

# **City & Guilds Level 5 Award, Certificate, Diploma and Extended Diploma in Operational Leadership and Management Skills**

## **(8725-11/21/31/41)**

**Version 1.0 (January 2026)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	15.3 Business Management
<b>City &amp; Guilds number</b>	8725
<b>Age group approved</b>	18+, 19+
<b>Entry requirements</b>	N/A
<b>Assessment</b>	Portfolio of evidence
<b>Grading</b>	Pass/fail
<b>Approvals</b>	Fast track approval
<b>Support materials</b>	SmartScreen, Portfolio Pack
<b>Registration and certification</b>	Consult Walled Garden for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 5 Award in Operational Leadership and Management Skills	8725-11	610/6874/3	40	80
City & Guilds Level 5 Certificate in Operational Leadership and Management Skills	8725-21	610/6876/7	80	160
City & Guilds Level 5 Diploma in Operational Leadership and Management Skills	8725-31	610/6877/9	175	390
City & Guilds Level 5 Extended Diploma in Operational Leadership and Management Skills	8725-41	610/6879/2	485	1180

Version and date	Change detail	Section
1.0 January 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?	<p>These qualifications are for those individuals who want to develop their technical knowledge, strategic insight and practical expertise. Ideal for those employed as project managers, department heads and middle managers.</p> <p>These qualifications aim to provide learners with a progressive step in their leadership and management development, supporting learners who have completed a level 3 or 4 qualification and/or apprenticeship.</p> <p>These qualifications can also support learners who have gained experience as middle or operational managers but not previously undertaken a leadership and management qualification, providing them with an opportunity to validate the knowledge, skills and behaviours they have developed in the workplace.</p>
	<p><b>Award:</b> introduces essential leadership topics. Ideal for learners seeking a short course, this qualification has been designed to engage and motivate and could lead to further learning at Level 5.</p>
	<p><b>Certificate:</b> offers learners a solid foundation in leadership and management topics with the flexibility to tailor their learning journey to suit specific interests and experience. Designed to support smooth progression to further Level 5 study, the qualification focuses on practical skills that can be evidenced through everyday activities, making it both achievable and manageable alongside existing workloads.</p>
	<p><b>Diploma:</b> offers a comprehensive coverage of leadership and management topics at this level, with the depth needed to support progression to Level 6 study. Its strong emphasis on leadership content makes it particularly effective for learners aiming to solidify their leadership roles. The qualification's flexible structure allows learners to tailor their route through by selecting optional units that reflect their specific roles, interests and career aspirations.</p>

Area	Description
	<p><b>Extended Diploma:</b> offers the most comprehensive coverage of leadership and management topics at this level, with the depth and breadth needed to support an apprenticeship standard. The qualification's structure allows learners to ensure their route through covers sufficient content of the apprenticeship programme and allows the learner to tailor options by selecting units that reflect their specific role in an apprenticeship setting.</p>
	<p>The qualifications' content focuses on core themes and competencies essential for effective performance at middle and operational managers levels.</p>
What do the qualifications cover?	<p>These qualifications cover key topic areas such as: Managing people, Leadership, Data analysis, Decision making, Communication, Project management, Collaboration with stakeholders, Sustainability.</p>
What opportunities for progression are there?	<p>The qualifications allow learners to progress in their career or to the following ILM qualifications:</p> <ul style="list-style-type: none"> <li>• Level 6 qualifications</li> <li>• Level 6 Leadership and Management apprenticeship.</li> </ul>

## Structure

To achieve the **City & Guilds Level 5 Award in Operational Leadership and Management Skills**, learners must achieve: 501 and a minimum of one other unit from the available optional units

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

501	Assessing own leadership performance	25	5
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### Optional units:

502	Managing own continuing personal and professional development	25	6
503	Managing people	25	6
504	Leading people and organisational culture	25	6
505	Coaching and mentoring in a leadership role	25	5
506	Promoting equity of opportunity, diversity and inclusion	25	10
507	Leading and managing wellbeing in the workplace	25	10
508	Managing operational workforce planning	25	10
509	Project management	25	6
510	Managing operational finance	25	6
511	Making a financial case	25	4
512	Optimising the use of technology	25	6
513	Managing business risk	25	5
514	Problem-solving and decision-making	15	5
515	Leading innovation and change	25	6
516	Managing resources	15	4

517	Business process engineering	25	5
518	Managing quality	15	3
519	Contributing to the delivery of organisational strategy	25	5
520	Operational planning and reporting	25	4
521	Organisational culture and ethics	25	4
522	Organisational sustainability	15	5
523	Data driven decision making	25	10
524	Developing and managing collaborative relationships	15	6
525	Managing stakeholder relationships	25	5
526	Working with partners	25	5
527	Developing products and services	25	6

To achieve the **City & Guilds Level 5 Certificate in Operational Leadership and Management Skills**, learners must achieve: unit 501 and a minimum of three optional units

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

501	Assessing own leadership performance	25	5
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**Optional units:**

502	Managing own continuing personal and professional development	25	6
503	Managing people	25	6
504	Leading people and organisational culture	25	6
505	Coaching and mentoring in a leadership role	25	5
506	Promoting equity of opportunity, diversity and inclusion	25	10

507	Leading and managing wellbeing in the workplace	25	10
508	Managing operational workforce planning	25	10
509	Project management	25	6
510	Managing operational finance	25	6
511	Making a financial case	25	4
512	Optimising the use of technology	25	6
513	Managing business risk	25	5
514	Problem-solving and decision-making	15	5
515	Leading innovation and change	25	6
516	Managing resources	15	4
517	Business process engineering	25	5
518	Managing quality	15	3
519	Contributing to the delivery of organisational strategy	25	5
520	Operational planning and reporting	25	4
521	Organisational culture and ethics	25	4
522	Organisational sustainability	15	5
523	Data driven decision making	25	10
524	Developing and managing collaborative relationships	15	6
525	Managing stakeholder relationships	25	5
526	Working with partners	25	5
527	Developing products and services	25	6

To achieve the **City & Guilds Level 5 Diploma in Operational Leadership and Management Skills**, learners must achieve: unit 501 and a minimum of eight optional units.

City & Guilds unit number	Unit title	GLH	Credit
<b>Mandatory units:</b>			
501	Assessing own leadership performance	25	5
<b>Optional units:</b>			
502	Managing own continuing personal and professional development	25	6
503	Managing people	25	6
504	Leading people and organisational culture	25	6
505	Coaching and mentoring in a leadership role	25	5
506	Promoting equity of opportunity, diversity and inclusion	25	10
507	Leading and managing wellbeing in the workplace	25	10
508	Managing operational workforce planning	25	10
509	Project management	25	6
510	Managing operational finance	25	6
511	Making a financial case	25	4
512	Optimising the use of technology	25	6
513	Managing business risk	25	5
514	Problem-solving and decision-making	15	5
515	Leading innovation and change	25	6
516	Managing resources	15	4
517	Business process engineering	25	5
518	Managing quality	15	3
519	Contributing to the delivery of organisational strategy	25	5

520	Operational planning and reporting	25	4
521	Organisational culture and ethics	25	4
522	Organisational sustainability	15	5
523	Data driven decision making	25	10
524	Developing and managing collaborative relationships	15	6
525	Managing stakeholder relationships	25	5
526	Working with partners	25	5
527	Developing products and services	25	6

To achieve the **City & Guilds Level 5 Extended Diploma in Operational Leadership and Management Skills**, learners must achieve: mandatory units (501 - 507, 509, 511 - 517, 520 - 522, 524 - 526). Additional optional units can be taken but are not required (508, 510, 518, 519, 523, 527)

City & Guilds unit number	Unit title	GLH	Credit
<b>Mandatory units:</b>			
501	Assessing own leadership performance	25	5
502	Managing own continuing personal and professional development	25	6
503	Managing people	25	6
504	Leading people and organisational culture	25	6
505	Coaching and mentoring in a leadership role	25	5
506	Promoting equity of opportunity, diversity and inclusion	25	10
507	Leading and managing wellbeing in the workplace	25	10
509	Project management	25	6
511	Making a financial case	25	4
512	Optimising the use of technology	25	6
513	Managing business risk	25	5
514	Problem-solving and decision-making	15	5
515	Leading innovation and change	25	6
516	Managing resources	15	4
517	Business process engineering	25	5
520	Operational planning and reporting	25	4
521	Organisational culture and ethics	25	4
522	Organisational sustainability	15	5

524	Developing and managing collaborative relationships	15	6
525	Managing stakeholder relationships	25	5
526	Working with partners	25	5

**Optional units:**

508	Managing operational workforce planning	25	10
510	Managing operational finance	25	6
518	Managing quality	15	3
519	Contributing to the delivery of organisational strategy	25	5
523	Data driven decision making	25	10
527	Developing products and services	25	6

## 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
- 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 Skills	40	80
City & Guilds Level 5 Certificate in Operational Leadership and Management Skills	80	160
City & Guilds Level 5 Diploma in Operational Leadership and Management Skills	175	390
City & Guilds Level 5 Extended Diploma in Operational Leadership and Management Skills	485	1180

## 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 qualification before designing a course programme.

#### Fast-track approval

If your centre is approved to offer the any of the following then you can apply for fast-track approval for the new 8725 suite using the fast-track approval form, available from the City & Guilds website:

- 8322 Level 5 Award in Leadership
- 8420 Level 5 Diploma for Leaders and Managers
- 8421 Level 5 Diploma for Operational Leaders and Managers
- 8607 Level 5 Award, Certificate & Diploma in Leadership and Management.

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 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 and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

Approved centres must have effective quality assurance systems to ensure 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 Assurers (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 learners have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

These qualifications are 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 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 supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

#### 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 \(cityandguilds.com\)](#)

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. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and 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.

Please refer to the Level 5 Portfolio Pack about the use of AI when generating the portfolio of evidence.

## Support materials

The following resources are available for these qualifications:

Description	How to access
Portfolio Pack	<a href="http://www.i-l-m.com">www.i-l-m.com</a>

SmartScreen is City & Guilds' tutor and learner support website. For details about SmartScreen support for this product please check the SmartScreen area of the City & Guilds website [SmartScreen | City & Guilds](#)

## Suggested learning resources

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

- Studying membership of The Institute of Leadership.
- E journals - Sage, EBSCO.
- Professional body learning resources.
- Company and industry sector reports.

## 4 Assessment

### Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence.

Centres should ensure that the evidence selected is sufficient – meeting the full requirements of the unit content – Learning Outcome (LO), Assessment Criteria (AC) or range, as appropriate – and meeting any evidence requirements that may be specified.

When supporting learners to develop and select appropriate evidence for the portfolio, centres should consider where and how evidence may be generated or mapped holistically to cover multiple assessment criteria, learning outcomes or units.

Further information can be found in the Portfolio Pack.

<b>Assessment types</b>			
<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
501	Assessing own leadership performance	<b>Portfolio of evidence</b> Centre-devised, internally set and marked assessment	<a href="http://www.i-l-m.com">www.i-l-m.com</a> <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
502	Managing own continuing personal and professional development		
503	Managing people		
504	Leading people and organisational culture		
505	Coaching and mentoring in a leadership role		
506	Promoting equity of opportunity, diversity and inclusion		

507	Leading and managing wellbeing in the workplace		
508	Managing operational workforce planning		
509	Project management		
510	Managing operational finance		
511	Making a financial case		
512	Optimising the use of technology		
513	Managing business risk		
514	Problem-solving and decision-making		
515	Leading innovation and change		
516	Managing resources		
517	Business process engineering		
518	Managing quality		
519	Contributing to the delivery of organisational strategy		
520	Operational planning and reporting		
521	Organisational culture and ethics		
522	Organisational sustainability		
523	Data driven decision making		
524	Developing and managing collaborative relationships		

525	Managing stakeholder relationships		
526	Working with partners		
527	Developing products and services		

## Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment. Further information can be found in the Portfolio Pack.

## Portfolio of evidence

Candidate and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of **recording forms** for new and existing centres to use as appropriate. Recording forms are available in the Portfolio Pack.

New centres may use these forms or devise or customise alternative forms, although these must be approved for use by the EQA(s), before they are used by candidates and assessors at the centre.

## Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- workplace documentation/records, for example team development plans, project implementation reports, meeting agendas/minutes, training materials
- video clips (maximum duration = 15 minutes)
- projects
- reflective accounts/journals/logs
- assessment observation
- witness testimonies.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

### **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.

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- Guided Learning Hours (GLH)
- credit value
- unit aim
- assessment method
- Learning Outcomes (LOs), which are comprised of a number of Assessment Criteria (ACs)
- range statements
- supporting information (eg evidence requirements, unit guidance, suggested learning resources, books, websites).

### Guidance for delivery of the units

These qualifications comprise of a number of units. A unit describes what is expected of a competent person 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 (performance and knowledge and understanding) 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.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Minimum evidence requirements may be included where the level of required assessment evidence is not fully evident from the assessment criteria and range – for example, where assessment criteria may need to be demonstrated on more than one occasion.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>The unit will provide learners with the knowledge and skills to explore a range of leadership styles and how to apply them effectively in different contexts.</p> <p>The learner will develop the ability to implement and evaluate the most appropriate leadership approaches to support team performance and achieve organisational goals and values.</p>

## Learning outcome

The learner will:

LO1 Understand the impact of different leadership approaches in organisations

## Assessment criteria

The learner can:

AC1.1 Describe different **leadership approaches**

AC1.2 Evaluate **motivational theories** and their impact on leadership approaches

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

AC1.4 Assess the impact of leadership approaches on organisations' values and performance

## Range

AC1.1 **Leadership approaches:**

- models and theories.

