Centre Assessment Guidance

for

Level 5 Management and Leadership (QCF)

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Introduction

This document aims to support CMI Centres in the delivery, assessment and verification of the Level 5 Qualifications in Management and Leadership. It should be used in conjunction with the CMI Centre Code of Practice.

About these qualifications

Titles and qualifications reference numbers

The titles given below are the titles as they will appear on the qualification when awarded to the learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of accreditation, which confirms that this is a fundable qualification on the QCF. The CMI code is the code which should be used when registering learners with CMI. Each unit also has a unique QCF unit number – this appears with the content of each unit at the end of this document.

CMI Code	Title	Qualification reference number
5A1	CMI Level 5 Award in Management and Leadership (QCF)	500/4204/X
5C1	CMI Level 5 Certificate in Management and Leadership (QCF)	500/4211/7
5D1	CMI Level 5 Diploma in Management and Leadership (QCF)	500/4210/5

Accreditation dates

These qualifications are accredited from 1st September 2008, which is their operational start date in Centres. The accreditation ends on 31st December 2013, and the final date for certification is 31st December 2016.

Qualifications summary

These qualifications are designed for managers, to support the development of their leadership and management skills in personal development, leadership, management resources, information, performance, customer and market awareness.

Although the qualifications can be offered to learners from age 16, in practice the majority of learners at this level would be expected to be over 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

The qualification is offered in the medium of the English Language. The qualification can be offered by Centres in languages other than English – Centres wishing to do this should refer to the relevant section of the CMI Centre Code of Practice for guidance.

Progressions

The qualifications provide opportunities for progression to other qualifications at the same or higher levels, which could also be work-based or more academically structured. The qualifications also support learners in meeting the requirements for work and/or employment within all areas of management and leadership at this level.

Credit values and rules of combination for the qualifications

A credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is a notional measure of the amount of time a typical learner might be expected to take to complete all of the learning relevant to achievement of the learning outcomes in a given unit. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.

Guided learning hours, however, are intended to relate only to facilitated learning and associated assessments – individual private study is not included – and give guidance to delivery Centres on the amount of resource needed to deliver the programme and support learners. The units, guided learning hours and rules of combination for these qualifications are given in the tables 1 and 2.

Table 1 – Units and rules of combination for Level 5 Award and Certificate

Units		**Credits**	**GLH**
Unit 5001	Personal development as a manager and leader	6	20
Unit 5002	Information based decision making	7	25
Unit 5003	Performance management	9	30
Unit 5004	Resource management	7	25
Unit 5005	Meeting stakeholder and quality needs	6	20
Unit 5006	Conducting a management project	10	35
Unit 5007	Financial control	9	30
Unit 5008	Marketing planning	9	30
Unit 5009	Project development and control	6	20
Unit 5010	Human resource development	6	20
Unit 5011	Managing recruitment and selection	7	25
Unit 5012	Being a leader	7	30
Unit 5013	Leadership practice	7	30
Unit 5020	Introduction to management and leadership	7	45
Unit 5021	Operational risk management	7	25
Unit 5022	Organisational corporate social responsibility	7	30

Award - Learners need to complete any combination of units to a minimum of 6 credits to achieve the qualification. Range of guided learning hours: 20 - 35

Certificate - Learners need to complete any combination of units to a minimum of 13 credits to achieve the qualification. Range of guided learning hours: 45 - 55

Table 2 – Units and rules of combination for Level 5 Diploma

Units		Credits	GLH
Group A			
Unit 5001	Personal development as a manager and leader	6	20
Unit 5002	Information based decision making	7	25
Unit 5004	Resource management	7	25
Unit 5005	Meeting stakeholder and quality needs	6	20
Unit 5006	Conducting a management project	10	35
Group B			
Unit 5003	Performance management	9	30
Unit 5012	Being a leader	7	30
Group C			
Unit 5007	Financial control	9	30
Unit 5008	Marketing planning	9	30
Unit 5009	Project development and control	6	20
Unit 5010	Human resource development	6	20
Unit 5011	Managing recruitment and selection	7	25
Unit 5013	Leadership practice	7	30
Unit 6002	Ethical organisational management	7	30
Unit 6003	Managing the change process	7	25
Unit 6004	Leading equality and diversity	7	30
Unit 6005	Managerial networks	7	25
Unit 6007	Managing ideas and innovation	7	25
Unit 6008	Managerial decision making	7	25
Unit 5020	Introduction to management and leadership	7	45
Unit 5021	Operational risk management	7	25
Unit 5022	Organisational corporate social responsibility	7	30

