

ILM CENTRE GUIDANCE FOR SUBMISSIONS TO THE HE PANEL

(Currently affecting all Level 6 and Level 7 qualifications)

Guidance for submission to the HE panel

Please follow the guidelines below and overleaf when preparing submissions for ILM level 6 and 7 qualifications:

1. Please include a brief synopsis of your Centre's experience in delivering qualifications
2. All **Schemes of Work** must be highly detailed. They should demonstrate that learning outcomes are developed and assessed at the appropriate level. Please see the exemplar showing a snapshot of a Scheme of Work on pages 3 – 6 overleaf
3. **Reading Lists** must be comprehensive, current and relevant to the qualification/units. Further guidance for reading lists is given on page 7
4. **CVs** must include occupational competence (qualifications and experience). We suggest use of the CV format shown on page 8 overleaf
5. **Assessment vehicles** developed for optional units must align with the assessment criteria in the unit(s). More information about assessment is shown on pages 9 to 22

Snapshot of a sample Scheme of Work for Level 7 Diploma in Strategic Leadership

Date, Venue Time		Content	Guided Learning Hours	Resources	Comments
	<p>Induction</p> <ul style="list-style-type: none"> • An outline of the Level 7 Diploma in Strategic Leadership • The related support available • Free ILM studying membership and benefits • Expectations of, and benefits to, the individual and where relevant, their employer • Format of the programme • Tutorials, action-learning sets, group discussion, case studies (120 hours) • Reading, research, reflection • Four mandatory units (M7.02, M7.03, M7.04, M7.05) and six optional units (M7.01, M7.07, M7.08, M7.11, M7.12, M7.17) • Assessment for the mandatory units will be by means of a Critical Incident Review (M7.02 and M7.03), a Personal Development Record (M7.04), Consultancy Report (M7.05) • Assessment for the optional units will be Reflective Reviews (M7.01, M7.07, M7.08, M7.11, M7.12, M7.17) • The importance of confidentiality in group-discussions and action learning sets • Ways to enhance group working and learning with others • Information about Learner Records • Information about Fair Processing • Roles and responsibilities of centre staff, learners and ILM • Explanation about learning support available through the use of the library, internet and open on-line learning • Guidance about study skills and other learning support available for those who are returning to formal learning after a period of time • Information on reasonable adjustments, equal opportunity, appeals procedures, authenticity and plagiarism • Links with S/NVQs and/or Key or Core Skills where appropriate 	Workshop	2	Handout and Student Handbook	n/a

M7.02 Leadership in Practice (6 credits)						
Glh	Learning Outcomes	Teaching and Learning Method(s) including Time	Content of Session	Resources	Tutors	Assessment
Glh = 11 hours Nlt = 60 hours	1. Review different theories of leadership and their relevance to leadership practice 2. Analyse critical incidents to judge organisational leadership performance	a. Tutor lead discussion and Power point presentation b. Facilitated discussion of the merits of each leadership approach c. Group work, discussion and feedback d. Candidates' reflection on own and others' practice e. Master class/video f. Action learning sets – facilitated discussion g. Reflection on organisational leadership performance	a+b. Models of Leadership and their relevance to leadership practice and organisational values (contemporary and traditional approaches to leadership and leadership styles) c. A chosen example of strategic leadership in action e. Presentation followed by questions and discussion f. Critical incidents in own organisation	a+b. Handout of Models of Leadership including a review of perceived merits c. The Case Study e. Speaker/video f. Facilitator and issues brought to the table by delegates	Mr X	

Explanation/guidance to the columns used in the Scheme of Work:

Teaching and Learning Methods:

Describes the teaching and learning activities designed to ensure that the learning outcomes are achieved.

Content of Session:

Describes the learning covered by the session.

Resources:

All supporting material that will aid the learning. This includes physical, intellectual resources and resources generated by candidates.

Tutors:

Include the names of tutors who will lead the session (these must be people who are occupationally competent)

Assessment:

The vehicles that will be used to ascertain whether the learning outcomes have been achieved.

