

City & Guilds Level 5 Award and Certificate in Operational Leadership and Management Development (8721-11/13/21/22)

Version 1.0 (September 2026)

Qualification handbook

Qualification at a glance

Subject area	15.3 Business Management
City & Guilds number	8721
Age group approved	18+
Entry requirements	N/A
Assessment	Assignment
Grading	Pass/fail
Approvals	Full approval Fast-track approval
Support materials	Assignment Pack
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	Mean GLH	TQT
City & Guilds Level 5 Award in Operational Leadership and Management Development	8721-11/13	610/7877/3	32	36	50
City & Guilds Level 5 Certificate in Operational Leadership and Management Development	8721-21/22	610/7878/5	82	96	130

Version and date	Change detail	Section
V1.0 September 2026	Initial version	All

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1 Introduction

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

Area	Description
Who are the qualifications for?	These qualifications are designed for current or aspiring managers who wish to develop their knowledge and understanding of operational leadership and management. These qualifications develop learners' understanding of theories and methods utilised within operational leadership and management; learners can then apply what they have learned to their own work, supporting them in becoming more effective leaders. Award: supports learners to develop their knowledge and understanding of operational leadership and management at Level 5, providing a short, focused period of learning and assessment. Certificate: supports learners looking to build a fuller understanding beyond the core aspects of leadership and management required at an operational level, offering the opportunity to focus on areas of particular interest or relevant to their desired progression route.
What do the qualifications cover?	These qualifications cover key topic areas for leaders and managers, such as: managing people, leadership styles, developing a high performing team, professional development, artificial intelligence, performance management, managing projects, and organisational culture and ethics.
What opportunities for progression are there?	The qualifications allow learners to progress in their career or to the following ILM qualifications: • ILM Level 5 Operational Leadership and Management Skills • ILM Level 6 qualifications.

Structure

To achieve the **City & Guilds Level 5 Award in Operational Leadership and Management Development** learners must achieve:

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit:			
501	Developing leadership and management practices	12	2
Optional units:			
Learners must achieve two units from the optional units.			
502	Personal development planning	10	2
503	Managing and developing high performing teams	15	2
504	Managing inclusive practices and workplace wellbeing	15	2
505	Coaching in a leadership role	14	2
506	Artificial Intelligence in leadership practice	15	2
507	Optimising the use of technology	10	2
508	Operational workforce planning	10	2
509	Planning projects	12	2
510	Principles of strategic planning and organisational risk	10	2
511	Setting and managing budgets	10	2
512	Problem-solving and decision-making in organisations	12	2
513	Continuous improvement and change management in organisations	10	2
514	Planning and managing resources	14	2
515	Principles and purpose of quality management	15	2

City & Guilds unit number	Unit title	GLH	Credit
516	Operational and contingency planning	10	2
517	Organisational culture and ethics	14	2
518	Managing stakeholder relationships	15	2
519	Organisational sustainability practices	12	2

To achieve the **City & Guilds Level 5 Certificate in Operational Leadership and Management Development** learners must achieve:

City & Guilds unit number	Unit title	GLH	Credit
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Mandatory units:

Learners must achieve the mandatory unit:

501	Developing leadership and management practices	12	2
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Optional units:

Learners must achieve **seven** units from the optional units.

502	Personal development planning	10	2
503	Managing and developing high performing teams	15	2
504	Managing inclusive practices and workplace wellbeing	15	2
505	Coaching in a leadership role	14	2
506	Artificial Intelligence in leadership practice	15	2
507	Optimising the use of technology	10	2
508	Operational workforce planning	10	2
509	Planning projects	12	2
510	Principles of strategic planning and organisational risk	10	2

City & Guilds unit number	Unit title	GLH	Credit
511	Setting and managing budgets	10	2
512	Problem-solving and decision-making in organisations	12	2
513	Continuous improvement and change management in organisations	10	2
514	Planning and managing resources	14	2
515	Principles and purpose of quality management	15	2
516	Operational and contingency planning	10	2
517	Organisational culture and ethics	14	2
518	Managing stakeholder relationships	15	2
519	Organisational sustainability practices	12	2

Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning (GLH)
- 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.

Note: the calculation of credit values in this qualification is based on the total unit time.

1 credit = 10 total notional hours.

Title and level	GLH	TQT
City & Guilds Level 5 Award in Operational Leadership and Management Development	32	50
City & Guilds Level 5 Certificate in Operational Leadership and Management Development	82	130

2 Centre requirements

Approval

Full approval

To offer these qualifications, centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Fast-track approval

If your centre is approved to offer any of the following then you can apply for fast-track approval for the 8721 suite using the fast-track approval form, available from the ILM website:

- 8322 Level 5 Leadership
- 8420 Level 5 Diploma for Leaders and Managers
- 8421 Level 5 Diploma for Operational Leaders and Managers
- 8607 Level 5 Leadership and Management
- 8758 Level 5 Service Improvement.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the full qualification approval process. The centre is responsible for checking that fast-track approval is still current at the time of application.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

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

Technical competence

- Staff must be occupationally competent or possess technical expertise equivalent to the level of training being delivered.
- Their experience should reflect current industry standards and practice.

Professional experience

- They must have current and relevant experience in the specific subject area being delivered and assessed.

Training delivery

- They must have a proven track record of delivering training.

Assessment competence

- They must have proven prior experience of conducting assessments.

Continuing Professional Development (CPD)

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

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website.

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

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

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

The role of the EQA is to:

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

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications.

However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully eg access to work-related situations to apply learning.

