved to ensure that time will be allocated accordingly).
- 2.2 Meet with the project team to start the project, and brief them on their roles and responsibilities.  
Provide supporting documentation to illustrate key information and timescales (eg Gantt Chart, Plan on a Page).  
Provide project briefs for all project team members to clarify what is expected of them.  
Outline where information will be maintained to create a transparency, and ease of access, amongst the project team.
- 2.3 Start the project, and monitor progress using relevant plans and documentation (eg project plan, stakeholder analysis, action log, risk register, RAID, status reports, etc).  
Track the budget spend to ensure that this remains within agreed tolerances.  
Monitor the progress towards, and achievement of milestones, ensuring that these are on track.  
Escalate problems/issues related to budgets and deadlines that will potentially impact on overall project delivery.
- 2.4 Meet with organisational stakeholders who are affected by the project, and brief them on the requirements (eg the resources they need to commit to the project).  
Provide supporting documentation to illustrate key information and timescales (eg Gantt Chart, Plan on a Page, etc).

- 2.5 Record project risks and issues that occur and manage these in line with agreed project governance.  
Adapt project plans, as circumstances change, based on agreements made with stakeholders.
- 2.6 Maintain regular formal and informal contact with stakeholders to keep them up to date with project progress.  
Escalate issues when required, and develop solutions to maintain momentum.
- 2.7 Complete close-out actions for the project and report on the overall level of success to the project sponsor.  
Actions may include:
- Conducting a post-implementation review.
  - Lessons learned exercise.
  - Staff transfer and release back to business as usual (BAU).
  - Finalising and closing the project cost centre.
  - Archiving project documents.
  - Celebrating success with the project team and stakeholders.
- 

## Assessment guidance

LO 2 requires the learner to allocate the resources required to fully meet the requirements of the project plan and to brief project team members to ensure they understand their roles and responsibilities.

'Resources' here is taken to mean people, facilities, equipment and budget, and **all four** must be addressed by the learner.

Having prepared a viable project plan and allocated resources, the learner must then provide evidence that they have communicated the requirements of the plan to stakeholders and secured their agreement to implement the plan.

The learner is required to use appropriate project management tools and techniques to implement the plan within agreed budgets and timescales and provide evidence on an ongoing basis of how plans have been revised in response to changes in project objectives or identified risk.

The final part of this Learning Outcome requires the learner to formally close the project and report on the project's achievements and outcome to stakeholders.

(In exceptional circumstances, it may be the case that the learner is not in a position to close the project. For example, the project may have overrun or perhaps even been cancelled partway through. In such cases, the learner is required to report to stakeholders on the project's achievements and outcomes to date).

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## Learning outcome (LO 3)

The learner will:

- 3 Be able to evaluate the effectiveness of a project

## Assessment criteria

The learner can:

- 3.1 Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
- 3.2 Evaluate the effectiveness of capturing and managing project-related knowledge
- 3.3 Report on the effectiveness of plans

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## Depth

- 3.1 Review the effectiveness of the project at regular intervals as specified on the plan.  
Use project management tools to track/monitor delivery against plan, manage resources and ensure outcomes remain deliverable.  
Use relevant documents to review effectiveness (eg plan, action log, RAID, notes from meetings, status reports etc).
- 3.2 Consider the knowledge that has been captured during project delivery, and how this will be shared and used in the future.  
Capture the lessons that have been learnt about effective project management within the organisation.
- 3.3 Compare the agreed plan against what actually happened to consider aspects that were effective and areas for improvement.  
Note actions to improve project planning in the future.

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## Assessment guidance

For LO 3, the learner is required to use information from three or more sources that has been gathered through the project lifecycle to capture and share lessons learned and to evaluate and report on the effectiveness of the project and project plan to provide conclusions and recommendations for the future.

(Again, in exceptional circumstances, the learner is required to provide lessons learned and an evaluation on the project's achievements and outcomes to date).

## Assessment requirements

Successful completion of this unit requires the learner to have responsibility for managing a project of sufficient size and complexity that is appropriate for the level and allows the learner to address all the assessment criteria for the unit.

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Simulations and case studies are not permitted, and the learner is not allowed to write-up a project that has occurred in the past or to use a project in which he or she is involved as a member of a project team with no overall responsibility for project outcomes.

Care must also be taken to ensure the project timeline does not extend past the completion date for the qualification.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Project management documents and products of the learner's work.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Meeting minutes.
- Professional discussion.
- Reports.

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, evidence for LO 1 will certainly require the learner to produce project planning documentation, such as a risk matrix and Gantt chart, whilst the evidence for LO 2 might take the form of presentations or minutes of meetings as the learner briefs project team members and stakeholders.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Building Relationships – Skills	LO 2 Be able to use negotiation and influencing skills LO 4 Be able to identify and share good practice LO 5 Be able to work collaboratively with others
Communication - Skills	LO 1 Be able to communicate effectively LO 2 Be able to chair a meeting and present information LO 3 Be able to actively listen
Leading People – Skills	LO 4 Be able to support a team through change
Managing People – Skills	LO 1 be able to manage performance within a team LO 3 Be able to effectively delegate work
Operational Management - Skills	LO 1 Be able to create and deliver operational plans. LO 2 Be able to support, manage and communicate change LO 4 Be able to produce management reports based on the collation analysis and interpretation of data
Problem Solving and Decision Making - Combined	LO 2 Be able to critically analyse and evaluate data to solve problems and make decisions
Project Management - Knowledge	LO 1 Understand the requirements of project governance LO 2 Know how to set up a project LO 3 Know how to manage a project LO 4 Know how to evaluate the success of a project

## Suggested learning resources

ILM Workbook – Project Management.

## Unit 512

## Finance - Skills

<b>UAN:</b>	J/615/5890
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	6
<b>Relationship to Standard:</b>	Maps to the Finance element of the Organisational Performance skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with skills needed to set, manage and review a budget

### Learning outcome (LO 1)

The learner will:

- 1 Be able to set a budget

### Assessment criteria

The learner can:

- 1.1 Gather the relevant information needed to set a budget
- 1.2 Identify potential variances and suggest contingencies
- 1.3 Set a realistic budget in line with organisational requirements
- 1.4 Secure the support of stakeholders to agree a budget

### Depth

- 1.1 Access the different types of information to set a budget, such as:
  - Previous budgets.
  - Planned activities and sales forecasts.
  - Current staffing levels.
  - Costs related to staffing.
  - Other overhead costs such as premises, supplies, equipment, utilities, telephones, insurance, travel etc.
  - Industry and market trends.
  - Supplier data.
  - Organisational sales forecasts.

1.2 How to identify and plan for potential variances (actual financial performance against budget).

The areas of potential variance within a budget related to:

- Sales volumes.
- Sale price.
- Material prices.
- Material usage.
- Staff costs.

Create contingency approaches and plans to minimise the impact of variance.

1.3 Use a range of internal and external information available to plan a budget.

Consult with relevant people in the organisation to check assumptions.

Confirm that the draft budget assumptions and forecasts relating to costs/activities are realistic, prior to finalising them.

1.4 Present the proposed budget to stakeholders, outlining the key assumptions for the figures suggested.

Gain agreement and commitment for the budget from all stakeholders.

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### Assessment guidance

LO 1 requires the learner to demonstrate competence in setting a budget for their area of responsibility. The size and complexity of the budget should reflect the area and limits of the learner's responsibility and be compatible with their organisation's master budget.

Evidence must initially show that an appropriate range of sources have been used to gather the information required in order to set the budget. The gathered information must be summarised and its salient points identified. This may be achieved by an accompanying narrative to explain the evidence presented.

The learner must identify **at least two** potential variances. The type and reasons for the variances must be explained and contingency actions suggested for each variance.

A budget for the learner's area of responsibility must be evidenced and narrative used to explain its place within the master budget and how it conforms to organisational requirements. Sensitive financial material within the document may be anonymised, providing that meaning is not lost and that the budget setting process can still be assessed against AC 1.3.

Any assumptions that have been checked must be evidenced and the learner must present and gain agreement for the draft budget with at least two relevant stakeholders. Gaining agreement can sometimes be an iterative process involving revisions and redrafts. If this is the case, the evidence presented for assessment should reflect this natural process.

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## Learning outcome (LO 2)

The learner will:

- 2 Be able to manage a budget

## Assessment criteria

The learner can:

- 2.1 Use the budget to monitor costs and expenditure
  - 2.2 Identify the cause of variations from budget
  - 2.3 Take action to address variations from budget
  - 2.4 Propose realistic revisions to budget, supporting recommendations with evidence
  - 2.5 Provide budget-related reports and information within agreed timescales
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## Depth

- 2.1 Regularly monitor costs and expenditure against the set budget, within own area and limits of authority.  
Follow organisational financial governance and compliance requirements.  
Monitor spending in line with the organisation's required frequency (eg monthly).  
Follow organisational processes and guidelines for reporting against set budgets.
- 2.2 Use relevant methods to monitor the causes of variance.  
Use relevant criteria to decide whether to investigate a variance (eg size of difference, whether variation is adverse or favourable, ability to control variance etc).
- 2.3 Make revisions to budgets as required within own limits of authority.  
Escalate concerns about variances to senior staff.  
Highlight favourable variance to relevant people (where the difference is significant and the budget may be used elsewhere).  
Take action to reduce the adverse effects of variance.
- 2.4 Use criteria and workplace evidence to support recommendations for budget item changes.  
Consult with relevant people in the organisation to check assumptions about the change required.
- 2.5 Make efficient and effective use of all financial resources.  
Create clear, accessible reports and information to meet requirements.

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## Assessment guidance

LO 2 requires the learner to manage a budget to monitor costs and expenditure. As budgets are normally operated on an annual basis, the budget that was set as evidence for LO 1 may not yet be active (that is, not yet in operation); if this is the case the learner may choose to evidence their management of the current budget for their area of responsibility.

Evidence must be provided by the learner that they have monitored the budget for their area of responsibility on **at least three** different occasions. This is likely to be at monthly or weekly intervals although other appropriate time intervals may be more in line with organisational governance and compliance requirements.

The learner must identify **at least two** favourable or adverse variances arising from the operation of the budget and they must demonstrate that they have taken appropriate action to address each variance.

Based on outcomes from the budget, the learner must recommend to senior management **at least two** realistic budget item revisions. Suitable evidence must be included to justify these recommendations.

The final part of this Learning Outcome is to evidence the provision of **at least two** budget related reports and information. The documents may be produced for any stakeholders or stakeholder groups within the organisation and must be evidenced as being within agreed timescales.

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## Learning outcome (LO 3)

The learner will:

- 3 Be able to evaluate budget management

## Assessment criteria

The learner can:

- 3.1 Identify successes and areas for improvement in budget management
- 3.2 Make recommendations to improve future budget setting and management

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## Depth

- 3.1 Review all aspects of the budgeting process (eg setting, revising, monitoring and reporting etc).  
Recognise the areas that have been successful.  
Identify areas where budget management could be improved.
- 3.2 Use the review of the budgeting processes to recommend improvements when setting the budget for the next financial year/period.

Recommend improvements to the budget management processes in light of evaluation.

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### Assessment guidance

For LO 3, the learner is required to use information from **three or more** sources to capture and share lessons learned from all aspects of the budget setting and management processes. Conclusions and recommendations must be made to improve future budget setting and management.

### Assessment requirements

Successful completion of this unit requires the learner to have responsibility for setting and managing a budget of sufficient size and complexity that is appropriate for the level and allows the learner to address all the assessment criteria for the unit.

This unit will be internally assessed through a Centre set and marked portfolio of evidence which is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. This includes the steps in the budget setting process and the subsequent monitoring of the budget. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

The scope of the budget should reflect the organisational role and limits of authority of the learner and might typically be a departmental or a functional area budget.

As budgets are normally set at specific intervals determined by the organisation (usually on an annual basis), care must be taken to ensure there is sufficient opportunity to gather evidence within the timeframe of the qualification. Learners may use evidence from recent past budget activities providing they can demonstrate they had overall responsibility for the outcomes and that the evidence has currency.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Budgetary documents and products of the learner's work.
- Referenced sources of information.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.

- Written narrative to develop or explain evidence.
- Meeting minutes.
- Professional discussion.
- Reports.

