LEVEL 5 SUSTAINABILITY MANAGEMENT & LEADERSHIP

Syllabus | March 2025 | Version 1

QUALIFICATION OBJECTIVE

Operational sustainability management is crucial for organisations seeking long-term success in an increasingly eco-conscious and resource-constrained world. It involves integrating sustainable practices into day-to-day operations, ensuring that economic, environmental, and social goals are balanced effectively. This approach helps organisations mitigate risks related to climate change and resource depletion, fosters innovation, enhances brand reputation and creates operational efficiencies.

These qualifications are designed to support practicing or aspiring middle managers and leaders, responsible for operationalising the organisational sustainability strategy for their area of responsibility. Through these qualifications, they will develop an awareness of sustainability management at an operational level, and develop skills and knowledge to manage and drive change and lead others ethically.

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 5 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.

CMI Code	Qualification Title	Qualification Reference Number
5A45	CMI Level 5 Award in Sustainability Management and Leadership	610/5516/5
5C45	CMI Level 5 Certificate in Sustainability Management and Leadership	610/5517/7
5D45	CMI Level 5 Diploma in Sustainability Management and Leadership	610/5518/9

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 5 Qualifications in Sustainability 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 5 Qualifications in Management and Leadership.

All successful learners will be eligible for Foundation Chartered Manager (fCMgr) on completion of the CMI Level 5 Qualifications in Sustainability Management and Leadership (subject to retention of CMI Membership). For more information on Foundation Chartered Manager, please see here.

Chartered Manager

Learners who have successfully completed the CMI Level 5 Diploma in Sustainability Management and Leadership may be eligible to progress onto Chartered Manager (CMgr). Backed by a Royal Charter, this prestigious accolade demonstrates exceptional management and leadership skills. Pursuing Chartered Manager status highlights a commitment to continuing professional development and professional expertise to employers and peers.

For more information on routes to Chartered Manager, please see our website.

ENTRY REQUIREMENTS

These qualifications can be offered to Learners from age 18. 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:
    - addresses programme and organisational requirements
    - explains Learner facilities
    - identifies Learners' development needs
    - 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 present 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 5 AWARD IN SUSTAINABILITY MANAGEMENT AND LEADERSHIP
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 5 CERTIFICATE IN SUSTAINABILITY MANAGEMENT AND LEADERSHIP
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 5 DIPLOMA IN SUSTAINABILITY MANAGEMENT AND LEADERSHIP
Learners complete a minimum of four units to a total of 400 TQT hours to achieve this qualification. The minimum GLH is approximately 160 hours. Minimum credits: 40

Unit Code	Unit Title	GLH	TUT	Credit
560	Sustainability Principles for Managers and Leaders	40	100	10
561	Managing and Operationalising Sustainability Practice	40	100	10
562	Managing Change for Sustainability	40	100	10
563	Ethical Management and Leadership for Sustainability	40	100	10
564	Conducting 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 560 - Sustainability Principles for Managers and Leaders**. 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 5; therefore CMI Centres are free to deliver the Level 5 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	Briefing Paper	Case Study	Report	Business Case	Project	Plan
560	Sustainability Principles for Managers and Leaders		✓	✓			
561	Managing and Operationalising Sustainability Practice			✓			✓
562	Managing Change for Sustainability	✓	✓				
563	Ethical Management and Leadership for Sustainability	✓	✓				
564	Conducting 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 5. 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.

CHARTERED MANAGER

Learners may wish to gather evidence for Chartered Manager as part of their learning programme. As such, we have included guidance on how this can be embedded in learning. This is not mandatory, but facilitates progression to Chartered Manager on completion of a qualifying qualification.

Below are the two activities learners need to complete to provide evidence of their application for learning and eligibility for Chartered Manager.

This can be embedded into your delivery model, at the end of the learning programme, or as part of a unit assessment.

Learners are only required to complete these activities once, however, reflective activity is encouraged throughout their programme to assess learning and application.

Learners must have at least three years of management and leadership experience to be eligible for Chartered Manager.

Should learners have any questions about completing this section, they should contact their Learning Provider/Tutor in the first instance.

