



BIIAB Level 4 Diploma in Management and Leadership

Level 4 Diploma - 601/6776/2 (England)
- C00/0743/0 (Wales)



Qualification Guidance

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.1	November 2023	Reformatted Qualification Guide into new branding
2.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.



Qualification Guidance

Contents

About Us.....	1
Qualification Summary	3
About the BIIAB Level 4 Diploma in Management and Leadership.....	4
Objective and Purpose of this Qualification	4
About this Guidance.....	5
BIIAB Qualifications Limited Customer Service	5
What are Rules of Combination (ROC)?	5
BIIAB Level 4 Diploma in Management and Leadership Rules of Combination (ROC) and Structure	6
Age Restriction	8
Entry Requirements and Progression	8
Assessment.....	9
Initial Assessment and Induction	13
Resources	14
Design and Delivery.....	14
Format of Units	15
Initial Registration	17
Qualification Review and Feedback.....	17
Mandatory Units.....	18

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 4 Diploma in Management and Leadership - 601/6776/2 (England) - C00/0743/0 (Wales)							
Qualification Purpose	To obtain and then demonstrate the knowledge required to work effectively and flexibly as a Manager and Leader at level 4.						
Age Range	Pre 16		16-18		18+	✓	19+ ✓
Regulation	The above qualification is regulated by Ofqual						
Assessment	<ul style="list-style-type: none"> • Portfolio of Evidence • Practical Demonstration/Assignment 						
Type of Funding Available	See FaLa (Find a Learning Aim)						
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges						
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed						
Operational Start Date	01/09/2015						
Review Date	30/09/2027						
Operational End Date							
Certification End Date							
Guided Learning (GL)	126 hours						
Total Qualification Time (TQT)	370 hours						
Credit Value	37						
BIIAB Qualifications Limited Sector	Business Support						
Ofqual SSA Sector	15.3 Business Management						
Support from Trade Associations							
Administering Office	See BIIAB Qualifications Limited website						



Qualification Guidance

About the BIIAB Level 4 Diploma in Management and Leadership

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual, Qualification Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 4 Diploma in Management and Leadership	601/6776/2 (England) C00/0743/0 (Wales)

Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge required to work effectively and flexibly as a Manager and Leader at level 4.

Achievement of this qualification does not by itself indicate competence but the knowledge obtained aids progression onto the BIIAB Level 4 NVQ Diploma in Management, which allows full demonstration of competence. These two qualifications, are designed to make up the component parts of the Higher Apprenticeship in Management (Higher Apprenticeship in Management - Levels 4 and 5 (England) – (level 4 Management Pathway) and Higher Apprenticeship in Management (Wales) – Level 4 Management Pathway.

The primary purpose of the qualification is to progress to the next level of vocational learning by preparing for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Management at this level as such the sub-purpose is to develop knowledge and/or skills in a subject area.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship



Qualification Guidance

Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB Qualifications Limited head office.

About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

Qualification Guidance

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

BIIAB Level 4 Diploma in Management and Leadership Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Diploma in Management and Leadership learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**
- Mandatory Group A **minimum** credit: **26**
- Optional unit group B **minimum** credit: **11**
- A **minimum of 31** credits **must** be achieved through the completion of units at **Level 4** and above
- Guided Learning hours (GLH): **126** hours
- Total Qualification Time (TQT): **370** hours

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed on the next page are the qualification units.

Qualification Guidance

Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ML70	H/506/4454	Principles of Building Respectful and Productive Working Relationships in Organisations	4	7	23	Assessment Knowledge Module (AKM)
ML71	Y/506/4452	Managing Personal and Professional Development	4	6	20	Assessment Knowledge Module (AKM)
ML72	L/506/4478	Principles of Management and Leadership in Organisations	4	6	20	Assessment Knowledge Module (AKM)
ML73	R/506/4479	Operational and Human Resource Planning and Management	4	7	23	Assessment Knowledge Module (AKM)

