

# **LEVEL 3 SUSTAINABILITY PRINCIPLES FOR FIRST LINE MANAGERS**

Syllabus | March 2025 | Version 1

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# QUALIFICATION OBJECTIVE

Understanding sustainability in the workplace is crucial for both individual and organisational success in today's world. Not only does it encompass the efficient management of operational activities—such as minimising waste, conserving resources, and improving energy efficiency— it also involves the integration of ethical management practices that prioritise fairness, transparency, and social responsibility. Leaders, particularly First Line Managers, play a pivotal role in embedding sustainability into daily operations and fostering a workplace culture that aligns with sustainability goals. By understanding and supporting these principles, managers and leaders can drive positive change, ensuring the organisation meets its sustainability objectives, whilst maintaining long-term profitability and contributing to a better society.

These qualifications are designed to support practicing or aspiring First Line Managers, responsible for the day-to-day activities of a team or other area of responsibility. Through these qualifications, they will develop an awareness of sustainability practice in organisations, and their role in supporting the achievement of sustainability goals. They will also develop skills and knowledge of how to manage operational activities and develop as an ethical manager and leader.

Extensive research has been undertaken to ensure that these qualifications reflect skills and knowledge required in the workplace. Sources of information include, but are not limited to:

- 1 Comparability to existing Level 3 Sustainability qualifications
- 2 Mapped to CMI Professional Standards
- 3 Stakeholder and Subject Matter Expert consultation and input

## QUALIFICATION TITLE

The title given below is the title as it will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code that should be used when registering Learners with CMI.

<b>CMI Code</b>	<b>Qualification Title</b>	<b>Qualification Reference Number</b>
3A45	CMI Level 3 Award in Sustainability Principles for First Line Managers	610/5528/1
3C45	CMI Level 3 Certificate in Sustainability Principles for First Line Managers	610/5529/3
3D45	CMI Level 3 Diploma in Sustainability Principles for First Line Managers	610/5530/X

## KEY DATES

This qualification is regulated from 1st April 2025 and the operational start date in CMI Centres is 1st April 2025.

CMI qualifications are reviewed from time to time, for information on the next review date please see the CMI External Qualification List.

# PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of CMI Level 3 Qualifications in Sustainability Principles for First Line Managers - 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 3 Qualifications in Principles of First Line Management.

All successful learners will be eligible for Foundation Chartered Manager (fCMgr) on completion of the CMI Level 3 Qualifications in Sustainability Principles for First Line Managers (subject to retention of CMI Membership). For more information on Foundation Chartered Manager, please see [here](#).

# ENTRY REQUIREMENTS

These qualifications can be offered to Learners from age 16. CMI does not specify entry requirements for these qualifications, but 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 Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs,
- enable and facilitate learning and achievement,
- enable progression.

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria,
- Demonstrate that Learners are recruited with integrity,
- Carry out comprehensive Learner induction that:
  1. addresses programme and organisational requirements
  2. explains Learner facilities
  3. identifies Learners' development needs
  4. develops an Individual Learning Plan.

The qualification is offered in the medium of the English Language.

# DEFINITIONS

**Total Qualification Time (TQT)** is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Unit Time (TUT)** is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.

**Guided Learning Hours** is defined as the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Immediate Guidance or Supervision** is defined as the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –

- a) with the simultaneous physical presence of the Learner and that person, or
- b) remotely by means of simultaneous electronic communication

**Credit value** is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

**Rule of Combination** is defined as being a rule specifying the combination of units which may be taken to form a particular qualification, any units which must be taken and any related requirements.

# QUALIFICATION STRUCTURES

## RULES OF COMBINATION

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

### **CMI LEVEL 3 AWARD IN SUSTAINABILITY PRINCIPLES FOR FIRST LINE MANAGERS**

Learners must select at least one unit to a minimum of 100 TQT hours to achieve this qualification. The minimum GLH is 40 hours. Minimum credits: 10

### **CMI LEVEL 3 CERTIFICATE IN SUSTAINABILITY PRINCIPLES FOR FIRST LINE MANAGERS**

Learners must select at least two units to a minimum of 200 TQT hours to achieve this qualification. The minimum GLH is 80 hours. Minimum credits: 20

### **CMI LEVEL 3 DIPLOMA IN SUSTAINABILITY PRINCIPLES FOR FIRST LINE MANAGERS**

Learners complete all four units to a total of 400 TQT hours to achieve this qualification. The minimum GLH is approximately 160 hours. Minimum/Maximum credits: 40

Unit Code	Unit Title	GLH	TUT	Credit
350	Introduction to Sustainability	40	100	10
351	Implementing Operational Sustainability Practices	40	100	10
352	Ethical Management and Leadership for Sustainability Practice	40	100	10
353	Undertaking a Sustainability Project	40	100	10

## SUGGESTED PATHWAYS

There are no mandated pathways or unit combinations, other than meeting minimum credit/TQT thresholds identified above.

However, it is recommended that for any manager or leader re- or up-skilling in this area, they may wish to complete **Unit 350 - Introduction to Sustainability**. This unit will give foundational knowledge and awareness of sustainability principles, which will complement other units.

# QUALIFICATION DELIVERY

CMI does not specify the mode of delivery for its qualifications at Level 3; therefore CMI Centres are free to deliver the Level 3 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the [CMI Quality Assurance Manual](#) for more information.

## ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should apply using the online form [Qualification Adjustment Request](#) in MyCMI.

Further information, please see the [CMI Reasonable Adjustments Procedure](#) and the [CMI Special Consideration Procedure](#)

## RECOGNITION OF PRIOR LEARNING

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in [CMI RPL policy](#).

# ASSESSMENT & QUALITY ASSURANCE

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

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

## LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The Learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally, the Learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions. An electronic signature that is scanned is acceptable and also where there is a fully automated system for uploading evidence then a 'tick-box' to the statement is also acceptable. Where CMI evidence booklets are used, the statement of authenticity may be integral to the booklet and in this case, a separate statement is not required.

Centres are required to complete a Centre Statement of Authenticity to confirm the Learner is registered on a CMI programme of study.

Electronic copies of the Learner Authenticity Form are accepted for further information, please see the [Learner Authenticity Form](#)

## ASSESSMENT GRADING

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 completely separate from the CMI qualification.



It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the [CMI Quality Assurance Manual](#) for more information.

## SUGGESTED ASSESSMENT METHODOLOGIES

CMI does not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

CMI Code	Title	Case Study	Briefing Paper	Presentation	Report	Proposal	SWOT
350	Introduction to Sustainability	✓		✓			
351	Implementing Operational Sustainability Practices		✓	✓			
352	Ethical Management and Leadership for Sustainability Practice	✓					✓
353	Undertaking a Sustainability Project				✓	✓	

## WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 3. The guideline word count for units within this qualification is **2000-2500 words** (refer to assessment brief for specific word counts). There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

## EXTERNAL MARKING

As part of our dedicated service, CMI Awarding Body offers the opportunity for all Centres to have their Learners' assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to the fees guide for current pricing.

## APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by the CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

For further information, please see [CMI's Appeals Policy and Procedure](#).

# CMI QUALIFICATION SUPPORT

## CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI for the duration of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learner's studies dependent on successfully completing a qualification with CMI.

## STUDY RESOURCES

### **ManagementDirect**

<https://members.md.cmi.org.uk>

It's fast, comprehensive and free to members

ManagementDirect is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to enhance their knowledge and develop their skills.

- 231 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 100s of leader insights videos, including Pearls of Wisdom from Eliesha
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books 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 give you a headline understanding of the topic; checklists and models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

- E-journals
- For in depth research try our e-journals service
- CMI has joined forces with EBSCO Information Services to offer members 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 and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

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

# UNIT SUMMARIES

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competency based assessments.
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Suggested reading/web resource materials developed to complement the unit content. The primary resource/research tool referred to is ManagementDirect.
- Please note that the resources lists provided to guide the Learner to potential sources of information are by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

It is recommended that Learners have sight of each unit of study in preparation for assessment.

<b>350 - Introduction to Sustainability</b>	Sustainability practices ensure long-term environmental, social, and economic health. For First Line Managers, understanding and promoting sustainable practices is key to enhancing organisational success and community well-being.
<b>351 - Implementing Operational Sustainability Practices</b>	Implementing sustainability practices into operational activities means integrating environmentally, financially and socially responsible methods into daily tasks and processes. For organisations, this is important because it not only helps reduce costs and waste but also boosts reputation, compliance, and long-term business success
<b>352 - Ethical Management and Leadership for Sustainability Practice</b>	Ethical management and leadership involves taking actions based on fairness, transparency, and integrity while considering the impact on others and the environment. Considering sustainability more broadly, ethical behaviours underpin any environmental, social or financial sustainability practice. First Line Managers play a crucial role in this by setting an example, promoting ethical behaviour, and ensuring teams adhere to company values and sustainability standards in their daily actions.
<b>353 - Undertaking a Sustainable Project</b>	A sustainability project focuses on investigating or implementing initiatives that promote environmental, social, or economic sustainability, such as reducing energy consumption or improving waste management. First Line Managers play a key role in undertaking these projects by coordinating tasks, ensuring timelines are met, and motivating their teams to achieve the project's sustainability goals.

# UNIT 350 – INTRODUCTION TO SUSTAINABILITY

**Ofqual unit number** A/651/5588

**RQF level** 3

**Guided learning hours** 40

**Total unit time** 100

**Credits** 10

## **Aims of unit**

Sustainability practices ensure long-term environmental, social, and economic health. For First Line Managers, understanding and promoting sustainable practices is key to enhancing organisational success and community well-being.

This unit aims to provide First Line Managers with an introduction to sustainability in an organisation. It will allow First Line Managers to explore external frameworks and influences, whilst understanding the case for organisations to embrace sustainability.

## **Keywords**

Sustainability, Impact, External Frameworks, Challenges, Benefits, Approaches

Learning outcome 1
<b>Explain external influences on sustainable practices within an organisation</b>
Assessment criteria
1.1 Outline <b>global</b> and <b>national</b> sustainability challenges that impact an organisation 1.2 Explain key sustainability <b>frameworks</b> that influence organisational practices
Indicative Content
<p><b>1.1 Global challenges:</b> <i>Environmental (for example, Climate change, biodiversity loss, pollution, waste management, overuse of resources). Resources (for example, deforestation, water scarcity, food security). Social (for example, social inequality, poverty). Financial (for example, financial risk management, inflation, market volatility).</i></p> <p><b>National challenges:</b> <i>Net Zero carbon emissions by 2030, biodiversity loss, flooding, housing and sustainable urban development, air quality, circular economy.</i></p> <p><b>1.2 Frameworks:</b> <i>United Nations Sustainability Development Goals (SDGs), Global Reporting Initiative, International Sustainability Standards Board, Corporate Sustainability Reporting Directives, Streamlined Energy and Carbon Reporting (SECR), Energy Savings Opportunity Scheme (ESOS), The Paris Agreement (2015). BCorp. ISO 14001. Specific sector frameworks. Professional Body frameworks.</i></p>

<b>Learning outcome 2</b>
<b>Describe approaches that can be applied to enhance sustainable practice in an organisation</b>
<b>Assessment criteria</b>
<p>2.1 Identify sustainability <b>approaches</b> that can be utilised to enhance sustainability practice in an organisation</p> <p>2.2 Describe how an organisation has <b>applied</b> an approach to improve sustainability practice</p>
<b>Indicative Content</b>
<p>2.1 <b>Approaches:</b> <i>Models (for example, Triple Bottom Line (Eklington), Circular Economy (MacArthur Foundation), BCorp, United Nations Sustainable Development Goals (UN SDGs). Life Cycle Assessment (LCA). Social Value Model (Kiser et al.)).</i></p> <p>2.2 <b>Applied:</b> <i>Environmental (for example, achieving net zero, regenerative organic certification, sourcing sustainable materials). Social (for example, fair working practices, equality, diversity and inclusion). Economic (for example, financial transparency, sustainable business practices, cost-savings, customer loyalty, brand loyalty). Stakeholder engagement.</i></p>

<b>Recommendations for assessment</b>
<p>Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.</p> <ol style="list-style-type: none"> <li>1. Write a case study, titled ‘ External Factors Influencing Sustainable Practices within an Organisations’</li> <li>2. Produce a presentation titled ‘Approaches to improve sustainability practice in an organisation’</li> </ol> <p><b>Further guidance</b></p> <p>It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.</p>