AC1.2 **Motivational theories:**

- content and process theories.

## Learning outcome

The learner will:

LO2 Be able to apply effective leadership styles to achieve organisational goals

## Assessment criteria

The learner can:

AC2.1 Review own leadership styles

AC2.2 Analyse different leadership styles in a range of different **situations** to achieve organisational goals

AC2.3 Apply motivational techniques within own leadership styles to achieve organisational goals

## Range

### AC2.2 **Situations:**

- organisation context, stakeholders, levels of communication, layers of management levels.

## Learning outcome

The learner will:

LO3 Be able to evaluate the impact of applying effective leadership to achieve organisational goals

## Assessment criteria

The learner can:

AC3.1 Evaluate the impact of own leadership styles on **stakeholders**

AC3.2 Evaluate the impact of adapting own leadership styles to different **situations**

AC3.3 Evaluate the effectiveness of own leadership to motivate and lead others to meet organisational goals

AC3.4 Justify proposed improvements to own leadership approaches based on evaluation

## Range

AC3.1 **Stakeholders:**

- own team and wider stakeholder organisation.

AC3.2 **Situations:**

- organisation context, stakeholders, levels of communication, layers of management levels.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Candidate should include work products and team/peer feedback demonstrating their own performance and leadership styles within different work situations.

### **Evidence requirements**

**AC1.1** Evidence must include at least three different leadership approaches.

**AC1.2** Evidence must include at least two content and two process theories.

**AC1.4** Evidence must include at least two impacts.

**AC2.2** Evidence to include at least two different leadership styles in two different situations.

**AC3.4** Evidence may form part of learners' continuing professional development and may link to evidence in unit 502 Managing own continuous personal and professional performance

### **Unit guidance**

**AC1.1 Leadership approaches** (models and theories) may include but are not limited to:

- The trait approach to leadership
- The behavioural school (McGregor, 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).

**AC1.2 Motivational theories:** (content and process)

- **Content theories** may include but are not limited to: Maslow's Hierarchy, Herzberg's Two-Factor Theory, McLelland's Learning Needs Theory
- **Process theories** may include but are not limited to: Vroom's Expectancy theory, Adam's Equity theory, Locke and Latham's Goal-setting theory.

**AC3.1 Stakeholders** can include internal and external stakeholders.

## **Suggested learning resources**

These suggestions are current at the time of publication.

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

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

*The New One Minute Manager: The best-selling management handbook for aspiring leaders and executives*, Ken Blanchard and Spencer Johnson (2015).

*Effective Leadership Skills for Managers: Elevate Your Team with Confidence and Empathy to Inspire, Motivate and Foster a Vibrant Workplace Culture*, J.A. Lough (2024).

*The Best of John Adair on Management and Leadership*, John Adair (2008).

*Leadership and Management Development*, Jeff Gold, Richard Thorpe, Alan Mumford (2010).

## Unit 502

# Managing own continuing personal and professional development

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	This unit enables learners to fully explore learning and development opportunities in managing their own personal and professional success and growth, to improve their individual effectiveness and impact.

## Learning outcome

The learner will:

LO1 Understand the purpose and importance of personal and professional development

## Assessment criteria

The learner can:

AC1.1 Explain personal and professional development opportunities in organisations

AC1.2 Assess the **value** of personal and professional development aligned to organisational objectives and priorities

AC1.3 Analyse the **impact** of personal and professional development in organisations

AC1.4 Evaluate the effectiveness of personal and professional development opportunities in organisations

AC1.5 Outline the process of how organisations plan and record personal and professional development

## Range

### AC1.2 Value:

- individual (personal and professional context) and organisational context.

### AC1.3 Impact:

- positive and negative.

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

AC2.1 Review own leadership skills against **key leadership competencies**

AC2.2 Set personal and professional targets that support and develop own **goals**

AC2.3 Undertake personal and professional activities against targets set

AC2.4 Reflect on progress and adjustments on personal and professional targets and goals as part of **ongoing** continuous performance

## Range

AC2.1 **Key leadership competencies:**

- personal, professional and organisational.

AC2.2 **Goals:**

- short (0–6 months), medium (6–12 months) and long term (beyond 12 months), strategic alignment, skills gaps, personal growth, succession planning.

AC2.4 **Ongoing:**

- short (0–6 months), medium (6–12 months) and long term (beyond 12 months).

## Learning outcome

The learner will:

LO3 Be able to review the impact of the personal and professional development activities undertaken

## Assessment criteria

The learner can:

AC3.1 Appraise the development activities undertaken in reaching ongoing personal and professional goals that were set

AC3.2 Assess own personal and professional development against key leadership competencies

AC3.3 Evaluate the **impact** of own continuous improvement activities completed within own organisation

## Range

### AC3.3 Impact:

- self (emotional intelligence, learning and behaviour, knowledge/skills required for role)
- team(s)
- organisation (objectives and priorities).

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### Evidence requirements

**LO1** Can be achieved by professional discussion or written question and answer.

**AC1.1** Evidence must include at least **two** personal opportunities and at least two professional opportunities.

**AC1.2** Evidence must include at least **two** values for personal development and at least two values for professional development.

**AC1.3** Evidence must include at least impacts for personal development and at least **two** values for professional development.

**AC1.4** Evidence may include but is not limited to: Personal and Professional Development Plan (PPDP), performance review documents, feedback, 1-2-1s supervisory documents. Training Needs Analysis (TNA).

**AC2.1** Evidence must include at least **two** key leadership competencies across the stated range. Review may include following evidence but is not limited to:

- feedback: self, peers, managers, external stakeholders
- gap analysis: online assessment or other valid tools.

**AC2.2** Evidence must include at least **two** set targets for personal developments and at least two set targets for professional development.

**AC2.3** Evidence must include at least **one** activity undertaken for personal development and at least one activity taken for professional development.

**AC2.4** Evidence must include at least **one** adjustment across each of the terms ranged (short (0–6 months), medium (6–12 months) and long term (beyond 12 months)). Evidence may be presented as but is not limited to: annotated evidence of progress against set targets, and evidence of adjustments and continuous improvements (with existing/ altered/ existing targets and/or newly identified targets) across the range as described.

**LO3** Evidence may be supported and presented by but not limited to success measures: key performance indicators (KPIs), departmental or organisational targets, change in performance, effectiveness and efficiency, feedback from others (internal and/or external), analysis of findings.

## Unit guidance

It is expected that the learner will start this unit (particularly learning outcome 2) towards the beginning of their level 5 qualification, reviewing and developing on their personal and professional target set and the progress being made through their learning.

This unit has been designed so the learner is able to show their personal and professional growth over time, therefore 6 to 12 months should be set aside to enable sufficient evidence to be generated. Please refer to the RPL policy for this evidence.

The learner must be aware that the developments they identify must include opportunities to improve their own knowledge, skills and behaviours that will make a difference to them personally and professionally, as well as that of the organisation.

### **LO1 Personal and professional relate to:**

- Personal:
  - 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.
- Professional:
  - 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 Value individual (personal and professional context) and organisational context:**

- individual may include but is not limited to: career progression, maintaining currency in industry, personal performance, self-awareness and growth, improved motivation and self-confidence, enriched wellbeing, enhanced working relationships
- organisational may include but is not limited to: 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.

### **AC1.3 Impact (positive and negative) may include but are not limited to: 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.**

### **AC2.1 Key leadership competencies: personal, professional and organisational. May also include but are not limited to: self-awareness, communication, decision-making, strategic thinking, influence and negotiation, adaptability, conflict management, motivation, emotional intelligence, behavioural skills, interpersonal skills.**

### **AC2.2 and AC2.3 Personal and professional targets are expected to be those 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.**

**AC2.2** Goals: short (0–6 months), medium (6–12 months) and long term (beyond 12 months), may also reflect on strategic alignment, skills gaps, personal growth, succession planning.

**AC3.3** Impact evidence may include but is not limited to: financial, quality, job satisfaction, customer satisfaction, productivity, performance, innovation, growth, sustainability, risk management.

## **Suggested learning resources**

These suggestions are current at the time of publication.

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

### **Books**

*A Manager's Guide to Self Development*, Mike Pedler, John Burgoyne and Tom Boydell. McGraw Hill. (6<sup>th</sup> edn) (2013).

*Leadership and Leading Teams*, Susan Wallace and Jonathan Gravells, Learning Matters. (2007)

*The Mind of a Leader*, Rasmus Hougaard and Jacqueline Carter; Harvard Business Review Press, (2018).

*The Art of War*, Sun Tzu; CreateSpace Independent Publishing Platform, (2015)

*Atomic Habits: An easy and proven way to build good habits and break bad ones*, James Clear, (2023).

*Leadership The Power of Emotional Intelligence*, Daniel Goleman, More Than Sound, (2013).

### **Podcasts and blogs**

Ted Talks: [The habit that could improve your career \(and your life\)](#) – Paul Catchlove (2022)

Self Driven Success: Navigating Your Own Professional Growth (No Bullsh!t Leadership).

Planning Professional Development: How to Lead by Kate Waterfall Hill (2025).

[Creating a Personal Leadership Development Plan](#) – Leadership Success

### **Articles**

LinkedIn – [8 Qualities of Conscious Leadership](#) – Katherine Pons

[Becoming a senior leader](#) – Society for Education and Training

[Explore the Profession Map](#) – CIPD

### **Webinars**

For members of the Society for Education and Training

- *Leadership Webinar*: Middle managers (March 2025)
- *Enhancing your leadership impact*: The power of networking for Middle Leaders
- *Leadership Webinar*: Aspiring Leaders (March 2025)
- *Enhancing Your Leadership Impact*: The Power of Networking for Aspiring Leaders

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will provide the knowledge and skills required to manage teams and associated workloads, improve performance and retain talent.</p> <p>Learners will examine and apply a variety of performance management techniques, as well as explore opportunities to successively manage capability and work capacity across individuals to maximise the efficiency of the workforce.</p>

## Learning outcome

The learner will:

LO1 Understand the principles of performance management and talent management in organisations

## Assessment criteria

The learner can:

AC1.1 Explain the difference between managing performance and talent management

AC1.2 Explain the importance of managing performance and talent management

AC1.3 Evaluate the use of different tools and techniques used to manage performance and talent management

AC1.4 Assess the **impact** of managing performance and talent

## Range

AC1.4 **Impact:**

- individual, organisational impacts
- short-term and long-term impacts.

## Learning outcome

The learner will:

LO2 Understand how to develop high performing teams in organisations

## Assessment criteria

The learner can:

AC2.1 Define the characteristics of high performing teams

AC2.2 Describe the **actions** that support the development of high performing teams

AC2.3 Explain the **impact** of developing high performance teams

## Range

### AC2.2 Actions:

- setting goals and objectives, conducting appraisal, identifying skills/skills gaps, collaboration, sharing knowledge and expertise.

### AC2.3 Impact:

- individual, team and organisational level.

## Learning outcome

The learner will:

LO3 Understand the principles of remote and hybrid working

## Assessment criteria

The learner can:

AC3.1 Examine the difference between remote and hybrid working

AC3.2 Describe legislative requirements for remote and hybrid working

AC3.3 Evaluate the benefits and limitations of remote and hybrid working

AC3.4 Analyse **different factors** influencing implementation of remote and hybrid working

## Range

### AC3.4 Different factors:

- team dynamics, equality, contractual requirements, technology, location, confidentiality/security, resources.

## Learning outcome

The learner will:

LO4 Understand how to effectively support workload management

## Assessment criteria

The learner can:

AC4.1 Evaluate different types of **tools and techniques** that support workload management

AC4.2 Assess the **impact** of workload distribution on performance

AC4.3 Explain **ways** to monitor and adjust workload to respond to changing demands

## Range

### AC4.1 Tools and techniques:

- planning tools, prioritisation techniques, time management tools, delegation frameworks, digital tools.

### AC4.2 Impact:

- individual, team and organisational level
- positive and negative impacts.

### AC4.3 Ways:

- monitoring methods and adjustment techniques.

## Learning outcome

The learner will:

LO5 Be able to manage and monitor team performance within own organisation

## Assessment criteria

The learner can:

AC5.1 Identify team tasks to meet operational objectives

AC5.2 Communicate operational objectives to the team

AC5.3 Set team tasks to meet operational objectives

AC5.4 Monitor team performance against tasks set to meet operational objectives

AC5.5 Respond effectively to outcomes from monitoring activities

## **Learning outcome**

The learner will:

LO6 Be able to manage and monitor individual performance within own organisation

## **Assessment criteria**

The learner can:

AC6.1 Carry out one-to-ones and reviews to discuss performance

AC6.2 Agree objectives to improve or maintain performance

AC6.3 Develop personal and professional development plans to meet the needs of individuals

AC6.4 Review the outcomes of the activities from personal and professional development plans

AC6.5 Respond effectively to the needs of individuals

## **Learning outcome**

The learner will:

LO7 Be able to recognise and develop talent in own organisation

## **Assessment criteria**

The learner can:

AC7.1 Describe the types of existing talent management opportunities available

AC7.2 Review the effectiveness of existing talent management opportunities

AC7.3 Make recommendations to improve opportunities for managing talent

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**LO1, LO2, LO3 and LO4** can be achieved by professional discussion and/or written question and answer, although these are not exhaustive and other valid and reliable assessment methods that demonstrate competence can be used.