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ML74	M/506/4456	Business Performance Measurement and Improvement	4	6	20	Portfolio
ML75	J/506/3877	Corporate Social Responsibility and Sustainability	5	6	36	Portfolio
ML76	Y/506/3866	Budget Management	5	5	29	Portfolio
ML77	T/506/4457	Understanding Organisational Structure, Culture and Values	4	6	20	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ML78	R/506/3865	Staff Recruitment and Selection	5	5	29	Portfolio
ML79	F/506/4459	Principles of Business Strategic Planning and Development	4	5	17	Portfolio
ML80	T/506/4460	Stakeholder Engagement and Management	4	4	13	Portfolio
ML81	A/506/3682	Principles of Innovation and Change Management	5	5	32	Portfolio
BA56	D/506/1939	Understand the Legal Context of Business	3	6	44	Assessment Knowledge Module (AKM)
ML82	F/506/4185	Principles of Project Management	4	10	57	Portfolio
ML83	A/506/4167	Principles of Quality Management	4	4	37	Portfolio

Age Restriction

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+

Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence. Depending on their prior experience and qualifications, some learners, especially those that are new to working at the level, may benefit from previously having achieved the BIIAB Level 3 Diploma in Management.

Qualification Guidance

The qualification is designed to equip learners with the knowledge to work effectively within at this level. The recommended progression route is to the BIIAB Level 4 NVQ Diploma in Management. Learners who cannot obtain employment or who wish to focus on knowledge may, upon achievement wish to proceed onto the BIIAB Level 5 Diploma In Management and Leadership. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/4601/1 BIIAB Level 4 NVQ Diploma in Management
- 601/6773/7 BIIAB Level 5 Diploma in Management and Leadership

Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

Qualification Guidance

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by BIIAB Qualifications Limited. It has been designed to be fit-for-purpose for the qualification and to complement Skills CFA designed qualifications in this suite, which are qualifications from which learners may have previously undertaken or will undertake in the future. All centres and their assessment must adhere to the current assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the team building qualification.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding

Qualification Guidance

older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

Qualification Guidance

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Qualification Guidance

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and answer
- Assignments and projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

Qualification Guidance

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for each of the AKMs
- Learner Summative Reflection
- Access to the units

All of these resources are available on request.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

Qualification Guidance

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Qualification Guidance

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 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.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



Qualification Guidance

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse

Qualification Guidance

effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

Principles of building respectful and productive working relationships in organisations

Unit Reference	H/506/4454
BIIAB Reference	ML70
Level	4
Credit Value	7
Guided Learning (GL)	23
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the use of communication in creating effective working relationships.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.9) The learner can:
1. Understand the use of communication in creating effective working relationships	1.1 Explain the principles of effective communications in the workplace 1.2 Assess the impact of ineffective communications on working relationships and performance standards 1.3 Explain the importance of giving and receiving constructive feedback to colleagues in the workplace
2. Understand the practices of conflict resolution and conflict management in the workplace	2.1 Analyse the sources of conflict in the workplace 2.2 Compare the concepts of conflict resolution and conflict management 2.3 Analyse techniques that may be used to manage and resolve conflict in the workplace
3. Understand how to create a fair, supportive and rewarding working environment	3.1 Assess the impact of Equality legislation on management practices 3.2 Assess the value of diversity in the workplace

	<p>3.3 Evaluate techniques for promoting equality and diversity in the work environment</p> <p>3.4 Evaluate different methods of recognising achievement in the work environment</p> <p>3.5 Explain the importance of recognising achievement in the work environment</p> <p>3.6 Describe qualitative information and quantitative data that can be used to evaluate staff wellbeing</p> <p>3.7 Evaluate initiatives that may be implemented to improve staff wellbeing</p> <p>3.8 Evaluate different methods of developing a learning and innovation culture in an organisation</p> <p>3.9 Assess the value of a learning and innovation culture to organisational performance</p>
--	---

