PROGRAMME QUALITY HANDBOOK 2024-2025

CMI Level 5 Diploma in Management and Leadership

Contents

1. Welcome & Introduction to the CMI Level 5 Diploma in Management and Leadership.

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon (ucsd.ac.uk)](). It can also be navigated by going to [www.ucsd.ac.uk]() and searching for student handbook.

1.2 Programme Management

Role	Person	Email address
Personal Tutors	Kate Philp	katephilp@southdevon.ac.uk
Programme Coordinator	Kate Philp	katephilp@southdevon.ac.uk
Higher Education Coordinator	Sarah Kettle-Buchanan	skettlebuchanan@southdevon.ac.uk
Curriculum Head	Katy Hensby	katyhensby@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress.
3. Professional services including the Student Support Hub team, library services, employability, academic standards, and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at https://www.ucsd.ac.uk/student-life/support/tutorial/

1.5   Course Contact List

Details of your module leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: https://www.ucsd.ac.uk/research-and-expertise/business-law-and-professional/

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Contact	If part time days/hours that are worked

Kate Philp	katephilp@southdevon.ac.uk	
David Stephens	davidstephens@southdevon.ac.uk	
Gary Lynn	garylynn@southdevon.ac.uk	

1.6 Preparing for your programme

At UCSD, we understand that level 5 study is a big step up from previous studies. To help prepare you for the programme we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

1.7 Curriculum design principles

Programme Rationale (summary)

South Devon College has a long history of delivery of Management programmes at Higher Education level. The college currently delivers a number of professional qualifications within the Business, Law and Professional management section and has done so successfully for a number of years. The stated programmes aim to develop management and leadership competence and capability based on an understanding of decision-making, management development and strategic leadership. The programmes have been designed to equip students with the skills and knowledge base required to work in their chosen area specialism. The qualifications once attained will enable the student to progress with additional vocational and academic qualifications in the sector and to complement their apprenticeship.

The Chartered Management Institute (CMI) works with business and education to inspire people to become skilled, confident, and successful managers and leaders. With a wealth of

practical qualifications, events, and networking opportunities on offer, they help people boost their career prospects and connect them with other ambitious professionals across all industries and sectors. They have more than 100k people training to be better managers right now. Backed by a unique Royal Charter, they are the only organisation that can award Chartered Manager status – the ultimate management accolade.

Their work on thought leadership, research and online resources provides practical insight for both today's leaders and the next generation. This insight also means they can confidently represent our 170,000 plus membership community when speaking to policy makers.

This is all in aid of one simple goal: to increase the number and standard of professionally qualified managers.

1.8   Teaching and Learning Strategy

These qualifications are aimed at practising or aspiring managers and leaders who are typically accountable to a senior manager or business owner. The primary role of a practising or aspiring manager and leader is to lead and manage individuals and teams to deliver aims and objectives in line with organisational strategy.

Role and responsibilities may also include but are not limited to developing teams and individuals, creating operational plans, planning and managing projects, managing change, managing finance, resources and identifying new approaches to business activities, managing quality and continuous improvement as well as managing the human resource's function.

The programme is delivered as a face to face of study and on-programme learning will be provided for the duration of the apprenticeship until gateway is reached. Teaching and learning activities within the programme are not just restricted to tutorials and lectures but include a wide range of strategies including seminars, professional discussions, interactive group work, independent learning, research activities, and work-based learning which are all relevant in the field of management and leadership and within the apprentice's relevant sector.

The programme can also be delivered via a blended model, with some face-to-face delivery and some online learning - the proportion and delivery pattern to be agreed with the employer.

1.9   Resources

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching space in the UCSD building, a campus

wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Throughout the life of this qualification, the CMI will make available a range of free materials and resources to support tutors and students in delivery and assessment.

All provided through [ManagementDirect](#):

Comprehensive and free to members Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 220 Management Checklists and 60 Management Thinker profiles
- One-page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 eBooks to read online when you need them.
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies.
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions provide a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable research further.

E-journals:

CMI has joined forces with EBSCO Information Services to offer member's access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company, and industry reports from leading providers.

Access to Business Source Corporate is through **[ManagementDirect](#)**

Online CPD:

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work. Our online CPD scheme enables you to record your learning objectives, the activities you have undertaken and encourages you to assess its impact in your role as a manager. It also allows you to print reports for your reviews, appraisals or interviews.

Access to CPD is through **[ManagementDirect](#)**

1.10   Knowledge, skills, and behaviours developed on the programme.

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/ They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Further details on this can found here: Operations or departmental manager / Institute for Apprenticeships and Technical Education

1.11   Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:
1. the selected assessment task/activity is relevant to the content of the unit.
2. there are clear instructions given to Learners as to what is expected.

3. Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it.
4. the language used in the assessment is free from any bias.
5. the language and technical terms used are at the appropriate level for the Learners.

In addition to the specific assessment criteria in each unit, the Learner's work must be:
- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:
- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification.

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.
CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are separate from the CMI qualification.

1.12   Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

1.13   Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team
The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team
If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team
The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability
The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview

skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.14   Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.15 Preparation for employment and further academic study

The intent of the stated programmes is to develop learners' knowledge, skills and behaviours in the business sector. It is designed for supervisors or managers looking to move to a more senior management role and it delivers a professional pathway for future development with Chartered Manager or Foundation Chartered Manager status.
Learners will develop a range of transferable skills situated around problem solving, diversity, communication and emotional resilience and intelligence. Learners will be introduced the visual 'research and rabbit holes' system to encourage higher learning, independent research and critical thinking skills. Learners will already be in a line management position in their organisations to enable them to apply knowledge, skills and behaviours in the workplace. Formal assessment will be in line with CMI throughout the learner journey.
Progression pathways upon completion include the L6 Chartered Manager Degree Apprenticeship (CMDA), the L7 Diploma in Management & Leadership and the Senior Leaders Masters Degree Apprenticeship (SLMDA).

2. Programme Specification

2.1 Programme Details

Final award title: Level 5 Diploma in Management and Leadership

Awarding organisation or Institution: CMI

Delivery institution(s): UCSD

Accrediting or regulating body: CMI

Exception to regulations: None

2.2 Programme Intended Learning Outcomes (ILO)

Qualification Number: **603/2392/9**

By the end of this programme the student will be able to:

501 Principles of Management and Leadership in an Organisational Context:
1. Understand factors which impact on an organisation's internal environment.
2. Understand the application of management and leadership theories.
3. Understand the knowledge, skills and behaviours to be effective in a management and leadership role.

502 Principles of Developing, Managing and Leading Individuals and Teams to Achieve Success:
1. Understand approaches to developing, managing and leading teams.
2. Understand approaches to achieving a balance of skills and experience in teams.
3. Know techniques for leading individuals and teams to achieve success.

509 Managing Stakeholder Relationships:
1. Understand the different types and value of stakeholder relationships.
2. Understand the frameworks for stakeholder management.
3. Know how to manage stakeholder relationships.
4. Know methods for measuring the impact of stakeholder engagement on organisational performance.

513 Managing Projects to Achieve Results:
1. Understand the role of projects in delivering organisational strategy.

2. Understand processes for initiating, planning and managing projects.
3. Understand the factors which contribute to effective project management.

514 Managing Change:
1. Understand the reasons for change in organisations.
2. Understand approaches to change management.
3. Understand how to initiate, plan and manage change in an organisation.

515 Creating and Delivering Operational Plans:
1. Understand the principles of operational planning in an organisation.
2. Know how to create an operational plan in line with organisational objectives.
3. Know how to manage and lead the delivery of an operational plan.
4. Know how to monitor and measure the outcome of operational planning.

520 Managing Finance:
1. Understand finance within organisations.
2. Know how to set and manage budgets.

525 Using Reflective Practice to Inform Personal and Professional Development:
1. Understand the value of reflective practice to inform personal and professional development.
2. Know how to apply reflective practice to inform personal and professional development.

2.3   Progression Route(s) – what can you do next.

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of Level 5 Qualifications in Management and Leadership - i.e., completing an Award and topping up to Certificate or Diploma.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 6 Qualifications in Management and Leadership with the goal of becoming a Chartered Manager.

Learners who are aspiring to a management role may progress to the job roles such as:
- Operations Manager
- Divisional Manager
- Departmental Manager
- Regional Manager
- Specialist Manager

2.4   Admissions Criteria

The CMI does not set any prerequisites for the study of this programme. However, for the best chance of success, individual employers will set the selection criteria for their apprentices though most will be expected to hold 5 GCSEs at grade C or higher. Prior experience may also be considered. Apprentices should also have achieved qualifications in English and mathematics at a minimum of level 2 or equivalent. Where this is not the case, apprentices must complete these by the end of the apprenticeship. It is also recommended that the apprentice is supported to become digitally literate where this is important to their role.

Applicants must also complete a Pre course questionnaire followed by phone interview from a member of the programme team.

This qualification can be offered to Learners from age 18. Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment. CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:
- meet their needs.
- enable and facilitate learning and achievement enable progression.

Entry Requirements for CMI Level 5 Diploma in Management and Leadership	
A-level/AS-level	N/A
BTEC National Diploma/QCF Extended Diploma	N/A
Access to Higher Education at level 3	N/A
Welsh Baccalaureate	N/A
Scottish Qualifications Authority	N/A
Irish Leaving Certificate	N/A
International Baccalaureate	N/A
Work Experience	CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will: • meet their needs. • enable and facilitate learning and achievement. • enable progression

Recognition of prior learning (RPL)	There may be occasions where Learner's request Recognition of Prior Learning (RPL). This can be applied by Centres. For further guidance on RPL and exemptions can be found in [CMI RPL policy]().
Interviews	All applicants will be interviewed by the CMI teaching team (Face-to-face or over the telephone). Applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. All Higher Apprentices will be interviewed, assessed, and offered a position by an employer before being admitted to the course.
Admissions Criteria for Higher Level Apprentices if applicable (including skills scan requirements)	Pre course questionnaire followed by phone interview

2.5   Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	CMI/UCSD	CMI awarding body
Terms and Conditions	CMI/UCSD	
Fee Policy	CMI/UCSD	
Admission Policy	CMI/UCSD	
Academic Complaints Policy	CMI/UCSD	
Service Complaints Policy	CMI/UCSD	
Code of Conduct and Disciplinary Policy	CMI/UCSD	
Fitness to Study/Study and Wellbeing Review Policy	CMI/UCSD	
Academic Offences Policy	CMI/UCSD	
Extenuating Circumstances Policy	CMI/UCSD	
Academic Appeals	CMI/UCSD	
Assessment Policy	CMI/UCSD	
Other – please stipulate		

2.6   Programme Structure

The CMI does not specify the mode of delivery for its qualifications at Level 5; therefore, Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, Centres should consider the Learners' complete learning experience when designing the learning programmes.

Learners must complete a combination to a minimum of 37 credits (370 TQT hours) to achieve this qualification.

It must be noted that there is no mandated qualification required within the Operations/Departmental Manager Apprenticeship Standard (ST0385/01). However, the eight (8) units listed below can support training and employer providers in the development of their on-programme activities for their practising or aspiring managers who are enrolled on the Operations/Departmental Manager Apprenticeship in order to enable them to gain the knowledge required. This knowledge and learning must then be applied in the workplace to enable apprentices to evidence the relevant skills and behaviours for EPA.

Unit No	Unit Title	GLH	CRD	TUT
Theme: Foundations for Excellence				
501	Principles of Operational Leadership and Management in an Organisational Context	25	7	70
Theme: Developing Capabilities, Delivering Results, Driving Best Practice				
Interpersonal Excellence – Managing People and Developing Relationships				
502	Principles of Developing, Managing and Leading Individuals and Teams to Achieve Success	27	6	60
Organisational Performance – Delivering Results (Day to Day Activities)				
509	Managing Stakeholder Relationships	18	4	40
513	Managing Projects to Achieve Results	24	6	60
514	Managing Change	19	5	50
515	Creating and Delivering Operational Plans	22	6	60
520	Managing Finance	22	6	60
Personal Effectiveness – Managing Self				
525	Using Reflective Practice to Inform Personal and Professional Development	16	5	50

3. Units

501	Principles of Management and Leadership in an Organisational Context

Ofqual unit number	L/616/3165
RQF level	5
Guided Learning Hours	25
Total unit time	70

Barred combination	This unit is a barred combination with CMI unit 526
Credits	**7**
Aims of unit	Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed. This unit has been designed for learners who want to develop or sharpen their professional edge and enhance personal effectiveness. Learners will evaluate the impact of an organisations structure and governance on management and leadership. They will explore theoretical models, management and leadership styles and approaches designed to promote a culture of mutual trust, respect and support.
Keywords	Knowledge, skills, behaviours, stakeholders, relationships, inclusivity, agility, organisational structure, culture, values.

Ofqual unit number	Y/616/3198
RQF level	5
Guided learning hours	27
Total unit time	60
Credits	6
Barred combinations	This unit is a barred combinations with CMI units 503, 505,511 and 526
Aims of unit	The ability to lead individuals and teams to success is arguably the most important skill a manager can possess. This unit focuses on the essential management and leadership skills required to fulfil this challenging but rewarding role. The unit opens by focusing on the theoretical and practical approaches to developing, leading, and managing teams (remote or multi-disciplinary). The manager will look at techniques to assess current and future team capabilities, including the role of recruitment, selection and staff development which supports this. On successful completion of the unit, the manager will not only know the principles of managing individuals and teams, but they will understand approaches for supporting, motivating and inspiring teams and individuals to exceed expectations.
Key words	Theoretical models, practical approaches, team leaders, multi-disciplinary and remote teams, team capabilities, recruitment, learning and development, coaching and mentoring, motivation, good practice, high performing teams.

CMI 509	Managing Stakeholder Relationships

Ofqual unit number	F/616/3213
RQF level	5
Guided learning hours	18
Total unit time	40
Credits	4
Aims of unit	Good relationships, whether they are with customers, suppliers, partners or staff, are a key contributor to an organisation's success. To build stakeholder relationships that are long lasting and sustainable, they need to be planned and developed. This unit explores the types and purposes of stakeholder relationships and the skills required to overcome challenges and manage these effectively.
Keywords	Stakeholder relationships, benefits and challenges, contractual framework, process, planning engagement, role of the manager, communication skills, collaborative working techniques, strategies for managing conflict, impact of stakeholder engagement

Ofqual unit number	D/616/3221
RQF level	5
Guided learning hours	24
Total unit time	60
Credits	6
Aims of unit	The ability to manage projects is a vital skill for all managers. This unit focuses on the knowledge and skills required to manage projects successfully and overcome problems and challenges. It requires the learner to evaluate the methods and tools for planning tasks and activities, as well as knowing how to implement and manage project activities, build stakeholder relationships, manage resources and risk, monitor progress and report on outcomes.
Keywords	Projects, risk, planning, finance, resources, stakeholders, project risk, project activities, Gantt, planning, methodologies,

514	Managing Change

Ofqual unit number	K/616/3223
RQF level	5
Guided learning hours	19
Total unit time	50
Credits	5
Aims of unit	Change is inevitable if an organisation is to maintain competitiveness and currency of practice. This unit has been designed to enable the learner to evaluate types and reasons for change within organisations and be able to select and apply theoretical models for its management. The purpose is not only to enable learners to develop the skills to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.
Keywords	Change management models, stakeholder engagement and support, plans, tools and techniques, barriers and risks, drivers of change, monitor, evaluation, reporting, embedding and sustaining change.

Ofqual unit number	T/616/3225
RQF level	5
Guided learning hours	22
Total unit time	60
Credits	6
Aims of unit	The ability to translate organisational objectives into operational plans is an essential management skill. The unit opens with the importance of understanding the strategic direction of the organisation and how to contribute to the strategic planning process. It then focuses on the knowledge and skills required to create and deliver operational plans. This includes the need to set key performance indicators, monitor quality and outcomes against the plan, and know how to effectively report on findings.
Keywords	Strategic objectives, operational planning, key performance indicators, continuous improvement, setting targets, contingency planning, deliver operational plan, time management, manage resources, problem solving, decision making, monitoring and measuring outcomes.

520	Managing Finance

Ofqual unit number	H/616/3236
RQF level	5
Guided learning hours	22
Total unit time	60
Credits	6
Aims of unit	Financial management skills are essential for all managers regardless of whether there is a dedicated finance team within an organisation. Financial acumen enhances decision making skills, which in turn supports management of projects, tasks and functional areas. This unit has been designed to enable learners to understand how financial systems within organisations operate. Learners will evaluate the sources of finance for organisations, and understand the principles for setting and managing budgets in line with regulatory and organisational guidelines. This unit has been designed to enhance the learner's confidence and credibility in financial management, which will translate into improved management skills.
Keywords	Budgets, decision making, return on investment, management accounting, financial accounting, economic sustainability, marginal and standard costing, expenditures, revenue, capital, balance sheet, profit and loss statements, assets, capital markets, retained earnings, bank borrowing, government schemes, venture capital, trade credit, factoring, leasing, business angels.

Ofqual unit number	F/616/3244
RQF level	5
Guided learning hours	16
Total unit time	50
Credits	5
Aims of unit	Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the work place. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified. The aim of the unit is to equip learners with the understanding of the value of reflective practice, and how reflection can be used as the basis of a meaningful personal and professional development.
Keywords	Professional development, reflection, continuous, performance, working style, opportunities, planning, professional practice, currency of practice, licence to practice, development needs, learning and development.