Diploma - Learners need to complete all core units from Group A, at least one core unit from Group B and three optional units from Group C to a total of at least 62 credits to achieve the qualification. Range of guided learning hours: 220 – 245

Relationship to National Occupational Standards for Management and Leadership

The relationship of each unit to the Management and Leadership NOS is shown in table 3:

Table 3 – Relationship to M&L NOS

Units		NOS Units
Unit 5001	Personal development as a manager and leader	A2, E5, E6, A3
Unit 5002	Information based decision making	B1, B2
Unit 5003	Performance management	B6, B11, D3, D6, D7
Unit 5004	Resource management	B1, F9, E2
Unit 5005	Meeting stakeholder and quality needs	B2, B9, D6
Unit 5006	Conducting a management project	A2, F12
Unit 5007	Financial control	E2, E3
Unit 5008	Marketing planning	B2, F9
Unit 5009	Project development and control	F1, F2
Unit 5010	Human resource development	D2, B11, D7
Unit 5011	Managing recruitment and selection	D3, B11, B8
Unit 5012	Being a leader	B8, B9
Unit 5013	Leadership practice	B6, B7
Unit 6002	Ethical organisational management	B3, B4, B7, C4, F12

Unit 6003	Managing the change process	C3, C4
Unit 6004	Leading equality and diversity	B11, B12
Unit 6005	Managerial networks	A3, B2, B7, C3, D2
Unit 6007	Managing ideas and innovation	C3, F12
Unit 6008	Managerial decision making	B7, C6, D4
Unit 5020	Introduction to management and leadership	A2, A3, B1, B2, B6, B8, B9, B11, D2, D3, D6, D7, E5, E6
Unit 5021	Operational risk management	B10
Unit 5022	Organisational corporate social responsibility	E8

Assessment and verification

The main objective of the assessment of these qualifications will be to meet the assessment criteria detailed within each unit.

The primary interface with the learner is the Assessor whose job it is to assess the evidence presented by the learner. The Assessor should provide an audit trail showing how the judgement of the learner's overall achievement has been arrived at.

The Centre's assessment plan, to be agreed with the external verifier, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, centres must ensure that:

- the selected assessment task/activity is relevant to the content of the unit
- there are clear instructions given to learners as to what is expected
- learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- the language used in the assessment is free from any bias
- the language and technical terms used are at the appropriate level for the learners

In addition to the specific assessment criteria in each unit, the learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

There is no grading for CMI qualifications, and external verification of learners' work only confirms that the required criteria for achievement have been met. Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

What work is expected of the learner?

It is important to ensure consistency of assessment, and that demands made on learners are comparable within and between centres. A number of assessment methods can be used. Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance learners' development.

Assessment methods can include:

- case studies
- role play
- time constrained tests
- examinations
- assignments
- reports
- integrated work activities
- viva voce
- projects
- presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by learners at Level 5. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500 - 3000 words.

Centres and learners are encouraged to use methods of presenting data, analysis and information other than straightforward narrative text. In the appropriate contexts, tables, graphs, pie charts, diagrams and illustrations are just as demanding on the learner.

Projects

Whilst there is no requirement for an overarching project, learners on the Diploma must complete unit 5006 - Conducting a management project. The word count for this must be a minimum of 2500 - 3000 words, although learners may complete a larger, more in-depth piece of work if this is appropriate.

The project for unit 5006 is expected to be work focused, and to demonstrate the learner's knowledge, understanding and application of aspects of management, while addressing a "live" issue within the learner's area of responsibility.

Centres may use a project to integrate the assessment of two or more units. However, where they choose to do this, it must be clearly possible to separately identify the achievement of each individual unit.

External Assessment

There is no Regulatory requirement for external assessment. However, the CMI offers the additional service of external assignment to centres, who wish to use CMI devised and assessed units as part of their programme. Further information on this service and the units for which it is available appears on the website www.managers.org.uk/qualfications

Recognition of Prior Learning and Achievement

The Qualifications and Credit framework is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma. CMI will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units.

There will of course still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres are free, after discussion and agreement with their External Verifier, to allow these learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning. Details of the process for recording such RPL (Recognition of Prior Learning) are included in the CMI Centre Code of Practice.

Support for Centres

Staff at Approved Centres are offered group membership of CMI, enabling them to access all the support and information available to their learners. More information about what is available is detailed in the CMI Centre Code of Practice, and via the website www.managers.org.uk/qualifications

Units

The content of the units for the Level 5 suite of qualifications follow.

Accessing the units via the CMI website will enable Centres also to access support and reading material from the Study Resource Centre.

Title:	Personal development as a manager and leader				
Unit aim:	This unit is about improving individual management and leadership skills and competencies against objectives.				
Level:	5	**Unit Number:**	5001	**QCA Unit Number**	T/501/5033
Credit value:	6	**Guided Learning Hours**	20		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to assess and plan for personal professional development	1.1 Explain the importance of continual self-development in achieving organisational objectives 1.2 Assess current skills and competencies against defined role requirements and organisational objectives 1.3 Identify development opportunities to meet current and future defined needs 1.4 Construct a personal development plan with achievable but challenging goals
2. Be able to plan for the resources required for personal professional development	2.1 Identify the resources required to support the personal development plan 2.2 Develop a business case to secure the resources to support the personal development plan
3. Be able to implement and evaluate the personal development plan	3.1 Discuss the processes required to implement the personal development plan 3.2 Evaluate the impact of the personal development plan on the achievement of defined role requirements and organisational objectives 3.3 Review and update the personal development plan
4. Be able to support and promote staff welfare	4.1 Discuss the relationship between staff welfare and organisational objectives 4.2 Explain the process for assessing staff welfare 4.3 Identify the actions to be taken by the manager in dealing with a staff welfare issue 4.4 Describe how to communicate responsibilities for staff welfare to the team 4.5 Discuss records that may be maintained to demonstrate that staff welfare is supported

Title:	Information based decision making				
Unit aim:	This unit is about the communication and use of information to support decision making.				
Level:	5	**Unit Number:**	5002	**QCA Unit Number**	A/501/5034
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to identify and select sources of data and information	1.1 Discuss the nature of data and information 1.2 Evaluate relevant sources of data and information 1.3 Discuss the criteria for selection of data and information 1.4 Identify the legal requirements relating to the collection, use and storage of data and information
2. Be able to analyse and present information to support decision making	2.1 Evaluate the decision making models which are used to support decision making 2.2 Identify those to be involved in analysing information and decision making 2.3 Evaluate methods of presenting decisions made
3. Be able to communicate the results of information analysis and decisions	3.1 Evaluate methods of communicating decisions made 3.2 Discuss the processes for implementing a communications method 3.3 Evaluate the implementation of a communications method

Title:	Performance management				
Unit aim:	This unit is about the management of individual and team performance.				
Level:	5	**Unit Number:**	5003	**QCA Unit Number**	F/501/5035
Credit value:	9	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to identify and agree performance objectives	1.1 Explain the links between individual, team and organisational objectives 1.2 Identify the selection of, and agree, individual and team objectives 1.3 Identify and agree areas of individual and team responsibility in achieving objectives 1.4 Identify the need to create an environment of trust and support with others
2. Be able to assess performance and provide feedback	2.1 Evaluate and assess individual and team performance against objectives 2.2 Identify methods of providing feedback to individuals and teams on performance 2.3 Identify the causes of conflict, and describe strategies to minimise or prevent conflict 2.4 Explain recording systems for performance assessment for individuals or teams
3. Be able to understand performance support for improvement	3.1 Explain a performance improvement cycle 3.2 Discuss the indicators of poor performance 3.3 Evaluate methods that support performance improvement
4. Be able to understand and apply the organisation's disciplinary and grievance procedures	4.1 Discuss the organisation's disciplinary and grievance procedures 4.2 Identify the role of the manager in both a disciplinary and a grievance procedure 4.3 Summarise the key aspects of legislation that applies to an organisation's disciplinary and grievance procedures

Title:	Resource management				
Unit aim:	This unit is about identifying, planning, using and evaluating resources to meet objectives.				
Level:	5	**Unit Number:**	5004	**QCA Unit Number**	J/501/5036
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to identify and plan resources needed to meet objectives	1.1 Identify those resources required to achieve objectives 1.2 Explain the process of planning resource use to achieve objectives 1.3 Identify the costs associated with the resources required to achieve objectives
2. Be able to select and use the resource supply chain to meet planned objectives	2.1 Evaluate sources of supply to meet planned objectives 2.2 Explain processes to manage the supply, continuity and quality of resources to meet plans 2.3 Describe strategies used to predict and manage disruption in resource supply, and the associated costs
3. Be able to monitor and evaluate internal and external resource use to meet plans	3.1 Review progress of actual resource use against planned resource use 3.2 Discuss methods of recording and reporting resource use 3.3 Explain methods of using resource information to inform future actions.

Title:	Meeting stakeholder and quality needs				
Unit aim:	This unit is about meeting stakeholder requirements to agreed quality standards and seeking improvements.				
Level:	5	**Unit Number:**	5005	**QCA Unit Number**	L/501/5037
Credit value:	6	**Guided Learning Hours**	20		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to identify stakeholders and their requirements	1.1 Determine organisational stakeholders and their expectations 1.2 Discuss methods of meeting stakeholder expectations or requirements 1.3 Identify methods of communicating stakeholders' requirements with team members 1.4 Explain processes for updating information on stakeholder requirements
2. Be able to apply and improve quality standards	2.1 Discuss the meaning of quality to an organisation 2.2 Identify and apply organisational quality policies and procedures 2.3 Determine how to encourage staff to contribute ideas to improving quality 2.4 Conduct a quality audit and make recommendations for improvement
3. Be able to promote continuous improvement and change	3.1 Discuss the concept of and need for continuous improvement 3.2 Assess work activities and identify areas for improvement 3.3 Encourage staff to contribute ideas for continual improvement

Title:	Conducting a management project				
Unit aim:	This unit is about identifying, researching and producing a work-related project and evaluating its impact.				
Level:	5	**Unit Number:**	5006	**QCA Unit Number**	R/501/5038
Credit value:	10	**Guided Learning Hours**	35		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to identify and justify a management project	1.1 Determine a management area for investigation that has an implication for a work-related area 1.2 Identify the aim, scope and objective of the project 1.3 Justify the aim and objective of the project
2. Be able to conduct research using sources and analyse data and options	2.1 Identify sources of data and information for the project 2.2 Analyse the data and information for options or alternatives that meet the project aim 2.3 Determine an option or alternative that meets the project aim
3. Be able to make conclusions and recommendations that achieve the project aim	3.1 Evaluate the research to make conclusions 3.2 Recommend a course of action to meet the project aim 3.3 Assess the impact of the project recommendations
4. Be able to show and review the results of the project	4.1 Determine the medium to be used to show the results of the project 4.2 Produce the results of the project 4.3 Discuss the impact of the project on the work-related area

Title:	Financial control				
Unit aim:	This unit is about financial systems and controls and the impact of external factors on organisational financial management.				
Level:	5	**Unit Number:**	5007	**QCA Unit Number**	Y/501/5039
Credit value:	9	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand, use and control a financial system to meet objectives	1.1 Assess the relationship(s) between a financial system or function and other systems or functions in an organisation 1.2 Describe the systems of accounts and financial statements used to control a financial system 1.3 Analyse financial information contained in a set of accounts or financial statements
2. Be able to identify and use a range of financial controls	2.1 Construct a budget for an area of management responsibility 2.2 Develop budgetary control systems and compare actuals with planned expenditure 2.3 Discuss corrective actions to be taken in response to budgetary variations 2.4 Identify conflicts that can occur with management control systems and how these could be resolved or minimised
3. Be able to understand the sources and availability of finance to an organisation	3.1 Identify the current and potential sources of finance that support organisational activities 3.2 Evaluate the distribution of finance in support of organisational activities 3.3 Discuss the monitoring and control of finance employed in support of organisational activities

Title:	Marketing planning				
Unit aim:	This unit is about understanding the role of marketing, the organisation's current market position and planning for widening markets.				
Level:	5	**Unit Number:**	5008	**QCA Unit Number**	L/501/5040
Credit value:	9	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the meaning and role of marketing in achievement of organisational objectives	1.1 Explain marketing as a management process 1.2 Describe the role of marketing in identifying and predicting the needs of current and potential stakeholders
2. Be able to identify the organisation's current and future position in the sectors or markets in which it operates	2.1 Discuss the current position of the organisation within its chosen sector or market 2.2 Determine a future market or sector position for the organisation in line with organisational objectives 2.3 Identify other parts of the organisation which are impacted and involved in a future market or sector plan
3. Be able to devise and implement a marketing plan that contributes to achievement of organisational objectives	3.1 Construct a marketing plan that supports current market or sector and targets potential new markets or sectors 3.2 Evaluate the support necessary to implement the plan 3.3 Implement the marketing plan 3.4 Assess the progress of the plan, through monitoring, reviewing and end evaluation, in the achievement of organisational objectives

Title:	Project development and control				
Unit aim:	This unit is about understanding projects, developing project plans and management strategies, and ensuring projects achieve objectives with targets.				
Level:	5	**Unit Number:**	5009	**QCA Unit Number**	R/501/5041
Credit value:	6	**Guided Learning Hours**	20		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to identify the components of project stages and lifecycle	1.1 Describe the component stages of a project 1.2 Define a project lifecycle from conception to commissioning or hand over 1.3 Assess where projects fit in operational management activities
2. Be able to describe project methodologies and their application	2.1 Discuss standard approaches available to manage projects 2.2 Describe the process of developing an effective project management environment 2.3 Discuss identification of and communication with all project stakeholders 2.4 Identify the fundamentals of a business case to support a project
3. Be able to develop a project plan, identify and mitigate risks and construct a monitor and review strategy	3.1 Design a project plan to achieve a specified objective 3.2 Identify the financial components including risk appraisal, which need to be developed for effective project design and control 3.3 Develop a monitoring and reviewing strategy for the project that assesses the impact and achievement of the project

Title:	Human resource development				
Unit aim:	This unit is about identifying individuals required for work objectives and providing objective development opportunities for individuals.				
Level:	5	**Unit Number:**	5010	**QCA Unit Number**	Y/501/5042
Credit value:	6	**Guided Learning Hours**	20		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to devise a human resource plan for a work area, to meet organisational objectives	1.1 Evaluate criteria required to identify human resources for a work area 1.2 Identify techniques to assess the capabilities of a team to meet objectives 1.3 Construct a human resource plan for a work area
2. Be able to identify and plan for individual development to meet organisational objectives	2.1 Assess the abilities and capabilities of staff to meet current and future objectives 2.2 Develop a personal development plan for an individual to meet current and future objectives 2.3 Agree personal development plans with individuals
3. Be able to initiate a personal development plan for an individual and evaluate progress	3.1 Identify those with whom support is required to initiate the personal development plan 3.2 Initiate the plan and review and monitor progress against agreed objectives 3.3 Evaluate the plan on completion and its contribution to organisational objectives

Title:	Managing recruitment and selection				
Unit aim:	This unit is about identifying a need for staff, selecting objectively and inducting effectively within legal and organisational requirements.				
Level:	5	**Unit Number:**	5011	**QCA Unit Number**	D/501/5043
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to explain the impact of both the law and organisational procedures on the process of recruitment and selection	1.1 Describe, in summary, the legal instruments impacting on staff recruitment and selection 1.2 Identify organisational procedures and processes that affect staff recruitment and selection 1.3 Discuss fairness, objectivity and equality of opportunity as elements of recruitment and selections
2. Be able to identify personnel requirements and present a reasoned case for changes in staffing resources	2.1 Analyse staffing resources to meet current and future objectives 2.2 Develop a job description and a person specification 2.3 Develop a case for additional staffing resources
3. Be able to organise and conduct a selection process, justify a decision and keep necessary records	3.1 Discuss the stages of a selection process 3.2 Describe methods to support a selection decision 3.3 Identify the stages of a selection process, where records are kept, and the nature of those records 3.4 Evaluate the selection process
4. Be able to communicate the selection decisions and plan induction for the appointed candidate	4.1 Identify the communications required during a selection process 4.2 Develop an induction plan for an appointed candidate 4.3 Review the impact of the recruitment and selection process and the appointed candidate on the objective of the case for the additional staffing resource