<b>Further Reading</b>
<p><b>Frameworks:</b></p> <ul style="list-style-type: none"> <li>• B Corporation - <a href="https://bcorporation.uk/">https://bcorporation.uk/</a></li> <li>• Corporate Sustainability Reporting Directive - <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022L2464">https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022L2464</a></li> <li>• Energy Savings Opportunity Scheme (ESOS) - <a href="https://www.gov.uk/government/publications/comply-with-the-energy-savings-opportunity-scheme-esos/complying-with-the-energy-savings-opportunity-scheme-esos">https://www.gov.uk/government/publications/comply-with-the-energy-savings-opportunity-scheme-esos/complying-with-the-energy-savings-opportunity-scheme-esos</a></li> <li>• European Sustainability Reporting Standards</li> <li>• Global Reporting Initiative - <a href="https://www.globalreporting.org/">https://www.globalreporting.org/</a></li> <li>• International Sustainability Standards Board - <a href="https://www.ifrs.org/groups/international-sustainability-standards-board/">https://www.ifrs.org/groups/international-sustainability-standards-board/</a></li> <li>• Streamlined Energy and Carbon Reporting (SECR) - <a href="https://www.gov.uk/government/publications/environmental-reporting-guidelines-including-mandatory-greenhouse-gas-emissions-reporting-guidance">https://www.gov.uk/government/publications/environmental-reporting-guidelines-including-mandatory-greenhouse-gas-emissions-reporting-guidance</a></li> <li>• The Paris Agreement (2015) - <a href="https://unfccc.int/process-and-meetings/the-paris-agreement">https://unfccc.int/process-and-meetings/the-paris-agreement</a></li> <li>• The United Nations Sustainable Development Goals - <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> </ul>

# UNIT 351 – IMPLEMENTING OPERATIONAL SUSTAINABILITY PRACTICES

Ofqual unit number D/651/5589

RQF level 3

Guided learning hours 40

Total unit time 100

Credits 10

## Aims of unit

Implementing sustainability practices into operational activities means integrating environmentally, financially and socially responsible methods into daily tasks and processes. For organisations, this is important because it not only helps reduce costs and waste but also boosts reputation, compliance, and long-term business success

This unit aims to provide First Line Managers with an awareness of their role in ensuring sustainability practices and initiatives are implemented into operational activities. They will explore organisational sustainability goals, their role in contributing to those goals, and create a plan to implement sustainability practices into operational activities.

## Keywords

Sustainability, Frameworks, Drivers, Operational Plans, Objectives, Implementations, Reporting

Learning outcome 1
Explain the role of the First Line Manager in achieving organisational sustainability goals
Assessment criteria
<p>1.1 Identify the <b>sustainability goals</b> of an organisation</p> <p>1.2 Explain the <b>role</b> of the First Line Manager in contributing to the organisational sustainability goals</p>
Indicative Content
<p>1.1 <b>Sustainability goals:</b> <i>Short, medium, and/or long-term goals. Environmental, social, and/or economic goals. Measuring carbon emissions, Carbon Reduction Plan. Biodiversity. Renewable Energy. Circular economy. Waste management. Resource usage. Social impact. Digital transformation. Sustainable products or services.</i></p> <p>1.2 <b>Role:</b> <i>Leading teams (for example, functional teams, cross-functional teams, project teams, onsite, remote/dispersed, hybrid teams). Role-modelling sustainable behaviours. Being an advocate/champion for sustainability. Developing awareness. Delivering training and development. Legal and regulatory compliance. Supporting change.</i></p>

<b>Learning outcome 2</b>
<b>Present a plan to implement sustainability practices successfully into operational activities</b>
<b>Assessment criteria</b>
<p>2.1 Identify <b>opportunities</b> to implement sustainability practices into <b>operational activities</b></p> <p>2.2 Prepare a <b>plan</b> to implement sustainability practices into operational activities</p> <p>2.3 Recommend <b>approaches</b> to measure the successful implementation of sustainability practices</p>
<b>Indicative Content</b>
<p>2.1 <b>Opportunities:</b> <i>Training and development. Objective setting. Policies and procedures. Reviewing processes. Adoption and implementation of new initiatives.</i></p> <p><b>Operational activities:</b> <i>Daily, weekly, monthly, quarterly activities. People management. Recruitment and selection. Talent management. Performance management. Process management. Resource allocation. Travel. Team budgets.</i></p> <p>2.2 <b>Plan:</b> <i>Aims and Specific, Measurable, Attainable, Realistic and Timebound (SMART) objectives. Benefits. Considerations/challenges. Resource needs. Timelines and milestones. Stakeholders.</i></p> <p>2.3 <b>Approaches:</b> <i>Key Performance Indicators (KPIs). Feedback. Sustainability reporting (for example, waste management, Net Zero, costs).</i></p>