Reading Lists

- Publications should include widely recognised texts
- Latest editions should apply and where appropriate indicate the relevant chapter(s)
- Refereed journals should be included
- Professional journals should be included
- Indicate appropriate links to on-line resources
- Recent articles and case studies
- The relevant material should be linked to units
- A recognised protocol should be used for referencing

From CV Proforma for Level 7 tutors

Name:	Title: Mr/Mrs/Ms/Dr/Professor
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Present Post:

Units the tutor will deliver / assess / contribute to:
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Qualifications:

Please give details of qualifications achieved including teaching/training qualifications

Qualification	Subjects studied	Institution	Date obtained
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Employment History:

Start with most recent

Name of employer	Date started Month and Year	Date ended Month & Year	Title of role	Duties and Responsibilities
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Consultancy History:

Start with most recent

Client	Period of consultancy	Subject of consultancy
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Teaching and training experience at postgraduate level

Start with most recent

Name of Organisation	Programme and level	Dates: from and to	Subjects taught:
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Directorships held

Name of Organisation	Details of directorships held with dates	Achievements
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Membership of Professional Bodies

Please list current memberships

Name of organisation	Date membership commenced	Level of membership
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Current Professional Development

a) Qualifications in progress

please list here qualifications which you are currently registered for with an institution

Qualification in progress	Subjects to be studied	Institution	Date registered
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b) Conferences attended

Place	Date	Subject
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c) Membership of editorial boards

Name of Publication	Status on editorial board	Period of membership
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d) Publications

Please list with dates details of any publications such as articles in professional journals, conference papers presented, articles in scholarly publications, books written, books edited, internet publications.

e) Participation in research projects

Name of organisation	Title of Research Project	Responsibilities in the project	Details of research publication
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Signature:	Date:
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Developing assessment at higher levels

At the higher levels learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice: learners should be encouraged to produce assignments that have the potential to be redrafted for publication at a later stage.

Things to consider are a learners' ability to:

- use knowledge in an interrelated way when analysing information and solving problems
- being able to solve problems in different ways, recognising that there are several correct answers and concepts
- being able to formulate arguments, exercise autonomy and judgement and make decisions taking responsibility for these and
- being able to use theoretical models to analyse and solve organisational issues

The level descriptors will provide additional and more in-depth guidance.

Level descriptors

The descriptors below relate to the levels determined by QCA. Before embarking on developing assessment read the level descriptors to ensure that you have a good grasp of the:

- knowledge and understanding
- application and action
- autonomy and accountability required at the particular level at which you are working

Level	Knowledge and understanding	Application and action	Autonomy and accountability
4	<ul style="list-style-type: none"> • Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine • Analyse, interpret and evaluate relevant information and ideas • Be aware of the nature and approximate scope of the area of study or work • Have an informed awareness of different perspectives or approaches within the area of study or work 	<ul style="list-style-type: none"> • Address problems that are complex and non-routine while normally fairly well defined • Identify, adapt and use appropriate methods and skills • Initiate and use appropriate investigation to inform actions • Review the effectiveness and appropriateness of methods, actions and results 	<ul style="list-style-type: none"> • Take responsibility for courses of action, including, where relevant, responsibility for the work of others • Exercise autonomy and judgement within broad but generally well-defined parameters
5	<ul style="list-style-type: none"> • Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts • Analyse, interpret and evaluate relevant information, concepts and ideas • Be aware of the nature and scope of the area of study or work • Understand different perspectives, approaches or schools of thought and the reasoning behind them 	<ul style="list-style-type: none"> • Address broadly-defined, complex problems • Determine, adapt and use appropriate methods and skills • Use relevant research or development to inform actions • Evaluate actions, methods and results 	<ul style="list-style-type: none"> • Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others • Exercise autonomy and judgement within broad parameters

