



**Qualification Guidance Document**

# **BIIAB Level 5 Diploma in Management and Leadership**

**England – 601/6773/7**  
**Wales – C00/0743/1**

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

## Specification Code

The specification code is D5081-05.

Issue	Date	Details of change
2.1	December 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	Review Date for Wales extended to 30/09/2028
2.4	April 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.

## Contents

About Us .....	1
Sources of Additional Information .....	1
Copyright .....	1
Specification Code.....	1
Qualification Summary.....	5
Introduction.....	6
Pre-requisites.....	6
Qualification Structure and Rules of Combination .....	6
Aim .....	9
Target Group.....	9
Assessment .....	9
Overview of assessment strategy.....	10
Assessment Process.....	10
Assessment Strategy .....	11
Requirements of assessors, external and internal verifiers .....	11
Assessment of the Knowledge Units .....	13
Appeals .....	14
Resources.....	15
Access to the Units.....	<b>Error! Bookmark not defined.</b>
Learner Summative Reflection .....	<b>Error! Bookmark not defined.</b>
Practice Assessment Material .....	15
Teaching Strategies and Learning Activities .....	15
Progression Opportunities .....	15
Tutor / Assessor Requirements .....	16
Language .....	16
Mandatory Unit Details .....	17
Principles of management and leadership.....	17
Strategic Business Management and Planning .....	19
Strategic Decision-making .....	21
Optional Group B Unit Details .....	23
Principles of business finance .....	23
Product and/or Service Portfolio Management .....	25
Quality Management in an Organisation .....	26

Principles of Innovation and Change Management .....	28
Customer Relationship Management.....	30
Business Risk Management.....	32
Staff Recruitment and Selection.....	34
Business Process Management .....	35
Corporate Social Responsibility and Sustainability.....	37
Marketing Management .....	39
Corporate Communications.....	41
Strategic Project Management.....	43
Budget Management.....	45
Optional Group C Unit Details .....	46
Successful Business Team Development .....	46
Business Administration Systems.....	47
Principles of Customer Service Management .....	49
Principles of Operational Planning .....	51
Managing Information and Knowledge .....	53
Human Resource Management .....	55
Principles of Business Skills Needed for Proposals and Pitches .....	57
Managing personal and professional development.....	59
Understanding organisational structure, culture, and values .....	61
Stakeholder engagement and management.....	63
Understand How to Manage Work Activities to Improve Business Performance .....	65
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies .....	67
Certification .....	68
Exemptions.....	68
Glossary of Terms .....	69

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

<b>BIIAB Level 5 Diploma in Management and Leadership – 601/6773/7 (England) and C00/0743/1 (Wales)</b>	
<b>Qualification Purpose</b>	Prepare for further learning or training by developing knowledge and/or skills in a subject area.
<b>Age Range</b>	Pre 16   16-18   18+   ✓   19+   ✓
<b>Regulation</b>	The above qualification(s) is/are regulated by: <ul style="list-style-type: none"> <li>&gt; Ofqual</li> <li>&gt; Qualifications Wales</li> <li>&gt; CCEA</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>&gt; Portfolio of Evidence</li> <li>&gt; Practical Demonstration/Assignment</li> </ul>
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/09/2015
<b>Review Date</b>	30/09/2027 – England 30/09/2028 – Wales
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	194 hours
<b>Total Qualification Time (TQT)</b>	390 hours
<b>Credit Value</b>	39
<b>BIIAB Qualifications Limited Sector</b>	Business Support
<b>Regulator Sector</b>	15.3 Business Management
<b>Support from Trade Associations</b>	

## Introduction

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	601/6773/7 (England) C00/0743/1 (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 4 Diploma in Management and Leadership and / or BIIAB Level 4 NVQ 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 5 Diploma in Management and Leadership

To achieve the BIIAB Level 5 Diploma in Management and Leadership learners **must** gain a total of **39** credits. This **must** consist of:

- > Mandatory Group A **minimum** credit: **20**
- > Optional unit Groups B and C **minimum** credit: **19**. This **must** consist of:
  - > Optional unit Group B **minimum** credit: **10**
  - > A **minimum** of **9** additional credits **must** come from Optional unit Group B and/or Optional Group C

- > A **minimum of 30** credits **must** be achieved through the completion of units at **Level 5**

This 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
<b>Mandatory Group A Minimum Credit Target – 20</b>				
Principles of Management and Leadership	R/506/2070 ML84	5	7	24
Strategic Business Management and Planning	K/506/3659 ML85	5	7	40
Strategic Decision-Making	K/506/3662 ML86	5	6	32

Unit Title	Unit Number	Level	Credit Value	GL
<b>Optional Group B Minimum Credit Target – 10</b>				
Principles of Business Finance	Y/506/2054 ML87	5	5	33
Product and/or Service Portfolio Management	J/506/3880 ML88	5	4	26
Quality Management in an Organisation	Y/602/1479 ML89	6	5	30
Principles of Innovation and Change Management	A/506/3682 ML81	5	5	32
Customer Relationship Management	R/506/3686 ML90	5	4	24
Business Risk Management	A/506/3682 ML91	5	5	30
Staff Recruitment and selection	R/506/3865 ML78	5	5	29
Business Process Management	L/506/3878 ML92	5	6	35
Corporate Social Responsibility and Sustainability	J/506/3877 ML75	5	6	36

Marketing Management	F/506/3876 ML93	5	6	35
Corporate Communications	A/506/3875 ML94	5	4	26
Strategic Project Management	K/506/3869 ML95	5	6	32
Budget Management	Y/506/3866 ML76	5	5	29

Unit Title	Unit Number	Level	Credit Value	GL
<b>Optional Group C Minimum Credit Target – 9</b>				
Successful Business Team Development	F/506/3926 ML96	4	3	22
Business Administration Systems	F/506/4140 BA89	4	6	31
Principles of Customer Service Management	A/506/4217 CS50	4	8	80
Principles of Operational Planning	M/506/4182 ML97	4	15	67
Managing Information and Knowledge	F/506/4218 ML98	4	15	72
Human Resource Management	L/506/4206 ML99	4	5	38
Principles of Business Skills Needed for Proposals and Pitches	F/506/4221 ML100	4	12	68
Managing Personal and Professional Development	Y/506/4452 ML71	4	6	20
Understanding Organisational Structure, Culture and Values	T/506/4457 ML77	4	6	20
Stakeholder Engagement and Management	T/506/4460 ML80	4	4	13
Understand How to Manage Work Activities to Improve Business Performance	A/506/4220 BA86	4	11	43

## 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 5.

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

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

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

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

## 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 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.

## 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/>

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.

## Resources

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

- > Assessment Knowledge Modules (AKMs) for assessing specific units
- > Assessor Guidance for assessing specific units
- > 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 within this level. The recommended progression route is to the BIIAB Level 5 NVQ 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:

- > BIIAB Level 5 NVQ 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

<b>Principles of management and leadership</b>	
<b>Unit Reference</b>	R/506/2070
<b>Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning (GL)</b>	24
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to understand leadership and management theories and principles and leadership styles. The learner will also understand the management of performance.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.4)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand leadership and management theories and principles	1.1 Characterise the concepts and nature of management and the function of leadership  1.2 Evaluate concepts and definitions of leadership and their influence on management  1.3 Evaluate the influence of effective and ineffective leadership and management on team behaviour and business performance
2. Understand leadership styles	2.1 Analyse the characteristics of different leadership styles  2.2 Evaluate the suitability of different leadership styles for different purposes and situations  2.3 Evaluate the factors that affect the suitability of different management styles  2.4 Evaluate the ethical dimensions of leadership styles

3. Understand motivation and empowerment	<p>3.1 Analyse the relationship between job satisfaction, commitment, motivation, empowerment and business performance</p> <p>3.2 Evaluate the implications of motivation and empowerment for an organisation's structure and culture</p> <p>3.3 Analyse the implications for employee relations policy of a strategy that empowers a workforce</p> <p>3.4 Analyse the principles underpinning a reward strategy</p>
4. Understand the management of performance	<p>4.1 Assess approaches to performance management and appraisal</p> <p>4.2 Assess the factors involved in managing a work-life balance and their implications for individuals</p> <p>4.3 Evaluate the use of tools and techniques to measure human resource interventions</p> <p>4.4 Identify areas for improvement through reflection on their own practice</p>

## Strategic Business Management and Planning

<b>Unit Reference</b>	K/506/3659	
<b>Level</b>	5	
<b>Credit Value</b>	7	
<b>Guided Learning (GL)</b>	40	
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to engage and inspire stakeholders and colleagues and to deliver results.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the role of strategic planning in organisations	1.1	Evaluate processes by which organisations identify their goals and values
	1.2	Discuss the purpose and role of strategic business management and planning in an organisation
	1.3	Evaluate the classic and contemporary models used in developing business strategies and plans
2. Understand the impact of internal and external factors on organisations	2.1	Analyse ways in which the internal and external environment can influence organisational management and planning strategies
	2.2	Discuss the influence of organisational governance requirements on management and planning strategies
	2.3	Explore the impact of internal and external risk factors on strategic business management activities
3. Understand the strategies that organisations use to	3.1	Analyse ways in which an organisation positions itself to outperform its competitors

achieve competitive advantage	3.2	Evaluate appropriate competitor advantage strategies for emerging, maturing and declining positions
4. Understand the environmental factors that affect strategic business management and planning	4.1 4.2 4.3	<p>4.1 Discuss how emerging global issues can impact upon on the strategic management and planning activities in an organisation</p> <p>4.2 Evaluate the impact of stakeholder interests in shaping strategic management and planning activities in an organisation</p> <p>4.3 Analyse ways in which organisations respond to environmental factors when making strategic plans</p>

<b>Strategic Decision-making</b>	
<b>Unit Reference</b>	K/506/3662
<b>Level</b>	5
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of understanding the role of information in strategic decision-making and how information systems support business activity.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the role of information in strategic decision-making	1.1 Discuss the link between strategic decision-making and business goals 1.2 Evaluate the role of information in strategic decision-making 1.3 Evaluate the requirement for integrated information systems to support strategic decision-making 1.4 Discuss the need to align information systems with business strategy 1.5 Assess the need for a corporate information systems strategy
2. Understand how information systems support business activity	2.1 Evaluate the contribution of information systems to business planning 2.2 Assess the value of information systems to business decision-making 2.3 Assess the role of information systems in supporting business operations

3. Understand quantitative approaches to strategic decision-making	3.1	Analyse ways in which quantitative approaches are used to support strategic decision-making
	3.2	Evaluate the reliability of quantitative techniques used in strategic decision-making
	3.3	Evaluate the limitations of quantitative techniques in strategic decision-making
4. Understand systems approaches to strategic decision-making	4.1	Evaluate the contribution of systems approaches to strategic decision-making
	4.2	Discuss how decision-making theories can inform strategic decision-making
	4.3	Analyse the limitations of decision-making theories in strategic decision-making

## Optional Group B Unit Details

<b>Principles of business finance</b>	
<b>Unit Reference</b>	Y/506/2054
<b>Level</b>	5
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	33
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to understand business finance within a management context.
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.5)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand business finance within a management context	1.1 Explain how to analyse the financial health of an organisation by interpreting a set of accounts and management information 1.2 Explain the uses and limitations of financial ratios 1.3 Explain the uses of statutory financial reports 1.4 Explain the difference between the uses of cost accounting and management accounting 1.5 Explain the benefits and limitations of short-term and long-term financing options 1.6 Explain how to carry out a cost-benefit analysis
2. Understand the commercial implications of managerial decisions	2.1 Analyse the uses of management accounts for decision-making purposes

	2.2	Evaluate the importance of breaking even, contribution and their underlying assumptions
	2.3	Evaluate the effectiveness and suitability of budgetary control methods
	2.4	Explain tools and techniques to identify commercial opportunities and risks
	2.5	Assess the commercial impact of managerial decisions

<b>Product and/or Service Portfolio Management</b>	
<b>Unit Reference</b>	J/506/3880
<b>Level</b>	5
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	26
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to understand the requirement and develop a portfolio of products and/or services in an organisation.
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.4)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the requirement for a product and/or service portfolio in an organisation	1.1 Assess how a product and/or service portfolio can provide an organisation with a competitive advantage  1.2 Discuss how a product and/or service portfolio can be structured to achieve organisational goals  1.3 Examine the trade-off between the benefits and the risks in having a product and/or service portfolio
2. Understand how to develop a portfolio of products and/or services	2.1 Explain how to build a product and/or service portfolio  2.2 Evaluate the link between a product and/or service portfolio and the product and/or service lifecycle  2.3 Evaluate the relationship between a product and/or service portfolio and marketing in achieving organisational objectives  2.4 Evaluate the significance of feedback in the design, pricing and promotion of a product and/or service portfolio

<b>Quality Management in an Organisation</b>	
<b>Unit Reference</b>	Y/602/1479
<b>Level</b>	6
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to understand the concept of, the culture needed and the systems that support Total Quality Management (TQM).
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the concept of Total Quality Management (TQM)	1.1 Discuss the importance of quality within an organisation 1.2 Explain the concept of Total Quality Management (TQM) 1.3 Discuss the theories of TQM 1.4 Analyse the difficulties associated with the implementation of TQM
2. Understand the culture needed to embed TQM	2.1 Explain the importance of teamwork in TQM 2.2 Discuss the role of training and development in embedding TQM into the culture of an organisation 2.3 Analyse the management techniques which underpin successful integration of TQM into the culture of an organisation 2.4 Evaluate the promotion of continuous quality improvement within an organisation's culture

3. Understand the systems that support TQM	3.1	Describe methods of monitoring TQM
	3.2	Explain methods of controlling TQM
	3.3	Evaluate quality standards that support TQM

## Principles of Innovation and Change Management

<b>Unit Reference</b>	A/506/3682	
<b>Level</b>	5	
<b>Credit Value</b>	5	
<b>Guided Learning (GL)</b>	32	
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to understand the principles of innovation and change management.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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 organization
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

## Customer Relationship Management

<b>Unit Reference</b>	R/506/3686	
<b>Level</b>	5	
<b>Credit Value</b>	4	
<b>Guided Learning (GL)</b>	24	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the importance of customer relationship management in an organisation and methods to improve the management of customer relationships.	
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.4)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the importance of customer relationship management in an organisation	1.1	Evaluate the role of customer relationship management in sourcing and retaining customers
	1.2	Analyse internal and external factors that impact upon an organisation's ability to find new customers and retain existing customers
	1.3	Discuss the relationship between effective customer relationship management and having a competitive advantage
	1.4	Evaluate the role of customer relationships as a source of innovation and growth
2. Understand methods to improve the management of customer relationships in an organisation	2.1	Evaluate methods used to measure the effectiveness of the customer relationship management system
	2.2	Discuss ways in which the management and the monitoring of customer relationships could be improved

	2.3	Evaluate methods used to monitor improvement to the management of customer relationships
	2.4	Evaluate the extent to which the management of customer relationships leads to the achievement of an organisations strategic objectives

<b>Business Risk Management</b>	
<b>Unit Reference</b>	D/506/3691
<b>Level</b>	5
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	This unit provides the learner with the knowledge on all aspects of business risk management.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.5)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand business risk concepts	1.1 Examine the internal and external risk factors that an organisation faces 1.2 Assess the potential impact of the risk factors that an organisation faces 1.3 Discuss risk management models 1.4 Explain the laws and legislation relating to risk Management
2. Understand how to identify risk and risk probability	2.1 Discuss risk and risk interdependencies 2.2 Examine criteria against which risk management can be assessed 2.3 Evaluate the effectiveness of methods used for calculating risk probability
3. Understand business resilience and the management of risk	3.1 Explore the relationship between risk management, disaster recovery and business continuity 3.2 Evaluate a range of scenario planning and crisis management models 3.3 Analyse the benefit of risk governance structures and ownership

	3.4	Evaluate techniques used to minimise business risk
	3.5	Examine ways in which risk management techniques can be built into routine business processes

<b>Staff Recruitment and Selection</b>	
<b>Unit Reference</b>	R/506/3865
<b>Level</b>	5
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	29
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the impact of legislation on the recruitment and selection process. They will also understand how to recruit personnel to meet an identified gap in staff resources and how to conduct a selection process.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>
<b>The learner will</b>	<b>The learner can</b>
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

<b>Business Process Management</b>	
<b>Unit Reference</b>	L/506/3878
<b>Level</b>	5
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	35
<b>Unit Summary</b>	This unit provides the learner with the knowledge to design a business process and understand the need for the continuous management of business processes.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the techniques used to design a business process	1.1 Examine the principles and models of process management 1.2 Evaluate processes used to deliver organisational objectives that meet legal and industry regulations 1.3 Discuss how to apply analytical and problem-solving tools
2. Understand how to design a sustainable business process	2.1 Discuss how to identify processes that deliver organisational objectives, goals and outcomes 2.2 Evaluate ways in which sustainability can be integrated within the business process 2.3 Evaluate the criteria for designing a sustainable business process 2.4 Discuss types of resources that can be used to ensure that objectives are met 2.5 Explain how to establish the stakeholders and stakeholder responsibilities

<p>3. Understand the need for the continuous management of business processes</p>	<p>3.1 Explain the importance of managing, monitoring and reviewing the business processes</p> <p>3.2 Evaluate the systems and documentation implemented to monitor and review business processes</p> <p>3.3 Discuss how to identify when corrective action is necessary to maintain effective business processes</p> <p>3.4 Analyse the cost and benefit of implementing effective business processes</p>
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## Corporate Social Responsibility and Sustainability

<b>Unit Reference</b>	J/506/3877	
<b>Level</b>	5	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	36	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand all aspects of corporate social responsibility and sustainability.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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 requirements can be incorporated into the development of new products and services
	2.3	Discuss how corporate social responsibility and sustainability requirements can affect business performance

<p>3. Understand the strategic requirement for corporate social responsibility and sustainability</p>	<p>3.1 3.2 3.3</p>	<p>Explore the need for businesses to develop a corporate social responsibility and sustainability strategy</p> <p>Evaluate the social impact business activities have on society</p> <p>Evaluate the environmental impacts business activities have on society</p>
<p>4. Understand ethical approaches to leadership and management</p>	<p>4.1 4.2 4.3</p>	<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>

<b>Marketing Management</b>	
<b>Unit Reference</b>	F/506/3876
<b>Level</b>	5
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	35
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand how to develop a marketing strategy.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the contribution of marketing to the achievement of organisational objectives	1.1 Analyse how a marketing orientation by an organisation supports the achievement of its objectives  1.2 Evaluate the contribution of marketing principles to the achievement of organisational objectives  1.3 Discuss the reasons for integrating the marketing function with other functional activities
2. Understand how to make marketing mix proposals that exploit marketing opportunities	2.1 Discuss how to structure a marketing mix for an organisation's products/services  2.2 Evaluate the role of market segmentation in providing insights about the structure of target markets for an organisation  2.3 Develop a marketing mix for a selected product/service proposal to meet the needs of a defined segment in a target market
3. Understand how to develop a marketing strategy	3.1 Discuss how to identify the objectives of marketing strategies

	3.2	Analyse the resources required to develop a marketing strategy
	3.3	Explore how to implement a marketing strategy to ensure that it contributes to the achievement of organisational objectives
	3.4	Discuss the purposes of reviewing marketing strategies

<b>Corporate Communications</b>	
<b>Unit Reference</b>	A/506/3875
<b>Level</b>	5
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	26
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the importance of corporate communication.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the importance of corporate communication	1.1 Discuss the purpose of corporate communication strategies 1.2 Assess how corporate communications link to corporate objectives 1.3 Analyse the relationship between corporate communications and corporate reputation
2. Understand the dimensions of corporate communication processes	2.1 Examine the reasons for the different types of corporate communication 2.2 Evaluate ways in which the effectiveness of corporate communication processes can be measured 2.3 Discuss the purpose of a communication audit 2.4 Discuss how a corporate communication process can be improved
3. Understand how to plan the development of an organisational communication strategy	3.1 Develop objectives and success criteria for a communication strategy 3.2 Analyse communication messages and their relevance to different audiences