Chartered Manager Activity 1: Reflective Account
Requires the learner to reflect on the positive impact that this learning experience and becoming chartered would have on:

- **Them, Their Role, Their Team and Their Organisation** *Including how they have made use of all available resources, including knowledge and experience, to achieve personal and life goals. Being self-aware, reflecting on their own performance, and the impact they have on others.*
- **Their Role In Supporting And/Or Building A High-Performance Team/Working Environment** *Including how they have created a sense of purpose within/across their team(s). How they set expectations and adapt to changing needs. How they lead with integrity and sustainability to build an effective and inclusive team. How they champion inclusivity and encourage/support others to achieve their goals.*
- **Continuing To Be Successful In The Achievement Of Their Organisational Goals/Objectives** *Including how they can demonstrate effective, conscious, and inclusive decision-making. How they regularly assess their impact on personal, team and organisational performance. How they measure and achieve results efficiently and effectively for all stakeholders.*

Evidence may include examples of work-based activities to support reflections (for example, appraisal and/or 360 feedback)

Chartered Manager Activity 2: PDP
Requires the learner to identify 3 (THREE) medium to long-term development goals that they want to achieve within the next 12 to 18 months.

This can be completed at your learning programme's beginning, middle, or end.

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 earner 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.

560 - Sustainability Principles for Managers and Leaders	Sustainability principles are crucial for organisations because they help create long-term value while minimising negative impacts on the environment, society, and economy. By integrating sustainability into business practices, organisations not only contribute to global efforts to combat climate change and resource depletion but also enhance their reputation and appeal to a growing consumer base that prioritises environmental and social responsibility
561 – Managing and Operationalising Sustainability Practice	Managing and operationalising sustainability practices is crucial for organisations as it ensures long-term environmental, social, and economic stability. By integrating sustainability into their operations, businesses can reduce their ecological footprint, conserve resources, and contribute positively to the community.
562 - Managing Change for Sustainability	Managing change for sustainability involves guiding individuals and teams through the adoption of environmentally and socially responsible strategies that align with long-term organisational goals. This requires fostering a culture of innovation, collaboration, and accountability to drive meaningful and lasting change.
563 - Ethical Management and Leadership for Sustainability	Ethical management and leadership involves making principled decisions that prioritise integrity, fairness, and accountability. It is crucial for building trust, fostering a positive organisational culture, and ensuring that organisational practices align with both societal values and long-term sustainability goals.

564 - Conducting a Sustainability Project	A sustainability project focuses on implementing practices that promote environmental, social, and economic responsibility within an organisation. For managers and leaders, these projects offer opportunities to drive long-term positive impact while aligning business operations with broader sustainability goals.

UNIT 560 – SUSTAINABILITY PRINCIPLES FOR MANAGERS AND LEADERS

Ofqual unit number	A/651/5514
RQF level	5
Guided learning hours	40
Total unit time	100
Credits	10
Aims of unit	Sustainability principles are crucial for organisations because they help create long-term value while minimising negative impacts on the environment, society, and economy. By integrating sustainability into business practices, organisations not only contribute to global efforts to combat climate change and resource depletion but also enhance their reputation and appeal to a growing consumer base that prioritises environmental and social responsibility.
	This unit aims to give managers and leaders an overview of sustainability principles. It will provide knowledge of drivers of sustainability practices in organisations and an awareness of the role of managers and leaders in promoting and influencing good practice in organisations.
Keywords	Sustainability, Practices, Drivers, Frameworks, Legislation, Organisational Goals, Leadership, Management, Engaging, Influencing.