6	<ul style="list-style-type: none"> • Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors • Critically analyse, interpret and evaluate complex information, concepts and ideas • Understand the context in which the area of study or work is located • Be aware of current developments in the area of study or work • Understand different perspectives, approaches or schools of thought and the theories that underpin them 	<ul style="list-style-type: none"> • Address problems that have limited definition and involve many interacting factors • Determine, refine, adapt and use appropriate methods and skills • Use and, where appropriate, design relevant research and development to inform actions • Evaluate actions, methods and results, and their implications 	<ul style="list-style-type: none"> • Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments • Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others • Exercise broad autonomy and judgement
7	<ul style="list-style-type: none"> • Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors • Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions • Understand the wider contexts in which the area of study or work is located • Understand current developments in the area of study or work • Understand different theoretical and methodological perspectives and how they affect the area of study or work 	<ul style="list-style-type: none"> • Conceptualise and address problematic situations that involve many interacting factors • Determine and use appropriate methodologies and approaches • Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change • Critically evaluate actions, methods and results and their short- and long-term implications 	<ul style="list-style-type: none"> • Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments • Exercise broad autonomy and judgement across a significant area of work or study Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others

Verbs used in the unit assessment criteria

Read the title of the unit and the learning outcomes to get a feel for the content and scope of a unit (the indicative content will provide further insight). Once this has been done look at the associated assessment criteria, especially the verbs to check that you have an understanding of what is required from the learners. A list of verbs with an explanation is shown below:

Verb and Phrases Used in Assessment	Explanation
Agree (the...)	Achieve common consent
Analyse	<ul style="list-style-type: none"> Analyse – to examine something in detail to discover the meaning or essential features / to break something down into components or essential features Critically analyse – careful and exact evaluation and judgement, usually by reference to some conceptual model or idea, or to practice in other contexts
Appraise	To estimate the quality or value of
Assess	To estimate or judge the value of
Collect	To gather together or to assemble
Compare	To examine two or more ideas to note similarities and differences
Critically review	To carefully review in depth
Conduct	To direct, guide or lead a course of action
Contrast	To compare to show differences
Convene	To bring something together or to assemble
Create (for example tables, graphs etc)	To make, product or generate something
Describe	To express or tell something
Design	To plan and construct the form and structure
Determine	To decide or conclude
Develop	To elaborate or expand in detail
Distinguish (between)	To determine the difference between
Employ	To make use of ...
Establish	To find out if something is valid or true
Examine	To carefully scrutinise (in order to determine something)
Explain	To give an explanation of something in detail
Evaluate	To judge or determine the significance, worth or quality of... Critically evaluate - Critically analyse – careful and exact evaluation and judgement, usually by reference to some conceptual model or idea, or to practice in other contexts
Gather (for example information)	To collect
Identify	To recognise (name, classify, categorize)
Implement	To put into effect
Institute (a system)	To set up or establish
Investigate	To systematically examine (in order to determine something)
Justify	To qualify a statement/argument/contention, by reference to a conceptual model or idea, or to practice in other contexts
Lead (the development/lead a review)	To guide or influence others towards a clear goal
Make (for example a case...)	To build or expand an argument in support of a particular contention or course of action
Manage	To deal with, to supervise etc
Monitor	To observe or oversee
Negotiate	To bargain or discuss with others to bring about a settlement
Organise	To assemble and sort ideas
Participate (in...)	To take part in
Plan	A design or scheme of doing things

Prepare	Get ready for / devise a plan
Present	To give / to afford / to furnish
Propose	To suggest / to offer
Provide	To give / to produce
Seek (feedback)	To go in search for / to find / to discover
Select	To choose / to pick out
Set (for example priorities)	Group things together (to achieve a goal)
Synthesise	To consolidate and integrate ideas etc
Research (and employ)	To look for / to explore/to examine / to read about
Recommend	To suggest
Reflect (on)	To think about
Review	<ul style="list-style-type: none"> • Review – To go over / to look back upon • Critically review – careful and in-depth review
Undertake	To perform a task / to undertake the performance of a task
Use	To employ something for a purpose

Deciding whether to assess single units or a cluster of units

Decide whether the assessment vehicle that you are designing will be for a single unit or a cluster of units. If you are designing an assessment for a cluster of units it may be useful to draw a mind-map show example to clarify linkages between various units and their associated assessment criteria. The assessment must allow all the assessment criteria to be evidenced.

Deciding which assessment vehicle to use

- Read the unit assessment criteria, do research to get the context for an assessment and choose an assessment vehicle that will be “fit for purpose”. This may be a work-based assignment, a reflective review, an oral presentation or a written report. Your target audience or their sponsoring organisation may also influence your choice of assessment vehicle.
- If an oral response is required this may be recorded on audio or videocassette. However, where this is not possible candidates must provide a summary of their oral response and copies of any/all presentation aids used. Note that oral responses to assessments must still be verifiable – internally and externally. At levels 6 and 7 the oral presentation should be derived from a written assessment

Designing the assessment

- It is suggested that you start by constructing a table with two columns. Cut and paste the unit(s) assessment criteria in the one column. You may need to re-arrange the assessment criteria to create a logical flow of information. Then write the actual assessment in the other column. Once you are finished, match the assessment criteria to the assessment and check that the assessment that you have designed will allow the candidate to provide evidence of meeting all the assessment criteria. I think you also need to cut and paste the indicative content. This will provide a platform for sufficiency
- In designing the assessment is important to note the verbs used in the assessment criteria. If the assessment criterion requires the candidate to for example examine developments, the assessment should not require the learner to analyse developments
- It is also important to note that the assessment criteria listed in units start with the stem sentence ‘The candidate can’, whilst on the assessment vehicle and mark-sheet the tense is changed and the stem sentence is ‘The candidate has’
- Assessment should be realistic, work-related and at the level of the qualification
- A word count may be included; however, the focus should be on the candidate’s output

Mark Allocation

- Once you have written the assessment then allocate the marks. This may be done by allocating marks per question or per section. Alternatives may include allocating a percentage or using a grading scale. Once you have decided on your method of mark allocation it is advisable to use the same system for all optional assessments to minimise confusion for candidates, assessors and quality assurors
- Marks should be allocated based on the quantity and complexity of work required from candidates

- The mark allocation must be clearly indicated, transparent, justifiable and fair for all. This includes candidates, assessors and quality assurers
- For optional units ILM requires that candidates achieve half the total marks available (ie at least 50%)

Further Guidance for the Assessment of Optional Units

Assessments may be designed to address individual or combined units. Centres can negotiate assessment activities with learners provided that

- the assessment task outcomes are verifiable by the ILM EV
- ALL assessment criteria from the unit(s) are covered, and
- the following guidelines are observed:

Work Based Assignments

These should involve a study of the organisation, as appropriate to the unit, examining and undertaking a critical review of practice from a perspective shaped by valid and appropriate theories and models of best practice.

Reflective Reviews

These should focus primarily on the learners' own performance and practice in the leadership or management role, examined and critically reviewed from a perspective shaped by valid and appropriate theories and models of best practice.

In either case, the following guidance applies:

- The theories or models of best practice selected should normally include at least one that is derived from leading edge thinking and the use of such theories and models should be accompanied by an assessment of its validity and appropriateness
- Learners should give appropriate weight to theories or models of best practice that have been substantiated by academic peer review or by repeatability in separate studies, or similar validation
- However, where leading edge theories or models of best practice are used, these may not have been subjected to the same level of evaluation and learners must demonstrate an awareness of the implications of this.
- Where appropriate, two or three (three is the maximum) Units can be combined into one assessment activity. Such combinations must be assessed against the complete Assessment Criteria of the combined Units
- Assessments should normally be written and can be expected to be around 2,000-3,000 words for a six credit unit, 4,000 – 5,000 words for a 12 credit or two six credit units, and 6,000 – 7,000 for two or three units totalling 18 credits
- One assessment (for no more than two units) may be done by a formal presentation, which should normally take around 25-30 minutes, be structured and supported by appropriate visual aids, and accompanied by an executive summary of the key points. The learner will normally be questioned on aspects of presentation, particularly but not exclusively, on the use of theory and models of good practice appropriate to the topic. The executive summary, copies of the visual aids and assessors' notes must be available for quality assurance purposes. Other learners may be involved in peer assessment of presentations, in which case their comments and assessment decisions must be summarised and also made available for quality assurance purposes

NB All assessment of learners' work must be done by strict reference to the Assessment Criteria, each one of which from the relevant unit(s) must be assessed by the activity. Marks may be allocated for individual Assessment Criteria to reflect a weighting of each as thought appropriate, with the total marks available for an assignment summing to 100%.