	3.3	Discuss communication methods and techniques used to address different stakeholders
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<b>Strategic Project Management</b>	
<b>Unit Reference</b>	K/506/3869
<b>Level</b>	5
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the impact of strategic objectives on project selection and management. Also, understand how to plan, implement and evaluate a project plan.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the impact of strategic objectives on project selection and management	1.1 Discuss how projects support the strategic objectives of an organisation 1.2 Evaluate internal and external environmental factors that influence the selection of a project that supports strategic objectives
2. Understand the elements of a project planning process	2.1 Evaluate the roles of project stakeholders in planning a project 2.2 Evaluate ways in which to establish the viability of a project against specified criteria 2.3 Examine the components and characteristics of a project plan 2.4 Explain how to prepare a project
3. Understand how to implement the project plan	3.1 Discuss the purpose of a project implementation plan 3.2 Discuss ways in which to gain stakeholder commitment and support for project implementation

	3.3	Explain how to implement a project plan
4. Understand how to evaluate the outcomes of a project	4.1	Analyse ways in which the outcomes of a project are evaluated to measure project performance
	4.2	Analyse ways in which to measure project performance against agreed criteria
	4.3	Assess the benefits of sharing the outcomes of a project evaluation within an organisation

<b>Budget Management</b>	
<b>Unit Reference</b>	Y/506/3866
<b>Level</b>	5
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	29
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand how to manage a budget.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b>The learner will</b>	<b>The learner can</b>
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

## Optional Group C Unit Details

Successful Business Team Development	
<b>Unit Reference</b>	F/506/3926
<b>Level</b>	4
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	22
<b>Unit Summary</b>	This unit provides the learner with the knowledge to develop successful business teams.
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.5)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the characteristics of successful business teams	1.1 Discuss the characteristics of effective business teams 1.2 Analyse the value of theoretical models when building effective business teams 1.3 Evaluate the effectiveness of having defined team roles in successful business teams
2. Understand how to develop successful business teams	2.1 Evaluate methods used for team development that support team members to achieve given objectives 2.2 Assess the techniques used to motivate individuals and teams to achieve given objectives 2.3 Examine how performance feedback can be used to develop teams 2.4 Discuss how to determine criteria to monitor the effectiveness of teams 2.5 Assess how to develop team performance against agreed criteria

## Business Administration Systems

<b>Unit Reference</b>	F/506/4140	
<b>Level</b>	4	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	31	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand business administration systems.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.5)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand administrative systems	1.1	Explain the features of administrative systems used in different types and sizes of organisation
	1.2	Explain how organisations manage the flow of information
	1.3	Evaluate the role of information and communication technology (ICT) in supporting administration
2. Understand how systems thinking affects the administrative performance of organisations	2.1	Explain the stages of systems development
	2.2	Explain the contribution of systems thinking to efficient administrative performance
	2.3	Analyse the drawbacks to systems thinking in an organisational context
	2.4	Evaluate the benefits of implementing systems change
3. Understand the role of policies and procedures in	3.1	Explain the difference between administrative policies and procedures

meeting customer requirements	<p>3.2 Analyse the purpose of formal and informal administrative policies and procedures</p> <p>3.3 Analyse methods for evaluating the effectiveness of procedures</p> <p>3.4 Analyse the relationship between formulating policy and preparing procedures</p> <p>3.5 Analyse how to ensure the procedures meet customer requirements</p>
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## Principles of Customer Service Management

<b>Unit Reference</b>	A/506/4217	
<b>Level</b>	4	
<b>Credit Value</b>	8	
<b>Guided Learning (GL)</b>	80	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the principles of management in customer service.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.5)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the principles of management in customer service	1.1	Evaluate how management and leadership styles impact on customer service
	1.2	Explain how customer service systems and processes balance: <ul style="list-style-type: none"> <li>&gt; customer satisfaction</li> <li>&gt; financial considerations</li> <li>&gt; legislation</li> </ul>
	1.3	Evaluate the importance of developing customer service policies that support the culture and ethics of the organisation
2. Understand how to manage recruitment and training to support customer service	2.1	Analyse the personal and professional skills required to deliver effective customer service in the organisation
	2.2	Explain how to recruit and select staff for a customer service role
	2.3	Analyse methods used to train and develop staff in customer service delivery
	2.4	Explain the relationship between staff training, experience, personality and customer service delivery

