

Qualification handbook

for

BIIAB Level 5 Diploma in Management and Leadership (QCF)

QN 601/6773/7

Version 1

Table of Contents

1. About the BIIAB Level 5 Diploma in Management and Leadership (QCF)	1
2. Objective and purpose of this qualification	1
3. About this pack	2
4. BIIAB Customer Service	2
5. What are Rules of Combination (ROC)?	3
6. BIIAB Level 5 Diploma in Management and Leadership (QCF) Rules of Combination (ROC) and structure	4
7. Age Restriction.....	7
8. Entry Requirements and Progression	7
9. Assessment	8
10. Initial Assessment and Induction.....	13
11. Delivery.....	13
12. Resources.....	14
13. Design and delivery	14
14. Format of Units	15
15. Initial Registration.....	16
16. Mandatory Units	17
17. BIIAB Level 5 Diploma in Management and Leadership (QCF) sign-off sheet.....	

1. About the BIIAB Level 5 Diploma in Management and Leadership (QCF)

BIIAB is Regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a Regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)
BIIAB Level 5 Diploma in Management and Leadership (QCF)	601/6773/7

2. Objective and purpose of this qualification

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 (QCF), 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, any additional requirements (such as Employment Rights and Responsibilities, Functional Skills, Essential Skills etc) and / or is funded for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

3. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification.
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 5 Diploma in Management and Leadership (QCF) Rules of Combination (ROC) and structure

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

- **Minimum total credit: 39**
- 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**
- **Minimum** GLH: **194**
- **Maximum** GLH: **219**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
ML84	R/506/2070	Principles of Management and Leadership	7	5	24	Assessment Knowledge Module
ML85	K/506/3659	Strategic Business Management and Planning	7	5	40	Assessment Knowledge Module
ML86	K/506/3662	Strategic Decision-Making	6	5	32	Assessment Knowledge Module

BIIAB Level 5 Diploma in Management and Leadership (QCF) Handbook



Optional Unit Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
ML87	Y/506/2054	Principles of Business Finance	5	5	33	Portfolio
ML88	J/506/3880	Product and/or Service Portfolio Management	4	5	26	Portfolio
ML89	Y/602/1479	Quality Management in an Organisation	5	6	30	Portfolio
ML81	A/506/3682	Principles of Innovation and Change Management	5	5	32	Portfolio
ML90	R/506/3686	Customer Relationship Management	4	5	24	Portfolio
ML91	D/506/3691	Business Risk Management	5	5	30	Portfolio
ML78	R/506/3865	Staff Recruitment and selection	5	5	29	Portfolio
ML92	L/506/3878	Business Process Management	6	5	35	Portfolio
ML75	J/506/3877	Corporate Social Responsibility and Sustainability	6	5	36	Portfolio
ML93	F/506/3876	Marketing Management	6	5	35	Portfolio
ML94	A/506/3875	Corporate Communications	4	5	26	Portfolio
ML95	K/506/3869	Strategic Project Management	6	5	32	Portfolio
ML76	Y/506/3866	Budget Management	5	5	29	Portfolio

BIIAB Level 5 Diploma in Management and Leadership (QCF) Handbook



Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
ML96	F/506/3926	Successful Business Team Development	3	4	22	Portfolio
BA89	F/506/4140	Business Administration Systems	6	4	31	Assessment Knowledge Module
CS50	A/506/4217	Principles of Customer Service Management	8	4	80	Portfolio
ML97	M/506/4182	Principles of Operational Planning	15	4	67	Portfolio
ML98	F/506/4218	Managing Information and Knowledge	15	4	72	Portfolio
ML99	L/506/4206	Human Resource Management	5	4	38	Portfolio
ML100	F/506/4221	Principles of Business Skills Needed for Proposals and Pitches	12	4	68	Portfolio
ML71	Y/506/4452	Managing Personal and Professional Development	6	4	20	Assessment Knowledge Module
ML77	T/506/4457	Understanding Organisational Structure, Culture and Values	6	4	20	Portfolio
ML80	T/506/4460	Stakeholder Engagement and Management	4	4	13	Portfolio
BA86	A/506/4220	Understand How to Manage Work Activities to Improve Business Performance	11	4	43	Assessment Knowledge Module

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 18+
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence. 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 (QCF) and / or BIIAB Level 4 NVQ Diploma in Management (QCF).