**LO5, LO6 and LO7** can be evidenced through products of work (eg personal development plan, performance review, one-to-one review, team development plan, skills matrix and analysis, coaching plan and diary/log, recognition awards, letter of commendation, feedback (various sources), time management tools, emails, meeting minutes etc), witness testimonies, observation of performance, digital recordings of activity, although these are not exhaustive and other valid and reliable assessment methods that demonstrate competence can be used. Note: LO5, LO6 and LO7, cannot be evidenced by professional discussion or written question and answer and must be validated by authentic products of work.

**AC1.2** Evidence must contain at least **one** explanation on the importance for managing performance and one explanation on the importance of talent management.

**AC1.3** Evidence must include at least **two** examples of tools and two examples of techniques used. Evidence must include at least two evaluations for managing performance and two evaluations for managing talent.

**AC1.4** Evidence must include at least **two** examples of assessing impact for managing performance and two examples of assessing impact for managing talent.

**AC2.1** Evidence must include at least **two** characteristics.

**AC3.1** Evidence must include reference to technology, location, health and safety, staff cover, lone working, wellbeing, recruitment, working hours.

**AC3.3** Learners must consider benefits and limitations to both employees and employers.

**AC4.3** Evidence must include at least **two** ways: one of which must be a monitoring method and one must be an adjustment technique

**LO5** Evidence generated must include qualitative and quantitative data.

**AC5.1** Evidence must include at least two tasks.

**AC5.3** Evidence must include at least two set tasks to meet operational objectives.

**AC5.4** Monitoring could be over a minimum of 6 months with at least two reviews taking place during this period. Please refer to the RPL policy for this evidence.

**AC5.5** Evidence must include at least two responses to outcomes from monitoring activities.

**LO6** Evidence for this learning outcome will be generated from one individual's performance with evidence of review (formal and/or informal) OR from two individuals if evidence from one individual's performance does not allow all the assessment criteria to be met.

**AC7.2** Evidence must include at least two reviews.

**AC7.3** Evidence must include at least two recommendations.

### **Unit guidance**

It is expected that the learner will start this unit towards the beginning of their level 5 qualification in setting, monitoring, reviewing and developing an individual and team to meet objectives from a wider operational plan.

This unit has been designed so the learner is able to show how they manage others effectively, including supporting, developing and growing talent, therefore, it is suggested that at least six months should be set aside to enable sufficient evidence to be generated. Please refer to the RPL policy for this evidence.

The learner must be able to demonstrate their ability to manage others within a team, or across teams in an operational and/or project management role using a range of mechanisms, that shows how they have planned, supported, managed and developed an individual and team to achieve objectives from a wider operational plan. This includes how the learner will recognise and address talent within the workforce, with the potential to retain talented individuals.

**LO1** Managing performance and managing talent should focus on the individual, team and overall organisation.

**AC1.3** Tools and techniques may include but are not limited to: appraisal systems, 360 feedback, key performance indicators (KPIs), SMART objectives, goal setting, Personal and Professional Development Plans (PPDP), performance dashboards, talent calibrations, Performance Improvement Plans (PIPs), coaching and mentoring.

**AC1.5** Assessing impact may include but is not limited to: organisational performance, employee outcomes, team dynamics and collaboration, legal and ethical considerations, alignment with strategic goals, sector-specific challenges.

**AC6.2** Objectives should be SMART targets set and agreed that correlate with the operational plan.

**AC6.3 & AC6.4** For the Personal and Professional Development Plan (PPDP) it is suggested it should include but is not limited to: examples of performance

management tools and techniques, assessment of strengths and weaknesses, goals – short (0–6 months), medium (6–12 months) personal and operational, action plan – specific, deadline, resources, monitoring of progress, support offered and contingency planning. Please refer to the RPL policy for this evidence.

**AC7.1** Opportunities may include but are not limited to: learning and development opportunities, career progression and succession planning, performance and potential identification, employee engagement and retention initiatives and technology enabled opportunities.

### **Suggested learning resources**

These suggestions are current at the time of publication.

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

#### **Books**

*Leadership and Leading Teams*, Susan Wallace and Jonathan Gravells, Learning Matters (2007)

*The Art of Managing People: Build Trust, Improve Communication, Strengthen Performance and Lead with Confidence*, Pradip Das (2025)

*Managing People from What Matters: The Art and Science of Guaranteeing Performance*, Zanzibar Vermiglio, Adam Goldfine. Bar Code Graphics, Inc. (2024)

#### **Podcasts and blogs**

*People Managing People*, David Rice

*The Institute of Leadership: How to lead better by doing less and trusting more*, (January 2025) [Avani Prabhakar: How distributed work can unlock your potential | TED Talk](#)

#### **Research and insights**

*Future Trends in Leadership & Management: Shifting Priorities*, The Institute of Leadership: (December 2020)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will provide learners with the knowledge and skills to support leadership.</p> <p>Using leadership approaches when managing various teams will underpin and promote a motivated and high performing team utilising organisational culture, vision and value to support.</p>

### Learning outcome

The learner will:

LO1 Understand leadership styles and theories, and how they can be adapted to suit different organisational contexts

### Assessment criteria

The learner can:

AC1.1 Describe different leadership styles used in organisations

AC1.2 Compare the characteristics of different leadership styles

AC1.3 Explain the key principles of recognised leadership theories

AC1.4 Explain how to adapt leadership styles to suit different situations

AC1.5 Analyse how leadership styles influence organisational culture and team dynamics

## Learning outcome

The learner will:

LO2 Understand how to lead different teams

## Assessment criteria

The learner can:

AC2.1 Explain how to lead **multiple teams**

AC2.2 Explain how leadership styles can **influence** team development and performance

AC2.3 Describe the **challenges** faced when leading multiple teams

AC2.4 Evaluate different **strategies** for overcoming the challenges of leading multiple teams

## Range

AC2.1 **Multiple teams:**

- functional, cross-functional, self-managed, virtual, remote.

AC2.2 **Influence:**

- internal/external and positive/negative factors.

AC2.3 **Challenges:**

- internal and external.

AC2.4 **Strategies:**

- internal and external.

## Learning outcome

The learner will:

LO3 Understand the importance of organisational culture when leading people

## Assessment criteria

The learner can:

AC3.1 Describe different cultures that exist in organisations

AC3.2 Examine internal and external **factors** which can affect an organisation's culture

AC3.3 Explain the **effect** an organisation's culture could have on individuals and teams

AC3.4 Evaluate how organisational culture **impacts** on change within organisations

## Range

AC3.2 **Factors:**

- internal and external

AC3.3 **Effect:**

- individuals and teams

AC3.4 **Impacts:**

- positive and negative

## **Learning outcome**

The learner will:

LO4 Be able to communicate organisational mission, vision and goals when leading people

## **Assessment criteria**

The learner can:

AC4.1 Analyse how organisation's vision and goals relate to own team

AC4.2 Use a range of communication methods to share the organisation's mission, vision and goals with the team

AC4.3 Assess how well team members understand their role in achieving the organisation's mission, vision and goals

AC4.4 Review how own leadership style supports the communication of organisational purpose and promotes an inclusive culture

## **Learning outcome**

The learner will:

LO5 Be able to apply leadership approaches to support organisational culture when leading own team(s)

## **Assessment criteria**

The learner can:

AC5.1 Apply leadership strategies that support organisational culture

AC5.2 Adapt strategies to reinforce or positively influence organisational culture within a team

AC5.3 Reflect on the impact of leadership strategies on organisational culture and team performance

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**LO1, LO2** and **LO3** can be achieved by professional discussion and/or written question and answer. The learner must be able to demonstrate sufficient knowledge in relation to their operational/project management role where they will explore a range of factors, theories, styles and principles of leadership and how these are used to align to organisational culture.

**LO4** and **LO5** can be evidenced through valid products of work (eg organisational operational plan, internal organisation documents, team meeting minutes), witness testimonies, observation of performance, digital recordings of activity, although these are not exhaustive and other valid and reliable assessment methods that demonstrate competence can be used. Note: LO4 and LO5 cannot be evidenced by learner statement, professional discussion, written question and answer and must be validated by authentic products of work. The learner must be able to demonstrate and appraise their ability to lead others within a team, or across teams in an operational and/or project management role using a range of mechanisms, that shows how they have communicated the organisation's vision and goals and shown alignment to organisational culture in such a way the team members understand what is expected from them as a team, as well as individually.

**AC1.1** Evidence must include at least four styles.

**AC1.2** Compare approach, communication and decision-making

**AC1.2** Evidence must include comparison of at least three styles (from any of the four styles chosen in AC1.1).

**AC1.3** Evidence must include at least three theories.

**AC1.4** Evidence must include at least three different situations.

**AC2.1** Evidence must include all teams as ranged.

**AC2.2** Evidence must include explanations for at least two leadership styles. Evidence must include internal/external factors and positive/negative factors.

**AC2.3** Evidence must include at least two internal and two external challenges.

**AC2.4** Evidence must include at least two internal and two external strategies.

**AC3.1** Evidence must include at least three different cultures.

**AC3.2** Evidence must include at least two internal and two external factors.

**AC3.3** Evidence must include at least two positive and two negative effects.

**AC4.1** Evidence must include at least three examples.

**AC4.2** Evidence must include at least two communication methods.

**AC5.1** Evidence must include at least two strategies.

**AC5.2** Evidence must include at least two examples.

**AC5.3** Evidence must include at least three impacts.

### **Unit guidance**

**AC1.1** Different leadership styles may include but are not limited to: autocratic, democratic, transformational, transactional, situational, laissez-faire, authentic, servant.

**AC1.3** Theories may include but are not limited to: Trait theory, Behavioural theory, Contingency theory, Transformational leadership theory, Ethical leadership theory.

**AC1.4** Different situations may include but are not limited to: crisis vs. stability, change management vs. routine operations high-performing vs. underperforming teams, remote vs. in-person teams, cross-cultural or diverse teams.

**AC3.1** Cultures may include but are not limited to: collaborative, innovative, results-orientated, hierarchical.

**AC3.2** Factors: internal and external required - may include but are not limited to:

- internal: leadership, organisational size and structure, vision, mission and values, Equity, Diversity and Inclusion (EDI), human resources, learning and development, technology
- external: political and legal environment, economic conditions, societal and cultural values, technological advancements, environmental factors, business relationships.

**AC3.3** Effect individuals and teams required - may include but is not limited to:

- individuals: job satisfaction and engagement, mental health and wellbeing, personal and professional growth
- teams: teamwork, cohesion and collaboration, innovation, performance, productivity, conflict.

**AC4.2** Communicate may include but is not limited to: verbal, non-verbal, written, digital.

## **Suggested learning resources**

These suggestions are current at the time of publication.

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

### **Books**

*Leading People: Do you want to succeed*, Dr. Kevin Pelletier, (2025).

*Successful Supervisory Leadership: Exerting Positive Influence While Leading People*, William Rothwell, Benham Bakhshandeh et al. Productivity Press. 2023.

*Leadership and Leading Teams*, Susan Wallace and Jonathan Gravells. Learning Matters. (2007)

*Management Fundamentals*, Robert Lussier. Sage 6<sup>th</sup> Ed. (2015).

### **Podcasts and blogs**

Podcasts by Tony Robbins.

Ted Talks by Simon Synek.

## Unit 505

## Coaching and mentoring in a leadership role

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit provides learners with an understanding of the principles, skills and practices required to effectively coach and mentor others in a leadership role.</p> <p>Learners will explore structured approaches to coaching and mentoring and develop their own capability to support team development.</p>

### Learning outcome

The learner will:

LO1 Understand the principles of coaching and mentoring

### Assessment criteria

The learner can:

AC1.1 Describe what coaching is within an organisational context

AC1.2 Describe what mentoring is within an organisational context

AC1.3 Compare the similarities and differences between coaching and mentoring

AC1.4 Explain reasons why organisations adopt coaching and mentoring programmes

AC1.5 Evaluate potential organisational barriers to coaching and mentoring

## Learning outcome

The learner will:

LO2 Understand the skills and behaviours of a coach and mentor

## Assessment criteria

The learner can:

AC2.1 Describe key coaching **approaches**

AC2.2 Describe key mentoring **approaches**

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

AC2.4 Describe safe, ethical and inclusive practices within coaching and mentoring

## Range

AC2.1, AC2.2 **Approaches**:

- models, skills and attributes, tools and resources.

AC2.3 **Boundaries**:

- professional, ethical and role.

## Learning outcome

The learner will:

LO3 Be able to undertake coaching and mentoring in own team

## Assessment criteria

The learner can:

AC3.1 Identify potential team members who would benefit from being coached or mentored

AC3.2 Design coaching and mentoring contracts for individuals, incorporating ethical frameworks, boundaries and measurable objectives

AC3.3 Facilitate coaching and mentoring conversations

## Learning outcome

The learner will:

LO4 Be able to evaluate coaching and mentoring

## Assessment criteria

The learner can:

AC4.1 Evaluate the impact of coaching and mentoring using **feedback**

AC4.2 Reflect on own coaching and mentoring practice

AC4.3 Take appropriate actions based on evaluation outcomes and reflective practice to improve future coaching and mentoring

## Range

AC4.1 **Feedback:**

- team members, manager, peer group.

## **Supporting information**

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.3, AC1.4 and AC1.5** Evidence may include comparative tables, reflective commentary.

**AC1.3** Evidence must include at least three differences between coaching and mentoring.

**AC1.4** Evidence must include at least three reasons.

**AC1.5** Evidence must include at least three potential organisational barriers.

**LO3** Requires evidenced of coaching and mentoring activities designed and facilitated within own team.

Minimum 5 hours in total of coaching and mentoring must be evidenced.

**LO4** Records and reflections from at least one coaching and one mentoring session to be provided.

**AC4.1** Evidence must include at least three impacts from the feedback ranged.

**AC4.2** Evidence must include at least three reflections.

**AC4.3** Evidence must include at least two actions.

**AC4.3** Evidence could take the form of a reflective journal or log, evaluation reports/action plan, updated coaching/mentoring frameworks, professional development plans/record etc.

## Unit guidance

**AC2.1** and **AC2.2** may include but is not limited to:

- **Models:** models/theorist of coaching and mentoring (Zone of Proximal Development (ZPD), Starr, Clutterbuck, Rogers, Biggs's Presage-Process-Product Model and The GROW Model).
- **Skills and attributes:** building rapport and trust, goal setting, active listening, questioning technique, proposing, guiding, advising and giving feedback, etc.
- **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).

**AC4.2** Reflective models could be used to support the evidence (eg Gibbs, Kolb).

## Unit 506

## Promoting equity of opportunity, diversity and inclusion

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	10
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit supports learners to develop a deep understanding of the principles and strategic importance of Equity, Diversity and Inclusion (EDI) in the workforce.</p> <p>Learners will explore the legal, cultural and organisational factors that influence inclusive practice, evaluate the effectiveness of EDI strategies and develop the skills to promote and embed EDI across workplace activities and behaviours.</p>

### Learning outcome

The learner will:

LO1 Understand the principles underpinning, Equity, Diversity and Inclusion (EDI) in the workplace

### Assessment criteria

The learner can:

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

AC1.2 Analyse how legislation and codes of practice influence organisational approaches to EDI

AC1.3 Explain the benefits of an inclusive and equitable workplace for individuals and organisations

AC1.4 Analyse the **barriers** that may prevent inclusion or equitable participation in the workplace

AC1.5 Explain the relationship between organisational culture and inclusive practices

## Range

### AC1.4 Barriers:

- discriminatory practices, unconscious bias, inadequate training, lack of representation.

## Learning outcome

The learner will:

LO2 Be able to evaluate EDI organisational strategy

## Assessment criteria

The learner can:

AC2.1 Review current organisational strategy and policies that support EDI

AC2.2 Analyse how inclusive practices are embedded across recruitment, development and retention processes

AC2.3 Evaluate the effectiveness of organisational approaches to promoting equity and preventing discrimination

## Learning outcome

The learner will:

LO3 Be able to promote Equity, Diversity and Inclusion (EDI)

## Assessment criteria

The learner can:

AC3.1 Advocate for organisational policies and practices that promote EDI

AC3.2 Communicate the value of inclusive behaviours to individuals and teams using appropriate methods

AC3.3 Support others to apply EDI principles in their work

AC3.4 Address barriers to inclusion within the workplace

AC3.5 Contribute to organisational initiatives that promote EDI

## **Supporting information**

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.2** At least three pieces of legislation and three codes of practice should be used.

**AC1.3** At least three benefits for individuals and three for organisations must be given.

### **Suggested learning resources**

These suggestions are current at the time of publication.

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

**Equality and Human Rights Commission, (EHRC) Homepage**

## Unit 507

## Leading and managing wellbeing in the workplace

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	10
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit enables learners to develop an in-depth understanding of how wellbeing and resilience influence individual and team performance.</p> <p>Learners will explore the role of leadership in creating a resilient team culture and learn how to identify, plan and implement effective approaches to support wellbeing in the workplace.</p> <p>The unit supports learners to hone the knowledge and skills to engage in meaningful conversations, apply insight to support others and contribute to a healthier and more productive working environment.</p>

### Learning outcome

The learner will:

LO1 Understand wellbeing and resilience in the workplace

### Assessment criteria

The learner can:

AC1.1 Explain the concept of **wellbeing** in the workplace and its relevance to team performance

AC1.2 Analyse **factors** that contribute to and/or undermine team resilience

AC1.3 Evaluate the role of leadership in developing and maintaining a **resilient team culture**

AC1.4 Describe the relationship between resilience, wellbeing and employee engagement

AC1.5 Analyse how workplace wellbeing influences team resilience

AC1.6 Explain how managers can support wellbeing in the workforce

## Range

### AC1.1 Concept of wellbeing:

- physical, mental/emotional, occupational, financial, social, work-life balance.

### AC1.2 Factors:

- team dynamics, workload, pressure/stress, organisational culture, communication, access to support.

### AC1.3 A resilient team culture:

- open communication, shared purpose, adaptability, supportive leadership, peer support.

## Learning outcome

The learner will:

LO2 Be able to identify and select ways to support the wellbeing of individuals

## Assessment criteria

The learner can:

AC2.1 Gather information to understand the wellbeing needs of individuals

AC2.2 Analyse how different wellbeing factors impact performance and resilience of individuals

AC2.3 Identify suitable approaches to support the wellbeing of individuals based on identified needs

AC2.4 Justify the selection of wellbeing approaches for individuals in relation to team goals

## **Learning outcome**

The learner will:

LO3 Be able to support team wellbeing

## **Assessment criteria**

The learner can:

AC3.1 Prepare plans for wellbeing-related conversations with individual team members

AC3.2 Conduct supportive and confidential conversations about wellbeing with individual team members

AC3.3 Take follow-up actions to support individual team members wellbeing and monitor the outcome

AC3.4 Record agreed actions or outcomes in line with organisational policy

## **Supporting information**

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC2.1 and AC2.2** Evidence must include at least **two** individuals. The wellbeing factors must be different for each individual – eg physical, mental/emotional, occupational, financial, social, work-life balance.

**LO3** Evidence must include cover for at least **two** individuals.

### **Unit guidance**

**LO2** The word ‘individuals’ for this unit refers to direct team members, others in the organisation or peers.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	10
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	The aim of this unit is to support learners in developing the knowledge and skills to manage operational workforce planning, ensuring alignment with short term goals including current and future workforce requirements.

### Learning outcome

The learner will:

LO1 Understand the need for operational workforce planning

### Assessment criteria

The learner can:

AC1.1 Explain the purpose and principles of operational workforce planning

AC1.2 Analyse the benefits to an organisation of effective operational workforce planning

AC1.3 Identify the key stages of the operational workforce planning process

AC1.4 Evaluate internal and external factors that impact operational workforce planning decisions

## Learning outcome

The learner will:

LO2 Be able to develop an operational workforce plan

## Assessment criteria

The learner can:

AC2.1 Analyse how the current workforce is structured and how this aligns with organisational goals

AC2.2 Forecast **workforce demand** to meet operational goals

AC2.3 Evaluate the potential impact of current skills gaps

AC2.4 Examine different strategies to address identified skills gaps

AC2.5 Develop an operational workforce plan

## Range

AC2.2 **Workforce demand:**

- skills, roles, numbers of employees.

## Learning outcome

The learner will:

LO3 Be able to deliver an operational workforce plan

## Assessment criteria

The learner can:

AC3.1 Allocate the resources to deliver the operational workforce plan

AC3.2 Monitor the delivery of the operational workforce plan against performance indicators

AC3.3 Evaluate the effectiveness of the operational workforce plan

## **Supporting information**

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC2.5** Evidence must include SMART targets.

### **Unit guidance**

**LO3 Operational workforce planning** – the process that aligns organisational short-term (0–6 months) or medium-term (6–12 months) goals with talent capabilities for a maximum of 12 months focusing on specific departments or projects. This will be linked to day-to-day activities and talent capabilities and availabilities.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will provide the knowledge and skills required to support learners in the ability to manage projects which is an essential leadership and management skill. This unit establishes the key differences between Business As Usual (BAU) and a project.</p> <p>Learners will develop the knowledge and skills to apply a variety of project management principles, methodologies, tools and techniques to manage a project.</p> <p>By the end of the unit they will be able to plan, set up and manage a project, including monitoring progress and reporting on outcomes.</p>

### Learning outcome

The learner will:

LO1 Understand the project lifecycle, governance and teams

### Assessment criteria

The learner can:

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

AC1.2 Outline different **approaches** to the project lifecycle

AC1.3 Describe the **key roles** and responsibilities in a project team

AC1.4 Describe **project governance requirements**

## Range

### AC1.1 **Stages:**

- initiation, planning, execution, monitoring, closure.

### AC1.2 **Approaches:**

- linear, iterative and hybrid.

### 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.

### AC1.4 **Project governance requirements:**

- governance structure, lines of reporting, frequency and channels of communication, risk management.

## Learning outcome

The learner will:

LO2 Understand how to plan, manage and evaluate projects

## Assessment criteria

The learner can:

AC2.1 Explain how to create a project plan

AC2.2 Evaluate project management tools and their application

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

AC2.4 Examine potential impacts of **project changes**

AC2.5 Explain **methods** used to report project progress

AC2.6 Describe **ways** to determine project success

AC2.7 Explain the importance of project closure and evaluation

## Range

### AC2.3 **Tools and techniques:**

- stakeholder mapping and analysis, communication approaches.

### AC2.4 **Project changes:**

- scope, quality, timescales, resources, budget, risk.

### AC2.5 **Methods:**

- formal and informal.

#### **AC2.6 Ways:**

- measure against KPIs, compare results against benchmarks, review stakeholder satisfaction, assess benefit realisation, review effectiveness of resource use and budget.

## **Learning outcome**

The learner will:

LO3 Be able to plan projects

## **Assessment criteria**

The learner can:

AC3.1 Create **project plans** using appropriate project management tools

AC3.2 Agree project plans with relevant stakeholders

## **Range**

#### **AC3.1 Project plans:**

- scope, objectives, timelines, communication, risk, stakeholders, resources, budget, quality assurance.

## Learning outcome

The learner will:

LO4 Be able to manage projects

## Assessment criteria

The learner can:

AC4.1 Allocate **resources** in accordance with project plans

AC4.2 Brief project team members on their roles and responsibilities

AC4.3 Implement and monitor project plans against set milestones

AC4.4 Review project activities, adjusting if required

AC4.5 Keep stakeholders up to date with **developments**

AC4.6 Review own ability to manage projects

## Range

AC4.1 **Resources:**

- people, materials, facilities, equipment, budget.

AC4.5 **Developments:**

- positive and negative occurrences.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC2.1** Evidence must include project scope, project schedule, communication plan, risk management, stakeholder engagement plan, resource plan, project goals and objectives, budget.

**AC2.2** Evidence must include at least **four** project management tools.

**AC2.3** Evidence must include at least **one** stakeholder mapping/analysis tool and one communication approach.

**AC2.5** Evidence must include at least **three** methods, one of which should be digital.

**AC2.6** Evidence must include at least **three** approaches to determine project success.

**AC3.1** Evidence must use a recognised project management approach and include:

- project background, purpose
- objectives
- deliverables
- stakeholders
- tasks
- resource requirements
- milestones and delivery dates
- costs.

**AC4.6** Evidence must include at least **two** reflections carried out on a minimum of two occasions preferably at the same time as the reviews for AC4.4.

**LO3 and LO4** Only a single project is required for evidence. During the planning and management of the project, the learner must comply with organisational policies and procedures, legal, regulatory, ethical and sustainability and any other applicable requirements.

The learner must initially identify stakeholders and secure their agreement as to the objectives and scope of the proposed project. The number of stakeholders in a project will vary.

The learner must allocate resources in accordance with the project plan and brief project team members as required to ensure they understand their roles and responsibilities.

The learner is required to use appropriate project management tools and techniques to implement and monitor the plan and revise in response to any required changes.

The portfolio should reflect no more than 12 months of a project timeline and include a minimum of two reviews.

### **Unit guidance**

**AC2.2** Types of project management tools can include: business case proposal, Project Initiation Document (PID), PESTLE, SWOT, Work Breakdown Structures (WBS), PERT Diagrams, SMART objectives, Gantt charts, Plan on a Page, Communication plan, RACI matrix, as well as proprietary or bespoke organisational/software systems.

**AC3.1** Evidence may include but is not limited to, SWOT, Work Breakdown Structures (WBS), Critical Path Analysis (CPA), PERT Diagrams, set SMART objectives, Gantt charts, Plan on a Page, Resource Histograms, Fishbone/Ishikawa, risk matrix, urgency assessment, RACI matrix etc). Include project evaluation activities within the plan.

**AC4.1** Evidence should include following the agreed project plan to secure the required resources for delivery, including people, facilities, budget, equipment etc.

Confirmation of commitment to supplying resources from stakeholders (eg the line managers of the staff who will be involved to ensure that time will be allocated accordingly).

**AC4.2** Evidence should include meeting with the project team to start the project and brief them on their roles and responsibilities. providing supporting documentation to illustrate key information and timescales (eg Gantt Chart, Plan on a Page), providing project briefs for all project team members to clarify what is expected of them, outlining where information will be maintained to create a transparency and ease of access, among the project team.

**AC4.3** Evidence should include starting the project and monitor progress using relevant plans and documentation (eg project plan, stakeholder analysis, action log, risk register, RAID, status reports, etc).

Tracking the budget spend to ensure that this remains within agreed tolerances.

Monitoring the progress towards and achievement of milestones, ensuring that these are on track.

Escalating problems/issues related to budgets and deadlines that will potentially impact on overall project delivery.

**AC4.4** Evidence should include reviewing the effectiveness of the project at regular intervals as specified on the plan.

Using project management tools to track/monitor delivery against plan, manage resources and ensure outcomes remain deliverable. Using relevant documents to review effectiveness (eg plan, action log, RAID, notes from meetings, status reports etc). \*Adjusting project plan

as necessary taking action to support project success. \*The project may not require any adjustments.

**AC4.5** Evidence should include recording project risks and issues that occur and managing these in line with agreed project governance. Stakeholders may be internal and/or external.

Adapting project plans, as circumstances change, based on agreements made with stakeholders.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will provide the knowledge and skills required to support financial management skills which are essential for leaders and managers across the breadth of organisations.</p> <p>In undertaking this unit, learners will develop an understanding of the purpose of financial management and how it underpins organisational success. They will also learn about the wider legal and financial responsibilities of organisational governing bodies.</p> <p>After completion of the unit, learners will be able to use forecasting techniques, set and manage budgets and evaluate the budget management process.</p>

## Learning outcome

The learner will:

LO1 Understand the principles of financial management and governance in organisations

## Assessment criteria

The learner can:

AC1.1 Explain the role of financial management and financial governance

AC1.2 Explain the purpose of financial forecasting in relation to budget setting

AC1.3 Evaluate **factors** that influence budgets

## Range

AC1.3 **Factors:**

- internal and external.

## Learning outcome

The learner will:

LO2 Understand the principles of setting and managing budgets

## Assessment criteria

The learner can:

AC2.1 Outline the different **approaches** to setting budgets

AC2.2 Describe different **cost classifications**

AC2.3 Describe the **steps** of the process for managing budgets

AC2.4 Explain how **variance** impacts on budget decisions

## Range

### AC2.1 **Approaches:**

- incremental, zero based, activity-based, fixed and flexible.

### AC2.2 **Cost classifications:**

- direct and indirect, fixed and variable.

### AC2.3 **Steps:**

- budget planning and setting, approval, implementation, monitoring and control reporting and evaluation.

### AC2.4 **Variance:**

- adverse and favourable.

## **Learning outcome**

The learner will:

LO3 Be able to set and manage own operational budgets

## **Assessment criteria**

The learner can:

AC3.1 Set budgets based on organisational objectives and financial data

AC3.2 Manage budgets and any variances

AC3.3 Make recommendations for budget adjustments

AC3.4 Produce reports on own budget in line with organisational requirements

## **Learning outcome**

The learner will:

LO4 Be able to evaluate the effectiveness of own budget management

## **Assessment criteria**

The learner can:

AC4.1 Review the effectiveness of the budget

AC4.2 Evaluate the effectiveness of own budget management

AC4.3 Make recommendations to improve future budget setting and management

# Unit 510 Managing operational finance

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### Evidence requirements

**AC1.3** Evidence must include at least **two** evaluations of internal factors and two external factors.

**AC3.2** Evidence must include at least **one** managed budget with details of planned vs actuals, regular monitoring, any variance analysis and use of financial tools.

**AC3.3** Evidence must include at least **two** recommendations for budget adjustments.

**AC3.4** Evidence must show clear interval (short (0–6 months), medium (6–12 months) and long term (beyond 12 months)).

**AC4.1** Evidence must include at least **three** reflections on effectiveness.

**AC4.2** Evidence must include at least **three** evaluations on effectiveness.

**AC4.3** Evidence must include at least **three** recommendations.

The evaluation does not need to encompass a full financial year, but it should contain at least two periodic reviews to satisfy the assessment requirements.

### Unit guidance

**LO3** The learner must set a budget identifying income sources and expenditure categories. (Budget planning, income/expenditure categories). Tasks include: budget monitoring, variance analysis, financial controls (including monitoring actual vs planned performance and identifying variances), Variance interpretation, performance review (explaining causes of variances and their implications for decision-making). Financial constraints and risks (Contingency planning, risk identification, cost control). Strategic planning, lessons learned, financial priorities (based on evaluation of current performance and organisational priorities) ensuring budget information is presented clearly and accurately, using appropriate formats (eg tables, charts, graphs, summaries, written commentary).

**LO4** The evaluation does not need to encompass a full financial year, but it should contain at least two periodic reviews to satisfy the assessment requirements.

**AC4.1** Relates to the budget outcome.

**AC4.2** Relates to the effectiveness of the process.

Learners should understand the advantages and disadvantages of different approaches to budgeting such as zero-based, incremental, fixed and flexible. Learners must use different types of external and internal information available to assist with budget planning including previous budgets, sales forecasts, staffing levels and costs, overhead costs, industry and market trends and supplier data.

**Suggested learning resources**

These suggestions are current at the time of publication.

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

**Home - Financial Reporting Council** – Financial Reporting Council (n.d.)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	4
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>In undertaking this unit, learners will develop understanding of financial concepts and calculations used to inform management decisions.</p> <p>It is important for leaders and managers to be able to make a strong financial case to justify investment and gain support for projects and changes.</p> <p>After studying the unit, they will be able to make and present evidence-informed financial cases to inform management decisions.</p>

## Learning outcome

The learner will:

LO1 Understand financial concepts used to inform management decisions

## Assessment criteria

The learner can:

AC1.1 Explain the differences between capital and revenue expenditure and the **implications for effective financial planning**

AC1.2 Explain key **financial concepts** relevant to management decision-making

AC1.3 Explain how costs can be classified

AC1.4 Explain how costs can be allocated

AC1.5 Outline the impact of **financial considerations** on business planning and resource allocation

## Range

### AC1.1 Implications for effective financial planning:

- cash flow management and taxation.

### AC1.2 Financial concepts:

- budgeting, forecasting, cost-benefit analysis and break-even analysis.

### AC1.5 Financial considerations:

- budget constraints, resource allocation and financial forecasting.

## Learning outcome

The learner will:

LO2 Be able to make and present financial cases to inform management decisions

## Assessment criteria

The learner can:

AC2.1 Use **financial evaluation techniques** to inform management decisions

AC2.2 Plan the content, structure and resources for presentation of financial cases

AC2.3 Present financial information with justification suitable for the audience

AC2.4 Respond appropriately to questions

## Range

### AC2.1 Financial evaluation techniques:

- cost-benefit analysis (CBA), break-even analysis and return on investment.

## Learning outcome

The learner will:

LO3 Be able to evaluate own ability to make effective financial case presentations

## Assessment criteria

The learner can:

AC3.1 Obtain **feedback** on strengths and areas for development of the financial case presentations

AC3.2 Review **feedback** on strengths and areas for development of the financial cases

AC3.3 Evaluate own ability to make **effective financial case presentations**

AC3.4 Develop personal and professional development plans to develop relevant financial and/or presentation knowledge and skills

## Range

AC3.1 and AC3.2 **Feedback**:

- planning, structure and delivery of financial case presentations

AC3.3 **Effective financial case presentations** considering:

- planning, structure and delivery

### **Supporting information**

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

#### **Evidence requirements**

**LO2** Evidence must include **one** structured financial case which is clear and logical containing objectives, context, financial data, options, recommendations.

The case must include evidence of:

- selection and use of appropriate financial tools and technique
- interpretation of financial data accurately (identifying trends, comparing options)
- presenting financial information in a format suitable for the intended audience (tailoring content for stakeholders)
- use of visuals and summaries
- justifications of proposed decision or investment using financial evidence (linking recommendations to financial outcomes; ROI, cost savings, risk mitigation)
- response to potential objections or alternative viewpoints (risk analysis, sensitivity analysis, alternative scenarios).

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	By completing this unit, learners will understand the underpinning technology optimisation within their organisation. They will know how to recognise potential benefits in technology use and understand financial, legal, regulatory and other constraints in its use.  Learners will be able to scope the use of technology, optimise the use of technological solutions and safely manage technological systems and processes. The potential for technological change to improve business effectiveness and efficiency and open up new opportunities is unquestionable.

## Learning outcome

The learner will:

LO1 Understand how to optimise the use of technology

## Assessment criteria

The learner can:

AC1.1 Explain ways to keep up to date with technological developments relevant to own organisation and sector

AC1.2 Evaluate the **implications** of technology in own area of responsibility

AC1.3 Evaluate the impact of **legal and regulatory requirements** on technology use in own organisation and sector

AC1.4 Explain the importance of stakeholder engagement in optimising technology

AC1.5 Identify ways to optimise the use of technology

AC1.6 Explain **methods** for evaluating the effectiveness of technology solutions

## Range

### AC1.2 Implications:

- business continuity, crisis management, potential points of failure.

### AC1.3 Legal and regulatory requirements:

- data protection and privacy issues, cyber security and regulatory compliance.

### AC1.6 Methods:

- bench marking, user impact, Return On Investment (ROI), technological interface.

## Learning outcome

The learner will:

LO2 Be able to identify and recommend ways to optimise technology in own area of responsibility

## Assessment criteria

The learner can:

AC2.1 Evaluate the current use of technology

AC2.2 Identify opportunities to optimise the use of technology

AC2.3 Explain the wider implications of the opportunities identified

AC2.4 Assess the benefits and limitations of the opportunities identified

AC2.5 Recommend solutions to optimise technology

## Learning outcome

The learner will:

LO3 Be able to manage the use of technology in own areas of responsibility

## Assessment criteria

The learner can:

AC3.1 Review processes for use of existing technology

AC3.2 Provide support for users to ensure effective and efficient use of technology

AC3.3 Use appropriate **monitoring techniques** to ensure effective and efficient use of technology

AC3.4 Take prompt action when problems or variations arise with technology

## Range

AC3.3 **Monitoring techniques:**

- performance, compliance.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.1** Evidence must include at least **two** ways.

**AC1.2** Evidence must include at least **three** implications.

**AC1.3** Evidence must include at least **three** legal and regulatory requirements.

**AC1.4** Evidence must include the following stakeholders: primary users, IT/IT support, other beneficiaries and any other relevant stakeholders.

**AC1.5** Evidence must include at least **three** ways.

**AC1.6** Evidence must include at least **three** methods.

LO2 Evidence must be presented as a formal report.

**AC2.2** Evidence must include at least **two** opportunities.

**AC2.4** Evidence must include at least **two** benefits and **two** limitations of the opportunities identified in AC2.2.

**AC2.5** Evidence must include at least **two** solutions to optimise technology.

### **Unit guidance**

Across all assessment criteria consider the use of evidence for current and emerging technologies.

**AC1.5** Evidence in ways to optimise the use of technology could include search engine optimisation, new hardware/software, better use of existing hardware/software, introduction of new technology.

**AC2.4** Evidence for benefits and limitations should include different viewpoints eg, individual, team and organisation.

**AC3.2** Evidence can include direct support or signpost other sources of support to evidence the criterion.

**AC3.4** Evidence for variations could include system updates, patches, changes in system requirements (eg KPI metrics for automatic reporting) shift changes.

## **Suggested learning resources**

These suggestions are current at the time of publication.

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

**Log Types and Formats: A Comprehensive Guide** – Edge Delta (2025)

*Technology Acceptance Model: A review* – Marikyan, D. & Papagiannidis, S. Available at **TheoryHub - Academic theories reviews for research and T&L** (2025)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>In undertaking this unit, learners will gain understanding of and be able to apply, models and techniques to identify potential business risks. They will learn how to evaluate both the likelihood of a hazard occurring and the potential severity of its consequences, combining this information to determine an overall risk level.</p> <p>Learners will also develop the knowledge and skills to monitor and evaluate risk for change and to develop business risk-management processes and integrate them into standard operations.</p>

## Learning outcome

The learner will:

LO1 Understand business risk management in organisations

## Assessment criteria

The learner can:

AC1.1 Explain **types** of business risks

AC1.2 Describe risk management **tools and techniques**

AC1.3 Explain governance structures and risk ownership and how they impact business risk management

AC1.4 Explain how to foster a positive risk management culture

AC1.5 Evaluate the relationship between risk management, business continuity and crisis management

## Range

### AC1.1 Types:

- strategic, operational, financial, compliance, reputational.

### AC1.2 Tools and techniques:

- ownership, probability, risk evaluation, monitoring and mitigation.

## Learning outcome

The learner will:

LO2 Be able to evaluate the effectiveness of business risk management in own organisation

## Assessment criteria

The learner can:

AC2.1 Identify current business risk management approaches

AC2.2 Evaluate the effectiveness of current business management approaches

AC2.3 Evaluate current organisational culture and its impact on business risk management

AC2.4 Identify areas for improvement in identifying and managing risk

## Learning outcome

The learner will:

LO3 Be able to contribute to business risk management in own organisation

## Assessment criteria

The learner can:

AC3.1 Contribute to effective business risk management

AC3.2 Embed risk management, contingency and business continuity processes within areas of own responsibility

AC3.3 Monitor impact of contributions to effective business risk management

# Unit 513 Managing business risk

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### Evidence requirements

**AC1.1** Evidence must include an explanation of **all** the types as stated in the range.

**AC1.2** Evidence must include at least **three** tools and techniques.

**AC2.1** Evidence must include at least **two** approaches.

**AC2.3** Evidence must include at least **two** impacts.

**AC2.4** Evidence must include at least **two** areas for improvement.

**AC3.3** Evidence must include at least **two** impacts.

### Unit guidance

Where data and information are used to support decision-making, both quantitative and qualitative sources must be used.

L01 Evidence across the assessment criteria should consider small, medium and large organisations.

**AC1.5** Evaluate the relationship between risk management, business continuity and crisis management should focus on:

- risk management: to include business context, risk identification, quantifying risks, potential impacts of risks, risk rating, risk control and monitoring the risk environment
- business continuity: identifying business-critical activities; specific risks to business-critical activities; maintaining business-critical activities when risk occurs; recovering business critical activities; integrating business continuity plan with risk management plan
- crisis management: identifying potential crisis events; nature of the crisis; responding to the crisis; integrating crisis management plans with risk management plans.

**AC1.5** Crisis management: crisis management models eg Fink's (1986) four-stage crisis model, Mitroff's five stages of crisis management (1994), Gonzalez-Herrero and

Pratt's (1996) four-stage crisis model, Burnett's (1998) six-step model of crisis management, Jacques (2007) four-cluster relational model of crisis management.

**AC2.3** Risk management processes requires an iterative practice of; assessing risks, prioritising risks, ensuring risks are/remain within to organisational risk profiles, choosing and executing risk strategies, measuring residual risk.

**LO3** Evidence across the assessment criteria may include following processes as set, modelling good practice, recommending and or embedding and implementing change and monitoring.

<b>Level:</b>	5
<b>GLH:</b>	15
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>The aim of this unit is to enable learners to understand and utilise principles and techniques of effective problem-solving and decision-making.</p> <p>Learners will study and apply a range of techniques to enable them to successfully problem-solve and make effective decisions that gain buy-in from stakeholders and are aligned with organisational objectives, ethics and values.</p> <p>They will gain skills to make pragmatic, evidence-informed, decisions that enhance daily operations, maximise performance and improve stakeholder outcomes.</p>

## Learning outcome

The learner will:

LO1 Understand problem-solving and decision-making

## 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 Assess the impact of organisational ethics and values on decision-making

## **Learning outcome**

The learner will:

LO2 Be able to analyse data to problem solve and make decisions

## **Assessment criteria**

The learner can:

AC2.1 Gather relevant data to identify the nature, scope and impact of problems

AC2.2 Analyse data to generate options to address problems

AC2.3 Evaluate options to decide upon the best solutions

AC2.4 Communicate with stakeholders throughout the problem-solving process

AC2.5 Reflect on decisions made and the decision-making process

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.3** Evidence must include at least **two** different problem solving and two different decision-making techniques.

L02 Evidence must include at least **two** current problems of complexity appropriate for the qualification which must be in their area of responsibility, over a sufficient timeframe to allow consideration of the problem-solving process but not so long that it extends beyond the qualification.

**AC2.1** Evidence must include at least **three** different sources to define and scope each problem.

**AC2.2** Evidence must include at least **two** appropriate methods of data analysis to analyse and interpret the gathered data.

**AC2.3** Evidence must include at least **two** options capable of resolving each problem. Data must be both quantitative and qualitative.

Evidence should include conclusions drawn to form a basis for option generation and created using a recognised technique for each problem. All of the generated options must be evaluated so that the 'best' solution is clearly evident. This might be achieved using a decision-making grid or another quantitative method.

Data should be qualitative and quantitative and may include but is not limited to organisational data, external benchmarking data, expert opinion and stakeholder opinion

**AC2.4** Evidence must include at least two different stakeholders or stakeholder groups.

**AC2.5** Evidence must show reflection on the decision made and also the problem-solving and decision-making processes employed, including:

- How realistic is the final solution?
- How effective were the steps used to solve the problems?
- How valuable were the techniques employed?
- How organisational ethics and values impacted the final solution.

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

## 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) and long term (beyond 12 months) and may include financial loss, loss of customers, staff disengagement etc.

**AC1.2** The definitions of problem-solving and decision-making. The steps involved in problem-solving and how decision-making relates to this.

**AC1.3** Appropriate problem-solving techniques include, but are not limited to:

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

Appropriate decision-making techniques include, but are not limited to:

- pros and cons
- weighted decision-making grids
- decision trees
- pareto analysis
- paired comparison analysis, etc.

**AC1.4** The organisation ethics and values that relate to decision-making. The degree that ethics and values may influence decision-making. The types of decisions that may impact more on ethics and values.

**AC2.1, AC2.2, AC2.3 and AC2.4** This should include; the methods that can be used to gather data within the organisation, how to retrieve information from organisational systems, how to select a sufficient amount of quality data that relates to problem, collate data in a format that is accessible by those contributing to problem-solving, analyse data to identify patterns and explore options that may be suitable for problem resolution, use relevant methods to generate potential options, work with colleagues to discuss the options that are available to resolve the problem apply decision-making tools and techniques, consider the consequences of each option and the people who may be affected, consider the resource requirements and the costs involved, consider the options of doing nothing or not making a decision, reach consensus about the best solution, use a range of communication methods to involve stakeholders in problem-solving.

Consider the different types of stakeholders, including people who:

- are affected by the problem
- possess expertise, information and resources related to the problem
- control the systems that will be required to implement solutions.

Select an appropriate form of communication based on the stakeholder's level of involvement.

**AC2.5** The steps involved in solving the problem and the effectiveness of the techniques used. Capture actions to assist in future problem solving and decision making.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit provides learners with the essential knowledge and skills to lead innovation and manage change effectively within their organisations.</p> <p>In constantly changing market conditions, organisations increasingly need to foster innovation in order to adapt, drive growth and remain competitive.</p> <p>On completion of this unit, they will understand the need for an organisational culture of curiosity and creativity and be able to encourage, champion and implement innovative systems and processes to drive and embed positive change in the workplace.</p>

## Learning outcome

The learner will:

LO1 Understand the principles of organisational innovation

## Assessment criteria

The learner can:

AC1.1 Define the principles that underpin organisational innovation referring to theory and/or models

AC1.2 Discuss how the principles influence innovation practices in different organisational settings

AC1.3 Explain the conditions that underpin organisational innovation

AC1.4 Evaluate key risks and ethical considerations involved in applying organisational innovation in own work setting

## Learning outcome

The learner will:

LO2 Understand the principles of organisational change management

## Assessment criteria

The learner can:

AC2.1 Define the principles that underpin effective change management

AC2.2 Evaluate potential barriers to change

## Learning outcome

The learner will:

LO3 Be able to lead and manage innovation and change within an organisation

## Assessment criteria

The learner can:

AC3.1 Assess opportunities for innovation and improvement in own organisation

AC3.2 Justify improvements identified, in the context of **organisational objectives**

AC3.3 Apply techniques to contribute to innovative options to deliver improvements

AC3.4 Evaluate proposed options to determine feasibility and viability

AC3.5 Create a change management plan

AC3.6 Implement a change management plan

AC3.7 Monitor progress against agreed targets

## Range

### AC3.2 Organisational objectives:

- strategic and operational.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.1** Evidence must include at least **one** relevant theory and/or model.

**AC1.2** Different organisational settings – may refer to but is not limited to organisation type, size, location.

**AC2.1** Evidence must include at least **two** different change management models, at least **one** of which must relate to organisational, rather than personal/individual change.

**AC3.2** Evidence must include at least **one** improvement.

**AC3.3** Evidence must include at least **one** technique from the following SCAMPER, brainstorming, analogical thinking.

**AC3.4** Evidence for the proposals must include:

- examination of organisational data
- consideration of expertise and judgement of expert practitioners (internal and/or external to the organisation)
- reference to literature and
- research and consider a range of internal and external stakeholder opinion.

**AC3.5** Evidence of the change management plan must show it has been designed to meet stakeholders' expectations and include key milestones for monitoring.

**AC3.6** Implementation could either be in the process of implementation or fully implemented.

**AC3.7** The evidence generated should be either a report or a presentation.

### **Unit guidance**

**AC1.1** Relevant theory and models may include but are not limited to; the ISO Innovation Management Standard 56001 eight principle framework OECD's Oslo Manual; Peter Drucker's opportunities and principles for innovation; Disruptive Innovation Theory; Clayton Christensen 1997 and the work of Gary Hamel.

**AC3.5, AC3.6 and AC3.7** Evidence for this learning outcome may be generated from a previously agreed change requirement.

<b>Level:</b>	5
<b>GLH:</b>	15
<b>Credit value:</b>	4
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>The aim of this unit is to enable learners to understand the importance of effective and efficient planning, allocation and use of resources.</p> <p>Learners will develop and apply approaches that enable them to develop and maintain effective resource management practices to support the cost-effective achievement of organisational objectives.</p>

## Learning outcome

The learner will:

LO1 Understand how to plan and manage resources for which they are accountable

## Assessment criteria

The learner can:

AC1.1 Describe how to plan for future resource needs in line with organisational objectives

AC1.2 Review own organisation's policies and procedures for the management and security of resources

AC1.3 Review the use of resources in line with organisational policies and procedures

## **Learning outcome**

The learner will:

LO2 Be able to manage the effective use of resources in own area of responsibility

## **Assessment criteria**

The learner can:

AC2.1 Examine resources needed to meet organisational aims

AC2.2 Manage the effective and efficient use of resources

AC2.3 Reflect on the management of the use of resources

AC2.4 Recommend improvements to the management of the use of resources

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.2** Processes and procedures must be in line with organisational policies and procedures.

**AC1.3** Processes and procedures must be in line with organisational policies and procedures.

### **Unit guidance**

#### **AC1.1 and AC2.1**

- **Resources** could include but are not limited to; physical products, data/information, but does not include people.
- **Procedures** could include but are not limited to; reference to health and safety, cyber security, data protection, Just-in-Time (JIT).

**AC2.2** Informed by own and/or others evaluation and assessment taking note of ethical, sustainability and IT improvements where possible.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>In undertaking this unit, learners will understand the principles that support the design of business processes in organisations, which drive improvement.</p> <p>Learners will be able to re-engineer organisational processes using a range of tools and techniques to optimise their alignment with the achievement of strategic goals.</p>

## Learning outcome

The learner will:

LO1 Understand principles that support the design of business processes

## Assessment criteria

The learner can:

AC1.1 Describe the **principles** of business change

AC1.2 Outline the principles of business process re-engineering

AC1.3 Explain the application of workflow patterns and usability testing

AC1.4 Evaluate different modelling tools to support design of business processes

AC1.5 Discuss **factors** that influence the efficiency and effectiveness of business processes

## Range

### AC1.1 Principles:

- SWOT and PESTLE/STEEPLE analyses and the application of a change model.

### AC1.5 Factors:

- organisational objectives, legal and regulatory compliance, efficiency of resource use, quality, sustainability.

## **Learning outcome**

The learner will:

LO2 Be able to re-engineer business processes in own organisation

## **Assessment criteria**

The learner can:

AC2.1 Identify potential improvements to business processes

AC2.2 Evaluate the feasibility and viability of potential improvements

AC2.3 Test the potential improvements through a modelling exercise

AC2.4 Justify any recommendations to amend business processes based on outcomes from AC2.2/2.3

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### Evidence requirements

**AC1.2** Evidence must include at least **three** different principles. Evidence for principles must be supported through use of an evidence-informed approach and include reference to authoritative theory.

**AC1.4** Evidence must include at least **three** different tools.

**AC1.5** Evidence must include at least **three** different factors.

**AC1.5** Factors must include the range requirements as described, however evidence can also include any other relevant internal and external factors.

**AC2.1** Evidence must include at least **two** improvements.

**AC2.2, AC2.3 and AC2.4** Evidence must include at least **one** example of an improvement to follow through on the requirements as set in the stated assessment criterion.

**AC2.3** The modelling exercise should include:

- task
- sub-process/es
- transactions (linked sub-processes).

Learners must use generic or bespoke information technology systems to capture and analyse at least some of their data.

### Unit guidance

A business process is a set of activities and tasks that, once completed, achieve an organisational goal. Learners may address any of the three main types of business process, namely:

- operational processes – providing direct value to customers and the organisation such as manufacturing and delivery
- support processes – enable and support the operational processes, eg people practice, administration
- management processes – plan, monitor and manage the operational and support processes.

**AC1.1** Reference to principles of business change may include but are not limited to: change models, eg Kotter's (1995) eight-step model, recognised principles of business process change.

**AC1.2** Principles of business process re-engineering may include reference to the fundamental principles outlined by Hammer and Champy or other relevant authority on principles.

**AC1.3** Typical workflow patterns that might be considered include sequential, rule-based, parallel, split merge and user-controlled and ad-hoc.

**AC1.4** Modelling tools can be simple or complex and include, but are not limited to: Business Process Model and Notation (BPMN), Critical Path Analysis (CPA), Gantt charts, flowcharts, Ishikawa (Fishbone) diagramming, Value Stream Mapping (VSM) and proprietary software such as ADONIS, Bizagi Modeler, Bonita BPM, Lucidchart, Microsoft Visio, Miro, SAP Signavio, as well as the application of AI innovation.