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, evidence for LO 1 will require the learner to set a realistic budget for their area of responsibility and produce appropriate documentation of the whole process from gathering information to the agreement of the budget with appropriate internal stakeholders.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Building Relationships – Skills	LO 2 Be able to use negotiation and influencing skills LO 4 Be able to share good practice
Communication - Skills	LO 1 Be able to communicate effectively
Operational Management - Skills	LO 1 Be able to create and deliver operational plans. LO 3 Be able to demonstrate commercial awareness. LO 4 Be able to produce management reports based on the collation, analysis and interpretation of data
Project Management – Skills	LO1 Be able to plan a project LO2 Be able to manage a project LO3 Be able to evaluate the effectiveness of a project
Problem Solving and Decision Making - Combined	LO 2 Be able to critically analyse and evaluate data to solve problems and make decisions
Operational Management - Knowledge	LO 4 Understand the purpose of management reporting
Finance - Knowledge	LO 2 Know how to set a budget LO 3 Know how to manage a budget

## **Suggested learning resources**

ILM Workbook – Finance.

## Combined knowledge and skills units

## Unit 513

## Self-Awareness – Knowledge and Skills

<b>UAN:</b>	L/615/5891
<b>Level:</b>	Level 5
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to Standard:</b>	Maps to the Self-Awareness element of the Personal Effectiveness knowledge and skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with the knowledge and skills to self-reflect, understanding emotional intelligence and learning styles

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### Learning outcome (LO 1)

The learner will:

- 1 Understand own impact on others

### Assessment criteria

The learner can:

- 1.1 Explain the importance of being aware of own behaviour
- 1.2 Assess methods for gathering feedback on own behaviour
- 1.3 Evaluate how self-awareness can impact performance

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### Depth

- 1.1 The definition of self-awareness, and how this can assist in developing knowledge of own behaviours.  
How awareness of the potential impact of own behaviours on others can be used to improve working relationships.  
How to identify personal emotional triggers and the likely behaviours associated with these.
- 1.2 The range of methods that can be used to gather feedback, such as:
  - Feedback from others - observations and experiences of working relationship.

- Coaching tools (eg Johari window, wheel of life, personal SWOT, self-awareness cards).
- Psychometric tools (eg ILM72, MTQ48, MBTI, VIA strengths, OPQ32 etc).
- Management tools (eg 360-degree feedback, engagement surveys).
- Unconscious bias tests (eg Implicit Association Test).
- Self-reflection techniques and tools (eg using a journal, listening to inner voice, mindfulness).

1.3 The link between self-awareness and improved performance (own and others).  
How to develop as a manager/leader through observation and self-reflection.

### Assessment guidance

To demonstrate competence for LO 1, the learner must ensure they explain the **importance** of being aware of own behaviour. This may cover the impact it can have on others and on working relationships.

They must then assess **at least two** methods of gathering feedback of their own behaviour. Ideally the learner should reflect methods used within the workplace.

Finally, they should evaluate how self-awareness can impact on the performance of others. They should ensure that there is an emphasis on impact.

Descriptions alone will not be sufficient to meet these final two assessment criteria.

### Learning outcome (LO 2)

The learner will:

2 Understand emotional intelligence

### Assessment criteria

The learner can:

2.1 Evaluate models of emotional intelligence

2.2 Explain why it is important for a leader to utilise emotional intelligence in the workplace

### Depth

- 2.1 Definitions and models/theories of emotional intelligence (eg Goleman, Salovey and Mayer, Petrides and Furnham).  
How the models compare, and the key features of each.  
How to measure emotional intelligence.  
Features of emotional intelligence (eg inquiry, empathy, emotion regulation etc).  
The strengths and weaknesses of emotional intelligence theories, including criticisms.

- 2.2 How awareness of emotional intelligence can make leaders more effective in their role. The benefits of demonstrating emotional intelligence, and the potential impact on own and other performance.  
The reasons why emotional intelligence is particularly important when leading and managing others.
- 

### Assessment guidance

LO 2 requires the learner to evaluate **at least two** emotional intelligence models. This must reflect key features of the models and their strengths and weaknesses. The learner may link the models to their own workplace by way of example. It will not be sufficient to just describe the models. Finally they must explain why it is **important** for a leader to utilise emotional intelligence in the workplace.

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### Learning outcome (LO 3)

The learner will:

- 3 Understand different learning and behaviour styles

### Assessment criteria

The learner can:

- 3.1 Evaluate different learning styles and their implications for learning and development in the workplace  
3.2 Assess different behaviour styles and their implications in the workplace
- 

### Depth

- 3.1 Learning styles and learning style theories, including Honey & Mumford, VARK, Gardner's Multiple intelligences, Feldman-Silverman etc.  
Criticism of learning styles and learning style theories, and an understanding of their strengths and limitations when used by individuals and organisations.
- 3.2 Behaviour styles theories and ideas (eg Merill's People Style Grid, Berne's Transactional Analysis etc).  
The tools and techniques that help to identify different individual behaviour styles.  
How individual behaviour styles differ within a team and the potential impact.
- 

### Assessment guidance

For LO 3, the learner must evaluate **at least two** learning styles and make a clear link to their implications for learning and development in the workplace. The learner must also assess **at**

**least two** different behaviour styles and make a clear link to their implications in the workplace. Description alone will not be sufficient for these criteria.

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### Learning outcome (LO 4)

The learner will:

- 4 Be able to reflect on own working style

### Assessment criteria

The learner can:

- 4.1 Evaluate own working style and its impact on others
  - 4.2 Take steps to manage the risks posed by own working style
- 

### Depth

- 4.1 Use a working styles questionnaire to gain greater awareness of own style.  
Review the outputs to clarify specific aspects of own ways of working/working styles (eg preferred style, dominant style).  
The potential positive and negative impacts of personal working style on own team (individuals and group), other teams, stakeholders, and external relationships such as customers.
  - 4.2 Consider the potential negative impacts of own working style on others, and identify associated risks.  
Take action to mitigate the risks, and minimise the likelihood of these happening.
- 

### Assessment guidance

LO 4 requires that the learner evaluates their own working style/ways of working, paying particular attention to its **impact** on others. They may wish to use examples from own practice in the workplace to demonstrate how their way of working impacts others. Evidence must be included that shows they have taken steps to manage **at least two** risks posed by this working style/approach to work.

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### Learning outcome (LO 5)

The learner will:

- 5 Be able to reflect on own performance

## Assessment criteria

The learner can:

- 5.1 Review own performance, identifying strengths and areas for development
  - 5.2 Devise a plan to address areas for development
- 

## Depth

- 5.1 Self-assess own performance, using relevant criteria to provide a framework (eg organisational competencies).  
Reflect on self-assessment, also considering the feedback given by line manager, peers, own team, other relevant stakeholders and customers etc.  
Identify personal strengths, and continue to apply these strengths.
  - 5.2 Produce a development plan that is based on the performance review, including:
    - New competencies to be learnt and put into practice.
    - Aspects that will be changed/adapted in light of the feedback.Seek feedback as the plan is implemented, to ensure performance continually improves.
- 

## Assessment guidance

LO 5 requires the learner to gather feedback on own performance and review both strengths and weaknesses. Descriptions alone will not be sufficient. Based on this the learner should devise a plan to address **at least two** areas of development identified. The plan may follow the conventions of agreed documents in the workplace.

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## Learning outcome (LO 6)

The learner will:

- 6 Be able to plan activities based on learning styles

## Assessment criteria

The learner can:

- 6.1 Identify learning styles of self and team
  - 6.2 Plan development activities to suit learning styles of self and team.
- 

## Depth

- 6.1 The tools and techniques that help to identify different individual learning styles and preferences.  
How individual learning preferences within a team may differ, and the impact this may have.
-

6.2 How to match different learning preferences to the range of organisational learning and development opportunities available.

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### Assessment guidance

LO 6 requires the learner to identify the learning style of themselves and **at least two** members of their team. Finally, the learner should produce a development plan for themselves and **at least two** members of their team (identified above) that clearly suits their learning styles. The plan may follow the conventions of agreed documents in the workplace.

### Assessment requirements

Successful completion of this unit requires the learner to have an in depth understanding of self-reflection, emotional intelligence and learning styles.

This unit will be internally assessed through a Centre set and marked portfolio of evidence and a mandatory professional discussion which are both subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

A professional discussion **must** be used as an assessment method within this unit. Assessors should determine the proportion of the assessment criteria that will be achieved through the professional discussion.

The discussion should be formally recorded by the assessor and referenced to the assessment criteria. Note should be taken of the Professional Discussion guidance in Appendix 2. The professional discussion will be used by the assessor to touch on assessment criteria across the unit and will be used to:

- Address any gaps in existing evidence.
- Authenticate knowledge and skills shown.
- Confirm understanding.
- Explore and expand ideas.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products from the learner's work.
- Outcomes from oral or written questioning.

- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Reports and plans.
- Professional discussion – **mandatory**.

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, LO 1, 2 and 3 requires knowledge to be shown so the evidence submitted must reflect this (eg written reports, professional discussion). LO 4 may include work products such as questionnaires, written reports, personal reflections, professional discussion. LO 5 may include assessments, development plans and professional discussions.

Learners must carry the tasks out individually. Learners may carry out independent research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Managing People – Skills	LO 1 Be able to manage performance within a team LO 2 Be able to recognise and challenge talent LO 3 Be able to effectively delegate work
Building Relationships - Skills	LO 1 Be able to build trust with internal and external stakeholders LO 4 Be able to identify and share good practice
Leading People - Skills	LO 2 Be able to improve individuals performance in the workplace
Management of Self - Combined	LO 3 Know how to plan own personal development LO 5 Be able to create a personal development plan

## Suggested learning resources

ILM Workbook – Self-Awareness.

## Unit 400

## Management of Self – Knowledge and Skills

UAN:	R/615/5892
Level:	Level 4
Credit value:	3
GLH:	15
Relationship to Standard:	Maps to the Management of Self element of the Personal Effectiveness knowledge and skills section of the Apprenticeship Standard for Operations/Departmental Manager
Unit aim:	This unit will provide learners with the knowledge and skills to manage their time and plan their personal development

### Learning outcome (LO 1)

The learner will:

- 1 Understand different approaches to planning own workload

### Assessment criteria

The learner can:

- 1.1 Evaluate different approaches to planning workload, including how they can be used to help manage multiple tasks

### Depth

- 1.1 The sources of information that are used for workload planning (eg operational plans, personal objectives, sales forecasts etc).  
How to schedule activities for multiple tasks to avoid diary conflicts.  
The different ways that workload can be planned, using formal and informal methods.  
How different types of activity may be planned differently (eg routine daily work, special projects etc).

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## Assessment guidance

To demonstrate competence for LO 1, the learner must evaluate **at least two** different approaches to planning their own workload. This must include how the planning approaches can be used to help manage multiple tasks. It will not be sufficient to describe different planning approaches.

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## Learning outcome (LO 2)

The learner will:

- 2 Understand time management techniques and tools

## Assessment criteria

The learner can:

- 2.1 Assess time management techniques and tools that can be used in the workplace
  - 2.2 Evaluate methods of prioritising activities
- 

## Depth

- 2.1 How effective time management can benefit self and team.  
The range of time management techniques that can be used, such as:
    - Eisenhower grid (urgent/important matrix).
    - Lakeins ABC.
    - 4 Ds of time Management (do, delay, drop, delegate).
    - Delegation.How time management techniques compare, and the factors that influence choice (eg personal style, organisational culture etc).
  - 2.2 The factors to consider when prioritising own work tasks and the criteria for making prioritisation decisions (eg assessing value, estimating effort, needs of stakeholders etc).
- 

## Assessment guidance

LO 2 requires the learner to assess **at least two** time management techniques and tools that can be used in the workplace and may include factors that would influence the choice of technique. In this instance, techniques and tools are deemed to have the same meaning.

In addition, learners must evaluate **at least two** methods of prioritising activities. This may include factors to consider and criteria for making decisions. Descriptions alone will not be sufficient to meet these assessment criteria.

