BIIAB

BIIAB Level 5 Diploma in Management and Leadership (NVQ)

Level 5 Diploma NVQ - 601/4602/3

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.

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Version	Date	Details of Change
2.0	February 2017	RoC and Structure - Correction to minimum credits at Level 5 RoC and Structure - Addition of unit BA65
3.0	January 2018	Updated throughout to remove reference to 2QCF2 RoC updated with TQT figures
3.1	December 2023	Reformatted Qualification Guide into new branding
3.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.

Contents

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 Guidance

Qualification Summary

BIIAB Level 5 Diploma in Management and Leadership - 601/4602/3 (England)						
Qualification Purpose	To confirm occupational competence					
Age Range	**Pre 16**		**16-18**		**18+** ✓	**19+** ✓
Regulation	The above qualification is regulated by Ofqual					
Assessment	• Portfolio of Evidence					
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	01/11/2014					
Review Date	31/09/2027					
Operational End Date						
Certification End Date						
Guided Learning (GL)	237 hours					
Total Qualification Time (TQT)	530 hours					
Credit Value	53					
BIIAB Qualifications Limited Sector	Business Support					
Ofqual SSA Sector	15.3 Business Management					
Support from Trade Associations						
Administering Office	See BIIAB Qualifications Limited website					

About the BIIAB Level 5 Diploma in Management and Leadership (NVQ)

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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 5 Diploma in Management and Leadership (NVQ)	601/4602/3

Objective and Purpose of this Qualification

This qualification has been developed by Skills CFA in conjunction with employers.

This qualification has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work in a Management role. It is also a key component part of the Skills CFA Higher Level Apprenticeship Framework in Management.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 5 Diploma in Management and Leadership, the qualification is designed to make up the component parts of the Higher Apprenticeship in Management in England and Wales.

The primary purpose of the qualification is to confirm occupational competence.

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 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:

- 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 5 Diploma in Management and Leadership (NVQ) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 5 Diploma in Management and Leadership (NVQ) learners **must** gain a **total of 53** credits. This **must** consist of:

- **Minimum total** credit: **53**
- Mandatory Group A **minimum** credit: **22**
- Optional unit Groups B and C **minimum** credit**: 31.** This **must** consist of:
    - Optional unit Group B **minimum** credit**: 23**
    - Optional Group C a **maximum** credit of: **8**
- A **minimum of 30** credits **must** be achieved through the completion of units at **Level 5** and above.
- Guided Learning hours (GLH): **237** hours
- Total Qualification Time (TQT): **530** 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
ML45	A/506/2046	Contribute to the development of a strategic plan	5	5	31	Portfolio
ML49	D/506/2055	Design business processes	5	5	23	Portfolio
ML50	H/506/2056	Manage strategic change	5	7	25	Portfolio
ML26	L/506/1953	Provide leadership and management	4	5	28	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ML46	J/506/2048	Establish business risk management processes	5	5	29	
ML47	R/506/2053	Promote equality of opportunity, diversity and inclusion	5	5	26	
ML51	T/506/2059	Develop and manage collaborative relationships with other organisations	5	5	28	Portfolio
ML52	F/506/2064	Optimise the use of technology	5	6	29	Portfolio
ML53	Y/506/2068	Manage product and/or service development	5	5	23	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ML54	L/506/2293	Manage strategic marketing activities	5	7	28	Portfolio
ML25	J/506/1949	Develop and maintain professional networks	4	3	15	Portfolio
ML27	Y/506/1955	Develop and implement an operational plan	4	5	24	Portfolio
ML28	M/506/1962	Encourage learning and development	4	3	16	Portfolio
ML31	A/506/1981	Discipline and grievance management	4	3	26	Portfolio
ML32	F/506/1982	Develop working relationships with stakeholders	4	4	20	Portfolio
ML33	L/506/1984	Manage a tendering process	4	4	21	Portfolio
ML34	K/506/2907	Manage physical resources	4	4	26	Portfolio
ML35	J/506/2907	Manage the impact of work activities on the environment	4	4	30	Portfolio
ML36	K/506/1992	Prepare for and support quality audits	4	3	17	Portfolio
ML37	T/506/1994	Conduct quality audits	4	3	21	Portfolio
ML38	A/506/1995	Manage a budget	4	4	26	Portfolio
ML40	R/506/1999	Manage a project	4	7	38	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ML41	L/506/2004	Manage business risk	4	6	27	Portfolio
ML42	A/506/2032	Manage knowledge in an organisation	4	5	34	Portfolio
ML43	R/506/2909	Recruitment, selection and induction practice	4	6	33	Portfolio
ML44	M/506/2044	Manage redundancy and redeployment	4	6	39	Portfolio
ML64	D/506/2959	Lead the development of a knowledge management strategy	7	7	33	Portfolio
ML65	J/506/2959	Lead the development of a quality strategy	7	4	20	Portfolio
ML66	F/506/2114	Lead the development of a continuous improvement strategy	7	5	28	Portfolio

Optional Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ90	D/504/4056	Manage health and safety in own area of responsibility	4	5	15	Portfolio
BA64	A/506/1950	Contribute to the design and development of an information system	4	5	23	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BA65	F/506/1951	Manage information systems	4	6	30	Portfolio
BA69	M/506/1959	Mange events	4	6	49	Portfolio
CS34	M/506/2898	Manage customer service operations	4	7	23	Portfolio
CS36	F/506/2176	Review the quality of customer service	4	4	20	Portfolio
CFAQ92	A/502/8656	Developing sales proposals	4	5	30	Portfolio
CFAQ93	D/502/8651	Prioritising information for sales planning	4	3	20	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.