It may be useful in some cases to require that an assessment report starts by giving a brief outline of the organisational context, for which a maximum of 10% of the marks may be allocated. The rationale and criteria for this are explained on pages A17 and A18.

Examples

Reflective Review: M6.02 Critical Thinking and Research Skills in Management

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<p>Identify and critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to your role. Your critical review should include a rigorous, comprehensive research and analysis on the theory or model. Use the conclusions you made to undertake research to further inform your own leadership and management practice.</p> <p>The 'nominal' word count for this assignment is 3,000 words; the suggested range is between 2,000 and 4,000 words. Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Reviewing an influential theory or model</p> <p>Critically review an influential theory or model of best practice widely used by managers and leaders, that is relevant to your own role.</p> <p><i>Additional Guidance: To do this you should review the theory or model of best practice in depth, analysing the position of the source, key perspectives, propositions and/or assumptions and the contextual relevance. Formulate your own hypothesis and make conclusions linking these to your own role.</i></p> <p><i>(Weighting 50% of the total mark)</i></p>	<ul style="list-style-type: none"> • Critically reviewed an influential theory or model of best practice widely used by managers and leaders that is relevant to own role
<p>Undertaking research</p> <p>Undertake research that is relevant to your own role to inform own management and leadership practice.</p> <p><i>Additional Guidance: You should start by considering the conclusions made in relation to your own role. Select one or some of these conclusions and investigate these further to gain additional knowledge and understanding about these. Use the additional knowledge and understanding gained in relation to your own leadership and management practice and ideas to enhance and improve this.</i></p> <p><i>(Weighting 50% of the total mark)</i></p>	<ul style="list-style-type: none"> • Undertook research that is relevant to own role to inform own management and leadership practice
By submitting I confirm that this assessment is my own work	

Work-Based Assignment: M6.06 Leading Project Implementation

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<p>Plan and lead a complex project in your organisation. On completion of the project, evaluate the project. A complex project is one which may be structurally complex; it may have a number of elements some that may be dependent and others that may be interdependent. There may also be some uncertainty in the goals and the resources.</p> <p>The 'nominal' word count for this assignment is 4,500 words; the suggested range is between 4,000 and 5,000 words. Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Planning a complex project</p> <p>Briefly describe your organisation and what it does, then identify a complex project that you could lead within this context. Determine the feasibility and risks associated with the proposed project.</p> <p>Agree the goals and success criteria for the project with the necessary stakeholders. Once this has been done, plan the project identifying financial and all other resources required using a standard method and appropriate project management tools.</p> <p>Select an appropriate team and briefly describe their roles within the project.</p> <p><i>(Weighting 30% of the total mark)</i></p>	<ul style="list-style-type: none"> • Determined the feasibility and risks associated with a proposed project • Agreed the goals and success criteria for the project • Planned the project and identified the financial and other resources required, using a standard method and appropriate project management tools • Selected an appropriate project team
<p>Leading a complex project to a successful close</p> <p>Explain how you lead the project team to achieve project milestones and goals, monitored progress and took action to rectify any problems that may have occurred. Also explain how you ensured full engagement with stakeholders.</p> <p>Explain how you managed the project budget, identified any variances and took appropriate action. Include a copy of your budget as an appendix to your assignment.</p> <p><i>(Weighting 40% of the total mark)</i></p>	<ul style="list-style-type: none"> • Lead the project team to achieve project milestones and goals • Monitored progress and took action to rectify problems or recover failure • Managed the project budget, identifying any variances and took appropriate action • Ensured full engagement of stakeholders with the project
<p>Evaluating a complex project</p> <p>Explain how you developed and implemented an appropriate evaluation tool for the project and reported the outcomes to stakeholders.</p> <p>Reflect on the project and summarise what you have learnt from the outcomes of the project.</p> <p><i>(Weighting 30% of the total mark)</i></p>	<ul style="list-style-type: none"> • Developed and implemented an appropriate evaluation tool for the project and reported on the outcomes to stakeholders • Reflected on and learnt from the outcomes of a project
By submitting I confirm that this assessment is my own work	