Age restrictions

This qualification is approved for learners aged 18 or above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands, however, that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without the need for changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents *Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments*, *JCQ – A Guide to the special consideration process and Access arrangements – When and how applications need to be made to City & Guilds* for more information. All of these are available on the **City & Guilds website**

3 Delivering the qualification

Initial assessment and induction

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
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose, which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in fostering inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and Diversity | City & Guilds ([cityandguilds.com](https://www.cityandguilds.com))

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds ([cityandguilds.com](https://www.cityandguilds.com))

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. Mitigations could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy used and considering investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Artificial Intelligence (AI)

City & Guilds has published a **Position Statement on AI** including guidance on its use. This is designed to help learners, tutors and assessors to complete non-exam assessments (NEAs), coursework and other internal assessments successfully. Staff delivering these qualifications must ensure familiarity with the statement.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assignment pack	www.i-l-m.com

Suggested learning resources

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

- studying membership of The Institute of Leadership.
- e-journals.
- professional body learning resources.
- company and industry sector reports.

Suggestions in the unit are current at the time of publication and are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

4 Assessment

Assessment of the qualification

Candidates must successfully complete one assignment for each chosen unit. Assignments may be completed using the following methods:

- written submission
- presentation
- professional discussion with assessor/tutor.

Further information can be found in the Assignment Pack.

Assessment strategy

City & Guilds has written the following assignments to use with these qualifications:

- the Assignment Pack from the ILM website.

Time constraints

The following must be applied to the assessment of these qualifications:

- qualification registration is valid for three years.

Recognition of Prior Learning (RPL)

RPL means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and must be sector specific.

Learners can RPL unit 506 Artificial Intelligence in leadership practice on completion of 8726-11 City & Guilds Level 5 Award in Responsible Leadership with Artificial Intelligence.

Further information can be found in the Centre document library, under the Sources of general information section of this handbook.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- Guided Learning Hours (GLH)
- credit value, note that unit credit values are round to the nearest whole number
- assessment method
- unit aim
- Learning Outcomes (LOs), which are comprised of a number of Assessment Criteria (ACs)
- range statements
- supporting information.

Guidance for delivery of the units

This qualification comprises of a number of units. A unit describes what is expected of an individual in particular aspects of their job.

Each unit is divided into LOs which describe in further detail the skills and knowledge that a candidate should possess.

Each LO has a set of ACs which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a LO and its ACs by setting out the various circumstances in which they are to be applied. Range statements must be fully covered during delivery to ensure learners are exposed to the complete scope of the LO. Unless minimum evidence requirements are explicitly stated in the mark sheet, candidates are required to evidence the full range as outlined in the unit handbook.

Supporting information provides unit guidance for delivery, for example suggested methods and techniques, and supporting resources. Centres are advised to review this information carefully before delivering the unit.

Note: where legislation is referenced, only that of the country the qualification is being delivered in is expected to be taught/assessed.

Unit 501

Developing leadership and management practices

Level:	5
GLH:	12
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of leadership and management approaches and be able to develop their own leadership and management practice.

Learning outcome

The learner will:

LO1 Understand leadership and management approaches to support people and achieve organisational goals

Assessment criteria

The learner can:

AC1.1 Analyse the differences between leadership and management

AC1.2 Describe different leadership and management approaches

AC1.3 Analyse how leadership and management approaches can be applied

AC1.4 Assess the impact of leadership and management approaches on people

AC1.5 Assess how adapting leadership and management approaches can support individuals and teams to achieve organisational goals

Learning outcome

The learner will:

LO2 Understand emotional intelligence in leadership practice

Assessment criteria

The learner can:

AC2.1 Explain emotional intelligence

AC2.2 Explain the importance of emotional intelligence in **leadership practice**

AC2.3 Analyse emotional intelligence theories/models

Range

AC2.2 **Leadership practice:** self, others

Learning outcome

The learner will:

LO3 Be able to develop own leadership and management practices

Assessment criteria

AC3.1 Assess own leadership and management practice

AC3.2 Identify improvements to own leadership and management practice

AC3.3 Justify improvements to own leadership and management practice

Unit 501

Developing leadership and management practices

Supporting information

Unit guidance

AC1.2 Leadership and management approaches:

- The trait approach to leadership
- The behavioural school (Blake and Mouton)
- The contingency or situational school (Fielder, Hersey-Blanchard, Tannenbaum and Schmidt, Adair)
- Leaders and followers (Servant Leadership, Team Leadership, Transactional and Transformational)
- Ethical and value-based leadership (Kanungo and Mendonca)
- Exemplary leader (Ouzes and Posner)
- Authentic leadership (Goffe and Jones)

AC2.2 Leadership practice: communication, decision-making, performance management

AC2.3 Emotional intelligence theories/models: Goleman, Bar on, Mayer and Salovey, Trait Theory

Suggested learning resources

How to Determine What My Leadership Style Is – Professional & Executive Development, Harvard Division of Continuing Education

Leadership, Peter G. Northouse, ISBN: 9781544397566

Primal Leadership: Unleashing the Power of Emotional Intelligence, Goleman, Boyatzis & McKee, ISBN: 9781422168035

Developing Management Skills, David A. Whetten & Kim S. Cameron, ISBN: 9781292267128

Leadership and the One Minute Manager (Situational Leadership), ISBN-10: 0007103417

Unit 502

Personal development planning

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of continuous personal and professional development and be able to undertake personal and professional development activities.

Learning outcome

The learner will:

LO1 Understand continuous personal and professional development planning

Assessment criteria

The learner can:

AC1.1 Explain the purpose and importance of professional development

AC1.2 Explain the purpose and importance of personal development

AC1.3 Evaluate the personal and professional development opportunities available

AC1.4 Analyse the value of personal and professional development

AC1.5 Evaluate the **impact** of personal and professional development

AC1.6 Explain how personal and professional development can be planned and recorded

Range

AC1.5 **Impact:** individual, organisation

Learning outcome

The learner will:

LO2 Be able to plan and undertake own personal and professional development activities

Assessment criteria

The learner can:

AC2.1 Create a personal development plan

AC2.2 Create a continuous professional development log for **activities** undertaken

Range

AC2.2 **Activities:** personal, professional

Unit 502

Personal development planning

Supporting information

Unit guidance

AC1.1 Professional development: knowledge and skills an individual applies to progress their career, which aligns with organisational goals through understanding organisational priorities, identifying gaps and development needs, developing, implementing and evaluating a targeted pathway for development, fostering a culture for continuous improvement

AC1.2 Personal development: aspects and characteristics of an individual in how they present themselves personally that create purpose, clarity and motivation for others that correlate with organisational goals, including relationships, emotional intelligence, physical and mental health

AC1.5

Impact: employee motivation and engagement, currency of skills and knowledge of management and workforce, ability to problem solve and make decisions, management agility, staff turnover, talent management and resilience, cost of development through training and development initiatives/opportunities, return on investment

Individual: career progression, maintaining currency in industry, personal performance, self-awareness and growth, improved motivation and self-confidence, enriched wellbeing, enhanced working relationships

Organisation: up to date in the latest innovations within industry, organisational growth and reputation, performance, efficiency and effectiveness of individuals, aligning development opportunities with organisational goals

AC1.6 Plan and record: tools such as SWOT, SMART and GROW to support identification and planning of development needs

AC2.1 and AC2.2 Personal and professional development targets that support the individual in developing their softer skills, focusing on them individually when interacting with others in different environments, as well as their ability to perform valuably within the workplace, contributing to their career success

Suggested learning resources

A Manager's Guide to Self-Development, Mike Pedler, John Burgoyne & Tom Boydell,
ISBN-10: 007712884X

The Mind of a Leader, Rasmus Hougaard & Jacqueline Carter, Harvard Business Review
Press, ISBN-10: 163369680X

https://www.ted.com/talks/paul_catchlove_the_habit_that_could_improve_your_career_and_your_life
<https://set.et-foundation.co.uk/resources/becoming-a-senior-leader>

Explore the Profession Map, CIPD: <https://www.cipd.org/uk/the-people-profession/the-profession-map/explore-the-profession-map/>

Unit 503

Managing and developing high performing teams

Level:	5
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding required to manage and develop high performing teams.

Learning outcome

The learner will:

LO1 Understand how to develop high performing teams in organisations

Assessment criteria

The learner can:

AC1.1 Identify the characteristics of high performing teams

AC1.2 Explain how to develop high performing teams

AC1.3 Evaluate the **impacts** of developing high performance teams

Range

AC1.3 **Impacts:** individual, team, organisation

Learning outcome

The learner will:

LO2 Understand performance management and talent management in organisations

Assessment criteria

The learner can:

AC2.1 Explain the importance of performance management

AC2.2 Explain the importance of talent management

AC2.3 Evaluate performance and talent management tools and techniques

AC2.4 Assess the **impacts** of managing performance and talent

Range

AC2.4 **Impacts:** individual, team, organisation

Learning outcome

The learner will:

LO3 Understand how to develop people in organisations

Assessment criteria

The learner can:

AC3.1 Explain how to build and maintain trust

AC3.2 Explain factors that affect individual motivation

AC3.3 Analyse **features** of coaching conversations

Range

AC3.3 **Features:** open questioning, active listening, encourage self-thinking

Learning outcome

The learner will:

LO4 Be able to develop high performing teams

Assessment criteria

AC4.1 Develop a talent management plan for a team

AC4.2 Justify the talent management plan to support development of a high performing team

Unit 503

Managing and developing high performing teams

Supporting information

Unit guidance

LO2 Performance management and talent management: individual, team and overall organisation

AC2.3 Tools and techniques: appraisal systems, 360 feedback, key performance indicators (KPIs), Specific-Measurable-Achievable/Attainable-Relevant-Time-based (SMART) objectives, goal setting, Personal and Professional Development Plans (PPDP), performance dashboards, talent management plans, Performance Improvement Plans (PIPs), coaching and mentoring

AC2.4 Assess impact: organisational performance, employee outcomes, team dynamics and collaboration, legal and ethical considerations, alignment with operational and strategic goals (short-term, long-term), sector-specific challenges

AC3.2 Factors: reward and recognition

Suggested learning resources

The Art of Managing People: Build Trust, Improve Communication, Strengthen Performance and Lead with Confidence, Pradip Das, ISBN-13: 9781637507167

Managing People from What Matters: The Art and Science of Guaranteeing Performance, Zanzibar Vermiglio and Adam Goldfine, Bar Code Graphics Inc, ISBN-13: 9780996936520

Unit 504

Managing inclusive practices and workplace wellbeing

Level:	5
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of wellbeing, resilience, diversity, equity, and inclusion and be able to promote inclusive practices and wellbeing.

Learning outcome

The learner will:

LO1 Understand how diversity, equity, inclusion and equitable participation shape workplace experiences

Assessment criteria

The learner can:

AC1.1 Explain the principles of diversity, equity and inclusion

AC1.2 Describe how intersectionality can **impact** individuals

AC1.3 Explain approaches to enable equitable participation

AC1.4 Analyse the **barriers** that may prevent equitable participation

Range

AC1.2 **Impact:** pros and cons

AC1.4 **Barriers:** bias, discrimination, systemic inequality

Learning outcome

The learner will:

LO2 Understand wellbeing and resilience in workplaces

Assessment criteria

The learner can:

AC2.1 Compare wellbeing and resilience

AC2.2 Assess how workplace practices and conditions affect wellbeing and resilience

AC2.3 Evaluate approaches to promoting wellbeing and resilience

Learning outcome

The learner will:

LO3 Be able to recommend actions to promote inclusive practices and wellbeing in workplaces

Assessment criteria

The learner can:

AC3.1 Assess opportunities for equitable participation within a team activity

AC3.2 Examine own inclusive leadership behaviours

AC3.3 Recommend actions to promote inclusion and wellbeing

Unit 504

Managing inclusive practices and workplace wellbeing

Supporting information

Unit guidance

LO1 Workplace experiences: individual, team, stakeholders, suppliers

AC1.3 Approaches: adaptability, flexible working, adaptive leadership, peer support

AC2.2 Practices and conditions: organisational culture, DEI, job design, team dynamics, workload, expectations, communication, access to support, physical environment

AC3.3 Recommendations: in relation to factors such as organisational culture, resources and constraints

Suggested learning resources

CIPD Seven key domains of wellbeing: <https://www.cipd.org/uk/knowledge/factsheets/well-being-factsheet/>

PERMA model (positive functioning in work life)
<https://www.psychologytoday.com/gb/blog/happybytes/202307/the-perma4-framework-a-new-approach-to-well-being-at-work>

Unit 505

Coaching in a leadership role

Level:	5
GLH:	14
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of the purpose and benefits of coaching and be able to undertake coaching practice in a leadership role.