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### Learning outcome (LO 3)

The learner will:

- 3 Know how to plan own personal development

### Assessment criteria

The learner can:

- 3.1 Explain the purpose and components of a personal development plan
  - 3.2 Evaluate a range of methods for personal development
- 

### Depth

- 3.1 The reasons why planning own personal development is important.  
The personal development cycle and the stages involved in development planning.  
What should be included in a personal development plan to help measure and track progress and achievements.
  - 3.2 The range of methods available to support personal development:
    - Formal (eg mentoring, coaching, training courses, work shadowing, online learning etc).
    - Informal (eg reading journals and articles, attending conferences, networking etc).The methods that are available within the organisation and how to access these.  
The methods that are best suited to personal learning styles and preferences.
- 

### Assessment guidance

For LO 3, the learner must explain **both** the purpose **and** the components of a personal development plan. Ideally, this should relate to the requirements of own workplace.

Next, the learner must evaluate **at least three** methods of personal development. This may include the range of methods available in the learner's workplace and which are best suited to particular circumstances. A description of methods of personal development will not be sufficient for this criterion.

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### Learning outcome (LO 4)

The learner will:

- 4 Be able to use time management and prioritisation techniques

## Assessment criteria

### The learner can:

- 4.1 Plan own workload to achieve operational objectives
  - 4.2 Implement time management and prioritisation techniques to effectively manage tasks and workload
  - 4.3 Review time management and prioritisation of activities, identifying any potential improvements
- 

## Depth

- 4.1 Use time management techniques and operational objectives to create a plan for own work tasks and activities.  
Schedule diary activities to establish realistic timescales for achievement.
  - 4.2 Apply time management techniques to manage own workload and schedule activities in diary.  
Complete a time log to identify interruptions and unproductive activities that waste time.  
Take actions to manage time more efficiently (eg protect planned diary time, create 'to do' list, manage emails/calls in scheduled bursts, switch off ICT notifications etc).  
Adapt and revise work plans to meet changing demands.
  - 4.3 Consider own use of time management and work prioritisation techniques.  
The impact of the techniques on own well-being.  
Identify the techniques that are best suited to personal style, and how to continue applying these.  
The situations where time management/work prioritisation was ineffective and the consequences on self and colleagues.  
Actions that will be taken to improve time management and prioritisation in the future.
- 

## Assessment guidance

LO 4 requires that the learner evidences the production of a plan for their own workload that clearly links to operational objectives. The format of the plan may follow the format and conventions agreed with the workplace but the actions must be specific and include timescale for completion.

Next they must implement **at least two** time management and/or prioritisation techniques over a period of time relevant to the workplace requirements and the objectives agreed. A review should then be conducted with any potential improvements in the use of the time management and/or prioritisation techniques identified.

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## Learning outcome (LO 5)

The learner will:

- 5 Be able to create a personal development plan

## Assessment criteria

The learner can:

- 5.1 Assess own career goals and business needs to identify areas for personal development
- 5.2 Evaluate personal development opportunities for the long, medium and short term
- 5.3 Create and negotiate a personal development plan
- 5.4 Monitor ongoing progress toward and achievement of personal development goals
- 5.5 Critically review how learning and development has been applied to improve own performance

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## Depth

- 5.1 Create a framework to define the competencies (knowledge, skills, behaviours) required to meet business needs and future career goals.  
Use relevant sources of information to understand requirements (eg job descriptions, organisational competencies, good practice guides etc).  
Measure own current performance using the competencies, and identify/prioritise gaps.
- 5.2 Define own short, medium and long-term career and lifestyle aspirations.  
The development opportunities available within the organisation, and how these match with own aspirations.
- 5.3 Draft a personal development plan based on career aspirations that is clearly linked to organisational objectives.  
Discuss and agree own personal development plan with line manager and other relevant colleagues (eg Learning and Development team, Talent Manager).
- 5.4 Review and update personal development plan on a regular basis.  
Create and maintain a professional development log to record the formal/informal learning and development opportunities undertaken.
- 5.5 How learning has been applied in the workplace, and the benefits to self, team and the organisation.  
Use a range of methods to measure changes in skills, knowledge and behaviours levels (eg feedback from manager and colleagues, assessment against organisational competencies, diagnostic tests etc).

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## Assessment guidance

LO 5 requires the learner to complete activities relating to their personal development. Own career goals **and** business needs must be assessed to identify areas for personal development. Areas identified and assessed must then be evaluated for the long, medium **and** short term. Descriptions will not be sufficient for these two criteria.

The learner must then create a personal development plan which may follow the format agreed within their own workplace. There must be evidence that this has been negotiated and agreed with a line manager and at least one other relevant stakeholder.

Finally, there must be evidence that the learner has monitored their own progress and critically reviewed how the development has been applied to improve own performance.

In order to meet the requirements of this outcome, it is recommended that the development plan includes a number of activities and that the review of progress reflects development over a period of time. This is likely to follow the review process timetable already in place within own workplace.

## Assessment requirements

Successful completion of this unit requires the learner to have an in depth understanding of planning personal development, time management and prioritisation.

This unit will be internally assessed through a Centre set and marked portfolio of evidence and a mandatory professional discussion which are both subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

A professional discussion must be used as an assessment method within this unit. Assessors should determine the proportion of the assessment criteria that will be achieved through the professional discussion.

The discussion should be formally recorded by the assessor and referenced to the assessment criteria. Note should be taken of the Professional Discussion guidance in Appendix 2. The professional discussion will be used by the assessor to touch on assessment criteria across the unit and will be used to:

- Address any gaps in existing evidence.
- Authenticate knowledge and skills shown.
- Confirm understanding.

- Explore and expand ideas.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products from the learner’s work.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Written narrative to develop or explain evidence.
- Reports and plans.
- Professional discussion – **mandatory**.

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, LO 1, 2 and 3 requires knowledge to be shown so the evidence submitted must reflect this (eg written answers/reports, questioning, professional discussion). LO 4 may include a time management plan and a review via a development plan plus professional discussion, written reports and reflection. LO 5 may include a personal development plan plus professional discussion, written report, reflection.

Learners must carry the tasks out individually. Learners may carry out independent research and collect the information they want to use under unsupervised conditions.

### Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Self-Awareness – Combined	LO 3 Understand different learning and behaviour styles LO 4 Be able to reflect on own working style LO 5 Be able to reflect on own performance

### Suggested learning resources

ILM Workbook – Management of Self.

## Unit 514

## Problem Solving and Decision Making – Knowledge and Skills

<b>UAN:</b>	Y/615/5893
<b>Level:</b>	Level 5
<b>Credit value:</b>	4
<b>GLH:</b>	15
<b>Relationship to Standard:</b>	Maps to the Decision Making element of the Personal Effectiveness knowledge and skills section of the Apprenticeship Standard for Operations/Departmental Manager
<b>Unit aim:</b>	This unit will provide learners with the knowledge and skills to solve problems and make decisions

### Learning outcome (LO 1)

The learner will:

- 1 Understand problem solving and decision making techniques

### Assessment criteria

The learner can:

- 1.1 Explain the importance of clearly understanding the nature, scope and impact of a problem
- 1.2 Explain the relationship between problem solving and decision making
- 1.3 Evaluate the different techniques used for problem solving and decision making
- 1.4 Assess the impact of organisational ethics and values on decision making

### Depth

- 1.1 The types of problems that occur in organisations, and why it is important to define a problem clearly.  
The nature of a problem may be related to people, processes, systems, communications, resources etc.  
Scope may include: what is affected, who is affected, how many people are affected, who is able to resolve it etc.  
Impact may be short, medium or long term, and may include financial loss, loss of customers, staff disengagement etc.

- 1.2 The definitions of problem solving and decision making.  
The steps involved in problem solving and how decision making relates to this.
  - 1.3 How to choose a technique for problem solving and decision making that aligns with organisational culture, and is fit for purpose.  
The situations in which the various techniques work best.  
How much information/resource is required for the techniques to be effective.  
The techniques that can assist with problem solving (eg problem solving cycle, PDCA, 8D problem solving, FOCUS model, Problem-Definition process etc).
  - 1.4 Decision making techniques include: pros and cons, weighted decision-making grids, decision tree, Pareto analysis, paired comparison analysis etc.  
The organisation ethics and values that relate to decision making.  
The degree that ethics and values may influence decision making.  
The types of decisions that may impact more on ethics and values.
- 

### Assessment guidance

For LO 1, the learner must explain why it is important to understand the key aspects of a problem, namely the nature of the problem, its scope, its impact, on both internal and external factors. They also are required to explain the relationship decision making has with problem solving. This may include definitions of each process and the use of recognised algorithms.

The learner must evaluate **at least two** different techniques for problem solving and **at least two** different techniques for decision making. The effectiveness of each technique must be evaluated to form conclusions and recommendations for their application within the organisation.

The final part of this Learning Outcome is to assess the extent that organisational ethics and values have on decision making. Appropriate criteria should be used to individually form judgements of each element.

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### Learning outcome (LO 2)

The learner will:

- 2 Be able to critically analyse and evaluate data to solve problems and make decisions

### Assessment criteria

The learner can:

- 2.1 Gather data to identify the nature scope and impact of a problem
- 2.2 Critically analyse, interpret and draw conclusions from data to generate options
- 2.3 Evaluate options to decide upon the best solution
- 2.4 Communicate with stakeholders throughout the problem solving process
- 2.5 Review decision made, identifying how improvements to the process could be made

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## Depth

- 2.1 The methods that can be used to gather data within the organisation.  
How to retrieve information from organisational systems.  
How to select a sufficient amount of quality data that relates to problem.
- 2.2 Collate data in a format that is accessible by those contributing to problem solving.  
Analyse and interpret data to identify patterns and explore options that may be suitable for problem resolution.  
Use relevant methods to generate potential options (eg brainstorming).
- 2.3 Work with colleagues to discuss the options that are available to resolve the problem.  
Apply decision making tools and techniques.  
Consider the consequences of each option, and the people who may be affected.  
Consider the resource requirements and the costs involved.  
Consider the options of doing nothing or not making a decision. Reach consensus about the best solution.
- 2.4 Use a range of communication methods to involve stakeholders in problem solving.  
Consider the different types of stakeholders, including people who:
  - are affected by the problem
  - possess expertise, information and resources related to the problem
  - control the systems that will be required to implement solutions.Select an appropriate form of communication based on the stakeholder's level of involvement.
- 2.5 The steps involved in solving the problem and the effectiveness of the techniques used.  
Capture actions to assist in future problem solving and decision making.

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## Assessment guidance

LO 2 requires the learner to select a problem, of complexity appropriate for the qualification in their area of responsibility, over a sufficient timeframe to allow consideration of the problem-solving process but not so long that it extends beyond the qualification.

A further consideration is that the learner should be able to form **at least two** options capable of resolving the problem so that evidence of the evaluation of options for AC 2.3 can be presented.

Having selected a suitable problem the learner must gather data from **at least two** different sources to define and scope the problem. The impact of the problem on the organisation and on stakeholders should also be identified.

The learner must use **at least two** appropriate methods of data analysis to analyse and interpret the gathered data. Conclusions must be drawn to form a basis for option generation and **at**

**least two** mutually exclusive options must be created using a recognised technique (such as brainstorming).

All of the generated options must be evaluated so that the 'best' solution is clearly evident. This might be achieved using a decision making grid or another quantitative method.

Throughout the problem solving process the learner must evidence that they have effectively communicated with **at least two** different stakeholders or stakeholder groups.

The final part of this Learning Outcome requires the learner to review the decision made and also the problem solving and decision making processes employed:

- How realistic is the final solution?
- How effective were the steps used to solve the problem?
- How valuable were the techniques employed?

Based on their review the learner must identify how improvements to the process could be made along with lessons learned to provide conclusions and recommendations for the future.

## Assessment requirements

Successful completion of this unit requires the learner to have an in depth understanding of problem solving and decision making, different techniques available, and the impact their application might have on organisational ethics and values.

This unit will be internally assessed through a Centre set and marked portfolio of evidence and a mandatory professional discussion which are both subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy. The unit will be assessed as pass/refer.

Learners are responsible for collecting evidence that addresses the assessment criteria. The same piece of evidence can be used to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Simulations and case studies are not permitted, and the learner is not allowed to write up a problem resolution that has occurred in the past or provide a solution to a problem for which they do not have overall responsibility.

