



Qualification Guidance Document

BIIAB Level 4 Diploma in Management and Leadership

England – 601/6776/2
Wales – C00/0743/0

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is D5079-04.

Issue	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.
2.3	March 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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) and 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(s) is/are regulated by: <ul style="list-style-type: none"> > Ofqual > Qualifications Wales > CCEA Regulation
Assessment	<ul style="list-style-type: none"> > Portfolio of Evidence > Practical Demonstration/Assignment
Type of Funding Available	See FaLA (Find a Learning Aim)
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
Regulator Sector	15.3 Business Management

Support from Trade Associations

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland. 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)

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 4 Diploma in Management and Leadership

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

- > Mandatory Group A **minimum** credit: **26**
- > Optional unit Group B **minimum** credit: **11**

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 below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 26				
Principles of Building Respectful and Productive Working Relationships in Organisations	H/506/4454 ML70	4	7	23
Managing Personal and Professional Development	Y/506/4452 ML71	4	6	20
Principles of Management and Leadership in Organisations	L/506/4478 ML72	4	6	20
Operational and Human Resource Planning and Management	R/506/4479 ML73	4	7	23

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 11				
Business Performance Measurement and Improvement	M/506/4456 ML74	4	6	20
Corporate Social Responsibility and Sustainability	J/506/3877 ML75	5	6	36
Budget Management	Y/506/3866 ML76	5	5	29
Understanding Organisational Structure, Culture and Values	T/506/4457 ML77	4	6	20
Staff Recruitment and Selection	R/506/3865 ML78	5	5	29
Principles of Business Strategic Planning and Development	F/506/4459 ML79	4	5	17
Stakeholder Engagement and Management	T/506/4460 ML80	4	4	13

Principles of Innovation and Change Management	A/506/3682 ML81	5	5	32
Understand the Legal Context of Business	D/506/1939 BA56	3	6	44
Principles of Project Management	F/506/4185 ML82	4	10	57
Principles of Quality Management	A/506/4167 ML83	4	4	37

Aim

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 and 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 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.

Target Group

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

- > 18+
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the Instructions for the Conduct of Examinations and Other External Assessment for further information.

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 workplace 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 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 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.

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.

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.

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
- > Purpose Statement
- > Learner Unit Achievement Checklist

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The qualification is designed to equip learners with the knowledge to work effectively 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

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Principles of building respectful and productive working relationships in organisations	
Unit Reference	H/506/4454
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)	Assessment Criteria (1.1 to 3.9)
The learner will	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	3.1 Assess the impact of Equality legislation on management practices

rewarding working environment	3.2	Assess the value of diversity in the workplace
	3.3	Evaluate techniques for promoting equality and diversity in the work environment
	3.4	Evaluate different methods of recognising achievement in the work environment
	3.5	Explain the importance of recognising achievement in the work environment
	3.6	Describe qualitative information and quantitative data that can be used to evaluate staff wellbeing
	3.7	Evaluate initiatives that may be implemented to improve staff wellbeing
	3.8	Evaluate different methods of developing a learning and innovation culture in an organisation
	3.9	Assess the value of a learning and innovation culture to organisational performance

Managing personal and professional development	
Unit Reference	Y/506/4452
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)	Assessment Criteria (1.1 to 3.3)
The learner will	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

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

Principles of management and leadership in organisations

Unit Reference	L/506/4478	
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)	Assessment Criteria (1.1 to 3.4)	
The learner will	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

<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>
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Operational and Human Resource Planning and Management

Unit Reference	R/506/4479	
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)	Assessment Criteria (1.1 to 3.3)	
The learner will	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

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

Optional Group B Unit Details

Business Performance Measurement and Improvement	
Unit Reference	M/506/4456
Level	4
Credit Value	6
Guided Learning (GL)	20
Unit Summary	This unit provides learners with a comprehensive understanding of how business performance is measured, monitored, and improved within organisations. It explores the purpose and importance of performance measurement, highlighting how effective measurement supports decision-making, strategic planning, and organisational success.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
The learner will	The learner can
1. Understand the nature and value of business performance measurement	1.1 Analyse the benefits of modern business performance measurement to an organisation 1.2 Analyse the features of an effective performance measurement system 1.3 Assess the relationship between corporate strategy and performance measurement systems
2. Understand the measures used in performance measurement systems in business organisations	2.1 Differentiate between financial and non-financial performance measures 2.2 Examine different non-financial and financial performance measures used in performance measurement systems 2.3 Compare the use of 'leading' and 'lagging' performance measures in performance management systems