<p>3. Understand the management of customer service delivery</p>	<p>3.1 Analyse the roles and responsibilities of customer service management in relation to:</p> <ul style="list-style-type: none"> <li>&gt; the organisation’s service offer</li> <li>&gt; customer expectations</li> <li>&gt; customer satisfaction</li> </ul> <p>3.2 Appraise the use of customer service as a competitive tool by the commercial sector</p> <p>3.3 Appraise the use of customer service as a contribution to best value in the public or third sector</p> <p>3.4 Evaluate how customer service values and ethics are demonstrated and maintained</p> <p>3.5 Appraise the key features of a customer service culture within an organisation</p> <p>3.6 Analyse how technology can be used to improve customer service delivery</p>
<p>4. Understand the value of monitoring, evaluating and continuous improvement in customer service delivery</p>	<p>4.1 Explain the importance of monitoring the delivery of customer service within the organisation</p> <p>4.2 Evaluate the methods for monitoring customer service performance</p> <p>4.3 Explain how risk assessment is applied within customer service delivery</p> <p>4.4 Evaluate ways in which an organisation can seek continuous improvement in customer service</p> <p>4.5 Explain the importance of establishing collaborative partnerships in customer service</p>

## Principles of Operational Planning

<b>Unit Reference</b>	M/506/4182	
<b>Level</b>	4	
<b>Credit Value</b>	15	
<b>Guided Learning (GL)</b>	67	
<b>Unit Summary</b>	This unit provides the learner with the knowledge of the principles of operational planning.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the activities that make up operations management	1.1	Outline the main types of operations found within business
	1.2	Explain how all operational activities can be represented as systems
	1.3	Analyse the characteristics which differentiate operational systems
2. Understand the relationship between operations and business performance	2.1	Describe how the operations function supports business performance
	2.2	Identify the main internal measures of success used by businesses
	2.3	Evaluate how internal measures of success link to business objectives
3. Understand the importance of administration in operations management	3.1	Analyse the relationship between operations and administrative management
	3.2	Critically compare the process and functional approaches to operations management
	3.3	Analyse the relationship between operations and the supply chain

	3.4	Explain the link between operations and quality management
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<b>Managing Information and Knowledge</b>	
<b>Unit Reference</b>	F/506/4218
<b>Level</b>	4
<b>Credit Value</b>	15
<b>Guided Learning (GL)</b>	72
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand how to manage information and knowledge.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the need to manage information and knowledge within organisations	1.1 Analyse the main features of information management 1.2 Explain the relationship between data, information and knowledge 1.3 Analyse the concept of knowledge management 1.4 Analyse the benefits information and knowledge management brings to organisations
2. Understand the role of ICT in managing information and knowledge	2.1 Describe the types and nature of organisational information systems 2.2 Explain how information and communication technology (ICT) affects organisational communication 2.3 Evaluate how ICT can be used to disseminate knowledge throughout the organisation
3. Understand the links between knowledge management strategy and competitive advantage	3.1 Explain the role and importance of knowledge for organisations

	3.2	Analyse the importance of maintaining a learning culture in a changing environment
	3.3	Evaluate how knowledge management strategies and processes facilitate and support organisational learning
	3.4	Evaluate the relationship between organisational learning and competitive advantage

<b>Human Resource Management</b>	
<b>Unit Reference</b>	L/506/4206
<b>Level</b>	4
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	38
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the role of human resource management and how to recruit employees, how to reward employees.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the role of human resource management	1.1 Explain the difference between personnel management and human resource management  1.2 Analyse the function of human resource management in contributing to the purpose of the organisation  1.3 Evaluate the roles and responsibilities of line managers in human resource management  1.4 Assess the impact of the legal and regulatory framework on human resource management
2. Understand how to recruit employees	2.1 Analyse the reasons for human resource planning in organisations  2.2 Describe the stages involved in planning human resource requirements  2.3 Analyse the recruitment and selection process