<b>Level:</b>	5
<b>GLH:</b>	15
<b>Credit value:</b>	3
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	This unit will provide the knowledge and skills required so that learners will understand the principles and purposes that underpin quality management in organisations. They will be able to produce and implement a quality management plan that meets quality standards and aligns to organisational objectives.

## Learning outcome

The learner will:

LO1 Understand the principles and purposes of quality management in organisations

## Assessment criteria

The learner can:

AC1.1 Explore the similarities and differences between quality assurance, quality control and quality improvement

AC1.2 Evaluate the principles of quality management

AC1.3 Analyse the purpose of and requirements for quality standards

AC1.4 Assess how the management of quality contributes to organisational objectives

## **Learning outcome**

The learner will:

LO2 Be able to produce, implement and monitor a quality management plan to meet own organisations quality standards

## **Assessment criteria**

The learner can:

AC2.1 Produce a quality management plan to address quality standards

AC2.2 Implement the quality management plan to meet quality standards

AC2.3 Monitor and manage the actions identified in the quality management plan

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.1** Evidence must include at least **two** similarities and two differences across quality assurance, quality control and quality improvement.

**AC1.2** Evidence must include at least **three** principles.

**AC1.3** Evidence must include at least **three** quality standards.

**AC2.3** Evidence must include short term (0–3 months) and medium term (3–6 months) monitoring activities.

### **Unit guidance**

**LO1** Consideration may include but is not limited to:

- quality systems such as British Standards Institution (BSI), International Organization for Standardization (ISO) and IiP (benefits and accreditation)
- Total Quality Management
- tools for maintaining quality, such as records and, where relevant to organisation, the use of statistics
- conformance and development and practical steps to improve quality
- the costs of quality (positive and negative aspects)
- concept of internal and external customers and their importance as the focus of the organisation's activities
- benchmarking service standards.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will develop the knowledge and skills required to contribute to the delivery of organisational strategy to align to organisational strategic plan.</p> <p>Learners will explore key principles underpinning strategic planning and acquire the skills to contribute effectively to organisational strategy within their organisation.</p>

### **Learning outcome**

The learner will:

LO1 Understand the principles of strategic planning

### **Assessment criteria**

The learner can:

AC1.1 Describe different models of strategic planning

AC1.2 Evaluate the strengths and limitations of a range of analytical techniques

AC1.3 Explain the relationship between strategic intentions, strategic choice and strategy formulation

AC1.4 Analyse a range of perspectives and approaches to the development of organisational strategy

## Learning outcome

The learner will:

LO2 Understand the factors affecting the development of strategic plans

## Assessment criteria

The learner can:

AC2.1 Describe internal and external factors that influence development of strategic plans

AC2.2 Evaluate the application of scanning tools to support strategy development

AC2.3 Outline approaches to align organisational operations with strategic direction

## Learning outcome

The learner will:

LO3 Be able to contribute to own organisational strategy

## Assessment criteria

The learner can:

AC3.1 Develop an operational plan that **aligns** to strategy

AC3.2 Justify how the operational plan aligns with strategic intentions, strategic choice and strategy formulation

AC3.3 Evaluate potential impacts of the proposed operational plan

## Range

### AC3.1 Aligns:

- consistent with strategic objectives and resource constraints.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.1** Evidence must include at least **three** different models.

**AC1.2** Evidence must include at least **two** strengths and at least **two** limitations for at least **three** analytical techniques. The evidence must include quantitative and qualitative data.

**AC2.1** Evidence must include at least **three** internal and three external factors.

**AC2.2** Evidence must include the evaluation of at least **three** scanning tools from those stated in the range.

**AC2.3** Evidence must include at least **two** approaches.

### **Unit guidance**

**AC1.1** Strategic planning models may include but are not limited to SWOT, PESTLE, Balance, Scorecard, Porters Five Forces, OKRS, VRIO.

**AC1.2** Analytical techniques may include but are not limited to; scenario planning, benchmarking, trend analysis, workforce planning, artificial intelligence, pattern analysis.

**AC1.3** May include but not limited to:

- **Strategic intentions:** mission, vision, values, goals and objectives, purpose.
- **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.

**AC2.1** Factors may include but are not limited to: (PESTLE/STEEPLE) market factors economic, competitive, consumer, technological, regulatory.

**AC2.2** Scanning tools may include but are not limited to: GAP analysis, SWOT, PESTLE, VRIO, Porter's Five Forces, McKinsey's 7S, Ansoff Matrix.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	4
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will provide the knowledge and skills required to support learners in operational management focusing on the efficient and effective transformation of materials, resources and labour into products and services to achieve organisational goals, meet customer needs and maximise value.</p> <p>In this unit learners will create, execute and monitor an operational plan aligned with organisational objectives and produce structured management reports.</p>

## Learning outcome

The learner will:

LO1 Understand the principles of operational planning and reporting

## Assessment criteria

The learner can:

AC1.1 Explain the components of an operational plan

AC1.2 Explain the importance of **business continuity** in operational planning

AC1.3 Evaluate how operational planning supports organisational objectives

AC1.4 Describe how operational plans are monitored and reviewed to ensure effectiveness

AC1.5 Analyse the key components of structured management reports

AC1.6 Analyse reliable **sources of information** used to support structured management reports

AC1.7 Explain how structured management reports are used to support organisational objectives

## Range

### AC1.2 Business continuity:

- contingency planning, risk management.

### AC1.6 Sources of information:

- internal data (performance metrics, production figures, staff insight)
- external data (expert opinion, competitor information, stakeholder insight).

## Learning outcome

The learner will:

LO2 Be able to create and deliver operational plans

## Assessment criteria

The learner can:

AC2.1 Create an operational plan to support organisational objectives

AC2.2 Carry out actions to execute the operational plan

AC2.3 Monitor the operational plan against objectives

AC2.4 Use **reliable data** to report on the outcomes of the operational plan

AC2.5 Assess own performance within planning and delivery of the operational plan

## Range

### AC2.4 Reliable data:

- qualitative and quantitative.

## **Learning outcome**

The learner will:

LO3 Be able to produce management reports in relation to own organisation

## **Assessment criteria**

The learner can:

AC3.1 Gather data from a range of sources to inform report content

AC3.2 Analyse data to identify patterns and trends

AC3.3 Use evidence-based data to form conclusions

AC3.4 Produce structured management reports

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC2.4** Evidence does not require the execution of a full operational plan for the achievement of this AC. Reliable data is accurate, complete, consistent and timely.

**AC3.3** Evidence should include but is not limited to the following: concise and clear reporting, selecting an appropriate tone, language and level of formality for the report. Presenting data in charts, graphs or other format, to enable ease of use. Showing clear links to organisational strategy throughout the report. Applying relevant reporting conventions, considering own organisation's style and format. Structuring reports so they are fit for purpose. Considering the audience(s) of the report and how the report may be used in different ways, so that the format aids decision-making for everyone.

**AC3.4** Evidence must include at least three different structured management reports.

### **Unit guidance**

**AC1.2** Components should include objectives, resources, activities and tasks, performance indicators, risk management, compliance and standards, monitoring, review and evaluation, timeline, roles and responsibilities.

**AC3.4** Structured management reports should include data analysis, findings and conclusions in a logical and consistent format.

Management reports produced in LO3 can relate to evidence produced in LO2, but this is not mandatory.

## **Suggested learning resources**

These suggestions are current at the time of publication.

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

**Two Tools that Help Link Processes with Strategy | BPMInstitute.org** – Campbell, A. (2024)

**Blue Ocean Strategy** – Harvard Business Review (2022)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	4
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will give learners the opportunity to explore how ethical principles and organisational culture influence organisational structure, leadership styles and operational practices. Learners will examine different types of normative ethical systems and models of organisational culture.</p> <p>In today's workplace, ethics and values-based leadership are central to building stakeholder trust and protecting organisational reputation.</p> <p>By completing the unit, they will develop the skills to apply ethical decision-making models and frameworks in real-world contexts, to make evidence-informed leadership decisions that align with ethical standards and organisational values.</p>

## Learning outcome

The learner will:

LO1 Understand organisational culture

## Assessment criteria

The learner can:

AC1.1 Define the term organisational culture

AC1.2 Summarise recognised cultural models

AC1.3 Explain how different **factors** influence organisational culture

AC1.4 Explain how culture influences organisational structure

AC1.5 Evaluate the impact of different types of organisational culture on leadership style

## Range

### AC1.3 Factors:

- internal and external.

## Learning outcome

The learner will:

LO2 Understand organisational ethics

## Assessment criteria

The learner can:

AC2.1 Explain what is meant by organisational ethics

AC2.2 Explain how different **factors** influence organisational ethics

AC2.3 Explain how ethics influences organisational practices

AC2.4 Assess the importance of alignment between organisational and employee values

## Range

### AC2.2 Factors:

- internal and external.

## Learning outcome

The learner will:

LO3 Be able to recommend improvements to organisational culture and ethics

## Assessment criteria

The learner can:

AC3.1 Identify own organisational culture against a recognised cultural model

AC3.2 Describe the ethics of own organisation

AC3.3 Make recommendations for improvements to own organisational culture

AC3.4 Make recommendations for policy improvement to enhance organisational ethics

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### Evidence requirements

**AC1.2** Evidence must include at least **two** cultural models.

**AC1.3** Evidence must include at least **two** internal and two external factors.

**AC2.2** Evidence must include at least **two** internal and two external factors.

### Unit guidance

**LO1** For this unit, cultural models can include the following theories and frameworks:

- Recognised cultural models:
  - Competing Values Framework, Quinn and Rohrbaugh (1983)
  - Deal and Kennedy's Model (tough-guy/macho, work-hard/play-hard, bet-your-company and process culture)
  - Denison's Organisational Culture Model (1990)
  - Handy's Culture Types (1993), (power, role, task, person culture)
  - Hofstede's Six Cultural Dimensions (2010), (power distance index, individualism–collectivism, masculinity–femininity, uncertainty avoidance index, long-term orientation–short-term orientation and indulgence–restraint)
  - Johnson & Scholes Cultural Web (1982)
  - McKinsey 7S Framework (n.d.)
  - Schein's Organisational Culture Model (1985) (artifacts, espoused values, underlying assumptions).

### Suggested learning resources

These suggestions are current at the time of publication.

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

**Ethical decision making | ACCA Global** – American Accounting Association (AAA) (n.d.)

**Ethical decision-making model** – Chartered Institute of Housing (2015)

**Ethical Decision-Making** – IBE (2024)

**4 Pillars of ESG - Learn its Benefits and Challenges** – Digital Regenesys (2024)

<b>Level:</b>	5
<b>GLH:</b>	15
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will provide the knowledge and skills required to contribute to achieving operational sustainability, while minimising adverse environmental and social impact which is vital for ongoing organisational success. This unit supports learners to embed sustainable practices into everyday business operations and new projects.</p> <p>Upon completion, learners will understand fundamental principles of sustainability and have explored how national and global frameworks shape organisational decision-making and cross-functional collaboration.</p> <p>Learners will conduct a sustainability audit and evaluate opportunities for improvement, preparing them to lead meaningful change within their organisations.</p>

## Learning outcome

The learner will:

LO1 Understand the principles of sustainability

## Assessment criteria

The learner can:

AC1.1 Explain the principles of sustainability

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

AC1.3 Review the impact of current sustainability legislation on organisations

## Range

### AC1.2 Three pillars of sustainability:

- environmental, social, economic.

## Learning outcome

The learner will:

LO2 Understand how sustainability frameworks influence organisational practices

## Assessment criteria

The learner can:

AC2.1 Analyse how a sustainability framework impacts decision-making

AC2.2 Describe how organisations align practices with sustainability frameworks

AC2.3 Outline how sustainability frameworks prepare organisations for emerging issues

## Learning outcome

The learner will:

LO3 Be able to make recommendations to improve sustainability in own organisation

## Assessment criteria

The learner can:

AC3.1 Undertake a sustainability audit

AC3.2 Identify potential improvements

AC3.3 Make recommendations to improve sustainability

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.3** Evidence must include at least **two** types of organisations.

**AC2.2** Evidence must include at least **two** examples of how organisations align practices with sustainability frameworks.

**AC2.3** Evidence must include at least **two** emerging issues.

**AC3.3** Evidence must include at least **two** recommendations.

### **Unit guidance**

**LO2** For this unit emerging issues can include climate resilience, digital/data sustainability, Environmental, Social Governance (ESG) reporting.

**AC3.1 & AC3.2** As part of the audit process the learner should engage with relevant stakeholders.

### **Suggested learning resources**

These suggestions are current at the time of publication.

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

**What is ESG? A guide for businesses** – British Business

**'Value Chain' Definitions and Characteristics** – University of Cambridge (2024)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	10
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit explores how data underpins organisational decision-making in modern organisations.</p> <p>Learners will evaluate different data sources, analytical techniques and technologies used in decision support. The unit also considers ethical and legal considerations and data quality in a data driven culture.</p>

## Learning outcome

The learner will:

LO1 Understand the role of data in organisational decision making

## Assessment criteria

The learner can:

AC1.1 Describe the key characteristics of a data driven culture

AC1.2 Examine **legal** and **ethical** responsibilities in data management

AC1.3 Assess benefits of a data driven culture

AC1.4 Explain how data supports operational and strategic decision making

AC1.5 Examine how **presentation** of data can support decision making

AC1.6 Examine the potential impacts of inaccurate and misinterpreted data

## Range

AC1.4

- **Legal:** Legal frameworks (data protection), UK GDPR key principles
- **Ethical:** Ethical handling (fairness, ownership, accountability, transparency, avoiding bias).