	2.4	Differentiate between Key Performance Indicators (KPIs) and performance measures
	2.5	Evaluate the role of Key Performance Indicators in measuring the performance of an organisation
3. Understand the frameworks used in performance measurement systems in business organisations	3.1	Analyse the use of the Balance Scorecard Framework in measuring business performance
	3.2	Examine the benefits and limitations of Total Quality Management in measuring business performance
	3.3	Compare different measurement frameworks in business performance measurement
4. Understand the role of management information in improving business performance	4.1	Explain the functions of a management information system (MIS)
	4.2	Assess how management information can be used to improve the performance of an organisation

Corporate Social Responsibility and Sustainability

Unit Reference	J/506/3877	
Level	5	
Credit Value	6	
Guided Learning (GL)	36	
Unit Summary	This unit introduces learners to the principles and practices of corporate social responsibility (CSR) and sustainability, and their growing importance within modern business environments. It explores the key characteristics of responsible and sustainable organisations, including their commitments to environmental stewardship, social impact, and ethical governance.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the characteristics of corporate social responsibility and sustainability	1.1	Discuss types of corporate social responsibility and sustainability activity
	1.2	Analyse the range of stakeholders who have an interest in corporate responsibility and sustainability
	1.3	Evaluate the impact of legal and regulatory requirements on a business, in respect of corporate social responsibility and sustainability
	1.4	Examine ways in which corporate social responsibility and sustainability is managed
2. Understand the impact of corporate social responsibility and sustainability strategy on business performance	2.1	Evaluate the impact of stakeholders' interests on corporate social responsibility and sustainability
	2.2	Evaluate ways in which corporate social responsibility and sustainability

	2.3	<p>requirements can be incorporated into the development of new products and services</p> <p>Discuss how corporate social responsibility and sustainability requirements can affect business performance</p>
3. Understand the strategic requirement for corporate social responsibility and sustainability	3.1 3.2 3.3	<p>Explore the need for businesses to develop a corporate social responsibility and sustainability strategy</p> <p>Evaluate the social impacts business activities have on society</p> <p>Evaluate the environmental impacts business activities have on society</p>
4. Understand ethical approaches to leadership and management	4.1 4.2 4.3	<p>Analyse the approaches businesses adopt at a strategic level when managing ethical issues</p> <p>Evaluate the impact of an ethical approach to leadership and management on a business</p> <p>Evaluate the impact of corporate social responsibility and sustainability on leadership and management</p>

Budget Management	
Unit Reference	Y/506/3866
Level	5
Credit Value	5
Guided Learning (GL)	29
Unit Summary	This unit provides learners with an understanding of the principles and practices of budgeting within a business context. It explores the range of internal and external factors that influence budgetary planning, including organisational objectives, resource availability, market conditions, and economic influences.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand the impact of internal and external factors on budgetary planning in a business	1.1 Assess the need for long and short term budgetary plans in a business 1.2 Discuss the relationship between functional departments and responsibility centres 1.3 Evaluate internal and external sources of information used to determine cost, price and demand
2. Understand how to manage a budget	2.1 Evaluate strategies used to manage budget variance 2.2 Assess how budgetary management controls are used to optimise business performance
3. Understand how to analyse cost information in business	3.1 Distinguish between the different types of cost incurred by businesses 3.2 Discuss the uses of cost data for business planning and control purposes

	3.3	Evaluate methods and techniques used to calculate business costs
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Understanding Organisational Structure, Culture, and Values

Unit Reference	T/506/4457	
Level	4	
Credit Value	6	
Guided Learning (GL)	20	
Unit Summary	This unit provides learners with an understanding of how organisational structures and culture contribute to overall organisational effectiveness. It explores the development and purpose of different organisational structures, examining how they support communication, decision-making, and the efficient achievement of business objectives.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Understand the development and role of organisational structures in organisational effectiveness	1.1	Compare the use of different types of formal organisational structures
	1.2	Analyse the factors affecting the development of a formal organisational structure
	1.3	Assess the extent to which informal organisational structures contribute to achieving organisational effectiveness
2. Understand how organisational culture is developed and the value of a high-performance culture	2.1	Examine the factors influencing the development of organisational culture
	2.2	Evaluate the influence of different groups of stakeholders on organisational culture
	2.3	Analyse the different types of organisational cultures
	2.4	Analyse the features of a high-performance organisational culture

	2.5	Explain how organisational cultural analysis can be used to align organisational culture to strategy
3. Understand the relationship between organisational values and organisational culture and behaviour	3.1	Explain the concept of organisational values
	3.2	Analyse the benefits to an organisation of having a set of shared values
	3.3	Examine the relationship between organisational values and organisational culture
	3.4	Analyse different models of organisational behaviour
	3.5	Assess the impact of organisational culture and values on team and individual behaviour in an organisation