<b>Recommendations for assessment</b>
<p>Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.</p> <ol style="list-style-type: none"> <li>1. Write a case study, titled ‘ The role of the First Line Manager in achieving organisational goals’</li> <li>2. Write a project proposal titled ‘Implementation Project Plan for Sustainability Practices’</li> </ol> <p><b>Further guidance</b> It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate an understanding of the assessment criteria.</p>

<b>Further Reading</b>
<p><b>ManagementDirect Resources (CMI Membership required)</b></p> <ul style="list-style-type: none"> <li>• Checklists <ul style="list-style-type: none"> <li>○ 210 Making an impact</li> </ul> </li> <li>• Models <ul style="list-style-type: none"> <li>○ SMART Objectives</li> <li>○ RAG Reporting</li> </ul> </li> </ul>



- Pearls of Wisdom
  - The Importance of Place
  - SMART objectives
  - Key Performance Indicators

# UNIT 352 - ETHICAL MANAGEMENT AND LEADERSHIP FOR SUSTAINABILITY PRACTICE

Ofqual unit number J/651/5590

RQF level 3

Guided learning hours 40

Total unit time 100

Credits 10

**Aims of unit**

Ethical management and leadership involves taking actions based on fairness, transparency, and integrity while considering the impact on others and the environment. Considering sustainability more broadly, ethical behaviours underpin any environmental, social or financial sustainability practice. First Line Managers play a crucial role in this by setting an example, promoting ethical behaviour, and ensuring teams adhere to company values and sustainability standards in their daily actions.

This unit aims to equip First Line Managers with an awareness of core ethical management and leadership behaviours. It will allow them to explore the role of ethical management and leadership in supporting sustainability practice, whilst also assessing their capability and establishing personal development goals concerning ethical practice.

**Keywords**

Ethical Management and Leadership, Sustainability, Behaviours, Teams, Personal development, Capabilities

Learning outcome 1
Explain the role of ethical management and leadership in supporting sustainability practice
Assessment criteria
1.1 Outline key <b>behaviours</b> of an ethical manager and leader 1.2 Explain the <b>role</b> of an ethical manager and leader in embedding sustainability practice in a team
Indicative content
1.1 <b>Behaviours:</b> <i>Transparency, accountability, integrity, inclusion, respectfulness, professionalism. Fair and equitable. Empowering and motivating. Demonstrates social and emotional intelligence. Committed to sustainability. Committed to personal and professional development.</i>

**1.2 Role:** *Leading by example. Vision and purpose. Codes of conduct. Competency frameworks (for example, CMI Professional Standards). Ethical policies and procedures. Promoting collaboration and teamwork. Performance metrics. Reward and recognition.*

## Learning outcome 2

### Develop ethical management and leadership capabilities for sustainability practice

#### Assessment criteria

2.1 Use **tools** to assess own ethical management and leadership **capabilities**

2.2 Create a **Personal Development Plan (PDP)** to improve ethical management and leadership skills and sustainability practice

#### Indicative content

**2.1 Tools:** *SWOT analysis. CMI Management Diagnostic Tool. Competency Frameworks. Johari Window. 360 Feedback. UN Global Compact Leadership for the SDGs.*

**Capabilities:** *Knowledge, skills and behaviours*

**2.2 Personal Development Plan (PDP):** *Identifying development goals. Specific Measurable Achievable Realistic and Timebound (SMART) objectives. Outlining activities. Resources required. Self-reflections. Evaluation methods.*

## Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

1. Write a Case Study, titled ' Ethical Leadership'
2. a. Complete a S.W.O.T analysis and another tool of your choice  
b. Produce a Personal Development Plan

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate an understanding of the assessment criteria.