The qualification is designed to equip learners with the knowledge to work effectively within at this level. The recommended progression route is to the BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF). It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/4602/3 BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF)

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB 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 for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification 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. 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 qualification.

Assessment strategy

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 the workplace.
- 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.

BIIAB requires all assessors, moderators and verifiers to maintain current competence to deliver these functions. The 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 expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on centrezon.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezon.bii.org

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and delivery

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Principles of management and leadership	
BIIAB Reference	ML84	
Level	5	
Credit Value	7	
GLH	24	
Unit Reference No.	R/506/2070	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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	3.1	Analyse the relationship between job satisfaction, commitment, motivation, empowerment and business performance
	3.2	Evaluate the implications of motivation and empowerment for an organisation's structure and culture
	3.3	Analyse the implications for employee relations policy of a strategy that empowers a workforce
	3.4	Analyse the principles underpinning a reward strategy
4 Understand the management of performance	4.1	Assess approaches to performance management and appraisal
	4.2	Assess the factors involved in managing a work-life balance and their implications for individuals
	4.3	Evaluate the use of tools and techniques to measure human resource interventions
	4.4	Identify areas for improvement through reflection on their own practice

Unit Title	Strategic Business Management and Planning	
BIIAB Reference	ML85	
Level	5	
Credit Value	7	
GLH	40	
Unit Reference No.	K/506/3659	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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 achieve competitive advantage	3.1	Analyse ways in which an organisation positions itself to outperform its competitors
	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	Discuss how emerging global issues can impact upon on the strategic management and planning activities in an organisations
	4.2	Evaluate the impact of stakeholder interests in shaping strategic management and planning activities in an organisations
	4.3	Analyse ways in which organisations respond to environmental factors when making strategic plans

Unit Title	Strategic Decision-making	
BIIAB Reference	ML86	
Level	5	
Credit Value	6	
GLH	32	
Unit Reference No.	K/506/3662	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

17. BIIAB Level 5 Diploma in Management and Leadership (QCF) sign-off sheet

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

- **Minimum total** credit: **39**
- 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**
- **Minimum** GLH: **194**
- **Maximum** GLH: **219**

Learners and centres should complete the table below to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

**BIIAB Level 5 Diploma in Management
and Leadership (QCF) Handbook**



Mandatory Group A

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
ML84	R/506/2070	Principles of Management and Leadership						
ML85	K/506/3659	Strategic Business Management and Planning						
ML86	K/506/3662	Strategic Decision-Making						

BIIAB Level 5 Diploma in Management and Leadership (QCF) Handbook



Optional Unit Group B

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
ML87	Y/506/2054	Principles of Business Finance						
ML88	J/506/3880	Product and/or Service Portfolio Management						
ML89	Y/602/1479	Quality Management in an Organisation						
ML81	A/506/3682	Principles of Innovation and Change Management						
ML90	R/506/3686	Customer Relationship Management						
ML91	D/506/3691	Business Risk Management						
ML78	R/506/3865	Staff Recruitment and selection						
ML92	L/506/3878	Business Process Management						
ML75	J/506/3877	Corporate Social Responsibility and Sustainability						
ML93	F/506/3876	Marketing Management						
ML94	A/506/3875	Corporate Communications						
ML95	K/506/3869	Strategic Project Management						
ML76	Y/506/3866	Budget Management						

BIIAB Level 5 Diploma in Management and Leadership (QCF) Handbook



Optional Group C

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
ML96	F/506/3926	Successful Business Team Development						
BA89	F/506/4140	Business Administration Systems						
CS50	A/506/4217	Principles of Customer Service Management						
ML97	M/506/4182	Principles of Operational Planning						
ML98	F/506/4218	Managing Information and Knowledge						
ML99	L/506/4206	Human Resource Management						
ML100	F/506/4221	Principles of Business Skills Needed for Proposals and Pitches						
ML71	Y/506/4452	Managing Personal and Professional Development						
ML77	T/506/4457	Understanding Organisational Structure, Culture and Values						
ML80	T/506/4460	Stakeholder Engagement and Management						
BA86	A/506/4220	Understand How to Manage Work Activities to Improve Business Performance						

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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