Learning outcome 1
Evaluate the drivers of sustainable practices in an organisation
Assessment criteria
1.1 Explain the **internal and external drivers** influencing sustainable practices in an organisation 1.2 Discuss how **frameworks** and **legislation** guide sustainability practices 1.3 Justify how sustainability **practices** contribute to achieving organisational **goals**
Indicative content
1.1 Internal Drivers: *Vision, mission, values and purpose. Sustainability strategy. Policies and Procedures. Employee and talent expectations. Operational efficiency. Resourcing. Compliance and risk management. Innovation. Competitive advantage. Governance and accountability structures. Leadership.* **External Drivers:** *Legislation (for example, Net Zero reporting). Regulation (for example, ISO 14001). Market and customer demand and trends. Competitors. Environmental (for example, climate change, pollution, energy usage). Social (for example, equality, diversity and inclusion, fair pay, access to education). Economic (for example, green finance, global economy).*

1.2 Frameworks: *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.*

Legislation: *Environment Act, 2021. Climate Change Act, 2008. Plastic Packaging Tax, 2022. Net Zero Reporting. Equality Act, 2010. Modern Slavery Act, 2015. Gender Pay Gap Reporting. Companies and Limited Liability Partnerships (LLPs)(Sustainability) Regulations, 2021. UK Green Finance Initiative (2019).*

Note: Other legislation relevant to your local area may be used.

1.3 Practices: *Circular Economy. Sustainable reporting. Governance. Energy efficiency. Waste management. Carbon footprint reduction. Supply chain management. Community engagement. Staff training and talent development.*

Goals: *Meeting/exceeding legislative targets (for example, Net Zero, Gender Pay Gap). Strategic alignment (for example, vision, mission, values and purpose, sustainability frameworks). Supply chain resilience. Social goals (for example, Equality, Equity, Diversity & Inclusion, fair pay). Economic goals (for example, cost efficiency). Staff well-being (for example, attracting, developing, and retaining staff).*

Learning outcome 2
Assess the role of managers and leaders in promoting and influencing sustainability practices
Assessment criteria
2.1 Discuss the **role** of managers and leaders in promoting sustainability within an organisation 2.2 Examine strategies for **engaging and influencing** stakeholders in sustainability initiatives
Indicative content
2.1 **Role:** *Target setting. Operational planning. Providing leadership and direction. Role modelling behaviours. Resource allocation. Developing team culture. Reporting. Engagement and training.* 2.2. **Engaging and influencing**: *Stakeholder analysis. Open communication. Active listening Collaborative decision-making. Data-driven decision making. Being ethical and inclusive. Building trust. Motivation. Empowerment. Identifying benefits. Alignment with wider objectives. Feedback loops. Delivering results.*

Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.
    1. Write a **case study** titled: *'Evaluation of drivers for sustainable practices within an organisation'*
    2. Write a **report** titled: '*The role of leadership in creating successful sustainability practices'*
 	
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 understanding of the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is 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 make reference to other local or national legislation as relevant.

Frameworks & Standards

- Corporate Sustainability Reporting Directive, 2022. European Union. [online] Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022L2464
- Energy Savings Opportunity Scheme (ESOS), 2025. UK Government. [online] Available at: https://www.gov.uk/government/publications/comply-with-the-energy-savings-opportunity-scheme-esos/complying-with-the-energy-savings-opportunity-scheme-esos
- European Sustainability Reporting Standards, 2025. European Union. [online] Available at: https://www.gov.uk/guidance/uk-sustainability-reporting-standards
- Global Reporting Initiative, 2025. GRI. [online] Available at: https://www.globalreporting.org/
- International Sustainability Standards Board, 2025. IFRS. [online] Available at: https://www.ifrs.org/groups/international-sustainability-standards-board
- ISO (2015) *ISO 14001:2015 - Environmental management systems — Requirements with guidance for use*. Available at: https://www.iso.org/standard/60857.html
- Streamlined Energy and Carbon Reporting (SECR), 2025. UK Government. [online] Available at: https://www.gov.uk/government/publications/environmental-reporting-guidelines-including-mandatory-greenhouse-gas-emissions-reporting-guidance
- The Paris Agreement, 2015. UNFCCC. [online] Available at: https://unfccc.int/process-and-meetings/the-paris-agreement
- The United Nations Sustainable Development Goals, 2025. United Nations. [online] Available at: https://sdgs.un.org/goals

Legislation Weblinks

- Climate Change Act, 2008: https://www.gov.uk/government/collections/climate-change-act-2008
- Companies and Limited Liability Partnerships (LLPs)(Sustainability) Regulations, 2021: https://www.gov.uk/government/collections/companies-and-llps-sustainability-regulations
- Energy Act 2023 https://www.gov.uk/government/collections/energy-act-202
- Environment Act, 2021: https://www.gov.uk/government/collections/environment-bill
- Equality Act, 2010: https://www.gov.uk/government/collections/equality-act-2010
- Gender Pay Gap Reporting, 2017: https://www.gov.uk/government/collections/gender-pay-gap-reporting
- Modern Slavery Act, 2015: https://www.gov.uk/government/collections/modern-slavery
- Net Zero Reporting, 2024: https://www.gov.uk/government/collections/net-zero-reporting
- Plastic Packaging Tax, 2022: https://www.gov.uk/government/collections/plastic-packaging-tax
- UK Green Finance Initiative, 2019: https://www.gov.uk/government/collections/green-finance-initiative
- UK Sustainability Reporting Standards https://www.gov.uk/guidance/uk-sustainability-reporting-standards

UNIT 561 – MANAGING AND OPERATIONALISING SUSTAINABILITY PRACTICE

Ofqual unit number	D/651/5515
RQF level	5
Guided learning hours	40
Total unit time	100
Credits	10
Aims of unit	Managing and operationalising sustainability practices is crucial for organisations as it ensures long-term environmental, social, and economic stability. By integrating sustainability into their operations, businesses can reduce their ecological footprint, conserve resources, and contribute positively to the community.
	This unit aims to examine the impact of sustainability principles on operational planning, exploring frameworks and drivers. It will also require managers and leaders to develop an operational plan to address organisational sustainability goals.
Keywords	Sustainability, Frameworks, Drivers, Approaches, Operational Plans, Factors, Sustainability goals

Learning outcome 1
Examine the impact of sustainability principles on operational planning
Assessment criteria
1.1 Discuss how sustainability **drivers** inform operational planning
1.2 Explain how sustainability **frameworks** influence operational planning decisions
1.3 Analyse **approaches** for integrating sustainability into operational processes
Indicative Content
1.1 **Drivers:** *Net Zero objectives (for example, Carbon Reduction Plans, Supply Chain requirements). Legislation. Regulatory compliance (for example, ISO 14001) Resource utilisation (for example, workforce, technology, physical resources, energy efficiency, waste management, circular economy principles). Workforce understanding. Supply chain and procurement requirements.*
1.2 **Frameworks**: *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.*

1.3 **Approaches**: *Setting Key Performance Indicators (KPIs) and targets (for example, Net Zero, social impact, carbon, inclusion). Policies and procedures. Creating Shared Value (CSV). Upgrading equipment. Recycling. Sustainable procurement. Supply chain approval criteria. Training and talent development. Investing in people and/or communities. Long term planning. Programme and project management.*

Learning outcome 2

Develop an operational plan that addresses sustainability goals

Assessment criteria

2.1 Create an **operational plan** that aligns with organisational sustainability goals

2.2 Evaluate **factors** influencing the successful implementation of the sustainability operational plan

Indicative Content

2.1 Operational plan: *Short, medium, long term or interval plan and may include but is not limited to aims, relationship to organisational objectives, analysis of data, assessment of current capability, gap analysis, assessing supply and resources (including partner/supplier arrangements), risk management, budget allocation, production methods, service delivery, communications plan, implementation and review, data and performance measures, conclusions and recommendations.*

2.2 Factors: *Leadership commitment. Organisational culture. Governance and accountability. Metrics and data analysis. Risk mitigation and management. Organisational resilience. Regulatory and/or legal compliance. Resource availability. Cost. Return on Investment (ROI) (including social return, ESG, Triple Bottom Line). Stakeholder engagement. Market trends. Customer expectations.*

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 **report** titled: '*Operational Planning for Sustainability*'
2. Create an **operational 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.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is 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 make reference to other local or national legislation as relevant.

ManagementDirect Resources (CMI Membership Required):
- Checklists:
  - 052 Setting objectives
  - 242 Corporate social responsibility
  - 146 Effective purchasing
  - 172 Supply chain management
- Models:
  - SMART objectives
- Pearls of Wisdom:
  - Goals and objectives
  - Key Performance Indicators

Literature (Books, Journals, Articles)

- Elkington, J., 1997. *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Oxford: Capstone Publishing.

Frameworks & Standards

- Corporate Sustainability Reporting Directive, 2022. European Union. [online] Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022L2464
- Energy Savings Opportunity Scheme (ESOS), 2025. UK Government. [online] Available at: https://www.gov.uk/government/publications/comply-with-the-energy-savings-opportunity-scheme-esos/complying-with-the-energy-savings-opportunity-scheme-esos
- European Sustainability Reporting Standards, 2025. European Union. [online] Available at: https://www.gov.uk/guidance/uk-sustainability-reporting-standards
- Global Reporting Initiative, 2025. GRI. [online] Available at: https://www.globalreporting.org/
- International Sustainability Standards Board, 2025. IFRS. [online] Available at: https://www.ifrs.org/groups/international-sustainability-standards-board
- ISO (2015) *ISO 14001:2015 - Environmental management systems — Requirements with guidance for use*. Available at: https://www.iso.org/standard/60857.html
- Streamlined Energy and Carbon Reporting (SECR), 2025. UK Government. [online] Available at: https://www.gov.uk/government/publications/environmental-reporting-guidelines-including-mandatory-greenhouse-gas-emissions-reporting-guidance
- The Paris Agreement, 2015. UNFCCC. [online] Available at: https://unfccc.int/process-and-meetings/the-paris-agreement
- The United Nations Sustainable Development Goals, 2025. United Nations. [online] Available at: https://sdgs.un.org/goals

UNIT 562 - MANAGING CHANGE FOR SUSTAINABILITY

Ofqual unit number	F/651/5516
RQF level	5
Guided learning hours	40
Total unit time	100
Credits	10
Aims of unit	Managing change for sustainability involves guiding individuals and teams through the adoption of environmentally and socially responsible strategies that align with long-term organisational goals. This requires fostering a culture of innovation, collaboration, and accountability to drive meaningful and lasting change.
	This unit aims to equip managers and leaders with the knowledge of why change is required. It will allow them to explore the impact of change on organisations, and consider approaches to engaging stakeholders during the change process.
Keywords	Sustainability, Change, Leadership, Drivers, Impact, Change Models, Stakeholders, Challenges, Resistance

Learning outcome 1
Analyse the rationale for organisational change to achieve sustainability goals
Assessment criteria
1.1 Discuss the **drivers** that influence the organisational change necessary to achieve sustainability goals 1.2 Analyse the **impact** of change on organisations
Indicative Content
1.1 Drivers: *Stakeholder expectations (for example, demand for sustainable products and services, credentials, investors, shareholders). Policy and regulation (for example, carbon emission limits, waste disposal standards, and energy efficiency mandates). Financial incentives (for example, green finance, tax incentives, renewable energy solutions). Competitors (for example, adopting circular economy principles, and positive brand values). Technological advancements. Push/Pull factors. Climate risks (for example, supply chain resilience, adaptation, mitigation). Workforce. Vision and purpose. Leadership and management. Resources.* **1.2 Impact:** *Sustainable growth. Access to new markets and revenues. Inclusive workplace. Engagement and retention (of employees and customers). Stakeholder loyalty/trust. Brand and reputation. Cost reduction. Resource efficiency. Risk mitigation. Resilience. Compliance (legal and*

regulatory). Clear accountability. Return on Investment (ROI).

Learning outcome 2

Evaluate approaches for managing change to achieve sustainability goals

Assessment criteria

2.1 Explain change management **theories and models** for sustainability.

2.2 Analyse **methods** for engaging stakeholders in sustainability change initiatives.

2.3 Evaluate **approaches** for overcoming challenges and resistance to sustainability change initiatives.

Indicative Content

2.1 **Theories and models**: *Models of Incremental and Transformational Change. Eight Step Change Model (Kotter). McKinsey's 7S Model (Waterman et al.). The Three Step-Model of Change (Lewin). ADKAR (Hiatt). Force Field Analysis (Lewin). Change Curve (Kübler-Ross). Appreciative Inquiry (AI) (Cooperrider, Srivastva, Bushe et al.).*

2.2 **Methods**: *Communication. Consultations (for example, roundtables, town halls). Guidance and training. Role modelling behaviours. Leading by example. Change champions. Feedback loops. Empowerment. Motivation. Managing expectations. Strategic alignment.*

2.3. **Approaches:** *Materiality assessment outputs. Risk management and mitigation. Stakeholder mapping (Power/Interest (Mendelow). Alignment of vision, purpose and targets. Communication. Awareness building. Collaboration. Partnerships.*

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 **briefing paper** titled: '*Evaluating the Need for Change and Approaches to Sustainable Transformation'*

2. Write a **case study** titled: '*Sustainability Transformation: A change management perspective'*

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.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is 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 make reference to other local or national legislation as relevant.

ManagementDirect Resources (CMI Membership Required):
- Checklists
  - 038 Mapping an effective change programme
  - 040 Implementing an effective change programme
  - 234 Stakeholder analysis and management
  - 266 Risk management
- Models
  - 5-D Appreciative Inquiry
  - ADKAR
  - Change Transition Curve
  - Force Field Analysis
  - Kotter's 8 Steps to Transformation
  - McKinsey's 7s framework
  - Stakeholder Analysis
- Pearls of Wisdom
  - Risk Assessment
  - Gaining Stakeholder Support
  - Stakeholders - analysing power and interest

Literature (Books, Journals, Articles)

- Hiatt, J. M. (2006) ADKAR: A Model for Change in Business, Government, and Our Community. Prosci.
- Cooperrider, D. L., and Srivastva, S. (1987) 'Appreciative inquiry in organizational life', *Research in Organizational Change and Development*, 1(1), pp. 129–169.
- Bushe, G. R. (2013) 'Appreciative inquiry: Theory and critique', in Boje, D. M., Burnes, B., and Hassard, J. (eds.) *The Routledge Companion to Organizational Change*. Routledge, pp. 87-103.
- Kübler-Ross, E. (1969) *On Death and Dying*. Macmillan.
- Lewin, K. (1951) *Field Theory in Social Science: Selected Theoretical Papers*. Harper & Row.
- Kotter, J. P. (1996) *Leading Change*. Harvard Business Review Press
- Waterman, R. H., Peters, T. J., and Phillips, J. R. (1980) 'Structure is not organization', *Business Horizons*, 23(3), pp. 14–26.
- Burnes, B. (2004) *Managing Change: A Strategic Approach to Organizational Dynamics*. 4th ed. Pearson Education.
- Lewin, K. (1947) 'Frontiers in group dynamics: Concept, method, and reality in social science; social equilibria and social change', *Human Relations*, 1(1), pp. 5–41.

UNIT 563 - ETHICAL MANAGEMENT AND LEADERSHIP FOR SUSTAINABILITY

Ofqual unit number	H/651/5517
RQF level	5
Guided learning hours	40
Total unit time	100
Credits	10
Aims of unit	Ethical management and leadership involves making principled decisions that prioritise integrity, fairness, and accountability. It is crucial for building trust, fostering a positive organisational culture, and ensuring that organisational practices align with both societal values and long-term sustainability goals.
	This unit aims to provide managers and leaders with an understanding of ethical management and leadership, and how it aligns with sustainability. They will explore ethical management and leadership practices and discuss how to foster inclusive collaboration.
Keywords	Ethical leadership, Leadership styles, Impact, inclusion, values, culture, collaboration, teams

Learning outcome 1
Evaluate the principles of ethical management and leadership in driving sustainability goals
Assessment criteria
1.1 Discuss the application of **theories and models** of ethical management and leadership to drive sustainability goals
1.2 Evaluate the **impact** of ethical management and leadership on organisational sustainability goals
Indicative Content
1.1 **Theories and models:** *Servant Leadership (Greenleaf). Transformational Leadership (MacGregor, Burns and Bass). Principled Leadership (MacGregor, Burns et al.). Ethical Leadership. Authentic Leadership (George). Stakeholder Theory (Freeman). Inclusive Leadership Model (Deloitte). Triple Bottom Line (Elkington). BCorp. United Nations Sustainable Development Goals (SDGs). Circular Economy. Natural Capital. Five Capitals Model.*   1.2 **Impact:** *Promotes accountability, transparency, social responsibility, environmental responsibility, equality, diversity, inclusion, and just transition. Workforce wellbeing.*

Learning outcome 2
Appraise ethical management and leadership approaches that drive team performance to achieve sustainability goals
Assessment criteria
2.1 Examine **techniques** used to foster **team** collaboration to achieve sustainability goals 2.2 Discuss **methods** for evaluating team performance to achieve sustainability goals
Indicative Content
2.1 **Techniques:** *Organisational/team vision. Shared goals. Specific, Measurable, Attainable, Realistic and Timebound (SMART) objectives. Defined roles, responsibilities and accountabilities. Cross-team working. Co-creation. Feedback loops. Reflections. Clear communication. Use of technology.* **Team:** *Functional. Cross-functional. Project. Dispersed. Remote/virtual. Hybrid.* 2.2 **Methods:** *Key Performance Indicators (KPIs). Team goal achievement. 360 Feedback. Observation feedback. Self assessments (for example, against competency frameworks).*

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 and management practices to achieve sustainability goals'* 2. Write a **briefing paper** titled**:** *'Building sustainable teams: The role of ethical leadership and collaboration'* **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.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is 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 make reference to other local or national legislation as relevant.
 	
ManagementDirect Resources (CMI Membership Required):
● Checklists:
  ○ 068 Motivating your team
  ○ 222 Giving feedback
  ○ 256 Understanding management and leadership styles
● Models:
  ○ Four I's of transformational leadership
  ○ Johari window
  ○ Kelley's typology of followership

- - Seven levels of leadership consciousness
    - Transformational leadership
  - Pearls of Wisdom:
    - Authentic leadership - an introduction
    - Ethical leadership - Kasthuri Henry
    - Ethics - roadblocks to ethical decisions
    - Five Temptations of a Leader
    - Taking Responsibility
    - Values-based leadership

Literature (Books, Journals, Articles)
- Bass, B.M. (1985) *Leadership and Performance Beyond Expectations*. New York: Free Press.
- BCorp (n.d.) *What is B Corp?*. Available at: https://bcorporation.net
- Burns, J.M. (1978) *Leadership*. New York: Harper & Row.
- Deloitte (2017) *The Leadership Challenge: A Framework for Inclusive Leadership*. Available at: https://www2.deloitte.com/us/en/insights.html
- Dean, P.J. and Leigh, A. (2020) *The Ethical Leader: Why Doing the Right Thing Can Be the Key to Competitive Advantage*.
- Elkington, J. (1997) *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Oxford: Capstone.
- Ellen MacArthur Foundation (2012) *Towards the Circular Economy: Economic and Business Rationale for an Accelerated Transition*. Available at: https://www.ellenmacarthurfoundation.org/publications
- Five Capitals Model (2003) *Five Capitals: A Framework for Business Sustainability*. Available at: https://www.fivecapitals.org
- Freeman, R.E. (1984) *Strategic Management: A Stakeholder Approach*. Boston: Pitman.
- Gentile, M.C. (2020) *'A New Model for Ethical Leadership'*, Harvard Business Review. Available at: https://hbr.org/2020/09/a-new-model-for-ethical-leadership
- George, B. (2003) *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. San Francisco: Jossey-Bass.
- Geringer, M.J. (2022) *Ethical Leadership in Action: A Model for Leading with Integrity*. Cham: Springer.
- Greenleaf, R.K. (1977) *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York: Paulist Press.
- Hughes, R.L. and Beatty, K.C. (2021) *'Leading with Ethics: Building a More Ethical Organizational Culture'*, ResearchGate. Available at: https://www.researchgate.net/publication/350456012_Leading_with_Ethics_Building_a_More_Ethical_Organizational_Culture
- Leigh, A. (2020) *Ethical Leadership: Creating and Sustaining an Ethical Business Culture*. London: Kogan Page.
- MacGregor, D. (1960) *The Human Side of Enterprise*. New York: McGraw-Hill.
- MacGregor, D., Business, L. et al. (2003) *Principled Leadership: The Path to Effective Organizational Performance*. Cambridge: Cambridge University Press.
- Natural Capital Coalition (2016) *Natural Capital Protocol: A Framework for Business*. Available at: https://naturalcapitalcoalition.org/protocol/
- Northouse, P.G. (2018) *Ethical Leadership*. 8th edn. Thousand Oaks, CA: Sage Publications.
- United Nations (2015) *Transforming Our World: The 2030 Agenda for Sustainable Development*. Available at: https://sdgs.un.org/goals