Learning outcome

The learner will:

LO1 Understand coaching in a leadership role

Assessment criteria

The learner can:

AC1.1 Explain the purpose of coaching

AC1.2 Assess the **benefits** of coaching

AC1.3 Explain barriers to coaching

Range

AC1.2 **Benefits:** coach, coachee, organisation

Learning outcome

The learner will:

LO2 Understand coaching practices

Assessment criteria

The learner can:

AC2.1 Evaluate coaching models

AC2.2 Analyse **skills and attributes** of a coach

AC2.3 Explain the rationale for creating a coaching contract and establishing **boundaries**

AC2.4 Justify the components of a coaching contract

Range

AC2.2 **Skills and attributes:** questioning, active listening, use of silence, non-verbal communication, non-judgemental, non-directive

AC2.3 **Boundaries:** professional, ethical

Learning outcome

The learner will:

LO3 Be able to undertake coaching

Assessment criteria

The learner can:

AC3.1 Agree a coaching contract with a coachee

AC3.2 Undertake a coaching session using a coaching model

AC3.3 Reflect on strengths and areas for development in own coaching practice

Unit 505

Coaching in a leadership role

Supporting information

Assessment: minimum evidence requirements

AC3.1 Product evidence: signed, anonymised coaching contract

Note: coachee must provide permission for the coaching and outcomes to be shared and retained as part of the assessment evidence.

AC3.2 Product evidence: audio or video recording or transcript:

Unit guidance

AC2.1

Coaching models: Zone of Proximal Development (ZPD), Starr, Clutterbuck, Rogers, Biggs's Presage-Process-Product Model and The GROW Model

Reflective models could be used to support the evidence (eg Gibbs, Kolb)

Coaching tools and resources: diagnostics (eg learning styles, assessment tools, competencies, personality profiles, self-assessment tools, visuals, role play) and digital tools (coaching apps etc)

AC2.2 Skills and attributes: building rapport and trust, goal setting, active listening, questioning technique, proposing, guiding, advising and giving feedback etc

LO3 Undertake coaching practice in a tutor-supported environment before the assessment

Suggested learning resources

International Coaching Federation (ICF): <https://coachingfederation.org/resources>

MindTools – Coaching Skills for Leaders:
https://www.mindtools.com/pages/article/newLDR_86.htm

SkillsYouNeed – Coaching Skills & Leadership Coaching:
<https://www.skillsyouneed.com/learn/coaching-skills.html>

Coaching the Team at Work, David Clutterbuck, ISBN: 9781857885675

Unit 506

Artificial Intelligence in leadership practice

Level:	5
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of how AI can be used in leadership practices.

Learning outcome

The learner will:

LO1 Understand the use of Artificial Intelligence (AI) in leadership practices

Assessment criteria

The learner can:

AC1.1 Define AI and its main characteristics

AC1.2 Evaluate different functions of AI

AC1.3 Evaluate AI use in leadership practice

Learning outcome

The learner will:

LO2 Understand risks, governance and security considerations in the use of AI

Assessment criteria

The learner can:

AC2.1 Analyse **risks** related to the use of AI

AC2.2 Assess the role of governance in mitigating AI risks

AC2.3 Explain **security practices** in relation to AI data inputs and outputs

Range

AC2.1 **Risks:** ethical, environmental, data and information

AC2.3 **Security practices:** compliance, confidentiality, data and information handling

Learning outcome

The learner will:

LO3 Be able to apply AI tools in leadership practice

Assessment criteria

The learner can:

AC3.1 Justify selection of an AI tool for a leadership task

AC3.2 Use an AI tool for a leadership task

AC3.3 Demonstrate **human oversight** when using AI

AC3.4 Recommend improvements for future use of AI in leadership practice

Range

AC3.3 **Human oversight:** accuracy, verification, bias, fit for purpose

Unit 506

Artificial Intelligence in leadership practice

Supporting information

Unit guidance

Across all assessment criteria consider current and emerging AI tools and practice.

AC1.2 AI functions: data analysis, prediction, automation, generation, agentic. Differentiate between systems that analyse data and those that generate content.

AC1.3 Leadership practice: data-driven decisions, speed and efficiency, accuracy of outcomes, human vs AI judgement, bias and fairness, efficiency/productivity improvements, decision support, customer service improvements. Recognition of value beyond cost saving

AC2.1

Ethical risk: fairness, discrimination, data protection (legal and regulatory compliance), public trust impact, over-reliance, automation bias

Environmental risk: energy and other resource requirements

Data and information accuracy risk: bias linked to data or input, data dependency, lack of contextual or ethical judgement, lack of accountability

Data and information security risk: data exposure, manipulation

AC2.2 Governance: organisational rules for development, deployment and monitoring of AI use, policies, procedures

Suggested learning resources

Artificial Intelligence: A Guide for Thinking Humans, Mitchell, Penguin. ISBN 978-0241404836.

Hello World: How to Be Human in the Age of the Machine, Fry, Black Swan. ISBN 978-1784163068.

Artificial Intelligence Playbook for the UK Government, UK Government,
www.gov.uk/government/publications/ai-playbook-for-the-uk-government/artificial-intelligence-playbook-for-the-uk-government-html

Unit 507

Optimising the use of technology

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will be able to recommend solutions to optimise technology in organisations.

Learning outcome

The learner will:

LO1 Understand how to optimise the use of technology in organisations

Assessment criteria

The learner can:

AC1.1 Explain ways to keep up to date with technological developments

AC1.2 Describe ways to optimise the use of technology

AC1.3 Evaluate the implications of technology use

AC1.4 Analyse the impact of legislation and regulation on technology use

AC1.5 Explain the importance of stakeholder engagement in optimising technology

Learning outcome

The learner will:

LO2 Be able to recommend solutions to optimise technology use in organisations

Assessment criteria

The learner can:

AC2.1 Assess impacts of current technology use

AC2.2 Evaluate opportunities to optimise the use of technology

AC2.3 Recommend a solution to optimise the use of technology

Unit 507

Optimising the use of technology

Supporting information

Unit guidance

Across all assessment criteria consider current and emerging technologies.

AC1.2 Ways to optimise the use of technology: search engine optimisation, new hardware/software, better use of existing hardware/software, introduction of new technology

AC1.3 Implications: increased efficiency and productivity; improved decision-making; enhanced communication and collaboration; cyber security and data protection; dependence on technology and system failures; employee skills gaps and resistance to change

AC1.4 Legislation and regulation: computer misuse and cybercrime, data protection; intellectual property, privacy and confidentiality, information security, safeguarding. Specific to the sector.

AC2.2 Opportunities: improved systems, improved processes, user adoption

Suggested learning resources

The State of Digital Transformation, McKinsey & Company, <https://www.mckinsey.com>

Unit 508

Operational workforce planning

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will develop an understanding of how to develop operational workforce plans.

Learning outcome

The learner will:

LO1 Understand operational workforce plans

Assessment criteria

The learner can:

AC1.1 Explain the purpose of operational workforce planning

AC1.2 Analyse the benefits and limitations of operational workforce planning

AC1.3 Analyse sources of information to determine workforce requirements

AC1.4 Evaluate **factors** that impact operational workforce planning

AC1.5 Explain components of an operational workforce plan

Range

AC1.4 **Factors:** internal, external

Learning outcome

The learner will:

LO2 Be able to develop operational workforce plans

Assessment criteria

The learner can:

AC2.1 Forecast organisational workforce requirements

AC2.2 Develop a six-month operational workforce plan

Unit 508

Operational workforce planning

Supporting information

Unit guidance

LO1 Consider impact of AI on workforce requirements

LO2 Consider alignment of workforce planning with organisational strategy, vision and mission

Suggested learning resources

Armstrong's Handbook of Human Resource Management Practice, ISBN: 9781398606631

Human Resource Management: People and Organisations, ISBN: 9781398606938

Unit 509

Planning projects

Level:	5
GLH:	12
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of projects and be able to plan projects.

Learning outcome

The learner will:

LO1 Understand project governance

Assessment criteria

The learner can:

AC1.1 Analyse the **stages** of a project lifecycle

AC1.2 Evaluate different approaches to the project lifecycle

AC1.3 Explain the roles and responsibilities in a project team

AC1.4 Assess **project governance** requirements

Range

AC1.1 **Stages:** initiation, planning, execution, monitoring, closure

AC1.4 **Project governance:** lines of reporting, communication, risk management

Learning outcome

The learner will:

LO2 Understand how to plan and manage projects

Assessment criteria

The learner can:

AC2.1 Explain the purpose of a project plan

AC2.2 Evaluate project management tools and techniques

AC2.3 Assess **tools and techniques** to support collaborative working with project stakeholders

AC2.4 Explain how to determine project success

AC2.5 Explain the importance of project closure and evaluation

Range

AC2.3 **Tools and techniques:** stakeholder mapping and analysis, communication plan

Learning outcome

The learner will:

LO3 Be able to plan projects

Assessment criteria

The learner can:

AC3.1 Create a project plan

AC3.2 Create a risk assessment for the project

AC3.3 Create a communication plan

Supporting information

Unit guidance

AC1.2 Approaches: linear, iterative and hybrid, eg agile, waterfall

AC1.3 Key roles: project owner, project board member, project sponsor, project manager, project team lead, project team member, specialists/subject matter experts, project administrator

AC2.2 Tools and techniques: business case proposal, Project Initiation Document (PID), Political, Economic, Social, Technological, Legal, Environmental (PESTLE), Strengths, Weaknesses, Opportunities, Threats (SWOT), Work Breakdown Structures (WBS), PERT Diagrams, SMART objectives, Gantt charts, Plan on a Page, Communication plan, Responsible, Accountable, Consulted, Informed (RACI) matrix, as well as proprietary or bespoke organisational/software systems

AC3.1 Project plan: tasks, timeline, milestones

Suggested learning resources

Project Management, Harvey Maylor and Neil Turner), ISBN: 9781292088433

Strategic Project Management Made Simple, Terry Schmidt, ISBN: 9780814433230

Unit 510

Principles of strategic planning and organisational risk

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of strategic planning and organisational risk, and be able to apply risk management approaches in an organisation.

Learning outcome

The learner will:

LO1 Understand strategic planning within organisations

Assessment criteria

The learner can:

AC1.1 Explain strategic intentions, strategic choice and strategy formulation

AC1.2 Evaluate recognised approaches to strategic planning

AC1.3 Evaluate components of a strategic plan

Learning outcome

The learner will:

LO2 Understand risk management practices within organisations

Assessment criteria

The learner can:

AC2.1 Evaluate risk management approaches

AC2.2 Explain governance structure and risk ownership

AC2.3 Explain the relationship between risk management, business continuity and crisis management

Learning outcome

The learner will:

LO3 Be able to apply recognised risk management approaches within an organisation

Assessment criteria

The learner can:

AC3.1 Apply a recognised risk management approach to a crisis situation

AC3.2 Evaluate the effectiveness of the chosen risk management approach

Unit 510

Principles of strategic planning and organisational risk

Supporting information

Unit guidance

AC1.1

Strategic intentions: mission, vision, values, goals and objectives

Strategic choice: environmental constraints, time pressure and decision-making, risk management

Strategy formulation: process of defining organisation's direction and allocating resources to achieve goals

AC1.2 Approaches: analysis tools, KPI, balanced scorecard, and difference between internal and external factors that influence strategic planning, SWOT, PESTLE, Porter's Five Forces, OKRS, VRIO

AC1.3 Components: mission, vision, core values, goals and objectives, environmental assessment, strategic assessment, performance metrics, theory of change

AC2.1 Approaches: risk assessment, risk register, SWOT, RACI, decision tree, brainstorming, probability and impact matrix

Suggested learning resources

Strategic Management: Concepts and Cases, David and David, ISBN: 9781292312392

Fundamentals of Risk Management, Paul Hopkin, ISBN: 9781398602862

The Essentials of Risk Management, Crouhy, Galai & Mark, ISBN: 9780071429665

Unit 511

Setting and managing budgets

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	This unit provides an understanding of financial management, financial forecasting, and setting and managing budgets.

Learning outcome

The learner will:

LO1 Understand financial management and governance in organisations

Assessment criteria

The learner can:

AC1.1 Analyse **components** of financial management

AC1.2 Explain **financial governance**

Range

AC1.1 **Components:** forecasting, budgeting, monitoring, control measures

AC1.2 **Financial governance:** policies, processes, procedures, limits of authority

Learning outcome

The learner will:

LO2 Understand setting and managing budgets in organisations

Assessment criteria

The learner can:

AC2.1 Explain the purpose of financial forecasting in relation to budget setting

AC2.2 Explain components of a financial forecast

AC2.3 Analyse types of **cost** within a budget

AC2.4 Explain **approaches** to budget setting

AC2.5 Explain how to **manage** a budget

Range

AC2.3 **Cost:** variable, fixed, direct, indirect

AC2.4 **Approaches:** incremental, zero-based, activity-based

AC2.5 **Manage:** monitor, review, take corrective action

Learning outcome

The learner will:

LO3 Be able to set budgets in organisations

Assessment criteria

The learner can:

AC3.1 Set a six-month budget

AC3.2 Justify the budget

Unit 511

Setting and managing budgets

Supporting information

Unit guidance

AC1.2 Governance: standing financial instructions, approval limits, procurement, contracting

AC2.2 Components: internal and external influencing factors such as availability of information, cost pressures, income and expenditure

Suggested learning resources

The Financial Times Essential Guide to Budgeting and Forecasting, Nigel Wyatt, ISBN: 9780273768135

Financial Management, Kaplan Study Text, ISBN: 1837352488

Unit 512

Problem-solving and decision-making in organisations

Level:	5
GLH:	12
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of problem-solving and decision-making and be able to solve problems.

Learning outcome

The learner will:

LO1 Understand problem-solving and decision-making in organisations

Assessment criteria

The learner can:

AC1.1 Explain the importance of understanding the nature, scope and impact of a problem

AC1.2 Explain the relationship between problem-solving and decision-making

AC1.3 Evaluate different techniques used for problem-solving and decision-making

AC1.4 Analyse how data and information support problem-solving and decision-making

AC1.5 Examine the potential impacts of inaccurate and misinterpreted data

Learning outcome

The learner will:

LO2 Be able to solve problems and make decisions in organisations

Assessment criteria

The learner can:

AC2.1 Identify a problem and define its nature, scope and impact

AC2.2 Investigate the problem and generate options using a problem-solving technique

AC2.3 Evaluate options to solve the problem using a decision-making technique

AC2.4 Identify the most suitable solution

AC2.5 Justify the decision

Unit 512

Problem-solving and decision-making in organisations

Supporting information

Unit guidance

AC1.1 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 (0–6 months), medium (6–12 months), long term (beyond 12 months) and include financial loss, loss of customers, staff disengagement etc

AC1.2 Problem-solving and decision-making; the steps involved in problem-solving and how decision-making relates to this

AC1.3

Problem-solving techniques:

- Eight disciplines (8D) problem solving model
- FOCUS model
- PDCA cycle
- Problem-solving cycle
- Problem-definition process
- Six-step problem solving model
- The Cynefin Framework
- The drill down technique
- The five whys
- The four frame model

Decision-making techniques:

- Pros and cons
- Weighted decision-making grids
- Decision trees
- Pareto analysis
- Paired comparison analysis

AC1.4 Data and information: internal data (performance metrics, production figures, staff insight), external data (expert opinion, competitor information, stakeholder insight)

Suggested learning resources

Decision Making and Problem Solving, John Adair, ISBN: 9781398606289

Decision Analysis for Management Judgment, Paul Goodwin & George Wright, ISBN: 9781118740734

Unit 513

Continuous improvement and change management in organisations

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of continuous improvement and change management and be able to identify improvements in organisations.

Learning outcome

The learner will:

LO1 Understand innovation, continuous improvement and change management in organisations

Assessment criteria

The learner can:

AC1.1 Compare innovation and continuous improvement

AC1.2 Evaluate continuous improvement tools and techniques

AC1.3 Define change management

AC1.4 Evaluate change management tools and techniques

AC1.5 Analyse components of a change management plan

Learning outcome

The learner will:

LO2 Be able to plan change in organisations

Assessment criteria

The learner can:

AC2.1 Identify a potential improvement

AC2.2 Create a change management plan for the improvement

Unit 513

Continuous improvement and change management in organisations

Supporting information

Unit guidance

AC1.2 Tools and techniques: PDSA, Six Sigma, Kaizen, Lean principles

AC1.4 Tools and techniques: ADKAR, Kotter's 8 Steps, change management curve, Kübler-Ross

AC1.5 Components: objectives, roles and responsibilities, training, support, resources, timelines, milestones

AC2.1 Potential improvement opportunities: such as adding business value, saving money, adapting processes and procedures

Suggested learning Resources

Kaizen: The Key to Japan's Competitive Success, Masaaki Imai, ISBN: 9780075543329

Leading Change, John P. Kotter, ISBN: 9781422186435

Unit 514

Planning and managing resources

Assessment method:	Assignment
Level:	5
GLH:	14
Credit value:	2
Aim:	Learners will understand the importance of planning and the management of resources.