Staff Recruitment and Selection	
Unit Reference	R/506/3865
Level	5
Credit Value	5
Guided Learning (GL)	29
Unit Summary	This unit provides learners with an understanding of the recruitment and selection process within a business environment, and the factors that influence effective hiring decisions. It begins by exploring the impact of relevant legislation on recruitment and selection, highlighting the importance of fairness, equality, and compliance in all stages of the process.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
The learner will	The learner can
1. Understand the impact of legislation on the recruitment and selection process	1.1 Examine how current employment legislation impacts upon staff recruitment and selection 1.2 Assess how current employment legislation can be incorporated into organisational policies for staff recruitment and selection
2. Understand how to recruit personnel to meet an identified gap in staff resources	2.1 Analyse staffing resources to meet business needs 2.2 Evaluate the components of a business case for additional staffing resources 2.3 Evaluate the components of a job description and person specification
3. Understand how to conduct a selection process	3.1 Evaluate the effectiveness of the stages for a selection process 3.2 Evaluate methods implemented to support a selection decision

Principles of Business Strategic Planning and Development

Unit Reference	F/506/4459	
Level	4	
Credit Value	5	
Guided Learning (GL)	17	
Unit Summary	This unit provides learners with a comprehensive understanding of strategic planning and its role in guiding organisational success. It explores the benefits of strategic planning, including improved decision-making, alignment of resources with objectives, and the ability to respond proactively to changes in the internal and external environment. Learners will gain insight into the steps involved in developing and implementing a strategic plan effectively.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the benefits and process of strategic planning	1.1	Analyse the relationship between 'strategy' and 'tactics'
	1.2	Analyse the benefits of strategic planning to an organisation
	1.3	Discuss strategic planning as a tool for formulating and implementing business strategy
	1.4	Evaluate the role of stakeholders in developing organisational strategy
2. Understand the different frameworks and models used in a strategy audit	2.1	Analyse the different techniques used to conduct a strategic analysis of the business environment
	2.2	Explain how a SWOT analysis is generated from a strategy audit

	2.3	Interpret SWOT and PEST analyses in particular contexts
	2.4	Evaluate the use of Porter's Five Forces Analysis in strategic analysis
3. Understand the use of different models in strategy formulation	3.1	Assess how product portfolio analysis supports the formulation of a product strategy
	3.2	Analyse different growth strategies in strategy formulation
	3.3	Apply strategies for the growth of an organisation in differing contexts

Stakeholder Engagement and Management	
Unit Reference	T/506/4460
Level	4
Credit Value	4
Guided Learning (GL)	13
Unit Summary	This unit provides learners with an understanding of stakeholder management and its critical role in organisational success. It begins by exploring the expectations of different stakeholder groups, including internal stakeholders such as employees and managers, and external stakeholders such as customers, suppliers, investors, and the wider community. Learners will gain insight into how these expectations influence organisational decisions and performance.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand the expectations of organisational stakeholder groups	1.1 Differentiate between primary and secondary stakeholder groups 1.2 Analyse the expectations of different stakeholder groups and the potential conflict of interest between groups
2. Understand process of stakeholder engagement and its value to an organisation	2.1 Assess the value of stakeholder engagement to an organisation 2.2 Discuss the main stages in the stakeholder engagement process 2.3 Analyse techniques used to identify the relevant stakeholders with whom to engage 2.4 Evaluate the suitability of different methods of engaging with stakeholders in

	2.5	relation to stakeholder level of participation and engagement goals Analyse strategies for managing risks associated with stakeholder engagement
3. Understand how to develop and improve stakeholder relationship management	3.1	Analyse strategies that may be used to meet the competing needs and interests of different stakeholder groups
	3.2	Assess the suitability of methods of developing and maintaining collaborative relationships with different stakeholders
	3.3	Assess the importance of monitoring the effectiveness of stakeholder relationships

Principles of Innovation and Change Management

Unit Reference	A/506/3682	
Level	5	
Credit Value	5	
Guided Learning (GL)	32	
Unit Summary	This unit provides learners with an understanding of innovation and change within organisational contexts and their importance for maintaining competitiveness and growth. It explores the need for organisations to adapt and innovate in response to evolving markets, technology, and stakeholder expectations.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the need for innovation and change in organisations	1.1	Analyse the relationship between innovation and competitive advantage in an organisation
	1.2	Discuss the contribution of internal and external factors to organisational change
2. Understand how organisational culture can promote innovation	2.1	Evaluate the management styles needed to promote an innovative culture in an organisation
	2.2	Analyse the features of a culture that supports innovation in an organisation
	2.3	Assess sources of innovation in an organisation
	2.4	Examine ways in which innovation is encouraged in an organisation
3. Understand key principles, theories and models relating to change in organisations	3.1	Discuss organisational factors that might enable change and those which might hinder change processes in an organisation