Care must be taken to ensure the selected problem (used in LO 2) has a timeline that is within the completion date for the qualification.

It is highly recommended that this evidence be collated on an ongoing basis in a referenced portfolio that can be presented for internal and external verification once all assessment criteria have been addressed.

A professional discussion **must** be used as an assessment method within this unit. Assessors should determine the proportion of the assessment criteria that will be achieved through the professional discussion.

The discussion should be formally recorded by the assessor and referenced to the assessment criteria. Note should be taken of the Professional Discussion guidance in Appendix 2. The professional discussion will be used by the assessor to touch on assessment criteria across the unit and will be used to:

- Address any gaps in existing evidence.
- Authenticate knowledge and skills shown.
- Confirm understanding.
- Explore and expand ideas.

Evidence for this unit is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Written reports.
- Products from the learner’s work.
- Problem solving and decision making documentation.
- Gathered data.
- Written narrative to develop or explain evidence.
- Direct observation of the learner’s performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Professional discussion – **mandatory**.

Evidence is likely to be complex to reflect the level of the qualification and may meet all or part of two or more Learning Outcomes. For example, LO 2 will, in part, require the learner to evidence that they applied appropriate problem solving and decision making techniques to resolve a problem of sufficient complexity and suitability for the level of the qualification. Learners are responsible for selecting a problem that will enable assessment criteria to be achieved.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## Links to other units

This section provides guidance on where links to other units may be found.

Unit	Learning outcome
Leading People – Skills	LO 1 Be able to communicate organisational vision and goals
Building Relationships - Skills	LO 1 Be able to build trust with internal and external stakeholders
Communication - Skills	LO 1 Be able to communicate effectively

Operational Management - Skills	LO 1 Be able to create and deliver operational skills LO 2 Be able to support, manage and communicate change LO 4 Be able to produce management reports based on the collation, analysis and interpretation of data
Project Management - Skills	LO 2 Be able to manage a project
Finance - Skills	LO 1 Be able to set a budget

### **Suggested learning resources**

ILM Workbook – Problem Solving and Decision Making.

## Appendix 1      Assessment guidance

This appendix provides further information on how to assess the units which are assessed by a portfolio of evidence or a professional discussion.

### Assessment planning and review

Centres need to produce an Assessment Plan for each learner to show what evidence is required. Assessment Plans should indicate clearly which assessment criteria are being targeted. Centres are encouraged to create strong links between the assessment of the knowledge units and the skills units to reinforce the relationship between knowledge and understanding and the job-related competencies.

An initial Assessment Plan must be continually reviewed and up-dated throughout the learner's progress on the programme. This ensures effective time management and targeting of achievement. It is essential for ensuring steady progress and avoiding non-completion of the programme. A suggested Assessment Plan template is provided in Appendix 4.

The Assessment Plan should clearly indicate the actions, resources and timescale for completion, and be agreed and completed at each meeting of the learner and their assessor. At subsequent meetings the Plan should build with feedback and review and further actions agreed.

Copies of the Plan should be held by the learner and also by the Centre - usually with the assessor. External Verifiers will require access to the Plans to verify the Centre's compliance with the requirements in this respect.

### Quality assurance

Centres should be aware that any assessment decision made within the Centre is subject to verification by ILM. It is important that Centres have a procedure for explaining this clearly to learners - possibly during the induction process, or in learner handbooks, etc. Learners should be told that assessment decisions are informal, until confirmed by both internal and external verification processes. This should form part of the routine feedback to learners on assessment decisions.

Documentation should be in place to allow Internal Verifiers and External Verifiers to trace exactly how the assessment decision was reached. It is important that the assessor is able to record how the learner's evidence demonstrates their competence so that the assessor's judgement and decision is clear. Centres may like to consider the example Assessment Record Sheet provided in Appendix 4.

Centres should refer to the [ILM Internal Quality Assurance Policy](#) for full details of both Internal and External Quality Assurance guidance.

## Workplace assessment

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged that not all employers' workplaces are the same, therefore assessment conditions may not be identical. However, to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the assessor must ensure the assessment conditions reflect, as far as possible, those in which the learner is expected to work.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case the learner may feel more pressure simply because he or she is being assessed.

## Simulation

Where naturally occurring evidence cannot be generated in the workplace in the first instance learners and Centres are advised to discuss ways of creating opportunities where this may be possible in the working environment.

Evidence may be produced through simulation solely in exceptional circumstances unless it is explicitly indicated in this Handbook that simulation is not allowed. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring **and** it is not possible to create suitable opportunities to generate them in the working environment. You may find it helpful to discuss this with you Quality & Compliance Manager prior to the simulation activity.

Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is 'an environment which replicates the key characteristics in which the skill to be assessed is normally employed'. The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

## Holistic and integrated assessment

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be on assessment activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across the depth consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

Holistic assessment could be achieved through the use of integrated assessments. Skills and combined units do not have to be assessed one-by-one; they can be assessed in combination. When a single assessment instrument, eg a project or presentation, is used for two or more units, this is called 'integration'.

A rationale for integrating assessments is needed, for example, either sequencing (ie one unit naturally follows and builds on another) or content overlap (ie there are common areas between units, eg communication). The same integration principles can be applied to individual learning outcomes from different units.

The 'Links to other units' section within the unit assessment guidance indicates where links between units occur.

**All** the assessment criteria from the units being integrated need to be included in the assessment exactly as worded in the unit. However, to save the learner from having to do much of the same thing repeatedly, one piece of work by the learner may well simultaneously satisfy two or more similar criteria.

Further guidance on integrating assessments could be found in the [ILM Guidelines for integrating assessment for two or more ILM units](#).

### Judging sufficiency

Judging the sufficiency of a learner's piece of work is often a key aspect in assessment. The test of whether the evidence is of sufficient quantity and quality is very much informed by the qualification level and, in particular, by the verb used in the relevant assessment criterion. The higher levels expect a fuller learner response with greater breadth and depth.

Some sufficiency indicators are provided in the unit assessment guidance for the skills and combined units. In addition to these, assessors, tutors and learners must examine the verb used in the assessment criterion. At Level 3, lower level of demand assessment verbs such as 'identify', 'describe' and 'explain' are commonly used in criteria. At Level 5, more demanding assessment verbs like 'assess' and 'analyse' are used. Definitions of key assessment verbs can be found on the [ILM Assessment Verb Glossary](#).

Evidence presented by the learner can be claimed against more than one assessment criterion as long as it meets the criterion requirements. For example, evidence from a work project undertaken by the learner could provide sufficient evidence to meet the requirements of a number of assessment criteria from a number of different units.

Documentation should be in place to allow Internal and External Verifiers to trace exactly how the assessment decision was reached.

### Grounds for referral

Although there can be grounds for being unable to review a portfolio of evidence, learners cannot be referred purely because of poor literacy, presentation or missing a deadline. The reason must relate to the requirements of the assessment as articulated by the assessment criteria.

### Authenticity

It is a regulatory requirement that every learner must formally declare the authenticity of their work for each submission for assessment. Declarations must be in an auditable form. ILM External Verifiers cannot ratify any assessments where the learner has not specifically confirmed it is their own work.

ILM provides a Submission Cover Sheet that Centres are recommended to use for this purpose, which could be found in the [ILM Plagiarism, Collusion and Cheating Policy](#). If a Centre opts not

to use the cover sheet, it is essential that some mechanism is used to require learners to specifically confirm the authenticity of each assessment.

### Communication of assessment decisions

Centres should be aware that any assessment decision made within the Centre is subject to ratification by ILM. It is important that Centres have a procedure for explaining this clearly to learners - possibly during the induction process, or in learner handbooks. Learners should be told that assessment decisions are informal, until confirmed by internal and external verification and the Awarding Organisation. This should form part of the routine feedback to learners on assessment decisions.

### Language of assessment

Assessment of all units for this qualification will be available in English. All learner work must be in English.

### Access to assessment

Both external and internal assessments need to be administered fairly to all learners.

Access arrangements allow candidates to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes and Braille question papers. Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Further information on how to apply for access arrangements and reasonable adjustments can be found in the [ILM Reasonable Adjustment policy](#). It should be used in conjunction with the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

### Special considerations

A Special Consideration is a post-assessment adjustment reflecting an unforeseen circumstance which could affect a learner's performance during or near the time of an assessment. Further information on how to apply for special considerations can be found in the [ILM Special Considerations](#) policy.

## Appendix 2      Conducting professional discussions

### Purpose

A professional discussion is a planned, in-depth, two-way conversation between an assessor and a learner and provides a holistic approach to assessing performance, knowledge and understanding. It can be used to probe the level of competence of the learner so the assessor is certain that their actions are based on a firm understanding of principles which support practice. It can be used to test the validity and reliability of a learner's evidence and confirm authenticity where this is questionable. It can help a learner who finds written evidence difficult to produce or used to address any gaps in the learner's product evidence. It enables the assessor to make a judgement of competence against agreed standards.

### Planning the discussion

Learners and assessors should plan for a professional discussion. It should be a structured process where a time and date are agreed in advance. Appropriate time must be allowed for the discussion to take place and the specific areas of activity to be explored. The methods by which the discussion will be conducted must be clearly identified and agreed in advance.

The assessor needs to be clear about the required outcomes and should agree with their learner a list of areas/points they wish them to cover. It is recommended that learners receive a written copy of these points in advance of the discussion. Assessors should ensure that learners have a good understanding of the relevant standards and the assessment process.

### Facilitating the discussion

The assessor must be skilled in putting the learner at ease and should be experienced in the interviewing process in order to make their learner feel comfortable about the process. Therefore, the assessor's interpersonal skills are key in achieving positive results. The assessor's role is to manage the process in order to allow their candidate to prove their knowledge and understanding in a supported environment but without the assessor constantly directing and leading the conversation.

As the beginning of the discussion, the assessor is likely to be doing most of the talking (ie recapping the reason for the discussion and agreeing how the main points of the discussion will be assessed and recorded). However as the discussion progresses, the learner should be doing most of the talking with the assessor ensuring the discussion remains focused and effective. They may periodically summarise points covered, question to probe for more information or clarify certain points of the discussion whilst using language the learner understands. The discussion needs to be time managed by the assessor.

### Recording the discussion

When using this assessment method, the discussion becomes the evidence and it is how the discussion is managed, recorded and referenced that will make it valid, relevant and reliable. The discussion may take place face-to-face or remotely and arrangements for this should be agreed in advance.

A professional discussion is a planned event which is recorded. The recording can use a variety of techniques including written notes, verbal recording, video, Skype, recording on Smart phones and online Instant Messaging. The discussion must be saved and included as part of the learner evidence with the assessment criteria annotated as to where they have been addressed.

A record of the discussion should be produced to show how the points relate to the standards/evidence requirements. Whatever recording method is selected, the assessor needs to ensure that the evidence resulting from the discussion is clearly referenced to the appropriate standards/evidence requirements. This is important to enable effective verification and is a way of formalising the process.

If handwritten notes are taken by the assessor it is good practice for the learner to authenticate them and confirm them as a true record of the conversation. If audio is used, it is important that the learning outcomes/assessment criteria are mapped to the recording – ideally with the time when the criteria was addressed via the discussion. For example, 1m 55 secs AC 3.1, 2m 43 secs AC 5.4 and 5.5.

The learner's evidence and the assessor's decision about the evidence must be available to all those involved with quality assurance. There is not a need to transcribe recordings but annotated time counters will allow the Quality Assurance team to pinpoint material more easily during the verification process.

### Common mistakes when conducting a professional discussion

- Lack of preparation.
- No clear link between the discussion and relevant standards.
- Lack of prior agreement between assessor and learner about the format/content.
- No specified time or dedicated space for the discussion.
- Not referencing the discussion correctly.
- Use of group discussion instead of required individual discussion.
- Ineffective questioning and discussion techniques, such as:
  - Asking too many questions at once.
  - Asking a question and then the assessor answering it themselves.
  - Always asking the same kind of question.
  - Not giving the learner time to think and answer.
  - Asking difficult questions too early in the conversation.
  - Leading the learner.

## Appendix 3 Assessment plan template

This record is for ongoing use throughout the assessment process. It is intended for learner and assessor to detail agreed planning for assessment of skills and combined units.

<b>Qualification:</b>		<b>Learner Name:</b>	
<b>Unit:</b>			

<b>Date</b> <i>Date the action is agreed</i>	<b>Action</b> <i>The activity to be carried out, resources needed, type of evidence or assessment, and links to units</i>	<b>By When</b> <i>Date by which action is to be completed</i>	<b>Feedback and Review</b> <i>Feedback on the outcome of the action and consideration of what is next. Leads to new action agreed in next row</i>

The actions, feedback and review outlined above have been agreed between the assessor and learner.

Signature of learner:

Date:

Signature of assessor:

Date:

# Appendix 4 Assessment record sheet

Qualification :		Learner Name:	
Unit:			

Evidence reference or location	Evidence title	Links to other units	Assessment Criteria															

I confirm that the evidence provided is a result of my own work.

Signature of learner:

Date:

I confirm that the learner has demonstrated competence by satisfying all of the assessment criteria for this unit.

Signature of assessor:

Date:

## **Appendix 5      Assessment briefs**

## Unit 500

## Leading People – Knowledge

### Purpose of Assessment

The purpose of this assessment is to demonstrate knowledge and understanding of leadership styles: how to lead different teams; how to improve performance; the importance of organisational culture; and equality, diversity and inclusion in the workplace.

The assessment comprises a scenario and a number of tasks, each aligned to the assessment criteria of the unit. When completed, these tasks should generate the evidence the Assessor will need to make a judgement on whether the learner has achieved the unit.

A Result Sheet is provided at the end of this brief to support Assessors in assessing each assessment criterion and to record the final outcome of the unit.

### Scenario

You have recently been employed as Head of Service, at DreamHome™, as part of a significant change in direction for the company.

DreamHome™ was set up five years ago, with a mission to 'do things differently to traditional estate agents'. Their organisational values are:

- Agility
- Performance
- Growth
- Service

They operate from an out of town business park office and employ six Service Agents, with different levels of experience and expertise, who manage client contact by telephone and internet from their office base. A further five staff are home-based: two Valuation Managers (one Senior), who visit properties to assess their value and agree listings; three Viewing Agents (one Senior), who conduct viewings and work flexible hours as required. Staff are proud that they have been able to penetrate the local market quickly, and are now dealing with around 25% of all sales and rentals in the area. The owner is very 'hands on' and gives the staff strong direction to ensure they are very goal focused and want to get the job done in the fastest, most efficient way possible. The company uses state of the art technology and expects its employees to be able to adapt to the frequent IT system changes. Electronic documents are completed and saved to the company's Cloud storage, so that everyone has access to all client records. Most of the communication between team members is done by email and instant messaging as they spend a lot of time on phone calls. The Service Agents also have a very active social media group that they use to share jokes, although recently this has been used to rant about how stressed they are feeling. There is a strong sense of rivalry and team members compete to win the monthly employee prize for best performance. Staff have a range of different levels of

expertise and some of the more experienced employees feel they should have more autonomy and responsibility (currently all key decisions are made by the owner).

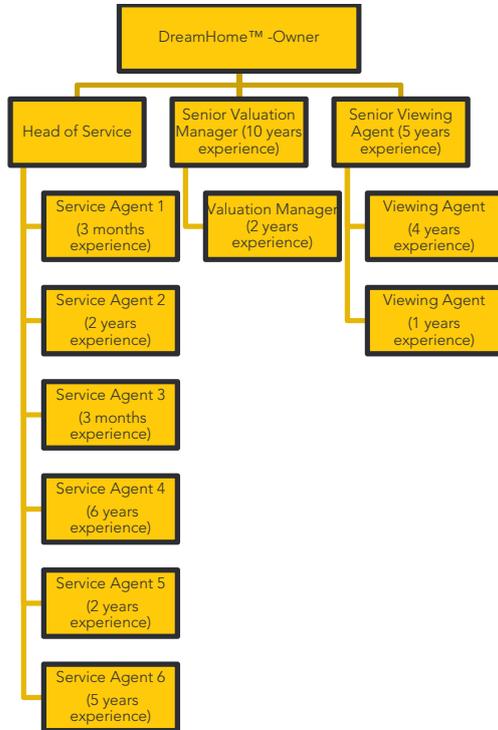
The owner of DreamHome™, who established the company following three years of residential property sales and rental experience, originally felt that an online business was a more effective business model to reduce costs and price competitively. However, a recent review of the market has highlighted that some clients still prefer to visit High Street premises. Therefore, a decision has been made to acquire an existing estate agency, Roberts Estate Agents, as the owner is selling the business due to retirement.

Established in 1980, Roberts specialise in sales and lettings of luxury properties, although they do cover the whole residential market. A family run business with strong roots in the local community, the team of four Property Managers are highly experienced, with extensive knowledge of the local market, and pride themselves on their personal and caring attitude. They all work in a large High Street shop, and deal with many clients face to face. They have systems and processes that have been developed over the years, and whilst they use online marketing systems, they tend to prefer keeping paper records. All the staff have been employed by the company for over 10 years, so they know each other well and they have a strong team ethic.

Staff member A has worked at Roberts for nearly 20 years, joining as an apprentice, and this is the only company he has worked for. He is worried about the changes as he has a strong relationship with Roberts' current owner, and thinks of her as a 'second mother'. He is also being asked to lead the other three Property Managers when the business is transferred. Staff member B is feeling very excited about the changes as she was thinking about moving jobs anyway. She feels ready to be stretched in her work, and is open to new development opportunities. Staff members C and D have not expressed any strong opinions about the change.

## Organisational Charts - Current

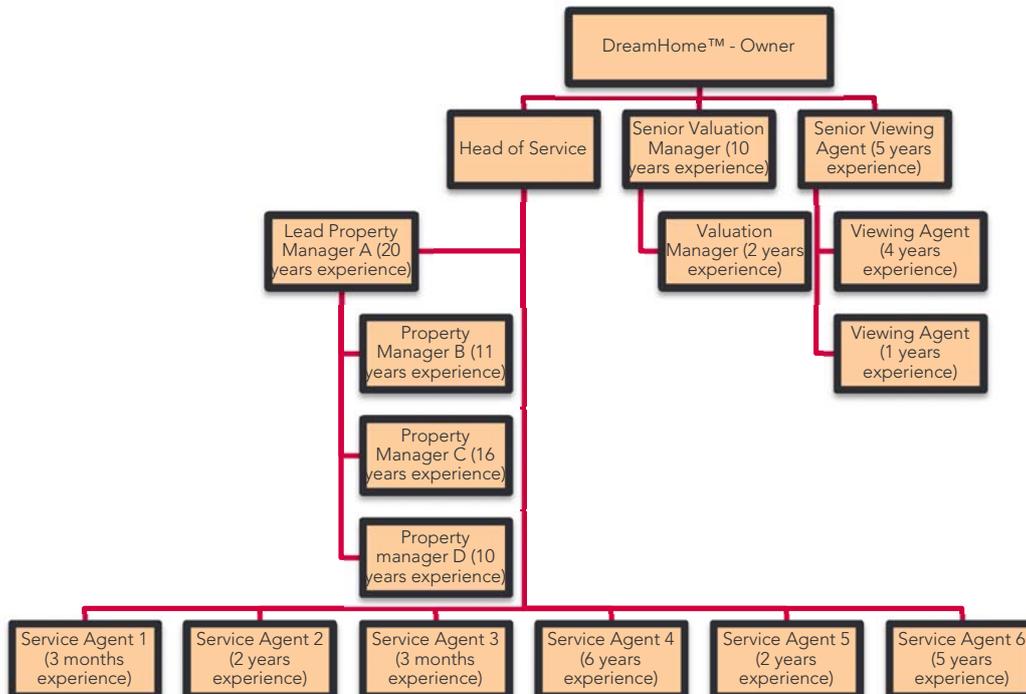
### DreamHome™



### Roberts



## Organisational Chart – New



## Tasks

The Roberts staff will become employees of DreamHome™, as part of the Service team, in six weeks when the business purchase is completed. You have been asked to consider the leadership approaches that you will use to manage the different teams, and individuals, to effectively manage their performance and ensure the continued success of the business. You will be based in the main (out of town) office, although will also have the opportunity to work at the town centre site, and at home.

The following tasks must be completed:

**Task 1:** Using a relevant theory/model, consider the cultures of the two businesses as they currently operate. Identify and describe the organisational culture type that each has, giving reasons for your choice and outlining the key features.

Analyse the relationship between the organisational culture types identified and the change that is going to take place, considering aspects such as staff involvement, and the ways that the current cultures may help or hinder the change process.

**Task 2:** Analyse the factors that may have contributed to each organisation's culture. Include a discussion on **at least two** internal and **two** external factors. Give examples to explain how the factors relate to specific features of the culture type you identified.

Consider the four Roberts staff who are joining DreamHome™, and explain the effect that the culture of their new organisation may have on the four members of staff from Roberts. Explain the positive and negative effects that may arise during the transition and how the culture might affect staff members A and B, giving examples to support your points.

**Task 3:** Evaluate **at least three** leadership styles that you could use in your new role, referring to a relevant leadership theory or model. Summarise the different teams that you will be leading, and explain your planned leadership approach to the two teams, based on their different needs and expectations. Consider the remote/virtual workers and explain the advantages and disadvantages of this type of working for the individual, the organisation, and you as a leader. Clearly describe how you may need to adapt your leadership style, giving examples.

**Task 4:** Consider the leadership styles that you plan to adopt, and analyse the relationship between these styles and organisational culture. Examine the ways that your own leadership preferences may potentially differ from the leadership style of the outgoing Roberts' owner, and the potential impact of this.

Analyse **at least three** motivational techniques that may be applied to the different team members to maintain and improve their performance.

**Task 5:** During your initial discussions about your role, you were told that several staff require support to improve their performance over the coming months. You are considering implementing a coaching and mentoring programme to address this, and need to think about different approaches. Identify **at least one** coaching and one mentoring model, and analyse how this could be used to improve performance. Consider how coaching and mentoring differ, and how you would decide which is most appropriate.

**Task 6:** A key part of your new leadership role involves understanding equality, diversity and inclusion in the workplace. This is a new area of responsibility for you, and you want to make sure you are up-to-date with current legislation.

Give definitions of equality, diversity and inclusion in a workplace context, explaining how they differ from each other. List current UK Equality Legislation, and explain the responsibilities that DreamHome™ has as an employer, giving examples of necessary organisational policies and practices to support your points.

Describe **at least two** potential consequences of not adhering to the legislation.

**Task 7:** Describe how you intend to embed equality practices in day-to-day activities as part of your leadership role. Include an explanation of how you intend to promote a culture in which discrimination is challenged (both potential and actual discrimination), using examples.

## Assessment Mapping

The table below demonstrates how each task is aligned to the assessment criteria of the unit.

Task	Assessment Criteria Coverage
Task 1	4.1 Describe different cultures that exist in organisations. 4.4 Analyse the relationship between culture and change in the workplace.
Task 2	4.2 Analyse internal and external factors which can affect an organisation's culture. 4.3 Explain the effect an organisation's culture could have on individuals and teams.
Task 3	1.1 Evaluate a range of different leadership styles. 1.2 Describe how to adapt leadership style to suit different situations. 2.1 Explain how to lead multiple teams. 2.2 Explain how to lead remote/virtual teams.
Task 4	1.3 Analyse the relationship between leadership styles and organisational culture. 3.1 Analyse a range of motivational techniques to improve performance.
Task 5	3.2 Analyse coaching and mentoring approaches and how these can be used to improve performance.
Task 6	5.1 Explain the difference between equality, diversity and inclusion. 5.2 Explain the responsibilities of organisations under current equality legislation. 5.4 Describe the potential consequences of not adhering to equality legislation.
Task 7	5.3 Describe the role of a leader in ensuring that equality, diversity and inclusion policies and practices are embedded in business practices. 5.5 Explain how to promote a culture where actual and potential discrimination is challenged.

## **Types of Evidence**

A written report is the main output to form the completion of the tasks.

Additional evidence could include a variety of forms (eg presentations, professional discussion, competency based interviews, oral/written questions).

## **Context of Assessment and Amendments**

Learners are able to use their own work based context or that of another organisation they are particularly familiar with to base their assessment on. No prior approval from your ILM Quality & Compliance Manager (QCM) is required to adapt the scenario as long as the tasks remain as described in this brief. Should amendments to the tasks be required the Centre would need to seek approval from their ILM QCM. QCM approval will also be needed if the Centre wishes to create a new assessment.

## **Conditions of Assessment**

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## **Authenticity of learner work**

The work submitted should be the learner's own work. Learners must acknowledge any work that is not their own using a recognised referencing notation and present direct quotes from other sources in quotation marks.

Learners must make a formal declaration of authenticity, ie the work is their own. This is a prerequisite for an assessment to be assessed because no investigation for plagiarism can be carried out without this confirmation.

A declaration of authenticity is included in the Result Sheet overleaf.

## Result Sheet

### To be completed by the Learner

Learner name:	Learner number:
Submission Number:	Submission Date:

### Declaration of Authenticity

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.	
Learner signature:	Date:

### To be completed by the Assessor

Assessment must be conducted with reference to the assessment criteria. In order to pass the unit, every assessment criterion must be met.

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
LO 1 Understand different leadership styles		
1.1 Evaluate a range of different leadership styles		Task 3
1.2 Describe how to adapt leadership style to suit different situations		Task 3
1.3 Analyse the relationship between leadership style and organisational culture		Task 4
LO 2 Understand how to lead different teams		
2.1 Explain how to lead multiple teams		Task 3

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
2.2 Explain how to lead remote/virtual teams		Task 3
LO 3 Know how to improve performance in the workplace		
3.1 Analyse a range of motivational techniques to improve performance		Task 4
3.2 Analyse coaching and mentoring approaches and how these can be used to improve performance		Task 5
LO 4 Understand the importance of organisational culture		
4.1 Describe different cultures that exist in organisations		Task 1
4.2 Analyse internal and external factors which can affect an organisation's culture		Task 2
4.3 Explain the effect an organisation's culture could have on individuals and teams		Task 2
4.4 Analyse the relationship between culture and change in the workplace		Task 1
LO 5 Understand equality, diversity and inclusion in the workplace		
5.1 Explain the difference between equality, diversity and inclusion		Task 6
5.2 Explain the responsibilities of organisations under current equality legislation		Task 6
5.3 Describe the potential consequences of not adhering to equality legislation		Task 7

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
5.4 Describe the role of a leader in ensuring that equality, diversity and inclusion policies and practices are embedded in business practices		Task 6
5.5 Explain how to promote a culture where actual and potential discrimination is challenged		Task 7

Assessor Outcome	
Outcome <i>(delete as applicable)</i> :  PASS/REFER	Signature of Assessor:  Date:

IQA Outcome	
Outcome <i>(delete as applicable)</i> :  PASS/REFER	Signature of IQA:  Date:

## Unit 501

## Managing People – Knowledge

### Purpose of Assessment

The purpose of this assessment is to demonstrate knowledge and understanding of how to manage multiple and remote teams, improve team performance and recruit staff members.

The assessment comprises a scenario and a number of tasks, each aligned to the assessment criteria of the unit. When completed, these tasks should generate the evidence the Assessor will need to make a judgement on whether the learner has passed the unit.

A Result Sheet is provided at the end of this brief to support Assessors in assessing each assessment criterion and to record the final outcome of the unit.

### Scenario

Sylvan Furniture Ltd. is based in the North of England, and aspires to be a market leader in manufacturing furniture. The company focuses on the design, production and sale of garden furniture products to retailers throughout England and Wales. As the Operations Manager for Sylvan Furniture Ltd, you are responsible for managing three teams during a challenging period in your organisation. Based in Sylvan Furniture Ltd.'s factory in Manchester, you work flexible hours to match business needs, and occasionally work off-site. Your responsibilities include setting objectives for your teams, managing their performance to achieve business goals, identifying skills gaps and recruiting new staff when required. There are three experienced team managers to support you in ensuring high performance.

Unfortunately, sales of several existing product lines have declined in the last two years, and annual net profits were recently reported as 30% lower than last year, putting the business and its employees at risk. The Company Directors have considered options to increase sales revenue, and at a recent strategy meeting agreed to focus on four key areas:

- Implement recognised strategies to develop high performing teams.
- Develop a range of new innovative and eco-friendly products (Design).
- Reduce production costs to increase profit margins (Production).
- Expand sales of products into a new region - Scotland (Sales).

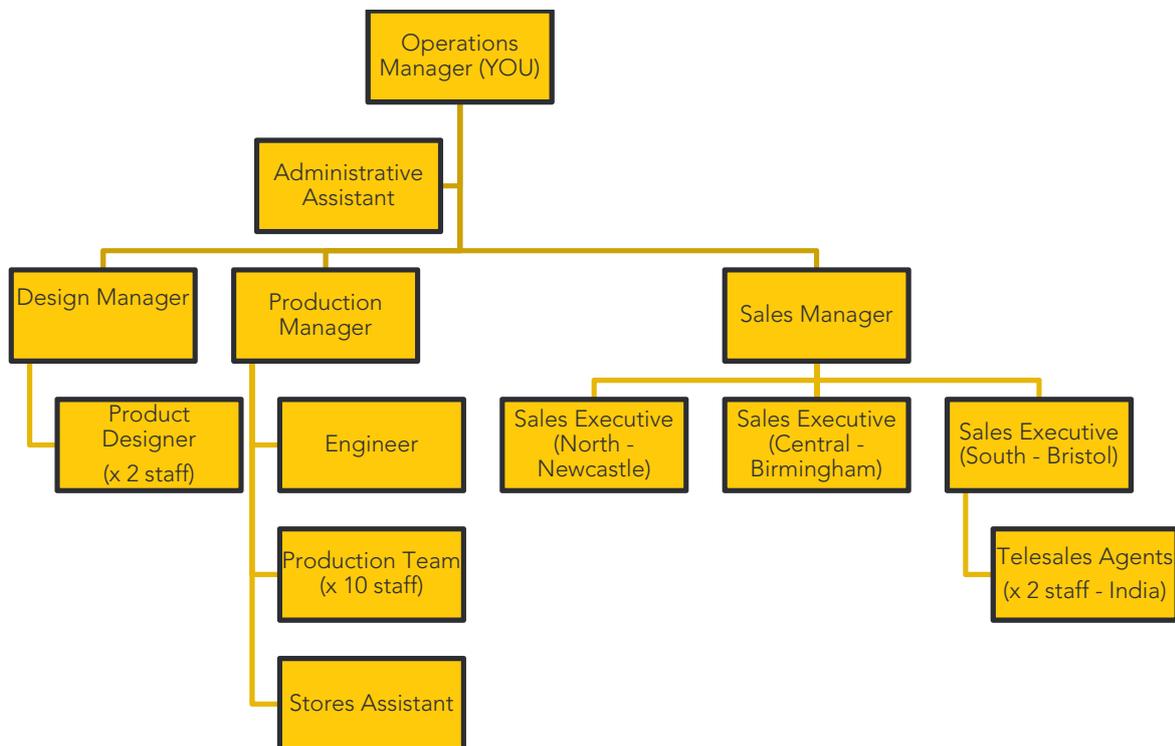
The **Design Team** is responsible for designing and developing the furniture products. Their office is based in Sylvan Furniture Ltd.'s factory in Manchester and staff all work regular hours from 8am to 5pm, Monday to Friday. There is a Design Manager and two Product Designers who work closely with the Production Team. The Design Manager uses a democratic management style, as both staff have over 10 years of experience (although neither has designed eco-friendly products).

The **Production Team** has 10 staff members, and is managed by a Production Manager who has a focus on Health and Safety and a predominantly autocratic management style. The team

is responsible for testing the new designs received from the Design Team. Following rigorous testing they finalise the furniture specifications and secure suppliers for the materials required. Once the final furniture ranges are agreed, they prepare the relevant production lines ready for manufacture of the furniture. Furniture is produced to order, with an eight-week lead time. All staff work in rotating shift patterns to maximise production over the 16-hour period that the factory operates each day. Staff work a variety of patterns including: three x 12-hour shifts per week; five x 8-hour shifts per week; and part time hours ranging from 4 to 24 hours per week.

The **Sales Team** is responsible for promoting and selling the products, and employs six staff. The Sales Manager and three Sales Executives are all home-based (see the organisational chart for locations). Their role involves travelling to existing and prospective customers within their designated region to secure orders. They work closely with two Telesales Representatives who are based in India. Their role is to respond to customer calls, answering questions about the products and closing sales.

### Departmental Organisational Structure



## Tasks

You have been asked to think about how you will manage your multiple and remote teams during the next financial year. A key objective for you is to improve current performance to create high performing teams that will help to sustain the business in the future.

The following tasks must be completed:

**Task 1:** During discussions, both the Design Manager and Sales Manager have expressed concerns that staffing levels are not sufficient to meet the demands in the change of business strategy.

Explain the reasons why these two managers think there is a need for additional staff. Outline the recruitment options that might be considered.

**Task 2:** A decision has been made to recruit one new member of staff and the company's HR Manager has asked to meet with you. Describe the steps involved in recruiting staff, from identifying this initial need through to the new employee starting work.

Explain how you and your organisation would ensure that the recruitment and selection processes are fair.

**Task 3:** You have responsibility for managing three diverse teams. Describe **at least two** challenges that you are likely to face in your role when managing multiple teams.

To address the challenges you have identified, analyse the strategy for each challenge that you could use to manage these teams. You may like to consider roles and accountabilities, structuring of tasks, performance monitoring, team support etc.

Explain how you would monitor and maintain the performance of these three teams, exploring aspects such as quality, efficiency, individual/team performance, adherence to policy/procedure.

For the sales team who work remotely, consider how your approach would differ, by explaining some of the day-to-day management activities that help to maintain the performance of remote teams. Outline what technological tools are available to support remote team working, and explain how **at least two** of these could be used to overcome the challenges you have identified.

**Task 4:** The business has a strong focus on developing High Performing Teams.

Explain the process you will use to set objectives for the teams, including:

- the stages involved, from strategy to individual employee
- how you will involve teams and individuals in agreeing objectives
- how you will check that objectives are realistic and achievable.

Explain how the appraisal process could be used to develop a High Performing Team, including:

- the stages involved, and associated documents
- **at least two** techniques for identifying under-performing individuals
- how to address under-performance in the workplace using the techniques.

You may like to define what is meant by a 'High Performing Team' in your response. Analyse **at least three** performance management techniques that could be used in Sylvan Furniture Ltd. and make a recommendation, outlining your reasoning.

**Task 5:** As a result of the new business direction, a key aspect of your management approach will be to encourage the teams to work together effectively.

Explain why collaboration between members of the same team is important. You may like to consider approaches that encourage collaboration and obstacles to successful collaboration.

Explain how individual/team knowledge and expertise could be shared to facilitate high performance.

**Task 6:** During the year ahead, you anticipate that there will be some significant changes to how people work, and there are already some general learning and development needs identified.

Describe how you will identify the specific skills gaps in individuals, giving examples of development needs that may be identified and how you could address these.

You would also like to take the opportunity to think about implementing a talent management system to ensure that you develop and retain talented individuals. Identify **at least two** talent management models, and explain how these could be used to identify, develop and retain talented members of staff at Sylvan Furniture Ltd. Include an explanation of how organisational objectives could be met through talent planning and management.

**Task 7:** It is likely that you will need to delegate to your three managers. Describe a range of approaches that you could use to delegate effectively. (You may like to consider some of the factors involved, and refer to relevant theories to support your points). Explain what can make delegation effective, giving examples to illustrate your ideas.

## Assessment Mapping

The table below demonstrates how each task is aligned to the assessment criteria of the unit.

Task	Assessment Criteria Coverage
Task 1	5.1 Explain the different reasons and options for recruiting staff
Task 2	5.2 Describe the steps an organisation takes to recruit staff 5.3 Explain how to ensure recruitment and selection processes are fair
Task 3	1.1 Describe the challenges of managing multiple teams 1.2 Explain how technology can be used to overcome the challenges when managing remote teams 1.3 Analyse strategies for managing multiple teams 1.4 Explain how to monitor and maintain the performance of multiple teams 1.5 Explain how to monitor and maintain the performance of remote teams
Task 4	2.1 Explain the process of setting objectives to develop high performing teams 2.3 Explain how the appraisal process can be used to develop a high performing team 3.1 Analyse a range of performance management techniques 3.2 Explain techniques for identifying and dealing with under-performing individuals in the workplace
Task 5	2.4 Explain the importance of collaboration between team members in developing a high performing team 2.5 Explain how to share knowledge and expertise to facilitate high performance
Task 6	2.2 Describe how to identify and address skills gaps within a team to meet team objectives 3.3 Explain how talent management models can be used to identify, develop and retain talented individuals 3.4 Explain how organisational objectives could be met through talent planning and management
Task 7	4.1 Describe a range of approaches to delegation in the workplace 4.2 Explain what can make delegation effective

## **Types of Evidence**

A written report is the main output to form the completion of the tasks.

Additional evidence could include a variety of forms (eg presentations, professional discussion, competency based interviews, oral/written questions).

## **Context of Assessment and Amendments**

Learners are able to use their own work based context or that of another organisation they are particularly familiar with to base their assessment on. No prior approval from your ILM Quality & Compliance Manager (QCM) is required to adapt the scenario as long as the tasks remain as described in this brief. Should amendments to the tasks be required the Centre would need to seek approval from their ILM QCM. QCM approval will also be needed if the Centre wishes to create a new assessment.

## **Conditions of Assessment**

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## **Authenticity of learner work**

The work submitted should be the learner's own work. Learners must acknowledge any work that is not their own using a recognised referencing notation and present direct quotes from other sources in quotation marks.

Learners must make a formal declaration of authenticity, ie the work is their own. This is a prerequisite for an assessment to be assessed because no investigation for plagiarism can be carried out without this confirmation.

A declaration of authenticity is included in the Result Sheet overleaf.

## Result Sheet

### To be completed by the Learner

Learner name:	Learner number:
Submission Number:	Submission Date:

### Declaration of Authenticity

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.	
Learner signature:	Date:

### To be completed by the Assessor

Assessment must be conducted with reference to the assessment criteria. In order to pass the unit, every assessment criterion must be met.

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
LO 1 Know how to manage multiple and remote teams		
1.1 Describe the challenges of managing multiple teams		Task 3
1.2 Explain how technology can be used to overcome the challenges when managing remote teams		Task 3
1.3 Analyse strategies for managing multiple teams		Task 3
1.4 Explain how to monitor and maintain the performance of multiple teams		Task 3

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
1.5 Explain how to monitor and maintain the performance of remote teams		Task 3
LO 2 Know how to develop high performing teams		
2.1 Explain the process of setting objectives to develop high performing teams		Task 4
2.2 Describe how to identify and address skills gaps within a team to meet team objectives		Task 6
2.3 Explain how the appraisal process can be used to develop a high performing team		Task 4
2.4 Explain the importance of collaboration between team members in developing a high performing team		Task 5
2.5 Explain how to share knowledge and expertise to facilitate high performance		Task 5
LO 3 Understand performance management techniques and talent management models		
3.1 Analyse a range of performance management techniques		Task 4
3.2 Explain techniques for identifying and dealing with under-performing individuals in the workplace		Task 4
3.3 Explain how talent management models can be used to identify, develop and		Task 6

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
retain talented individuals		
3.4 Explain how organisational objectives could be met through talent planning and management		Task 6
LO 4 Know how to delegate effectively		
4.1 Describe a range of approaches to delegation in the workplace		Task 7
4.2 Explain what can make delegation effective		Task 7
LO 5 Understand how to recruit people into an organisation		
5.1 Explain the different reasons and options for recruiting staff		Task 1
5.2 Describe the steps an organisation takes to recruit staff		Task 2
5.3 Explain how to ensure recruitment and selection processes are fair		Task 2

Assessor Outcome	
Outcome <i>(delete as applicable)</i> :	Signature of Assessor:
PASS/REFER	Date:

IQA Outcome	
Outcome <i>(delete as applicable)</i> :	Signature of IQA:
PASS/REFER	Date:

## Unit 502

## Building Relationships – Knowledge

### Purpose of Assessment

The purpose of this assessment is to demonstrate knowledge and understanding of relationship management, collaborative working and conflict management.

The assessment comprises a scenario and a number of tasks, each aligned to the assessment criteria of the unit. When completed, these tasks should generate the evidence the Assessor will need to make a judgement on whether the learner has passed the unit.

A Result Sheet is provided at the end of this brief to support Assessors in assessing each assessment criterion and to record the final outcome of the unit.

### Scenario

Vine Organics is a wholesaler of fair trade, organic, ethical, ecological and natural products. Established 25 years ago, the company sells directly to small independent retailers across the UK. The company has experienced steady growth, and recent accounts reported a £10M turnover, although costs have risen, and margins are reduced by 5%.

As the Operations Manager for Vine Organics, you have been asked to lead the implementation of a new information technology (IT) system within your organisation. The company has a loyal customer base, however, in the last year the sales generated by several key customers have fallen by around 50%. The Customer Service Team carried out a telephone survey to establish the reasons for the drop in sales. Key findings indicated that customers were buying from competitors because they liked to order online, at a time that suited them, rather than phoning in their orders during standard office hours. Additionally, customers want to be able to access records of previous orders so that repeat orders will save them time.

After some consideration, the company director decided to commit a significant budget to replacing the current IT system. The objectives of the project are to implement an IT system that will:

- Enable customers to order online through the company's existing website.
- Track customer orders and deliveries accurately.
- Streamline customer service processes to reduce staffing hours/wage budget in the customer service team.

The project will include replacing the existing software systems that the Customer Service Team have used for the last 10 years to take orders over the telephone. It will also involve building a new area on the website, where customers can log in securely to order products. The Head of Marketing is responsible for the current website, and has expressed concerns about the proposed new system, saying that this may cause maintenance problems and additional work

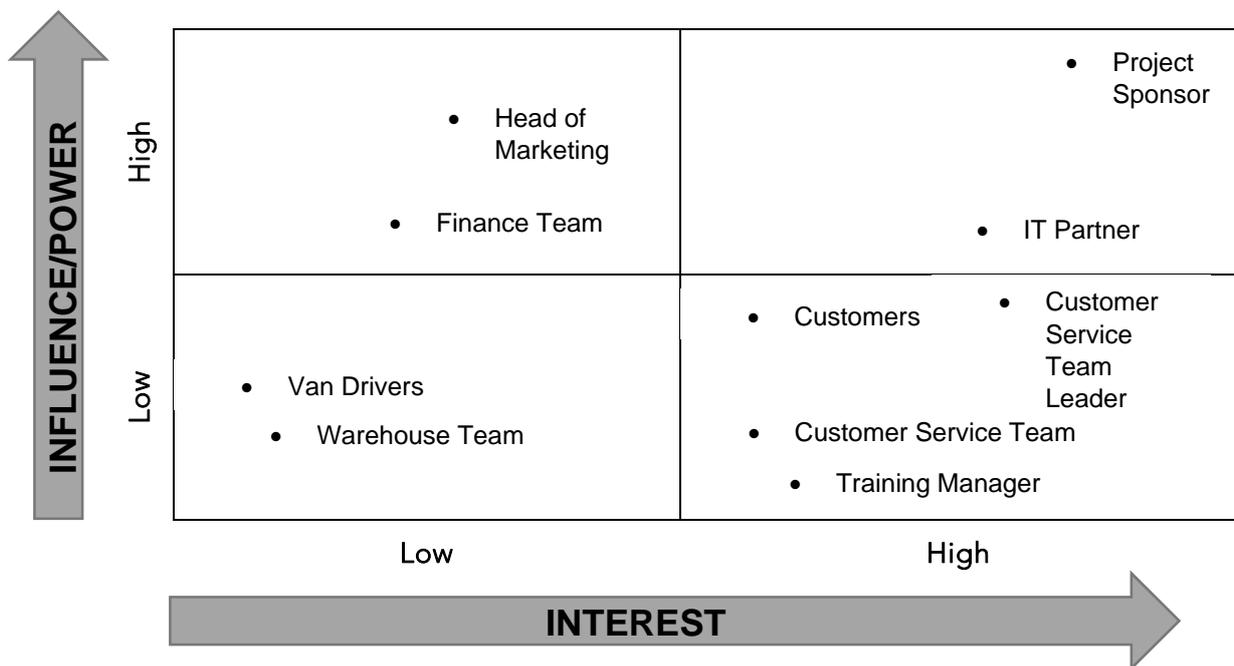
for the Marketing Team. The Customer Service Team are also worried about the changes, and their job security. However, there will be fewer changes for the Finance and Warehouse Teams.

Rather than using an off-the-shelf solution, the company has agreed a partnership with an IT company called Alpha Ltd. They plan to develop a customised IT system to meet the needs of Vine Organics, which in the longer term could be adapted and sold to other wholesalers. This partnership arrangement has enabled Vine Organics to purchase the system at a significantly lower price.

### Tasks

You have been asked to plan your relationship management approach for the project, which is expected to be delivered within the next 12 months. This will cover a range of different stakeholders, and consider the most effective ways to work collaboratively with each of them. You also need to think about the potential risks and conflicts that may arise, ensuring that you can apply relevant conflict management models if required.

You have produced a stakeholder map as part of your initial preparation, and this is shown below:



The following tasks must be completed:

**Task 1:** Using the stakeholder map provided, explain the purposes and benefits of stakeholder mapping.

**Task 2:** The stakeholder map includes a range of different people. Consider the IT Partner, Customers and the Head of Marketing. Evaluate the approach you would take to build and manage relationships **with each**, considering their different needs/expectations and the formal/informal networks required to be effective. Analyse the key skills that are required to ensure that your approach for all three is effective.

**Task 3:** You have decided that the project is suitable for a collaborative working approach, which will enable the Vine Organics Customer Service Team to extend their expertise, by sharing information, resources and knowledge with the IT Partner. Analyse **at least two** factors that are important for effective collaboration to achieve the project goals, considering the differences in your techniques when working with internal and external teams. Explain how you would manage the factors to maximise effective collaboration and minimise the potential for friction and conflict. Describe how you would share good practice.

**Task 4:** You will be responsible for managing risks, and dealing with any relationship problems that arise during the project. Evaluate the risks involved in working collaboratively with the IT Partner, considering how risk could be shared and the potential implications for knowledge management.

Identify **at least two** conflict management models to tackle different scales of conflict that may arise. Analyse how these could be applied to manage and resolve potential workplace conflict during the project.

## Assessment Mapping

The table below demonstrates how each task is aligned to the assessment criteria of the unit.

Task	Assessment Criteria Coverage
Task 1	1.2 Explain the purpose and benefits of stakeholder mapping.
Task 2	1.1 Analyse the key skills required to effectively manage business relationships. 1.3 Evaluate the different approaches to be taken when managing: <ul style="list-style-type: none"> <li>• Partners</li> <li>• Customers</li> <li>• Stakeholders</li> </ul>
Task 3	2.1 Analyse the key factors required for effective internal and external collaborative working relationships 2.2 Explain how these factors can be established to create effective collaborative working relationships 2.4 Describe how to share good practice 3.2 Explain how to minimise the potential for friction and conflict amongst stakeholders
Task 4	2.3 Evaluate the implications of external collaborative relationships for risk and knowledge management 3.1 Analyse conflict management models and the approaches used to resolve different scales of workplace conflict

## **Types of Evidence**

A written report is the main output to form the completion of the tasks.

Additional evidence could include a variety of forms (eg presentations, professional discussion, competency based interviews, oral/written questions).

## **Context of Assessment and Amendments**

Learners are able to use their own work based context or that of another organisation they are particularly familiar with to base their assessment on. No prior approval from your ILM Quality & Compliance Manager (QCM) is required to adapt the scenario as long as the tasks remain as described in this brief. Should amendments to the tasks be required the Centre would need to seek approval from their ILM QCM. QCM approval will also be needed if the Centre wishes to create a new assessment.

## **Conditions of Assessment**

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

## **Authenticity of learner work**

The work submitted should be the learner's own work. Learners must acknowledge any work that is not their own using a recognised referencing notation and present direct quotes from other sources in quotation marks.

Learners must make a formal declaration of authenticity, ie the work is their own. This is a prerequisite for an assessment to be assessed because no investigation for plagiarism can be carried out without this confirmation.

A declaration of authenticity is included in the Result Sheet overleaf.

## Result Sheet

### To be completed by the Learner

Learner name:	Learner number:
Submission Number:	Submission Date:

### Declaration of Authenticity

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.	
Learner signature:	Date:

### To be completed by the Assessor

Assessment must be conducted with reference to the assessment criteria. In order to pass the unit, every assessment criterion must be met.

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
LO 1 Understand approaches to partner, customer and stakeholder relationship management		
1.1 Analyse the key skills required to effectively manage business relationships		Task 2
1.2 Explain the purpose and benefits of stakeholder mapping		Task 1
1.3 Evaluate the different approaches to be taken when managing: <ul style="list-style-type: none"> <li>• Partners</li> <li>• Customers</li> <li>• Stakeholders</li> </ul>		Task 2
LO 2 Know how to use collaborative working techniques		

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
2.1 Analyse the key factors required for effective internal and external collaborative working relationships		Task 3
2.2 Explain how these factors can be established to create effective collaborative working relationships		Task 3
2.3 Evaluate the implications of external collaborative relationships for risk and knowledge management		Task 4
2.4 Describe how to share good practice		Task 3
LO 3 Know how to manage different levels of workplace conflict		
3.1 Analyse conflict management models and the approaches used to resolve different scales of workplace conflict		Task 4
3.2 Explain how to minimise the potential for friction and conflict amongst stakeholders		Task 3

Assessor Outcome	
Outcome ( <i>delete as applicable</i> ):	Signature of Assessor:
PASS/REFER	Date:

IQA Outcome	
Outcome ( <i>delete as applicable</i> ):	Signature of IQA:
PASS/REFER	Date:

## Unit 503

## Communication - Knowledge

### Purpose of Assessment

The purpose of this assessment is to demonstrate knowledge and understanding of interpersonal skills and how to apply different forms and techniques of communication.

The assessment comprises a scenario and a number of tasks, each aligned to the assessment criteria of the unit. When completed, these tasks should generate the evidence the Assessor will need to make a judgement on whether the learner has passed the unit.

A Result Sheet is provided at the end of this brief to support Assessors in assessing each assessment criterion and to record the final outcome of the unit.

### Scenario

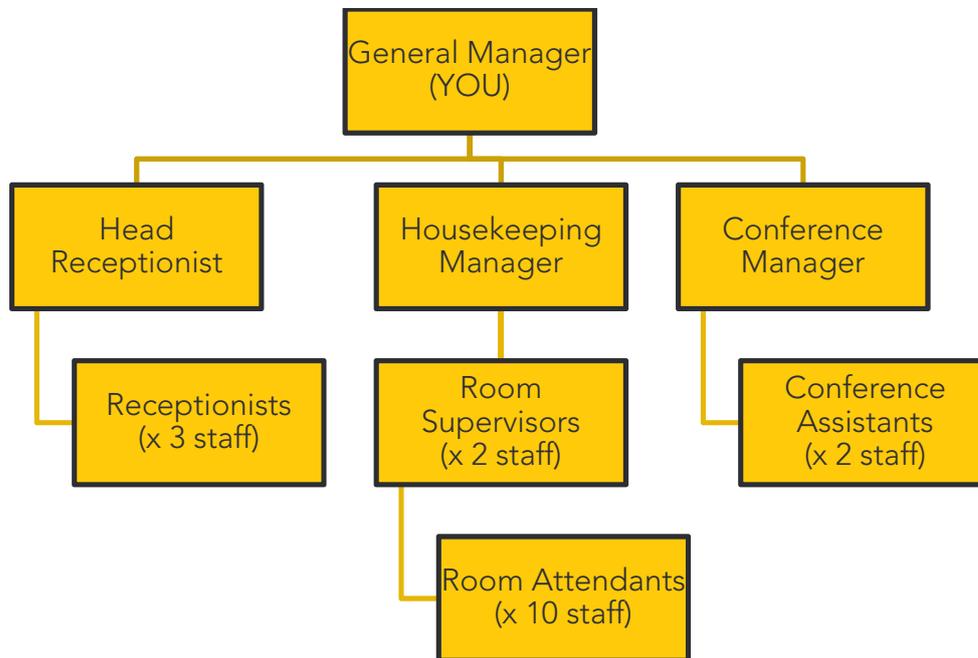
The Manor House is a rural boutique hotel that specialises in luxury short breaks. An impressive Victorian hotel, it is situated in five acres of gardens and offers a range of facilities for its guests including: individually designed rooms and suites; an award-winning restaurant; a lavish spa; a gym; and access to a range of activities and tours provided by local suppliers. You are one of the hotel's General Managers, with responsibility for three departments: Reception, Housekeeping and Events.

Following a recent major refurbishment of the hotel, separate new conferencing facilities have been built in the grounds, away from the main hotel building. Three months ago, you hired a new Conference Manager to manage this new area, and two part-time Conference Assistants, who work when required to support this function.

The Reception staff team comprises four receptionists, who work a range of different shifts and hours to cover the need for reception to be available for guests 24hrs a day. The Head Receptionist has worked for the hotel for over 25 years, and is often viewed as another General Manager by other staff, as she frequently advises and supports other staff in carrying out their roles effectively, and occasionally chairs the informal weekly staff briefing meetings.

The Housekeeping team of ten Room Attendants are generally a motivated and positive group of employees, although there is one staff member who tends to be late for work, and does not attend shift briefings. Room Attendants are supervised by two different Supervisors, as varied shift patterns mean that they need to report to the Supervisor on duty, who chairs the shift briefings at the start of each shift.

## Organisation Chart



There have been many staff and operational changes in the hotel over the last six months, and you have recently received several complaints (from both customers and staff) that lead you to think that there is a problem with team communication. Key issues that you have captured are:

### The Conference Team

- The Conference Assistants find it hard to understand the other teams sometimes, as they are new to the hospitality industry and don't understand some of the jargon and terminology. However, as they are new to the company, and only have a year and two years' experience respectively, they feel that they will embarrass themselves if they ask questions.
- The Conference Manager tends to mumble when speaking to other staff, and there has been misunderstanding and problems with double booked event dates because of this.
- As the team are based in a different building to other staff, they often do not see other hotel staff during a shift.

### The Housekeeping Team

- Since the refurbishment, the team has expanded, and there are now a wide range of different nationalities in the team, some of whom find it difficult to understand written English.

- There have been problems in getting bedrooms prepared for guests arriving early, as the Housekeeping Manager has been too busy to communicate this to the Room Supervisor on duty.

### The Reception Team

- The whole team are struggling with some of the recent changes in the IT system, and are having to spend time learning how to operate this. They are finding this quite stressful and have been quite emotional at times. One Receptionist lost patience and shouted at some guests, another has been seen crying in the staff room.

The team do not understand what the Conference Team does, and do not feel that they are part of the same team.

### Tasks

You have decided to review the effectiveness of communication within your team and to propose an approach for ensuring its effectiveness in the future.

The following tasks must be completed:

**Task 1:** Provide a description of your approach in evaluating the effectiveness of communication within your team ensuring that you cover all three departments.

**Task 2:** Identify **at least two** barriers that could prevent the effectiveness of communication within your team, and explain your approach to overcoming them. Describe **at least three** communication techniques that you would apply to ensure effective communication within your team, outlining the circumstances where you would apply each one. You may like to consider potential strengths and weakness of each technique, and models/theories of communication to support your points.

**Task 3:** Select **at least two** forms of communication that could be used. Analyse how these forms of communication could help or hinder the communication process within your team. Identify the essential features and make conclusions on why they work or do not work.

Evaluate how effective the two forms of communication could potentially be in different contexts. Use criteria to make judgements about their potential to be effective, and appropriate, giving examples to support your points.

**Task 4:** Following your review of communication within the team, you plan to implement some new communication approaches. However, it has become apparent that you also need to spend some time thinking about employees' interpersonal skills.

Evaluate how interpersonal skills contribute to effective working relationships at The Manor House. Think about the skills that are required to interact with others, and how the skills help to

build and maintain effective working relationships. You may like to consider theories/models, and the competences, values and behaviours frameworks used by other organisations in your response. Draw conclusions about the key interpersonal skills that The Manor House Staff require to work effectively, giving reasons for your choice.

## Assessment Mapping

The table below demonstrates how each task is aligned to the assessment criteria of the unit.

Task	Assessment Criteria Coverage
Task 1	2.3 Explain how to overcome barriers to effective communication in the workplace 2.4 Describe how to evaluate the effectiveness of communication within a team
Task 2	2.2 Describe a range of communication techniques and when to apply them 2.3 Explain how to overcome barriers to effective communication in the workplace
Task 3	2.1 Analyse how different forms of communication can help or hinder the communication process 2.5 Evaluate the use of different communication forms in different contexts
Task 4	1.1 Evaluate how interpersonal skills contribute to effective working relationships

## **Types of Evidence**

A written report is the main output to form the completion of the tasks.

Additional evidence could include a variety of forms (eg presentations, professional discussion, competency based interviews, oral/written questions).

## **Context of Assessment and Amendments**

Learners are able to use their own work based context or that of another organisation they are particularly familiar with to base their assessment on. No prior approval from your ILM Quality & Compliance Manager (QCM) is required to adapt the scenario as long as the tasks remain as described in this brief. Should amendments to the tasks be required the Centre would need to seek approval from their ILM QCM. QCM approval will also be needed if the Centre wishes to create a new assessment.

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## Result Sheet

### To be completed by the Learner

Learner name:	Learner number:
Submission Number:	Submission Date:

### Declaration of Authenticity

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.	
Learner signature:	Date:

### To be completed by the Assessor

Assessment must be conducted with reference to the assessment criteria. In order to pass the unit, every assessment criterion must be met.

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
LO 1 Understand interpersonal skills		
1.4 Evaluate how interpersonal skills contribute to effective working relationships		Task 4
LO 2 Understand different forms and techniques of communication and how to apply them appropriately		
2.1 Analyse how different forms of communication can help or hinder the communication process		Task 3
2.2 Describe a range of communication techniques and when to apply them		Task 2

Assessment Criterion (AC)	Outcome (Pass/Refer)	Assessor Feedback
2.3 Explain how to overcome barriers to effective communication in the workplace		Tasks 1 and 2
2.4 Describe how to evaluate the effectiveness of communication within a team		Task 1
2.5 Evaluate the use of different communication forms in different contexts		Task 3

Assessor Outcome	
Outcome <i>(delete as applicable)</i> :	Signature of Assessor:
PASS/REFER	Date:

IQA Outcome	
Outcome <i>(delete as applicable)</i> :	Signature of IQA:
PASS/REFER	Date:

## Appendix 6 Sources of general information

The following documents contain essential information for Centres delivering ILM qualifications. They should be referred to in conjunction with this Handbook. To download the documents and to find other useful documents, go to the ILM Website [www.i-l-m.com](http://www.i-l-m.com).

***ILM Customer Handbook*** contains all of the essential information you need to work with ILM, including your contract and our policies. Specifically, the document includes sections on:

- Section A: Introducing ILM
- Section B: How to become an ILM Approved Centre and Recognised Provider
- Section C: Your contract with ILM
- Section D: Policies and Guidance

### ***Operations/Departmental Manager Standard***

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/549192/Operations\\_Departmental\\_Manager.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/549192/Operations_Departmental_Manager.pdf)

### ***Operations/Departmental Manager Assessment Plan***

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/574284/Operations\\_Departmental\\_Manager\\_Assessment\\_Plan.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/574284/Operations_Departmental_Manager_Assessment_Plan.pdf)

### ***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 our 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

E: [customer@i-l-m.com](mailto:customer@i-l-m.com)

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### Complaints and feedback

Complaints and feedback

E: [customer@i-l-m.com](mailto:customer@i-l-m.com)

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### ILM Regulation and compliance

Reporting malpractice/maladministration

Reporting incidents of plagiarism

Lodging appeals

E: [ILMregulation@i-l-m.com](mailto:ILMregulation@i-l-m.com)

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ILM is the UK's leading specialist in leadership and management apprenticeships. Last year, we qualified over 14,000 management apprentices – seven times more than any other management 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.

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