AC1.5 **Presentation:**

- use of visualisation tools.

## Learning outcome

The learner will:

LO2 Be able to source and access data for organisational use

## Assessment criteria

The learner can:

AC2.1 Source internal and external data

AC2.2 Evaluate the quality of accessed data

AC2.3 Analyse the strengths and limitations of data for the intended purpose

## Learning outcome

The learner will:

LO3 Be able to use data to support organisational decision making

## Assessment criteria

The learner can:

AC3.1 Apply appropriate methods to analyse data

AC3.2 Present data using visualisation tools

AC3.3 Justify the **process** used to produce data outcomes

## Range

AC3.3 **Process:**

- data sourcing, access, analysis and presentation.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.2** Evidence must include at least **three** examples.

**AC1.5** Evidence must include at least **three** visualisation tools.

**AC2.1** Evidence must include at least **one** example of use of both internal and external data.

**AC2.2** Evidence must include:

- currency: The timeliness of the information
- relevance: The importance of the information for own needs
- authority: The source of the information and its credibility
- accuracy: The reliability and correctness of the information
- purpose: The reason the information exists and its intended audience.

**AC2.3** Analysis must include:

- currency: The timeliness of the information
- relevance: The importance of the information for own needs
- authority: The source of the information and its credibility
- accuracy: The reliability and correctness of the information
- purpose: The reason the information exists and its intended audience.

**LO2** and **LO3** must be the same work products.

### **Unit guidance**

**AC1.4** This could also include the consideration of social responsibility.

**AC2.1** and **AC3.1** Data can be quantitative or qualitative or a mixture of both.

**AC3.1** Appropriate methods to analyse data could include but is not limited to:

- quantitative data: calculating averages, percentages, identifying correlations, patterns and trends
- qualitative data: coding responses, identifying themes, analysing content
- tools: spreadsheet functions, data analytics software, coding frameworks, forecasting models.

## **Suggested learning resources**

These suggestions are current at the time of publication.

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

*Big Data in Practice: How 45 Successful Companies Used Big Data Analytics to Deliver Extraordinary Results* – Marr, B. Chichester: Wiley (2016).

*Thinking Analytically: A Guide for Making Data-Driven Decisions* – J Frost

**Oded Netzer on Decision Making With Data** – Mind Tools, n.d. A Conversation with Professor Oded Netzer.

<b>Level:</b>	5
<b>GLH:</b>	15
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>This unit will give learners the opportunity to explore how collaborative relationships culture influence organisational structure, leadership styles and operational practices. Learners will examine different types of normative ethical systems and models of organisational culture.</p> <p>Collaboration skills are among the most in-demand competencies valued by employers across all sectors.</p> <p>Learners will be able to evaluate, develop and manage collaborative relationships and demonstrate practical collaboration skills to enhance organisational success.</p>

### Learning outcome

The learner will:

LO1 Understand collaborative relationships

### Assessment criteria

The learner can:

AC1.1 Define collaborative relationships and how they are used across organisations

AC1.2 Explain how organisational culture facilitates successful collaborative relationships

AC1.3 Assess potential strengths and limitations of collaborative relationships

## Learning outcome

The learner will:

LO2 Be able to develop and manage collaborative relationships to meet organisational objectives

## Assessment criteria

The learner can:

AC2.1 Identify collaborative relationships to be developed

AC2.2 Confirm mutually acceptable **terms of reference**

AC2.3 Manage open and transparent collaborative relationships

AC2.4 Evaluate the effectiveness of own collaboration skills

## Range

AC2.2 **Terms of reference:**

- roles, responsibilities, objectives, frequency of reporting.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.3** Evidence must include at least **two** strengths and **two** limitations of collaborative relationships

**AC2.5** Evaluation should draw on feedback from the collaborative partner and consider strengths, areas for development and lessons learned.

### **Unit guidance**

**AC1.3** Assess **potential strengths and limitations** of collaborative relationships.

When assessing potential strengths and limitations learners should look at short (0–6 months), medium (6–12 months) and long term (beyond 12 months) sustainability.

**AC2.1 Collaborative working relationship** can be with an individual in own or another organisation or with an organisation.

### **Suggested learning resources**

These suggestions are current at the time of publication.

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

*Collaboration: How leaders avoid the traps, build common ground and reap big results* – M.T. Hansen, Harvard Business Review Press. (2009)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>The aim of this unit is for learners to develop the understanding and ability to be able to manage stakeholder relationships.</p> <p>In today's interconnected and fast-changing environment, effective stakeholder relationship management is more important than ever.</p> <p>On completion of this unit, learners will be able to manage stakeholder relationships utilising influencing, negotiation and conflict management skills to support the delivery/achievement of organisational objectives.</p>

## Learning outcome

The learner will:

LO1 Understand stakeholder relationship management

## Assessment criteria

The learner can:

AC1.1 Explain what is meant by the term stakeholder

AC1.2 Describe the importance of communication in managing stakeholder relationships

AC1.3 Explain how to **manage stakeholder relationships**

AC1.4 Identify the strengths and limitations of different stakeholder management models

## Range

AC1.3 **Manage stakeholder relationships:**

- stakeholder mapping, stakeholder engagement plan.

## Learning outcome

The learner will:

LO2 Understand how to manage conflict in stakeholder relationships

## Assessment criteria

The learner can:

AC2.1 Describe **different types of conflict**

AC2.2 Evaluate different approaches used to manage conflict

## Range

AC2.1 **Different types of conflict:**

- positive, negative, people process.

## Learning outcome

The learner will:

LO3 Understand influencing and negotiation in stakeholder relationships

## Assessment criteria

The learner can:

AC3.1 Describe the differences between influencing and negotiation

AC3.2 Explain influencing techniques

AC3.3 Explain the negotiation process

## Learning outcome

The learner will:

LO4 Be able to manage stakeholder relationships to achieve organisational objectives

## Assessment criteria

The learner will be able to:

AC4.1 Produce **plans** to manage stakeholder relationships

AC4.2 Engage with stakeholders

AC4.3 Apply influencing and negotiation techniques in stakeholder relationships

AC4.4 Apply conflict management approaches to stakeholder relationship challenges

AC4.5 Review the impact of own approaches to managing stakeholder relationships

## Range

AC4.1 **Plans:**

- stakeholder mapping document, stakeholder engagement plan.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.4** The learner must identify strengths and limitations of **three** stakeholder management models.

**AC2.2** The learner must refer to at least **three** theories and/or models.

**AC2.2** The learner must engage with a minimum of **two** different stakeholders.

**AC3.2** The learner must explain a minimum of **three** influencing techniques.

**AC3.3** The learner must explain a minimum of **three** negotiation processes.

**AC4.1** The documentation needs to include a minimum of **three** different stakeholders.

**AC4.4** The learner must apply techniques to resolve at least **two** stakeholder relationship challenges involving competing priorities. Across the chosen examples, conflict management strategies must include at least three of the following:

- collaboration
- compromise
- accommodating
- competing
- avoidance
- mediation/facilitation – involving a neutral third party.

**AC4.5** The learner should reflect on the outcomes of own actions in managing at least two stakeholder relationship challenges. Across the chosen examples, communication techniques must include at least three of the following:

- active listening
- assertiveness
- framing and reframing
- non-verbal communication awareness
- feedback techniques
- influencing and persuasion.

**AC4.5** The learner should refer to the organisational objectives.

### **Suggested learning resources**

These suggestions are current at the time of publication.

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

**Stakeholder Mapping Complete Guide** – Tractivity (2024)

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	5
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>The aim of this unit is for learners to develop the understanding and ability to be able to maintain effective partnerships that add value to their organisation.</p> <p>Working with partners is increasingly important in enabling organisations to optimise resource use, improve products and services, respond to complex challenges and achieve objectives that would otherwise not be possible.</p> <p>Learners will explore the principles, benefits and risks of working with partners, the external and internal factors that influence success and the importance of trust, accountability and governance. They will also develop practical skills in maintaining partner relationships and applying methods to monitor and improve partnership performance.</p> <p>By the end of the unit, learners will be able to contribute effectively to partnership maintenance to deliver measurable outcomes for their organisation.</p>

## Learning outcome

The learner will:

LO1 Understand the purpose and value of working with partners

## Assessment criteria

The learner can:

AC1.1 Explain the differences between strategic and operational partnerships

AC1.2 Analyse the **potential benefits and limitations** of working with partners

AC1.3 Describe how terms of reference impact on working with partners

AC1.4 Explain the purpose of partnership working agreements

## Range

AC1.2 **Potential benefits and limitations:**

- longevity, technology, reputation, culture.

## Learning outcome

The learner will:

LO2 Understand the factors that influence the success of working with partners

## Assessment criteria

The learner can:

AC2.1 Review **factors** required to sustain successful partnerships

AC2.2 Evaluate the role of **organisational governance** in optimising partnership working

AC2.3 Review **skills** required to influence **others** to maintain an effective partnership

## Range

AC2.1 **Factors:**

- accountability, vision, goals, open communication, mutual trust and formal agreements.

AC2.2 **Organisational governance:**

- legislative, structural, financial and operational mechanisms.

AC2.3

- **Skills:** building rapport, problem solving, active listening, clear communication, emotional intelligence
- **Others:** internal and external individuals involved in the maintenance of the partnership.

## Learning outcome

The learner will:

LO3 Be able to contribute to the maintenance of a partnership

## Assessment criteria

The learner can:

AC3.1 Explore partnership possibilities that align with own organisation's objectives

AC3.2 Review terms of reference for a partnership working agreement

AC3.3 Use agreed **ways of working** to contribute to partnership maintenance

AC3.4 Monitor partnership performance against agreed targets

AC3.5 Evaluate the **effectiveness** of partnership working

AC3.6 Recommend improvements to aspects of partnership working

AC3.7 Reflect on own skills used to maintain effective partnerships

## Range

AC3.3 **Ways of working:**

- digital communication and information sharing, monitoring and recordkeeping.

AC3.5 **Effectiveness:**

- process and outcomes.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC1.1** Evidence must include relevance to organisational strategic and operational objectives.

**AC1.2** Evidence must include short (0–6 months), medium (6–12 months) and long term (beyond 12 months) benefits and limitations.

### **Unit guidance**

**AC3.1** Partnerships can be internal and/or external.

**AC3.6** Note that, in some cases, this might also include applying the exit strategy.

<b>Level:</b>	5
<b>GLH:</b>	25
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Aim:</b>	<p>Innovation in the provision of products and services is essential for organisational long-term sustainability and competitive advantage. This unit develops the knowledge, understanding and skills required to develop new or improved products and services.</p> <p>Learners will investigate the product lifecycle and social, technological and other factors that influence customer behaviour and organisational decisions. Also integrating contemporary considerations, including sustainability, Environmental, Social, and Governance (ESG) principles, and emerging digital tools.</p> <p>Learners will identify new product and/or service opportunities, contribute to their design and development and evaluate their viability.</p> <p>Upon completion of this unit, learners will be able to establish the need for new or improved products and services, ensuring alignment with organisational strategy, customer requirements and future business trends.</p>

## Learning outcome

The learner will:

LO1 Understand the development of new or improved products and services

## Assessment criteria

The learner can:

AC1.1 Describe the stages of the product **development process**

AC1.2 Explain the stages of the product lifecycle

AC1.3 Describe the importance of continuous market insight

AC1.4 Explain the **types of market segmentation**

AC1.5 Analyse the key factors that influence consumer behaviour

AC1.6 Evaluate the use of **market analysis tools**

## Range

AC1.1 **Development process:** idea, design (including feasibility and viability), development, launch

AC1.4 **Types of market segmentation:** demographic, geographic, psychographic, behavioural

AC1.6 **Market analysis tools:** Ansoff Matrix, Boston Consulting Group (BCG) Growth-Share Matrix, Porter's Five Forces, STP Model (Segmentation, Targeting, Positioning)

## Learning outcome

The learner will:

LO2 Be able to establish the need for new or improved products or services

## Assessment criteria

The learner can:

AC2.1 Review current market trends and stakeholder feedback to identify potential opportunities

AC2.2 **Use market analysis tools** to assess feasibility and viability

AC2.3 Propose new or improved products or services products or services in line with organisational objectives

## Range

AC2.2 **Market analysis tools:**

- must extend to the scope of own organisation's operational requirements.

## Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

### **Evidence requirements**

**AC2.1** Evidence must include emerging digital tools and AI.

**AC2.2** Evidence must include cost and resource analysis.

### **Suggested learning resources**

These suggestions are current at the time of publication.

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

*Circling back: Clearing up myths about the Deming cycle and seeing how it keeps evolving –*  
D Moen and C Norman available at [Moen-and-Norman-on-Deming-circling-back-ph556x.pdf](https://www.semipal.com/semipal/2010/03/circling-back-clearing-up-myths-about-the-deming-cycle-and-seeing-how-it-keeps-evolving.html).  
(2010)

## 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](http://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 **contact us** section of the City & Guilds 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.

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