Title:	Being a leader				
Unit aim:	This unit is about leadership skills and the understanding of ethical and cultural issues within the organisation.				
Level:	5	**Unit Number:**	5012	**QCA Unit Number**	D/501/8136
Credit value:	7	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Understand the organisation's ethical and value-based approach to leadership	1.1 Evaluate the impact of the organisation's culture and values on leadership 1.2 Discuss how organisational specific, legal, regulatory and ethical requirements impact on leadership demands 1.3 Evaluate current and emerging social concerns and expectations impacting on leadership in the organisation
2. Be able to understand leadership styles	2.1 Evaluate the relationship between management and leadership 2.2 Evaluate leadership styles 2.3 Discuss why leadership styles need to be adapted in different situations
3. Be able to secure achievement of team involvement and objectives through leadership	3.1. Develop a culture of professionalism, mutual trust, respect and support within the team 3.2 Evaluate the impact of a leader's clear focus in leading the team in the achievement of these objectives 3.3. Evaluate how the leader supports and develops understanding of the organisation's direction 3.4 Discuss how leadership styles are adapted to meet changing needs, and to enable team development and commitment

Title:	Leadership practice				
Unit aim:	This unit is about the links between management and leadership, key leadership principles and leadership theory.				
Level:	5	**Unit Number:**	5013	**QCA Unit Number**	H/501/8137
Credit value:	7	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Understand the links and differences between management and leadership	1.1 Discuss the concept of managers as effective leaders 1.2 Discuss the concept of leaders as effective managers 1.3 Evaluate the balance needed between the demands of management and the demands of leadership
2. Understand leadership principles that support organisational values	2.1 Evaluate the role of the leader in contributing to the creation of the organisation's vision, and in its communication to others 2.2 Evaluate how personal energy, self-belief and commitment impact on leadership styles 2.3 Identify how empowerment and trust through ethical leadership impact on organisational practice
3. Be able to understand and apply leadership styles to achieve organisational objectives	3.1 Distinguish between two different leadership styles 3.2 Assess the practical value of a leadership style to a manager in achieving organisational objectives 3.3 Discuss situational variables likely to influence the choice of a leadership style

Title:	Introduction to Management and Leadership				
Unit aim:	This unit is about the foundation skills and knowledge of a senior/middle manager and leader				
Level:	5	**Unit Number:**	5020	**QCA Unit Number:**	A/601/2869
Credit value:	7	**Guided Learning Hours:**	45		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the purpose and construction of a personal development plan.	1.1. Explain the purpose of a personal development plan for both the middle manager and the organisation. 1.2. Discuss a management style and its impact on the middle manager's need to work with others. 1.3. Construct a personal development plan that addresses the middle manager's short and longer term needs.
2. Be able to understand data and information, and their use in meeting stakeholders' needs.	2.1. Determine the differences between data and information, and show quantitative and qualitative examples 2.2. Identify organisational stakeholders, their needs from the organisation, and the data or information available on these stakeholders. 2.3. Develop a plan that meets a stakeholder need, including resources required.
3. Be able to understand selection processes, performance development and team welfare.	3.1. Discuss the general principles and processes of recruiting and selecting staff to meet an existing vacancy. 3.2. Determine a method that identifies poor performance and a process for supporting performance improvement. 3.3. Assess the impact of encouraging team welfare on the achievement of objectives.

Title:	Operational Risk Management				
Unit Aim:	This unit is about understanding risk, assessing risk, implementing risk management activities and evaluating outcomes of risk management activities				
Level:	5	**Unit Number:**	5021	**QCA Unit Number:**	D/601/2881
Credit value:	7	**Guided Learning Hours:**	25		

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*
1. Be able to understand the concept of risk management	1.1 Discuss the meaning of risk to an organisation 1.2 Define the responsibilities for risk management at operational management level 1.3 Explain a risk management model
2. Be able to understand the identification of risk and risk probability	2.1 Develop and justify risk management criteria against which risk can be assessed 2.2 Identify, evaluate and select techniques to identify risk including risk interdependencies 2.3 Analyse a risk management model to quantify risk
3. Be able to understand the management of risk response approaches	3.1 Evaluate the level of risk against pre-established criteria 3.2 Identify, evaluate and select activities to eliminate, mitigate, deflect or accept risk 3.3 Determine a process for implementing and managing a disaster recovery plan

Title:	Organisational Corporate Social Responsibility				
Unit Aim:	This unit is about understanding the organisational strategy for Corporate Social Responsibility, developing an implementation plan, delivering the plan and evaluating and reporting results				
Level:	5	**Unit Number:**	5022	**QCA Unit Number:**	D6012878
Credit value:	7	**Guided Learning Hours:**	30		

Learning Outcomes *The learner will*	**Assessment Criteria** *The learner can:*
1. Be able to understand the principles of an organisational Corporate Social Responsibility strategy	1.1. Explain the environmental, social and governance, principles of Corporate Social Responsibility 1.2. Discuss the links between an organisational Corporate Social Responsibility strategy and the organisation's internal stakeholders 1.3. Discuss the links between an organisational Corporate Social Responsibility strategy and the organisation's external stakeholders 1.4. Assess the impact of an organisational Corporate Social Responsibility strategy on corporate governance
2. Be able to understand the results of an organisational Corporate Social Responsibility strategy on organisational performance	2.1 Explain how a Corporate Social Responsibility strategy for stakeholders can affect organisational performance 2.2 Identify how a Corporate Social Responsibility strategy for product/service safety and quality can affect organisational performance 2.3 Review the regulatory standards that protect customers/consumers and other competitive organisations
3. Be able to implement and evaluate an organisational Corporate Social Responsibility Strategy at the operational level	3.1 Devise a plan to deliver the Corporate Social Responsibility strategy at an operational level 3.2 Develop methods to communicate and implement the plan at an operational level 3.3 Discuss methods to evaluate the impact of the plan at the operational level and to report the results

Title:	Ethical organisational management				
Unit aim:	This unit is about the principles of organisational ethics, the effect on corporate social responsibility, and leading and managing organisational ethics in differing cultural values systems and ideologie				
Level:	6	**Unit Number:**	6002	**QCA Unit Number**	K/502/2173
Credit value:	7	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the principles of organisational ethics	1.1 Discuss the concept of ethics in an organisational context 1.2 Evaluate those factors which could influence organisational ethics 1.3 Outline the effect of organisational ethics on corporate social responsibilities
2. Be able to understand ethical codes and related legislation	2.1 Evaluate an organisational code of ethics 2.2 Interpret ethically related legislation impacting upon organisational accountability 2.3 Evaluate the impact of ethical values and concepts to the different cultures and societies in which organisations may operate
3. Be able to understand an integrated approach to business ethics and corporate social responsibility	3.1 Describe values and beliefs on which ethical decisions can be made by individuals, groups and senior managers in an organisation 3.2 Discuss how a values and beliefs strategy in different cultures and societies could influence their attitudes to the organisation 3.3 Discuss an ethical organisational approach that could recognise and/or respect other cultural value systems or ideologies

Title:	Managing the change process				
Unit aim:	This unit is about identifying opportunities for change, modelling the change process and managing the change to produce expected outcomes				
Level:	6	**Unit Number:**	6003	**QCA Unit Number**	M/502/2174
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the forces for change in an organisation	1.1 Determine the organisation's position in the sector and market within which it operates 1.2 Identify an opportunity for change, in support of the organisation's objectives 1.3 Discuss a model or method to identify a change process and the communication of that change process
2. Be able to understand the impact of the change process	2.1 Evaluate the impact of the change process on individuals in the organisation 2.2 Assess the impact of the change on organisational stakeholders 2.3 Analyse the impact of the change on achievement of organisational objectives
3. Be able to understand the management of the change process	3.1 Describe how to secure support for the change process from senior management 3.2 Demonstrate how individuals in the organisation will be supported during the change process 3.3 Construct a plan to implement and monitor the change process 3.4 Analyse the outcome of the change process against the change plan and organisational objectives