3. Understand how to reward employees in order to motivate and retain them	3.1 3.2 3.3	Examine the methods organisations use to monitor employee performance Assess the link between motivational theory and reward Evaluate the effectiveness of reward systems in organisations
4. Understand the mechanisms for cessation of employment	4.1 4.2 4.3	Identify the reasons for cessation of employment Describe employment exit procedures Assess the impact of the legal and regulatory framework on employment cessation arrangements

## Principles of Business Skills Needed for Proposals and Pitches

<b>Unit Reference</b>	F/506/4221	
<b>Level</b>	4	
<b>Credit Value</b>	12	
<b>Guided Learning (GL)</b>	68	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand the principles of business skills needed for proposals and pitches.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand ways of researching and analysing a market	1.1	Analyse the importance of using appropriate online resources, including market and industry reports, when conducting market research
	1.2	Evaluate the importance of analysing current trends in a market
	1.3	Evaluate the importance of establishing the strengths and weaknesses of a potential product or service
2. Understand the areas that need to be analysed before starting a business proposal	2.1	Evaluate the importance of including a PESTAL analysis on the macro-environment in a proposal
	2.2	Explain why a target market should be identified
	2.3	Explain Porter's Five Forces
	2.4	Evaluate the importance of analysing the micro-environment in a proposal
3. Understand how to create a business proposal	3.1	Describe the sections that need to be included in a business proposal

4. Understand the importance of checking the business proposal and circulating to the appropriate people	4.1	Analyse the importance of checking the business proposal with the customer/department that it effects
	4.2	Explain who a business proposal is circulated to

## Managing personal and professional development

<b>Unit Reference</b>	Y/506/4452	
<b>Level</b>	4	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to manage personal and professional development.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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

## Understanding organisational structure, culture, and values

<b>Unit Reference</b>	T/506/4457	
<b>Level</b>	4	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand organisational structures, culture and values.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.5)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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

<p>3. Understand the relationship between organisational values and organisational culture and behaviour</p>	<p>3.1 Explain the concept of organisational values</p> <p>3.2 Analyse the benefits to an organisation of having a set of shared values</p> <p>3.3 Examine the relationship between organisational values and organisational culture</p> <p>3.4 Analyse different models of organisational behaviour</p> <p>3.5 Assess the impact of organisational culture and values on team and individual behaviour in an organisation</p>
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## Stakeholder engagement and management

<b>Unit Reference</b>	T/506/4460	
<b>Level</b>	4	
<b>Credit Value</b>	4	
<b>Guided Learning (GL)</b>	13	
<b>Unit Summary</b>	This unit provides the learner with the knowledge on stakeholder engagement and management.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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 relation to stakeholder level of participation and engagement goals
	2.5	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

<b>Understand How to Manage Work Activities to Improve Business Performance</b>	
<b>Unit Reference</b>	A/506/4220
<b>Level</b>	4
<b>Credit Value</b>	11
<b>Guided Learning (GL)</b>	43
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand how to manage work activities to improve business performance.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the importance of business processes in delivering outcomes based on business goals and objectives	1.1 Analyse the effect of the mission, aims and objectives of an organisation on its structure and culture  1.2 Explain the methodology used to map processes to the organisation's goals and objectives
2. Understand how work plans are developed	2.1 Explain the importance of identifying and prioritising outcomes for work plans  2.2 Explain the purpose of agreeing SMART objectives that align people and other resources in an effective and efficient way  2.3 Evaluate the usefulness of techniques used to manage activities  2.4 Assess factors to be taken into account when allocating and agreeing work with team members  2.5 Explain how to produce a work plan which promotes goals and objectives
3. Understand how to monitor work plans and systems to	3.1 Assess the importance of implementing quality audit systems/practice to manage and monitor quality standards

improve organisational performance	3.2 3.3 3.4	Explain the importance of embedding a quality culture to improve organisational performance Explain the importance of providing leadership and direction for own area of responsibility Evaluate methods used to monitor progress and provide feedback to team members
4. Understand health and safety requirements when managing business activities	4.1 4.2 4.3	Explain the impact of health and safety legislation on work activities Explain the purpose and benefits of carrying out a risk assessment when managing work activities Assess the importance of reviewing organisational health and safety policies and procedures

## 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/](http://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.