Learning outcome

The learner will:

LO1 Understand how to plan resources to meet organisational objectives

Assessment criteria

The learner can:

AC1.1 Explain different types of resources

AC1.2 Evaluate the impacts of resource planning

AC1.3 Analyse sources of information used in resource planning

AC1.4 Evaluate approaches to resource planning

AC1.5 Analyse **components** of a resource plan

Range

AC1.5 **Components:** requirements, availability, allocation, timescales

Learning outcome

The learner will:

LO2 Understand how to manage resources to meet organisational objectives

Assessment criteria

The learner can:

AC2.1 Analyse impacts of managing resources

AC2.2 Analyse methods to manage resources

AC2.3 Analyse approaches to contingency planning

Learning outcome

The learner will:

LO3 Be able to plan resources to meet organisational objectives and mitigate potential disruptions

Assessment criteria

The learner can:

AC3.1 Develop a resource plan

AC3.2 Assess potential disruptions to a resource plan

AC3.3 Justify mitigations for potential disruptions

Unit 514

Planning and managing resources

Supporting information

Unit guidance

AC1.1 Resources: financial, technological, physical data/information, but does not include people

AC1.4 Approaches: needs analysis, demand forecasting, workload analysis, stakeholder consultation, resource scheduling, contingency planning, project planning frameworks. Consider factors that impact decisions, such as environmental, sustainable, cost effectiveness and ethical practices

AC2.1 Impacts: related to accountability, efficiency, cost control, achievement of objectives, etc.

AC2.2 Methods: Key Performance Indicators (KPI), variance analysis, audits, utilisation reports and performance review mechanisms

Suggested learning resources

Service Operations Management, Johnston, Shulver, Slack and Betts, ISBN: 9781292739090

Physical Asset Management, Nicholas Anthony John Hastings, ISBN: 9783319720415

Unit 515

Principles and purpose of quality management

Level:	5
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of the principles and purpose of quality management in organisations and be able to produce a quality management plan.

Learning outcome

The learner will:

LO1 Understand the principles and purpose of quality management in organisations

Assessment criteria

The learner can:

AC1.1 Explain the principles of quality management

AC1.2 Analyse the purpose and requirements of quality standards

AC1.3 Compare and contrast quality assurance, quality control and quality improvement

AC1.4 Evaluate quality assurance, quality control and quality improvement methodologies

Learning outcome

The learner will:

LO2 Understand how to manage quality

Assessment criteria

The learner can:

AC2.1 Analyse the components of a quality management plan

AC2.2 Explain approaches to measure quality

AC2.3 Evaluate methods to monitor quality

Learning outcome

The learner will:

LO3 Be able to produce quality management plans

Assessment criteria

The learner can:

AC3.1 Identify an applicable quality standard

AC3.2 Produce a quality management plan

AC3.2 Justify how the plan meets the quality standard

Unit 515

Principles and purpose of quality management

Supporting information

Unit guidance

AC1.1 Principles: customer focus; leadership and stakeholder engagement; process approach; continuous improvement; evidence-based decision making

AC1.2 Quality standards: International Organization for Standardization (ISO), customer requirements, industry/sector standards

AC2.1 Components: purpose and scope; quality objectives; quality standards and requirements; roles and responsibilities; quality assurance and quality control methods; measurement and monitoring; risk management; continuous improvement; audit and review; training and competence; documentation and communication

AC2.2 Measure: Key Performance Indicators (KPIs), audits, inspections, customer feedback, benchmarking, performance monitoring

AC2.3 Monitor: auditing, inspection, continuous improvement cycles, identifying non-conformity

Suggested learning resources

ISO: Global standards for trusted goods and services

Total Quality Management, Dale H. Besterfield, ISBN: 9789353066314

The Toyota Way to Continuous Improvement, Jeffrey Liker & James Franz, ISBN: 9780071477468

Unit 516

Operational and contingency planning

Level:	5
GLH:	10
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will understand the principles of operational planning, and be able to create operational and business continuity plans.

Learning outcome

The learner will:

LO1 Understand the principles of operational planning

Assessment criteria

The learner can:

AC1.1 Explain the components of an operational plan

AC1.2 Assess approaches to support business continuity

AC1.3 Analyse the components of a business continuity plan

AC1.4 Evaluate how operational planning supports organisational objectives

AC1.5 Explain how operational plans are monitored and reviewed

Learning outcome

The learner will:

LO2 Be able to support organisational objectives

Assessment criteria

The learner can:

AC2.1 Create an operational plan

AC2.2 Create a business continuity plan

Unit 516

Operational and contingency planning

Supporting information

Unit guidance

AC1.1 Components: objectives, resources, activities and tasks, performance indicators, risk management, compliance and standards, monitoring, review and evaluation, timeline, roles and responsibilities

AC1.2 Approaches: contingency planning, risk management, analysis (eg PESTLE, past three years), scenario planning, resilience testing

AC1.3 Components: risk analysis, business impact analysis, roles and responsibilities, communication protocols, recovery plans, procedures, training

Suggested learning resources

Two Tools that Help Link Processes with Strategy | BPMInstitute.org Campbell,
<https://www.bpm institute.org/resources/articles/two-tools-help-link-processes-strategy/?srsltid=AfmBOoogexE-8sTnhp39BtMeANpkjtySW1OwNGelaD95H-Yxkk03BsjQ>

Blue Ocean Strategy, Harvard Business School Publishing, ISBN: 1591396190

Unit 517

Organisational culture and ethics

Level:	5
GLH:	14
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of how ethics, values and behaviours contribute to organisational culture and be able to recommend improvements to organisational culture.

Learning outcome

The learner will:

LO1 Understand organisational cultures

Assessment criteria

The learner can:

AC1.1 Define organisational culture

AC1.2 Evaluate recognised models of organisational culture

AC1.3 Explain what influences organisational culture

AC1.4 Explain the **effects** of organisational culture on people

Range

AC1.4 **Effects:** wellbeing, psychological safety, motivation

Learning outcome

The learner will:

LO2 Understand how ethics, values and behaviours contribute to organisational culture

Assessment criteria

The learner can:

AC2.1 Assess the impact ethics, values and behaviours have on the culture of an organisation

AC2.2 Analyse the benefits of alignment between organisational and employee values

AC2.3 Analyse approaches that can be taken to ensure ethics, values and behaviours are embedded within an organisation

Learning outcome

The learner will:

LO3 Be able to recommend improvements to organisational culture

Assessment criteria

The learner can:

AC3.1 Analyse an organisational culture

AC3.2 Evaluate an organisation's ethics, values and behaviours.

AC3.3 Recommend improvements to organisational culture that enhance ethical and values-based practice

AC3.4 Justify how the proposed improvements will strengthen organisational culture

Unit 517

Organisational culture and ethics

Supporting information

Unit guidance

AC1.2 Models: Schein's three-level Iceberg Model (1992, 2010), Handy's Four Culture Types (1993), Johnson & Scholes's Cultural Web (2002), Grover, Tseng & Pu's Digital Culture (2022), Arkadan, Macdonald & Wilson's Customer Experience Orientation (2024)

AC1.3 Influences: leadership style, policies, customer expectations, business complexity, rewards, work environment

AC3.3 and AC3.4 Evidence-informed improvements

Suggested learning resources

Organizational Ethics, Craig E. Johnson, ISBN: 9781071904183

Organizational Culture and Leadership, Schein

Understanding Organizations, Handy

Exploring Corporate Strategy: Text and Case, Johnson and Scholes

Unit 518

Managing stakeholder relationships

Level:	5
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will understand different types of stakeholders, how to manage conflict and be able to engage stakeholders.

Learning outcome

The learner will:

LO1 Understand stakeholder relationships

Assessment criteria

The learner can:

AC1.1 Define the term stakeholder

AC1.2 Analyse factors that influence communication with stakeholders

AC1.3 Evaluate **approaches** to manage stakeholder relationships

AC1.4 Analyse components of a stakeholder engagement plan

Range

AC1.3 **Approaches:** stakeholder mapping, stakeholder analysis

Learning outcome

The learner will:

LO2 Understand how to manage conflict in stakeholder relationships

Assessment criteria

The learner can:

AC2.1 Define the term conflict

AC2.2 Explain causes of conflict

AC2.3 Evaluate approaches used to manage conflict

AC2.4 Evaluate influencing and negotiating techniques when managing conflict

Learning outcome

The learner will:

LO3 Be able to engage stakeholders to meet organisational objectives

Assessment criteria

The learner can:

AC3.1 Complete a stakeholder analysis

AC3.2 Create a stakeholder engagement plan

Unit 518

Managing stakeholder relationships

Supporting information

Unit guidance

AC1.2 Factors: organisational context, stakeholder expectations, barriers, needs and preferences (eg communication style and frequency), internal or external stakeholders

AC1.3 Approaches to mapping and analysis: RACI matrix, influence/impact grid

Suggested learning resources

Stakeholder Mapping Complete Guide – Tractivity :
https://www.tractivity.co.uk/blog/stakeholder-mapping-guide?adgroup_name=Stakeholder_Map

Stakeholder Engagement: The Game Changer for Program Management, Amy Baugh, ISBN: 9781604270969

The Handbook of Conflict Resolution: Theory and Practice, Deutsch, Coleman & Marcus, ISBN: 9781118810871

Unit 519

Organisational sustainability practices

Level:	5
GLH:	12
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding to support organisational sustainability practices and be able to undertake a sustainability audit.

Learning outcome

The learner will:

LO1 Understand the principles of sustainability in organisations

Assessment criteria

The learner can:

AC1.1 Explain the principles of sustainability

AC1.2 Examine the interdependence between the **three pillars of sustainability**

AC1.3 Explain the impact of current sustainability legislation and regulation on organisations

Range

AC1.2 **Three pillars of sustainability:** environmental, social, economic

Learning outcome

The learner will:

LO2 Understand how sustainability influences organisational practices

Assessment criteria

The learner can:

AC2.1 Explain the purpose of a sustainability framework

AC2.2 Describe how an organisation can align practices with sustainability principles

AC2.3 Explain how to undertake a sustainability audit

Learning outcome

The learner will:

LO3 Be able to undertake sustainability audits in an organisation

Assessment criteria

The learner can:

AC3.1 Undertake a sustainability audit

AC3.2 Recommend potential improvements

Unit 519

Organisational sustainability practices

Supporting information

Unit guidance

AC1.1 Principles: Human Rights, Labour, Environment, Anti-Corruption

AC2.1 Frameworks: Triple Bottom Line (People, Planet, Profit), ISO 14001

AC2.3 Sustainability audit: systematic review of operations, measuring environmental performance and social impact

AC3.1 Examples of sustainability audits: environmental compliance, environmental management system, supply chain

Suggested learning resources

Sustainability, Leslie Paul Thiele, ISBN: 9780745671543

The Sustainable Business Handbook, David Grayson, Chris Coulter & Mark Lee, ISBN: 9781119831387

ISO 14001: Environmental Management Systems – A Practical Guide, Naeem Sadiq, ISBN: 9781849289071

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

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

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

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

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

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

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the [Working with ILM](#) section of the ILM website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

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

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Published by City & Guilds Limited, a company registered in England and Wales (company number 16513878)

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