## Further Reading

### ManagementDirect Resources (CMI Membership required)

- Checklists
  - 092 Personal development planning
  - 256 Understanding management and leadership styles
  - 280 Reflective practice skills
- Models
  - Transformational leadership
  - ABCD Trust Model
  - SWOT Analysis Personal

- Johari Window
- Pearls of Wisdom
  - Ethical leadership - Kasthuri Henry
  - Paine's Manager Compass
  - Dealing with the 5 temptations of a leader
  - Taking Responsibility
  - The Betari Box
  - Identifying areas to improve
  - Continuing professional development

### **Literature (Books, Journals, Articles)**

- Choi, S. B., & Choi, Y. (2022). *The Impact of Ethical Leadership on Sustainable Business Performance: The Mediating Roles of Ethical Climate and Voluntary Employee Behavior*.
- Fredrick A. Miller & Monica E. Biggs, JHK (2022), *Change Champions: A Dialogic Approach to Creating an Inclusive Culture*, BMI Series in Dialogic Organization Development, BMI, North Vancouver, BC.
- Kjaerulf, F., et al. (2024). *Ethical Leadership in Public Sector Organizations and its Influence on Ethical Culture and Governance*.
- Ronald R. Sims (2021) *Leadership, Leaders and Leading*. Charlotte: Information Age Publishing.
- Sunil Savur and Sukhbir Sandhu (2017) *Responsible Leadership and Ethical Decision-Making*. Bingley: Emerald Publishing Limited.
- Tushar, H. (2017). *The Role of Ethical Leadership in Developing Sustainable Organizations*.

### **Competency Frameworks**

- CMI Professional Standard for Management and Leadership - <https://www.managers.org.uk/education-and-learning/professional-standards/professional-standard/>
- IEMA Sustainability Skills Map - <https://www.iema.net/sustainability-skills-map/>

### **Weblinks**

- CMI Management Diagnostics (CMI Membership required): <https://cmi.careercentre.me/Resources/CustomPage/20935>

# UNIT 353 - UNDERTAKING A SUSTAINABILITY PROJECT

Ofqual unit number K/651/5591

RQF level 3

Guided learning hours 40

Total unit time 100

Credits 10

## Aims of unit

A sustainability project focuses on investigating or implementing initiatives that promote environmental, social, or economic sustainability, such as reducing energy consumption or improving waste management. First Line Managers play a key role in undertaking these projects by coordinating tasks, ensuring timelines are met, and motivating their teams to achieve the project's sustainability goals.

This unit aims to allow First Line Managers to undertake a project to deliver a sustainability initiative. They will gain knowledge of how to plan for a successful project - such as use of project tools - and present the outcomes from the project. Lastly, they will reflect on the impact of the project in terms of the organisation and/or wider society.

## Keywords

Sustainability, Projects, Aims, Objectives, Tools, Project Plan, Outcomes, Deliverables, Impact

Learning outcome 1
<b>Plan a project to deliver a sustainability initiative</b>
Assessment criteria
1.1 Define the <b>aims, objectives and scope</b> for the <b>sustainability project</b> 1.2 Outline proposed <b>approach</b> to gathering information to deliver the sustainability project 1.3 Identify appropriate <b>tools</b> to deliver the sustainability project 1.4 Prepare a <b>project plan</b>
Indicative Content
<p>1.1 <b>Aims:</b> <i>Purpose or broader goals. (for example: reducing environmental impact, promoting sustainability culture). Alignment to organisational sustainability goals.</i></p> <p><b>Objectives:</b> <i>Specific, Measurable, Attainable, Realistic and Timebound (SMART) objectives of how to meet the aim.</i></p> <p><b>Scope:</b> <i>Project boundaries (for example, what is to be included and/or not included)</i></p> <p><b>Sustainability project:</b> <i>Environmental (for example, reducing waste, changing suppliers). Social</i></p>

(for example, equal pay benchmarking, staff wellbeing programmes). *Financial* (for example, reviewing costs, new income opportunities).

**1.2 Approach:** *Qualitative* (for example, surveys, interviews, case studies, brainstorming sessions). *Quantitative* (for example, surveys, market research, competitive analysis).

**1.3 Tools:** *Gantt charts. Project management software* (for example, Miro, Trello). *Collaboration and communication tools* (for example, stand-ups, Microsoft Teams, Google Workplace). *Risk registers. Documentation sharing. Reporting and monitoring.*

**1.4 Plan:** *Timeline. Resource plan. Budget. Communication plan. Stakeholder roles (RACI). Risk management Plan. Monitoring and evaluation. Key Performance Indicators (KPIs).*

## Learning outcome 2

### Undertake a project to deliver a sustainability initiative

#### Assessment criteria

2.1 Summarise **activities** undertaken to deliver the sustainability project

2.2 Present the **outcomes** of the sustainability project

2.3 Reflect on the **impact** of the sustainability project

#### Indicative Content

**2.1 Activities:** *Project planning and initiation. Stakeholder engagement. Research. Monitoring and reporting. Project closure. Post implementation support.*

**2.2 Outcomes:** *Outputs/deliverables (for example, a change or introduction of a new product, policy or process). Assessment against project aims.*

**2.3 Impact:** *Environmental, social, governance or financial. Internal (for example, organisational, departmental or team impact). External (for example, customers, partners or wider society).*

## Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

1. Write a project proposal for a sustainability project to be undertaken
2. Write a report on the sustainability project undertaken

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate an understanding of the assessment criteria.