	3.2	Evaluate current theories and models relating to change and how they might support effective change management in an organisation
4. Understand the role of communication and relationship management within change processes	4.1	Evaluate ways in which positive work relationships can support change processes
	4.2	Discuss the different communication needs and types of support that might be required by different stakeholder groups

Understand the Legal Context of Business

Unit Reference	D/506/1939	
Level	3	
Credit Value	6	
Guided Learning (GL)	44	
Unit Summary	This unit provides learners with a comprehensive understanding of the legal and governance frameworks that underpin business operations. It explores the legal environment in which businesses operate, highlighting how compliance with relevant legislation supports organisational integrity, risk management, and sustainable performance.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.8)	
The learner will	The learner can	
1. Understand the legal framework within which businesses operate	1.1	Explain the legal requirements of different types of business
	1.2	Describe the roles and powers of government departments and agencies in regulating business
	1.3	Explain the legal provisions relating to intellectual property
2. Understand the principles of business governance	2.1	Explain the corporate governance statutory framework of a business
	2.2	Explain the roles and responsibilities of an organisation's governing body
	2.3	Explain the financial reporting requirements of an organisation
3. Understand how contract law affects a business	3.1	Explain the elements of a valid business contract
	3.2	Analyse different types of contracts

	3.3	Explain the difference between negligence and liability
	3.4	Explain the liabilities and entitlements of sellers and purchasers of goods and services
4. Understand the requirements of employment law	4.1	Describe the sources, institutions and enforcement systems for individual employment rights
	4.2	Explain the features of types of worker and employment contracts for service
	4.3	Explain the implications of contracts of service and contracts for service
	4.4	Explain the implications of different types of employment status
	4.5	Explain the requirements for an organisation for health and safety
	4.6	Explain the requirements for an organisation for equality and diversity
	4.7	Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy
	4.8	Describe the impact of human rights legislation on the employment relationship

Principles of Project Management	
Unit Reference	F/506/4185
Level	4
Credit Value	10
Guided Learning (GL)	57
Unit Summary	This unit provides learners with an understanding of the full project lifecycle and the key factors that contribute to successful project management. It begins by exploring the initiation phase, highlighting its importance in defining project objectives, scope, resources, and risks, and setting a clear foundation for effective planning and execution.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand the importance of the initiation phase of a project	1.1 Define the aim, scope and objectives of a project 1.2 Evaluate the importance of identifying the tasks, deliverables and schedule of a project 1.3 Assess the importance of identifying the impact of a project on the business 1.4 Identify the components of a business case that supports a project
2. Understand how to execute a project	2.1 Evaluate the role of the project manager in a project 2.2 Explain the role of the project sponsor in a project 2.3 Assess the importance of selecting a project lifecycle plan to achieve the project objectives

	2.4	Assess the importance of analysing sources of data and information to support a project
	2.5	Explain the importance of defining project stakeholders and their management throughout a project lifecycle
	2.6	Explain project resourcing, monitoring and controls
	2.7	Assess the importance of identifying the critical success factors in the realisation of a project
	2.8	Assess the importance of specifying performance measures to monitor project outcomes
	2.9	Evaluate ways to monitor the progress of a project through its lifecycle
3. Understand how to evaluate and present project outcomes	3.1	Explain how to assess the achievement of project outcomes against project scope objectives
	3.2	Assess the importance of evaluating the outcomes of a project against the original business case
	3.3	Explain how to present the outcomes of a project

Principles of Quality Management	
Unit Reference	A/506/4167
Level	4
Credit Value	4
Guided Learning (GL)	37
Unit Summary	This unit provides learners with an understanding of quality management and its role in supporting organisational efficiency and customer satisfaction. It explores different approaches to quality management, including principles, standards, and methodologies that help organisations maintain consistent performance and meet stakeholder expectations.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand approaches to quality management	1.1 Evaluate the concept, purpose and scope of quality management 1.2 Distinguish between quality management, quality control and quality assurance 1.3 Analyse the features of different approaches to quality management 1.4 Explain the benefits of adopting a holistic approach to quality management 1.5 Analyse the role of administrative systems in the effective management of quality
2. Understand the benefits of quality management	2.1 Analyse the potential benefits to an organisation of effective quality management 2.2 Explain the relationship between quality management and customer satisfaction

	2.3	Evaluate the impact of quality management on continuous improvement
3. Understand the use of quality controls	3.1	Explain the purpose of user and non-user surveys
	3.2	Analyse the relationship between quality controls and customer complaints
	3.3	Evaluate the risks attached to the self-assessment on the quality of business performance
	3.4	Evaluate the benefits of involving others in the management of quality

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from bijab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.