Managing personal and professional development

Unit Reference	Y/506/4452
BIIAB Reference	M71
Level	4
Credit Value	6
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the factors which influence the need for personal and professional development.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.3) The learner can:
1. Understand the factors which influence the need for personal and professional development	1.1 Analyse trends and developments in management that influence the need for professional development 1.2 Explain the importance of own values, career and personal goals in planning professional development 1.3 Analyse how changes in the work environment impact on the requirement for professional and personal development 1.4 Assess the benefits of planning own professional development
2. Understand how to plan for personal and professional development	2.1 Assess the value of professional networks and professional bodies in professional development 2.2 Describe how to develop an effective personal professional development plan 2.3 Explain the different learning styles and how they contribute to personal development planning

Qualification Guidance

	<p>2.4 Explain how development activities are prioritized for personal and professional development</p> <p>2.5 Assess the effectiveness of different development activities in improving personal performance</p>
3. Understand how to implement and monitor a personal professional development plan	<p>3.1 Explain how to implement a personal development plan</p> <p>3.2 Assess the value of constructive feedback in implementing and monitoring the development plan</p> <p>3.3 Explain how to monitor personal development and progression against objectives</p>

Principles of management and leadership in organisations

Unit Reference	L/506/4478
BIIAB Reference	ML72
Level	4
Credit Value	6
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the concept of leadership in organisations.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) The learner can:
1. Be able to engage and support team members	1.1 Compare the different levels of leadership in organisations 1.2 Compare the concepts of assigned leadership and emergent leadership 1.3 Distinguish between responsibility and accountability in leadership 1.4 Analyse the relationship between organisational vision, values and goals and leadership
2. Understand the development of managerial effectiveness in organisations	2.1 Describe the skills, attitudes and behaviours of effective leaders 2.2 Analyse different models and styles of leadership used in organisations 2.3 Analyse the practices of effective leaders and managers 2.4 Evaluate the role of delegation and empowerment in managerial effectiveness 2.5 Assess the impact of organisational structure, culture and climate on managerial effectiveness

Qualification Guidance

<p>3. Understand the principles and practices of managing the performance of individuals in organisations</p>	<p>3.1 Analyse the concept of performance management</p> <p>3.2 Analyse the main tools used in performance management in organisations</p> <p>3.3 Assess the value of mentoring and coaching in managing the performance of individuals in an organisation</p> <p>3.4 Evaluate the role of effective communication in managing the performance of individuals in an organisation</p>
---	--

Operational and Human Resource Planning and Management

Unit Reference	R/506/4479
BIIAB Reference	ML73
Level	4
Credit Value	7
Guided Learning (GL)	23
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the principles and practice of operational planning in organisations.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.3) The learner can:
1. Understand the principles and practice of operational planning in organisations	1.1 Assess the need for operational planning for different types of operations 1.2 Discuss the process of developing an operational plan for an organisation 1.3 Evaluate the use of different planning tools and techniques in the operational planning for an organisation 1.4 Assess the usefulness of different decision making techniques for operational planning decisions 1.5 Explain the purpose of risk analyses and risk management in operational planning 1.6 Assess how the interdependencies in work activities impact on operational planning and implementation
2. Understand the principles and practices of physical resource management and work force planning	2.1 Analyse the principles underpinning the management of physical resources 2.2 Explain methods of analysing the physical resource needs of an organisation

	<p>2.3 Analyse the potential impact of physical resource use on the environment and the actions that can be taken to minimise adverse effects</p> <p>2.4 Analyse the factors to be considered in evaluating the quality and effectiveness of physical resources</p> <p>2.5 Evaluate the use of different workforce planning models and approaches in determining the human resource requirements of an organisation</p> <p>2.6 Analyse approaches to the identification and development of talent in different organisations</p>
3. Understand health and safety requirements in managing work activities in organisations	<p>3.1 Assess the impact of health and safety legislation on carrying out work activities in an organisation</p> <p>3.2 Explain the purpose and benefits of carrying out a risk assessment when managing work activities</p> <p>3.3 Assess the need to regularly review organisational health and safety policies and procedures</p>