



Training
QualificationsUK

Qualification Specification

TQUK Level 4 Diploma in Management and Leadership (RQF)

Qualification Number: 601/5591/7

Version 9

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 4 Diploma in Management and Leadership (RQF) is regulated by Ofqual.

Qualification Purpose

The qualification develops learners' knowledge and understanding of areas of management and leadership including building productive working relationships, managing personal and professional development, human resource planning, recruitment and selection and project management.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 18 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 4 NVQ Diploma in Management (RQF)
- Level 4 NVQ Diploma in Business Administration (RQF)
- Level 4 NVQ Diploma in Customer Service (RQF)
- Level 5 Diploma in Management
- Level 5 Diploma in Management and Leadership
- Level 5 NVQ Diploma in Management and Leadership

Structure

Learners must achieve a minimum of 37 credits: 26 from the mandatory units in Group A and a minimum of 11 from the optional units in Group B.

Mandatory units

	Units	Unit ref.	Level	Guided Learning Hours	Credit value
1	Principles of building respectful and productive working relationships in organisations	H/506/4454	4	23	7
2	Managing personal and professional development	Y/506/4452	4	20	6
3	Principles of management and leadership in organisations	L/506/4478	4	20	6
4	Operational and Human Resource Planning and Management	R/506/4479	4	23	7

Optional units

	Units	Unit ref.	Level	Guided Learning Hours	Credit value
5	Business Performance Measurement and Improvement	M/506/4456	4	20	6
6	Corporate Social Responsibility and Sustainability	J/506/3877	5	36	6
7	Budget Management	Y/506/3866	5	29	5
8	Understanding organizational structure, culture and values	T/506/4457	4	20	6
9	Staff Recruitment and Selection	R/506/3865	5	29	5
10	Principles of business strategic planning and development	F/506/4459	4	17	5

11	Stakeholder engagement and management	T/506/4460	4	13	4
12	Principles of Innovation and Change Management	A/506/3682	5	32	5
13	Understand the legal context of business	D/506/1939	3	44	6
14	Principles of Project Management	F/506/4185	4	57	10
15	Principles of Quality Management	A/506/4167	4	37	4

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 126 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 244 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 370 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to

ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Principles of building respectful and productive working relationships in organisations H/506/4454	
Level:		4	
Credit value:		7	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
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 rewarding working environment.	3.1	Assess the impact of Equality legislation on management practices.
		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.

Title:		Managing personal and professional development Y/506/4452	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
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.
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Title:		Principles of management and leadership in organisations L/506/4478	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the concept of leadership in organisations.	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.
3	Understand the principles and practices of managing the performance of individuals in organisations.	3.1	Analyse the concept of performance management.
		3.2	Analyse the main tools used in performance management in organisations.
		3.3	Assess the value of mentoring and coaching in managing the performance of individuals in an organisation.

		3.4	Evaluate the role of effective communication in managing the performance of individuals in an organisation.
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Title:		Operational and Human Resource Planning and Management R/506/4479	
Level:		4	
Credit value:		7	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
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 Units

Title:		Business Performance Measurement and Improvement	
		M/506/4456	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
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 managementsystems.
		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.

Title:		Corporate Social Responsibility and Sustainability J/506/3877	
Level:		5	
Credit value:		6	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
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 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
3	Understand the strategic requirement for corporate social responsibility and sustainability	3.1	Explore the need for businesses to develop a corporate social responsibility and sustainability strategy
		3.2	Evaluate the social impacts business activities have on society

		3.3	Evaluate the environmental impacts business activities have on society
4	Understand ethical approaches to leadership and management	4.1	Analyse the approaches businesses adopt at a strategic level when managing ethical issues
		4.2	Evaluate the impact of an ethical approach to leadership and management on a business
		4.3	Evaluate the impact of corporate social responsibility and sustainability on leadership and management

Title:		Budget Management	
		Y/506/3866	
Level:		5	
Credit value:		5	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
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

Title:		Understanding organisational structure, culture and values T/506/4457	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
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
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Title:		Staff Recruitment and Selection	
		R/506/3865	
Level:		5	
Credit value:		5	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
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

Title:		Principles of business strategic planning and development	
Level:		F/506/4459	
Credit value:		4	
Guided learning hours:		5	
Learning outcomes		Assessment criteria	
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.

Title:		Stakeholder engagement and management	
		T/506/4460	
Level:		4	
Credit value:		4	
Guided learning hours:		13	
Learning outcomes		Assessment criteria	
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 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.

Title:		Principles of Innovation and Change Management	
		A/506/3682	
Level:		5	
Credit value:		5	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
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

Title:		Understand the legal context of business	
		D/506/1939	
Level:		3	
Credit value:		6	
Guided learning hours:		44	
Learning outcomes		Assessment criteria	
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

Title:		Principles of Project Management	
		F/506/4185	
Level:		4	
Credit value:		10	
Guided learning hours:		57	
Learning outcomes		Assessment criteria	
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

Title:		Principles of Quality Management A/506/4167	
Level:		4	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes		Assessment criteria	
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 an 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