Work Based Assignment: M7.14 Strategic Management of Human Resources

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<p>This assignment is about reviewing best practice in human resource management and development and evaluating your own organisation in relation to these. The assignment also requires that you review current strategies and practice in relation to human resource management and development and make suggestions for improvement including the rationale for this. The latter part of the assignment is about reviewing your organisation's ability to communicate effectively with its people and developing a strategy to do this.</p> <p>The 'nominal' word count for this assignment is 4,500 words; the suggested range is between 4,000 and 5,000 words. Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	
	Assessment Criteria
<p>Ensuring effective human resource planning in own area of operation</p> <p>Review current best practice in human resource management and evaluate your organisation's own practice.</p> <p>Critically review the current and future human resource needs, roles and responsibilities and recommend strategic human resource changes which are needed to meet objectives for your own area of operations in the short, medium and long term.</p> <p><i>(Weighting 30% of the total mark)</i></p>	<ul style="list-style-type: none"> • Reviewed current best practice in HRM and evaluated the organisation's own practice • Critically reviewed the current and future human resource needs, roles and responsibilities and recommend strategic HR changes which are needed to meet objectives for own area of operations in the short, medium and long term
<p>Creating an environment that facilitates development and change in people</p> <p>Review current best practice in human resource development and evaluate your organisation's strategies for developing its people.</p> <p>Identify the future skill needs of people in your own area of operation in the short, medium and long term. Assess the effectiveness of the strategies for identifying and meeting the development needs of people in your own area of operation and made recommendations for improvement including a rationale for further actions required.</p> <p><i>(Weighting 40% of the total mark)</i></p>	<ul style="list-style-type: none"> • Reviewed current best practice in HRD and evaluated the organisation's strategies for developing its people • Identified the future skill needs of people in own area of operations in the short, medium and long term • Assessed the effectiveness of the strategies for identifying and meeting the development needs of people in own area of operation and made recommendations for improvement • Presented a rational for the further actions required to create an environment that is more conducive to the development of people in the organisation
<p>Developing a communication strategy that facilitates development and change in people</p> <p>Review your organisation's ability to communicate effectively with its people and develop a strategy for effective communication and promotion of the organisational vision within own area of responsibility.</p> <p><i>(Weighting 30% of the total mark)</i></p>	<ul style="list-style-type: none"> • Reviewed the organisation's ability to communicate effectively with its people • Developed a strategy for effective communication and promotion of the organisational vision within own area of responsibility
By submitting I confirm that this assessment is my own work	

Work Based Assignment: M7.15 Improving Marketing Strategy

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<p>This assignment requires you to review your organisation's marketing strategy. The detail required for your review is shown under the first heading in the task below. Following this is an identification of the strengths and weaknesses in your organisation's marketing strategies, options for improvement, an evaluation of these options and recommendations for improvement.</p> <p>The 'nominal' word count for this assignment is 3,000 words; the suggested range is between 2,000 and 4,000 words. Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Reviewing the organisation's marketing strategy</p> <p>Critically review your organisation's current product/service range and its new product/service range development strategy.</p> <p>Assess the current product and planned product/service range and their effectiveness in meeting customer requirements and creating competitive advantage.</p> <p>Critically review your organisation's strategies for stimulating demand for its products/services and assess their effectiveness in meeting strategic goals.</p> <p>Critically review your organisation's corporate image, brand strategy and market positioning and its effectiveness in building competitive advantage and meeting strategic goals.</p> <p><i>(Weighting 60% of the total mark)</i></p>	<ul style="list-style-type: none"> • Critically reviewed the organisation's current product/service range and its new product/service development strategy, and assessed their effectiveness in meeting customer requirements and creating competitive advantage • Critically reviewed the organisation's strategies for stimulating demand for its products/services and assessed their effectiveness in meeting strategic goals • Critically reviewed the organisation's corporate image, brand strategy and market positioning and its effectiveness in building competitive advantage and meeting strategic goals
<p>Recommending improvements to the organisation's marketing strategies</p> <p>Identify strengths and weaknesses in your organisation's marketing strategy and options for improvement. Evaluate these options and make recommendations for possible improvements in the organisation's marketing strategy.</p> <p><i>(Weighting 40% of the total mark)</i></p>	<ul style="list-style-type: none"> • Identified strengths and weaknesses in the organisation's marketing strategy and the options for improvement • Evaluated the options and made recommendations for possible improvements in the organisation's marketing strategy
By submitting I confirm that this assessment is my own work	

Work Based Assignment: M7.16 Ensuring Long Term Financial Stability

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<p>This assignment is about ensuring long term financial stability for your organisation. This will require you to assess your organisation's profitability, review budgetary management and cost control procedures and evaluate options and make recommendations for improvement</p> <p>The 'nominal' word count for this assignment is 3,000 words; the suggested range is between 2,000 and 4,000 words. Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	
	Assessment Criteria
<p>Assess your organisation's profitability</p> <p>Examine the financial goals of your organisation and select and apply appropriate financial measures to your organisation's financial statements to assess its profitability (<i>or alternative measure of operational surplus or deficit</i>), viability, solvency, liquidity and stability</p> <p><i>(Weighting 30% of the total mark)</i></p>	<ul style="list-style-type: none"> Examined the financial goals of the organisation and selected and applied appropriate financial measures to an organisation's financial statements to assess its profitability (<i>or alternative measure of operational surplus or deficit</i>), viability, solvency, liquidity and stability
<p>Review budgetary management and cost control procedures</p> <p>Critically review your organisation's budgetary management and cost control procedures and their contribution to financial control and long term financial stability</p> <p><i>(Weighting 30% of the total mark)</i></p>	<ul style="list-style-type: none"> Critically reviewed the organisation's budgetary management and cost control procedures and their contribution to financial control and long term financial stability
<p>Evaluation and recommendations for improvement</p> <p>Evaluate options and make recommendations for</p> <ul style="list-style-type: none"> investments and/or divestments, acquisitions and/or disposals; and development of or withdrawal from partnerships <p>to ensure future financial stability</p> <p>Evaluate appropriate sources of finance to ensure future financial stability</p> <p><i>(Weighting 40% of the total mark)</i></p>	<ul style="list-style-type: none"> Evaluated options and made recommendations for investments and/or divestments, acquisitions and/or disposals, and development of or withdrawal from partnerships, to ensure future financial stability Evaluated appropriate sources of finance to ensure future financial stability
By submitting I confirm that this assessment is my own work	

Reflective Review: M6.02 Critical Thinking and Research Skills in Management

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
Reviewing an influential theory or model	<ul style="list-style-type: none"> • Critically reviewed an influential theory or model of best practice widely used by managers and leaders that is relevant to own role
Undertaking research	<ul style="list-style-type: none"> • Undertook research that is relevant to own role to inform own management and leadership practice
By submitting I confirm that this assessment is my own work	

Work Based Assignment: M6.06 Leading Project Implementation

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
Planning a complex project	<ul style="list-style-type: none"> • Determined the feasibility and risks associated with a proposed project • Agreed the goals and success criteria for the project • Planned the project and identified the financial and other resources required, using a standard method and appropriate project management tools • Selected an appropriate project team
Leading a complex project to a successful close	<ul style="list-style-type: none"> • Lead the project team to achieve project milestones and goals • Monitored progress and took action to rectify problems or recover failure • Managed the project budget, identifying any variances and took appropriate action • Ensured full engagement of stakeholders with the project
Evaluating a complex project	<ul style="list-style-type: none"> • Developed and implemented an appropriate evaluation tool for the project and reported on the outcomes to stakeholders • Reflected on and learnt from the outcomes of a project
By submitting I confirm that this assessment is my own work	