## Further Reading

### ManagementDirect Resources (CMI Membership required)

- Checklists
  - 035 Managing projects
  - 241 Conducting a risk assessment for project

- Models
  - Project life cycle
  - Elbeik and Thomas's successful project requirements
  - Gantt chart
  - RACI Matrix
- Pearls of Wisdom
  - What is a Project?
  - Project Start-up and Control
  - Data and Information
  - Gantt charts
  - Managing Project Risk
  - Project Stakeholder – Internal and External

#### **Literature (Books, Journals, Articles)**

- Barker, S. (2014). *Brilliant Project Management: What the best project managers know, do, and say*. 3rd ed. Harlow: Pearson.
- Bell, E. Bryman, A and Harley, B. (2018). *Business Research Methods*. 5th ed. Oxford: Oxford University Press.
- Berkun, S. (2008). *Making Things Happen. Mastering Project Management*. Sebastopol, CA: O'Reilly Media Inc.
- Maylor, H. (2010). *Project Management*. 4th ed. London: Pearson.
- Project Management Institute. (2017). *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*. 6th ed. Newtown Square: PA: Project Management Institute.

# ANNEX 1 - COMMAND VERB DEFINITIONS

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Complete	Ensure something is finished with all of its parts.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Construct	To create or build something original
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Critically Appraise	As with appraise, a systematic process used to identify the strengths and weaknesses of information in order to assess the usefulness and validity.
Critically Assess	As with assess, but emphasising on judgments made about arguments by others, and about what is being assessed from a different perspective. Making a reasoned argument, based on judgments. Criticality requires the consideration of the validity of sources used. Critical assessment not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Analyse	As with analyse, but questioning and testing the strength of a person and/or others' analyses from different perspectives. Using the process of analysis to make an objective and reasoned argument. Criticality requires the consideration of the validity of sources used. Critical analysis not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Discuss	As with discuss, but evaluating the pros and cons of the subject in hand critically. Discussing all the aspects and dimensions of the topic in hand. Discussing the effects and impacts of the topic. Critical discussion not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.



Critically Evaluate	As with evaluate, but considering the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation
Critically Examine	As with examine, but provides the opportunity to conduct a thorough examination involving carefully analysing and evaluating a subject/topic to understand its underlying assumptions, logic, and implications to clearly establish a need. It combines both analytical and creative thinking, allowing a deeper understanding and informed judgement and exploration of a process or alternatives. Critical examination aims to promote deeper understanding and informed judgement. Critical examination not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Reflect	As with reflect, but identifying, questioning, and assessing deeply-held beliefs and assumptions about a topic, the way in which we perceive events and issues, beliefs, feelings, and actions.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Deliver	Ensure something is conveyed or done with stakeholders/clients
Demonstrate	Complete a task or activity, showing an understanding of facts, procedures and ideas of a topic and competence through action or activity.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.
Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Devise	Invent a system, solution or procedure from new/existing principles/ideas.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the

	different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpret	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Plan	Make a plan, for example, a change plan or a project plan, before starting activities to achieve an aim.
Prepare	To make or develop something ready which will happen in the future.
Present	To make clear to an audience of stakeholders the outcomes of a learner's studies/findings. (May take the form of a presentation).
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Profile	An outline giving a description of a role or organisation
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	To prepare a detailed account or statement about an event or topic in a specified format
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

# ANNEX 2 - ASSESSMENT ACTIVITY DEFINITIONS

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event
Work Based Evidence	An activity from within the workplace that is used by the Learner to evidence and/or demonstrate competence and understanding

# ANNEX 3 - REVISIONS TO DOCUMENT

The below table summarises any revisions made to this document since publication.

Revisions Summary	Rational for Revision	Document Version	Revision Date
First publication	First publication	Version 1	Apr 2025