UNIT 564 - CONDUCTING A SUSTAINABILITY PROJECT

Ofqual unit number	J/651/5518
RQF level	5
Guided learning hours	40
Total unit time	100
Credits	10
Aims of unit	A sustainability project focuses on implementing practices that promote environmental, social, and economic responsibility within an organisation. For managers and leaders, these projects offer opportunities to drive long-term positive impact while aligning business operations with broader sustainability goals.
	The aim of this unit is to enable managers and leaders to conduct a project focussed on sustainability. They will plan its aims and scope and consider the most appropriate research methods. They will also conduct a project and examine findings using appropriate methods and, crucially, draw conclusions and make recommendations.
Keywords	Sustainability, Project, Aims, Objectives, Scope, Research, Methodologies, Conclusions, Recommendations.

Learning outcome 1
Plan a sustainability project
Assessment criteria
1.1 Develop the **aims, objectives and scope** for a sustainability project. 1.2 Justify appropriate research **methods**
Indicative Content
1.1 **Aim, objectives and scope:** *use of Specific, Measurable, Achievable, Realistic, Timebound (SMART) objectives, overall aim (for example, sustainability assessment), rationale, in/out of scope, outline of research proposal/topic, research question, hypothesis, deliverables (tangible and intangible), Key Performance Indicators (KPIs), success measures, Stakeholder Analysis (materiality assessment, power and influence, RACI). Project plan (governance, RAID).* 1.2 **Research methods**: *Qualitative research (for example, interviews, focus groups, case studies). Quantitative research (for example, surveys/questionnaires). Mixed-methods.*

Learning outcome 2

Conduct a sustainability project

Assessment criteria

2.1 Conduct **research** to deliver the **sustainability project**

2.2 Evaluate project findings using appropriate **methodologies**

2.3 Draw **conclusions** and propose **recommendations**

Indicative Content

2.1 **Research:** *Data and information which is sufficient, current, authentic, reliable and valid. It may include but is not limited to review of concepts, theories and assumptions (literature review), analysis of legislation/policy/industry standards, understanding of market trends, knowledge of organisation and industry sector, comparative study across organisations/countries /cultures, primary/secondary/qualitative/quantitative data and information. Presentation of data.*

Sustainability project: *Environmental (for example, Zero waste programme, renewable energy transition. Social (for example, employee wellbeing initiatives, skills development programmes). Governance (for example, anti-corruption and bribery, establishing ethical sourcing or practice policies). Financial (for example, sustainable product line developments, sustainable investments).*

2.2 **Methodologies:** *Quantitative analysis. Qualitative analysis. Case study analysis. SWOT analysis. Cost Benefit Analysis. Root Cause analysis (for example, Fishbone Analysis (Ishikawa, 1968)). Benchmarking analysis. Environmental Impact Assessment (EIA). Social Impact Assessment (SIA).*

2.3 **Conclusions:** *Reflections on process. Stakeholder insights. Patterns. Trends. Comparison of aims and objectives to outputs. Evaluation of effectiveness. Evaluation against success criteria. Lessons learned.*

Recommendations: *Actionable recommendations based on findings of the project.*

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 sustainability Project plan
2. Write a **project report** on a strategic sustainability project

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.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is 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 make reference to other local or national legislation as relevant.

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