Title:	Leading equality and diversity				
Unit aim:	This unit is about organisational commitment to equality and diversity, and its application and support throughout the organisation				
Level:	6	**Unit Number:**	6004	**QCA Unit Number**	T/502/2175
Credit value:	7	**Guided Learning Hours**	30		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the commitment to equality of opportunity and diversity	1.1 Evaluate the organisation's commitment to equality of opportunity and diversity 1.2 Discuss how behaviour, actions and words, of all members of the organisation, support the commitment to equality of opportunity and diversity 1.3 Identify organisational and personal responsibilities and liabilities under equality legislation and/or codes of practice
2. Be able to understand the application of equality of opportunity and diversity	2.1 Describe the organisation's equality and diversity policies and how these are communicated within the organisation 2.2 Assess the application of the organisation's commitment to equality of opportunity and diversity 2.3 Review the diversity of the workforce against the local and/or national population and identify areas for review
3. Be able to understand the needs of others in relation to equality of opportunity and diversity	3.1 Explain the requirement to understand individuals' needs, feelings and motivations, and to take an interest in their concerns 3.2 Evaluate the impact of showing respect to others, recognising their value and upholding their rights 3.3 Describe the need for integrity, fairness and consistency in dealings with individuals 3.4 Outline a process for dealing with others whose behaviours, words or actions do not support a commitment to equality of opportunity or diversity

Title:	Managerial networks				
Unit aim:	This unit is about developing managerial networks, capitalising on those networks and using data or information gained to inform the organisation's objectives				
Level:	6	**Unit Number:**	6005	**QCA Unit Number**	A/502/2176
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the development of personal networks to support current and future organisational objectives	1.1 Create and maintain personal networks of contacts to meet current and future objectives 1.2 Identify network members who are aware of the benefits of networks, and posses influence and skills 1.3 Discuss boundaries of confidentiality within the networks
2. Be able to understand how collection of data or information from the networks can inform on the environment in which the organisation operates	2.1 Design a data or information gathering process to produce information for planning and operational purposes 2.2 Evaluate data or information to support planning and decision making 2.3 Devise or assess future scenarios within the environment in which the organisation operates
3. Be able to understand the skills of encouraging and supporting implementation of ideas, from the network across the organisation	3.1 Outline an idea from the network for the organisation 3.2 Compare the balance of risks against benefits that may arise from the idea 3.3 Devise communication methods that underpin acceptance of the idea for the organisation

Title:	Managing ideas and innovation				
Unit aim:	This unit is about encouraging and supporting the identification and practical implementation of ideas and innovation across the organisation				
Level:	6	**Unit Number:**	6007	**QCA Unit Number**	J/502/2178
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the identification of ideas and innovation across the organisation	1.1 Discuss the approaches to the encouragement of ideas generation and innovation across the organisation 1.2 Relate the organisation's strategy to innovation with the organisational objectives 1.3 Determine methods to communicate the innovation strategy across the organisation
2. Be able to understand the encouragement of innovation across the organisation	2.1 Outline a method to motivate others in the organisation to identify ideas and innovations and the sharing of these ideas and innovations 2.2 Recommend ways to overcome barriers to idea and innovation generation 2.3 Devise methods to encourage and support originators of ideas and innovations
3. Be able to understand the analysis of ideas and innovations	3.1 Evaluate ideas and innovations against the organisation's objectives or opportunities 3.2 Analyse risks and costs of ideas and innovations against benefits 3.3. Recommend a course of action for an idea and innovation. 3.4. Define a process that rewards the originators and developers of an idea and innovation.

Title:	Managerial decision making				
Unit aim:	This unit is about the challenges and skills of making difficult or unpopular decisions that must be made in support of the organisational objectives				
Level:	6	**Unit Number:**	6008	**QCA Unit Number**	L/502/2179
Credit value:	7	**Guided Learning Hours**	25		

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Be able to understand the communication of the organisation's purpose, values and vision	1.1 Relate the organisation's purpose, values and vision to people across the organisation 1.2 Identify how organisational plans support the organisation's purpose, values and vision 1.3 Discuss methods of motivating people in the organisation to recognise the links between organisational objectives and organisational purpose, values and vision
2. Be able to support and advise individuals' during periods of setback and change	2.1 Explain the skills necessary to provide support and advice to people during periods of setback and change 2.2 Assess the types of support and advice people may need and how this can be provided
3. Be able to understand the skills to make difficult decisions	3.1 Analyse the need for integrity, fairness and consistency in managerial decision making 3.2 Justify the need to make decisions in uncertain situations, or when incomplete information is available 3.3 Determine when to take or implement difficult and/or unpopular decisions to support the organisation's purpose, values or vision 3.4 Discuss communication styles that could be used to communicate difficult and/or unpopular decisions