Results Sheet: 700 Developing Leadership and Management Capability through Enquiry

MARK SHEET – Developing Leadership and Management Capability through Enquiry

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| **Centre Number:** |  | **Centre Name:** |  |
| **Learner Registration:** |  | **Learner Name:** |  |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET** Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met and awarded a minimum of a Pass.Sufficiency descriptors are provided as guidance. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. ‘Pass’ and ‘Good Pass’ are distinguished only in order to clarify the standard and enhance feedback given to the learner. However there is no ‘good pass’ outcome and successful completion of the unit will be shown as ‘pass’ on the statement of results.  | 1. **Learner named above confirms authenticity of submission.**
2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation.  By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**

**However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** |
| **Learning Outcome / Section 1:** Be able to justify an enquiry-based approach as a means to developing leadership and management capability |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors***[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | **Assessor feedback on AC** |
| AC 1.1Use an enquiry-based research-orientated approach for leadership and management development in complex situations in a learner specific context  | **Referral**  | **Pass** | **Good Pass**  |  |
| * Enquiry based approach not used
* No rationale offered for its suitability for investigation of leadership and management
* Situation insufficiently complex
 | * Enquiry based research-orientated approach clearly adopted with some rationale articulated for its suitability for investigation of leadership and management in a sufficiently complex situation
 | * Innovative and detailed enquiry based research-orientated approach adopted with a compelling rationale clearly articulated for its suitability for investigation of leadership and management
 |
| Good pass / Pass / Referral |
| **Learning Outcome / Section 2:** Be able to design and undertake an enquiry based approach to learning and development |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors***[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | **Assessor feedback on AC** |
| AC 2.1Propose a valid enquiry which draws on existing cross cultural knowledge and current practice in leadership and management using a robust methodological approach within a realistic time frame and budget in the learner specific context | **Referral** | **Pass** | **Good Pass** |  |
| * No statement regarding design of the enquiry although some intention to investigate articulated.
* Inadequate evidence of methodology and/or approach inappropriate or lacking robustness
* Limited reference made to academic sources that underpin the enquiry
 | * An adequate design for a valid enquiry, using a robust methodology and which specifies the context in which the enquiry will take place within a realistic time frame. Reference to an acceptable range of academic and practitioner sources that underpin the enquiry
 | * An outstanding proposal which indicates originality of thought in stated intention and analysis and demonstration that it will be undertaken with discussion of theoretical underpinning for the enquiry drawing on leadership, management and construction of knowledge sources within a realistic time frame.
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| Good pass / Pass / Referral |
| AC 2.2Undertake a robust data-driven enquiry based on an investigative proposal negotiated with stakeholders that adds additional value through active participation in a learning community | **Referral**  | **Pass** | **Good Pass**  | **Assessor feedback on AC** |
| * Enquiry not robust or not data driven
* Insufficient reference to stakeholders
* Little or no evidence of negotiation with them or evidence of participation in a learning community
 | * Evidence provided of appropriate use of data-driven enquiry **and** identification and negotiation with stakeholders **and** active participation in a learning community
 | * Ample and detailed evidence provided of creative and/or extensive use of a range of different data-driven enquiry based approaches
* Substantial negotiation with wide range of stakeholders
* Evidenced articulation of the contribution made to a specified learning community
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| Good pass / Pass / Referral |
| **Section comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 3:** Be able to evaluate and deliver the outcome of enquiry based learning |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors***[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | **Assessor feedback on AC** |
| AC 3.1Critically evaluate the impact on the identified stakeholders of the actions arising from the enquiry findings | **Referral**  | **Pass** | **Good Pass** |  |
| * Little or no evidence that actions from the enquiry resulted in any impact on identified stakeholders
 | * The evaluation clearly shows impact on the stakeholders from the results of the enquiry
 | * Compelling evidence of significant and far reaching impact on the stakeholders with demonstrable potential for further impact when developed
 |
| Good pass / Pass / Referral |
| AC 3.2Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance own personal brand | **Referral**  | **Pass** | **Good Pass** | **Assessor feedback on AC** |
| * Little or no justification given
* The choice, structure and content of presentation media inappropriate to evidence the impact of the findings, or to influence stakeholders or enhance personal brand.
 | * The choice, structure and content of presentation media adequately support communication of the impact **and** have potential to influence stakeholders and enhance personal brand.
 | * Choice, structure and content of media are well suited to evidence convincingly the impact and amply influence stakeholders.
* Reflects the standards expected in academic or professional publications, significantly enhancing personal brand.
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| Good pass / Pass / Referral |
| AC 3.3Evaluate the extent to which the impact of a rigorous data-driven enquiry has, through action, added value to self and organisation and raised awareness of global and strategic issues in leadership and management in a learner specific context | **Referral**  | **Pass**  | **Good Pass** | **Assessor feedback on AC** |
| * A lack of evidence of the enquiry having added value to self or organisation or having raised awareness of global and strategic issues
 | * Some evidence of the enquiry having added value to self **and** organisation **and** also raised awareness of global and strategic leadership and management issues
 | * There is well presented, detailed and quantified evidence of impact on self **and** organisation resulting from the action(s) from the enquiry **and** evidence of the application of transcultural strategic leadership and management theories delivering high level results
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| Good pass / Pass / Referral |
| **Section comments** (optional): | **Verification comments** (optional): |
| **Assessor overall feedback** | **FINAL RESULT: Pass / Refer** |
| **Assessor’s Decision** | **Quality Assurance Use** |
| **Outcome** (*delete as applicable*): **GOOD PASS / PASS / REFERRAL** | **Signature of Assessor:****Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:****Date of QA check:** |