The qualification is designed to equip learners with the knowledge and skills to work effectively in Management. Learners may choose to take qualifications for specific areas of skills or knowledge that they need, at any level of the qualifications framework.

Achievement of the qualification offers opportunities for career progression.

Assessment

Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

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.
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 certificating the team building qualification.

Skills CFA assessment strategy

Requirements of assessors, external and internal verifiers

Learners 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 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.

- 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.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

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.

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:

- Evidence matrices for the competence /NVQ units
- A 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).

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.

Qualification Guidance

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.

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.

Qualification Guidance

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.

Initial Registration

Registration and Certification

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

Qualification Guidance

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 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.

Contribute to the development of a strategic plan

Unit Reference	A/506/2046
BIIAB Reference	ML45
Level	5
Credit Value	5
Guided Learning (GL)	31
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the principles of strategic planning in order to be able to develop and contribute to a strategic plan.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.3)** The learner can:
1. Understand the principles of strategic planning	1.1 Evaluate a range of strategic planning models 1.2 Evaluate the advantages and limitations of a range of analytical techniques 1.3 Analyse a range of perspectives of and approaches to business strategy
2. Be able to analyse the factors affecting the development of strategic plans	2.1 Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans 2.2 Evaluate the market factors that may influence strategic planning decisions 2.3 Evaluate the application of scanning tools to strategy development
3. Be able to make a contribution to a strategic plan	3.1 Analyse the relationship between strategic intentions, strategic choice and strategy formulation 3.2 Make viable contributions that are consistent with strategic objectives and resource constraints

	3.3 Evaluate the impact of a proposed strategy on a business

Design business processes

Unit Reference	D/506/2055
BIIAB Reference	ML49
Level	5
Credit Value	5
Guided Learning (GL)	23
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the tools and techniques used to support the design of business processes to enable the learner to develop and evaluate business processes.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.3)** The learner can:
1. Understand techniques and tools that support the design of business processes	1.1 Analyse the principles of business change and business process re-engineering 1.2 Evaluate the concept and application of workflow patterns and usability testing 1.3 Evaluate a range of modelling tools 1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2. Be able to develop business processes	2.1 Evaluate the scope for business process improvement and constraints 2.2 Generate ideas that meet defined business needs 2.3 Test a proposed process through a modelling exercise 2.4 Evaluate the feasibility and viability of a proposed process against agreed criteria

	2.5 Establish the degree of overlap between a proposed process and existing processes and systems
	2.6 Resolve tensions between existing and proposed systems and processes
	2.7 Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes
3. Be able to evaluate the effectiveness of business processes	3.1 Analyse valid information using techniques that are appropriate to the process being evaluated
	3.2 Assess the cost and benefit of a business process to the organisation
	3.3 Justify recommendations for the rejection, adoption or enhancements to processes with evidence

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Qualification Guidance

Manage strategic change

Unit Reference	H/506/2056
BIIAB Reference	ML50
Level	5
Credit Value	7
Guided Learning (GL)	25
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to plan, manage and evaluate strategic change.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.5) The learner can:
1. Understand the management and evaluation of change	1.1 Evaluate the characteristics and application of a range of change management models for different organisational structures 1.2 Analyse stakeholder mapping techniques used for managing and evaluating change 1.3 Analyse techniques to evaluate change 1.4 Evaluate the relationship between change management, business continuity and crisis management
2. Be able to plan for strategic change	2.1 Assess the reasons for, scope and inherent risks of a required change 2.2 Evaluate the influences of the internal and external environment on a change 2.3 Analyse the ethical dimensions of a change 2.4 Identify viable alternative strategies for achieving a desired change 2.5 Justify with evidence the selected strategy to be taken to manage a change

	2.6 Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
	2.7 Develop a stakeholder engagement plan that addresses their needs and concerns
	2.8 Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives
3. Be able to manage strategic change	3.1 Allocate resources and responsibilities in accordance with the plan
	3.2 Take action to ensure the change plan is implemented in accordance with organisational values and procedures
	3.3 Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy
	3.4 Take into account the on-going commitment of stakeholders to a change and its implications
	3.5 Manage friction between stakeholders' needs and interdependencies in accordance with the change plan
4. Be able to evaluate strategic change	4.1 Establish valid evaluation criteria that are capable of measuring the effects of change
	4.2 Select and use evaluation tools and techniques that are appropriate to the nature of change
	4.3 Evaluate aspects of change that were successful and ascertain why other aspects were not successful

	4.4 Justify recommendations made with valid evidence 4.5 Identify the implications for knowledge management systems and processes

![BIIAB logo](orange hexagon with wheat symbol) **BIIAB**

Provide leadership and management

Unit Reference	L/506/1953
BIIAB Reference	ML26
Level	4
Credit Value	5
Guided Learning (GL)	28
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the principles supporting leadership and management to help engage and inspire stakeholders and colleagues and deliver results.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.4)** The learner can:
1. Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied 1.2 Assess the influence of an organisation's culture on its leadership styles and management practices 1.3 Assess the influence of an organisation's structure on its leadership styles and management practices 1.4 Analyse how theories of motivation may be applied in the practice of leadership 1.5 Evaluate the role of stakeholder engagement in leadership and management 1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation
2. Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals

	2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
	2.3 Identify who stakeholders are and the nature of their interest
	2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
	2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
	2.6 Take action to maintain morale through difficult times
	2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders
3. Be able to deliver results	3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	3.2 Use delegation techniques whilst delivering targets
	3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities