LEVEL 5 OPERATIONAL MANAGEMENT

Syllabus | September 2025 | Version 3

CONTENTS

QUALIFICATION OBJECTIVE

This qualification is designed to support individuals in the development of management and leadership skills required by operational or departmental managers.

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

The qualifications have been designed for practising or aspiring managers in roles such as:

- Operations Manager
- Divisional Manager
- Departmental Manager
- Regional Manager
- Specialist Manager

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

- Comparability to national management qualifications
- CMI Professional Standards
- Management Transformed paper
- Everyone Economy paper
- Work Ready Graduate paper
- A review of the roles and responsibilities of managers sourced from a range of UK companies
- Analysis of Apprenticeship Standard for Operations/Departmental Manager ST0385/01
- Stakeholder consultation

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 which should be used when registering Learners with CMI.

CMI Code	Qualification Title	Qualification Reference Number
5D43	Level 5 Diploma in Operational Management	610/1289/0

KEY DATES

These qualifications are regulated from 1st September 2022 and the operational start date in CMI Centres is 1st September 2024. The qualification will be reviewed from time to time, in line with the CMIs review process.

PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress into employment and/or onto Higher Education (HE).

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 6 or 7 Qualifications in Management and Leadership with the goal of becoming a Chartered Manager.

Possible job roles for learners to progress into upon successful completion of their qualification:

- Senior Leader
- Senior Team Leader
- Project Manager
- Shift Manager

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.

HIGHER TECHNICAL QUALIFICATIONS

Higher Technical Qualifications (HTQs) are level 4 or 5 qualifications that have been quality marked by IfATE to indicate their alignment to employer-led occupational standards. New or existing level 4 or 5 qualifications submitted to IfATE's approvals process will receive a quality-mark if the qualification satisfies IfATE's approvals criteria. HTQs align to approved occupational standards and allow learners to enter their chosen profession or progress into higher education.

For further information please visit the IfATE website:
https://www.instituteforapprenticeships.org/qualifications/higher-technical-qualifications/introduction-to-higher-technical-qualifications-and-scope-of-approval/.

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 (GLH) 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 - OPERATIONAL MANAGEMENT

RULES OF COMBINATION

There are minimum requirements to achieve this qualification. 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 DIPLOMA IN OPERATIONAL MANAGEMENT

Learners must complete and pass all six (6) mandatory units and achieve a total of 41 credits .The minimum GLH is 126 hours. The Total Qualification Time (TQT) is 410 hours.

Unit Code	Unit Title	GLH	Credits	TUT
549	Developing, Managing and Leading Teams	27	7	70
550	Stakeholder Relationships	18	5	50
551	Managing a Project	24	8	80
552	Managing Change	19	7	70
553	Operational Planning	22	8	80
554	Personal & Professional Development	16	6	60

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). Please refer to CMI's RPL Policy for further guidance.

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 make an assessment judgement against the Assessment Criteria (AC). The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

CMI mandates the use of its own Assessment Briefs and associated assessment methods. This ensures that all criteria are addressed, and there is standardisation and comparability across learners and assessment. For more information please refer to page 9 of this document - Assessment Methodologies.

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.

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.

ASSESSMENT METHODOLOGIES

In order to ensure valid and reliable assessment, the following assessment methods have been selected to be used within this qualification. See the Qualification Syllabus for more information on specific assessment tasks.

Unit	Assessment Methods
Unit 549 - Developing, Managing and Leading teams	LO1: Write a report titled: *Approaches to developing, managing and leading different teams* The report should be in 4 parts: 1. Evaluate the use of different leadership styles for developing, managing and leading teams 2. Evaluate different Models used to develop, manage and lead teams 3. Analyse strategies for managing team leaders 4. Develop approaches to address the challenges of managing and leading multiple and remote teams LO2: Write a briefing paper titled: *Methods that can be used to monitor, manage and improve individual and team performance* The briefing paper should be in 4 parts: 1. An outline of the factors that impact on the selection of learning and development activities for individuals 2. Assessment of the impact of the factors on the selection of learning and development activities for teams 3. Examine the use of coaching and mentoring models to support team development 4. Analyse motivational techniques that can be used to create high performing teams LO3: Write a good practice guide titled: *Approaches to achieving a balance of skills and experience in a team* This best practice guide should be in 2 parts: 1. Analyse the processes used to recruit team members 2. Explore methods used to monitor and manage individual and team performance LO4: Write a report titled: skills and approaches in managing talent and performance Your report should be based on the approaches used within your own organisation or an organisation that you have researched. 1. Outline practical approaches used for effective team management and leadership 2. Evaluate the skills and techniques required to meet current and future needs and evaluate techniques for assessing these within a team 3. Formulate good practice used to enable and support high performing teams
Unit 550 - Stakeholder Relationships	LO1: Write a report titled: *How to manage the complexities of stakeholder relationships* The report will need to be in 3 parts: 1. An analysis of types of stakeholder relationships within organisations 2. An examination of the contractual frameworks for stakeholder engagement and management 3. An analysis of the role of the manager in managing stakeholder relationships LO2: Write a briefing paper titled: *How to work collaboratively with different stakeholders* The briefing paper will need to be 2 parts: 1. Evaluation of collaborative working techniques to manage stakeholder relationships 2. Outline of methods used to manage conflict in stakeholder relationships LO3: Write a report titled: *Approaches used to effectively manage stakeholder relationships* The report should be in 3 parts: 1. Examine the benefits and challenges of working with different stakeholders 2. Recommend processes used to plan stakeholder engagement, including relevant regulation, legislation and organisational policies 3. Examine methods used to measure the impact of stakeholder engagement on organisational performance

Unit 551 - Managing a Project	LO1: Write a **report** titled: Principles and Processes in Project Management The **report** should include: 1. Introduction 2. Defining Project Management Principles 3. Project Contribution to Organisational Goals 4. Process for Initiating Projects 5. Examination of Tools and Techniques 6. Impact of Legal, Organisational, and Ethical Factors 7. Conclusion LO2: Create a **Project Proposal** to deliver an organisational goal. The **Project Proposal** could include the following: 1. Introduction 2. Project Objectives 3. Scope of Work 4. Methodology/Approach: 5. Project Deliverables 6. Timeline/Schedule 7. Budget 8. Resource Requirements 9. Risk Management 10. Stakeholder Analysis 11. Communication Plan 12. Quality Assurance/Control 13. Evaluation/Measurement 14. Problem Solving and Decision Making Techniques 15. Project Closure
Unit 552 - Managing Change	LO1: Write a report titled: *The reasons for change in organisations.* The report needs to be in four parts: 1. Analyse the external factors that influence change in organisations. 2. Analyse the internal factors that drive the need for change in organisations 3. Evaluate the use of theoretical models for managing change in organisations 4. Examine the potential impact of change in organisations LO2: Create a **presentation** showcasing your innovative approach to change management The presentation should address the following four areas: 1. Outline the rationale for initiating change within an organisation 2. Explore approaches to embed and sustain planned change in an organisation 3. Analyse the role of leadership in identifying and overcoming barriers to change 4. Identify reasons for engaging with stakeholders throughout the change management process LO3: Create a change management plan The plan needs to be based on a change within your own organisation or an organisation that you have researched, and will need to be in 6 parts. 1. Develop a Plan for Change 2. Develop Strategies for Communicating Planned Change 3. Recommend Practical Methods to Support Individuals 4. Identify Tools for Implementing and Monitoring Change 5. Recommend Approaches to Overcome Risks and Barriers 6. Analyse Methods for Measuring and Monitoring Impact

Unit 553 - Operational Planning	LO1 & LO2: Write a **report** tilted *'The principles of operational planning'*
	The report should be in 5 (FIVE) parts:
	  1. Assessment of the relationship between an organisation's strategic objectives and operational planning
	  2. Evaluation of the approaches used in operational planning
	  3. Assessment of the methods of managing and leading the delivery of an operational plan
	  4. Review of the techniques for problem solving and decision making
	  5. Assessment of the ethical requirements that influence an operational plan
	
	LO3: Create an **operational plan** covering a minimum of three months
	  1. The operational plan must be in line with organisational objectives.
	  2. the operational plan may be based on work experience, and link to an area of work that you are familiar with or have researched thoroughly
	  3. The operational plan must show a clear link to organisational objectives and be based on one area of work

Unit 554 - Personal and Professional Development	LO1: Write a briefing paper titled: *The use of reflective practice in personal and professional development*
	The briefing paper will need to be in 3 parts:
	  1. Analyse the importance of continuous personal and professional development in achieving organisational objectives
	  2. Evaluate the use of reflective practice in personal and professional development
	  3. Evaluate approaches used in reflective practice
	
	LO2: Create a Reflective Account to inform your own development.
	The Reflective Account must:
	  1. Evaluate own performance in the workplace using principles of reflection
	  2. Reflect on own working style and its impact on others in the workplace
	
	LO3: Create a **Personal and Professional Development Plan**
	Your Plan needs to evidence:
	  1. Analyse your develop needs for current and future roles, including reference to the type of organisation, and the sector in which it operates
	  2. How you will do it
	  3. What support and/or resources you will need
	  4. Examine the type of development opportunities available that will help meet your objectives, including reference to the type of organisation, and the sector in which it operates
	  5. How you will know that this objective has been successful
	  6. The target date for this objective to be achieved

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 are summarised below, and vary depending on the size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

The table below sets out the word count, by unit, within these qualifications. Word count has been set based on the content being covered within each unit.

Unit	Title	Word Count
549	Developing, Managing and Leading teams	5500
550	Stakeholder Relationships	4000
551	Managing a Project	6000
552	Managing Change	6000
553	Operational Planning	4000
554	Personal and Professional Development	4000

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learner's 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 exceed the word count.

EXTERNAL MARKING

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

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

Note: For Unit 552, Task 2, Learner competency will be assessed based on the presentation materials created, and associated speaker notes provided. Please note that recordings of presentations will not be accepted as part of an external marking submission.

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 SERVICES - SUPPORTING CMI QUALIFICATIONS

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.

CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

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 the estimated time expected for the average Learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of an 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
- Mapped to the Chartered Management Competency Framework at applied level.
- 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.

The table below summarises the units within these qualifications:

Unit 549 - Developing, Managing and Leading teams	The ability to lead individuals and teams to success is arguably the most important skill a manager can possess. This unit focuses on the essential management and leadership knowledge, skills and behaviours required to fulfil this challenging but rewarding role. The unit opens by focusing on the theoretical and practical approaches to developing, leading, and managing teams (remote or multi-disciplinary). The manager will look at techniques to assess current and future team capabilities, including the role of recruitment, selection and staff development which supports this. On successful completion of the unit, the manager will not only know the principles of managing individuals and teams, but they will understand approaches for supporting, motivating and inspiring teams and individuals to exceed expectations.

Unit 550 - Stakeholder Relationships	Good relationships, whether they are with customers, suppliers, partners or staff, are a key contributor to an organisation's success. To build stakeholder relationships that are long lasting and sustainable, they need to be planned and developed. This unit explores the types and purposes of stakeholder relationships and the knowledge, skills and behaviours required to overcome challenges and manage these effectively.
Unit 551 - Managing a Project	The ability to manage projects is a vital skill for all managers. This unit focuses on the knowledge and skills required to manage projects successfully and overcome problems and challenges. It requires the learner to evaluate the methods and tools for planning tasks and activities, as well as knowing how to implement and manage project activities, build stakeholder relationships, manage resources and risk, monitor progress and report on outcomes.
Unit 552 - Managing Change	Change is inevitable if an organisation is to maintain competitiveness and currency of practice. This unit has been designed to enable the learner to evaluate types of change and reasons for change within organisations and enable the learner to select and apply theoretical models for the management of change. The purpose is not only to enable learners to develop the skills to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process
Unit 553 - Operational Planning	The ability to translate organisational objectives into operational plans is an essential management skill. The unit opens with the importance of understanding the strategic direction of the organisation and how to contribute to the strategic planning process. It then focuses on the knowledge and skills required to create and deliver operational plans. This includes the need to set key performance indicators, monitor quality and outcomes against the plan, and know how to effectively report on findings.
Unit 554 - Personal and Professional Development	Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the workplace. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified. The aim of the unit is to equip learners with understanding of the value of reflective practice, and enable them to evidence how reflection can be used as the basis of a meaningful and ongoing personal and professional development plan.

UNIT 549 - DEVELOPING, MANAGING AND LEADING TEAMS

Ofqual unit number	K/650/3610
RQF level	5
Guided learning hours	27
Total unit time	70
Credits	7
Aims of unit	The ability to lead individuals and teams to success is arguably the most important skill a manager can possess. This unit focuses on the essential management and leadership knowledge, skills and behaviours required to fulfil this challenging but rewarding role. The unit opens by focusing on the theoretical and practical approaches to developing, leading, and managing teams (remote or multi-disciplinary). The manager will look at techniques to assess current and future team capabilities, including the role of recruitment, selection and staff development which supports this. On successful completion of the unit, the manager will not only know the principles of managing individuals and teams, but they will understand approaches for supporting, motivating and inspiring teams and individuals to exceed expectations.
Keywords	Theoretical models, practical approaches, team leaders, multi-disciplinary and remote teams, team capabilities, recruitment, learning and development, coaching and mentoring, motivation, good practice, high performing teams.

UNIT 549 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1		
Understand approaches to developing, managing and leading teams		
Assessment Criteria	**Indicative Content**	**KSB**
1.1 Evaluate the use of leadership styles and theoretical models for developing, managing and leading teams	***Leadership styles*** *may include but are not limited to Managerial Grid (Blake and Mouton, c.1950s), Leadership Continuum (Tannenbaum and Schmidt, 1958), Situational Leadership (Hersey and Blanchard, 1969), Authentic Leadership (Goffee and Jones, 2011), Five Practices of Exemplary Leadership (Kouzes and Posner, 1987), Leadership Qualities (Bennis, 1989), Leadership Styles (Goleman, 1995), Action-Centred Leadership (Adair,1963).* ***Theoretical models*** *may include but are not limited to differences between a group and a team, team types, Team Roles (Belbin, 1981), Team Management Wheel (Margerison and McCann, 1990), Model of Team Development (Tuckman, c.1965), psychometric assessment tools (e.g. Myers-Briggs Type Indicator, 1943), Drivers of Employee Engagement (Robinson, Perryman and Hayday, 2004), Speed of Trust (Covey, 2008), Conflict Mode Instrument (Thomas and Kilman, 1974), Emotional Intelligence (Goleman, 1995).*	K16 K18 B2
1.2 Analyse strategies for managing team leaders	***Strategies*** *may include but are not limited to delegation, monitoring performance, setting targets, support and guidance, supervision and meetings, learning and development.*	
1.3 Develop approaches to respond to the challenges of managing and leading multiple and remote teams	***Challenges*** *may include but are not limited to use of communication (methods, types, times, frequency, availability, interpretation of communication used, use of technology), access to business support, building and developing relationships, performance review, workload, conflict handling, quality and productivity, currency of working practice, time management, trust, morale, accountability, authority and autonomy, Five Dysfunctions of a Team (Lencioni, 2005).*	

Learning Outcome 2		
Understand approaches to achieving a balance of skills and experience in teams		
Assessment Criteria	**Indicative Content**	**KSB**
2.1 Assess the factors which impact on the selection of learning and development activities for individuals and teams	***Factors*** *may include but are not limited to budget/funding, physical location of team members, time, availability of suitable provider, shift patterns, compliance (including legal and industry specific regulation relating to the sector in which the organisation operates), return on investment, strategic objectives and priorities, learning styles, range of training needs.*	K24 S20 B4
2.2 Examine the use of coaching and mentoring models to support team development	***Use*** *may include but is not limited to skills and talent development, embedding organisational culture and attitudes to diversity, personal support, enhancing/improving performance, career development, retention, engagement, empowerment, job satisfaction, develop and share good practice, management of change, communication, relationship development, reflective management, self-management.*	
2.3 Analyse motivational techniques used to create high performing teams	***Motivational techniques*** *refers to how to work collaboratively with others, motivate and improve performance, give constructive feedback and challenge where necessary, enabling development within the workplace and may include but are not limited to set stretch goals and objectives, create energy and enthusiasm, inspire others, conflict resolution, increased cooperation, communicating shared purpose, vision and direction, building trust, incentives and rewards, Vroom's Expectancy Theory (1964), Motivation and Management Systems (Likert, 1967).*	

Learning Outcome 3
Know techniques for leading individuals and teams to achieve success

Assessment Criteria	Indicative Content	KSB
3.1 Analyse a process for recruiting team members	***Process*** *refers to individual and team and may include but is not limited to review staff requirements, consultation, formulate job descriptions and person specifications, labour market research, compliance with legal and organisational requirements, create plan, approaches to attracting talent (e.g. advertising, recommendation, head hunting, internal recruitment, secondment, social networks), short list, interview, security checks, offer.*	K4 K20
3.2 Explore methods used to monitor and manage individual and team performance	***Methods*** *refer to performance management techniques and may include but are not limited to HR systems and processes, internal and external quality standards, audit, qualitative measures (e.g. customer feedback, opinions, views, reviews) and quantitative measures (e.g. SMART objectives, key performance indicators (KPIs), scorecards (e.g. Balanced Scorecard, Kaplan and Norton, 1992), error rates, output, benchmarks and targets), service level agreements (SLAs), speed of response, structured performance reviews, 180 o /360 o feedback, disciplinary procedures.*	

Learning Outcome 4
Be able to apply your skills in managing talent and performance

Assessment Criteria	Indicative Content	KSB
4.1 Outline practical approaches for effective team management and leadership	***Practical*** *approaches refer to communicate organisational vision and goals and how these apply to the department and teams, and may include but are not limited to motivation through empowerment, delegation, collective ownership, conflict handling, creating a trusting environment, building resilience, taking responsibility versus blame culture, collaboration, fairness and parity, work allocation, cultural awareness, individual and team development.*	K24 S3 S7 S19 S20 B1 B2 B3 B6
4.2 Evaluate techniques for assessing current and future team capabilities and requirements	***Techniques*** *refer to identifying strengths and enabling development within the workplace and may include but are not limited to analysis of skills and experience (individuals and teams) against current organisational requirements (e.g. aims and objectives), identification of future organisational need (e.g. organisational strategy, projects, plans, production plans), skills matrix, capability assessment, structured performance reviews, identification of skills and experience gaps.*	
4.3 Formulate good practice for enabling and supporting high performing teams	***Good practice*** *refers to manage talent and performance and may include but are not limited to active listening, feedback, constructive criticism, action planning including PIPS (performance improvement plans), training, coaching or mentoring, formal performance management processes, rewards, incentives, recognition and praise, Psychological Contract (Roussea, 1989)*	

UNIT 550 - STAKEHOLDER RELATIONSHIPS

Ofqual unit number	L/650/3611
RQF level	5
Guided learning hours	18
Total unit time	50
Credits	5
Aims of unit	Good relationships, whether they are with customers, suppliers, partners or staff, are a key contributor to an organisation's success. To build stakeholder relationships that are long lasting and sustainable, they need to be planned and developed. This unit explores the types and purposes of stakeholder relationships and the knowledge, skills and behaviours required to overcome challenges and manage these effectively.
Keywords	Stakeholder relationships, benefits and challenges, contractual framework, process, planning engagement, role of the manager, communication skills, collaborative working techniques, strategies for managing conflict, impact of stakeholder engagement

UNIT 550 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1		
Understand the different types and value of stakeholder relationships		
Assessment Criteria	**Indicative Content**	**KSB**
1.1 Analyse the types of stakeholder relationships within organisations	***Stakeholder relationships*** *may include but are not limited to:* ***Internal:*** *team members, line managers, senior managers, board members* ***External:*** *customers, pressure groups, government agencies; connected: suppliers, partners, contractor; balance of power, value, impact, power/interest (Freeman, 1984; Eden and Ackerman, 1998).*	K10 K13 K15 S1 S11 B2
1.2 Examine the contractual frameworks for stakeholder engagement and management	***Contractual frameworks*** *may include agreements (e.g. service level and trade union agreements), contracts, compliance (legislation and regulation), governance. Contractual Framework must also comply with relevant legislation such the Health and Safety at Work Act (1974), GDPR (2018), and The Equality Act (2010). In addition, they should adhere to organisational policies on sustainability, equality, code of conduct, and data protection. Compliance measures should be embedded into stakeholder engagement activities, where roles and responsibilities are defined, monitoring and reporting mechanisms are identified, and gaps addressed through corrective actions.* *Managers, therefore, must ensure these frameworks are applied to meet stakeholder needs and expectations, whilst safeguarding data, adhere to workplace equality, and maintain legal and ethical standards. Furthermore, managers must tailor communication strategies to ensure stakeholders understand their requirements, obligations and rights under the frameworks.*	
1.3 Analyse the role of the manager in managing stakeholder relationships	***Role*** *may also include but is not limited to clarifying needs and expectations, developing and implementing plans, allocating resources, ensuring agreements are met, reviewing effectiveness.*	

Learning Outcome 2		
Understand the methods and challenges of working collaboratively with stakeholders		
Assessment Criteria	**Indicative Content**	**KSB**
2.1 Evaluate the use of collaborative working techniques to manage stakeholder relationships	***Collaborative working techniques*** *refers to enable delivery through others, building trust (e.g. Svendsen, 1998), negotiating, influencing and effective networking , identifying and sharing best practice; and may also include but is not limited to assertiveness, problem solving, consulting, active listening, respect, consensus, equal concern for task and people (Blake and Mouton, c1950s), agreeing shared goals, diversity, empowering others, involvement (Friedman and Miles, 2006 and Egan, 2011, Bourne, 2009).*	K14 K15 S2 B2 B3
2.2 Outline methods for managing conflict in stakeholder engagement	***Methods*** *may include but are not limited to investigation, negotiation, mediation, compromise, arbitration. Conflict refers to managing conflict at all levels (e.g. seniority, cross-functional).*	

Learning Outcome 3		
Be able to manage stakeholder relationships effectively		
Assessment Criteria	**Indicative Content**	**KSB**
3.1 Examine the benefits and challenges for organisations working with different stakeholder groups	***Benefits*** *refer to identifying and sharing best practice, use specialist advice and support to deliver against plans and may also include but are not limited to access to expertise, financial, achievement of objectives, corporate social responsibility, quality.* *Compliance with relevant legislation, such as GDPR (2018) for secure information sharing, and organisational policies, such as equality and diversity initiatives, can enhance trust and collaboration with stakeholders. Ensuring compliance may also provide a competitive advantage by aligning with ethical standards and industry best practices.* *Challenges may include but are not limited to authority, change management, intellectual property, conflict of interest, differences in culture, values and beliefs, leadership conflict, confidentiality, information sharing. Regulatory compliance, such as adhering to health and safety laws or environmental standards, may pose additional challenges, particularly when stakeholder values or priorities differ from legal or organisational requirements. Managing these challenges requires balancing stakeholder expectations with compliance obligations while maintaining strong relationships.*	K10 K14 K22 S11 S16 S17 B1 B2 B5 B6
3.2 Recommend a process for planning stakeholder engagement	***Process*** *refers to approaches to partner, stakeholder and supplier relationship management including negotiation, influencing and effective networking and may include but is not limited to stakeholder types and needs, objectives, risk/value, engagement methods, reporting, timescales, authority. Stakeholder engagement processes must also consider the interpretation and implementation of relevant legislation, such as GDPR for data handling, Equality Act (2010) for inclusivity, and sector-specific regulations.* *Planning should include mechanisms to ensure compliance, such as incorporating organisational policies into engagement methods and using reporting tools to track adherence. Managers must identify and assess risks associated with legal or regulatory non-compliance, ensuring that stakeholder needs are addressed in alignment with organisational goals and legal requirements.*	

Learning Outcome 4		
Know methods for measuring the impact of stakeholder engagement on organisational performance		
Assessment Criteria	**Indicative Content**	**KSB**
4.1 Examine methods for measuring the impact of stakeholder engagement on organisational performance	*Methods may include but are not limited to inspection, audit, impact assessment, cost benefit analysis.* *Impact may include but is not limited to reputation, advocacy, support, trust, perception, attrition, opportunity cost, achievement of objectives.*	K10 S15 B2

UNIT 551 - MANAGING A PROJECT

Ofqual unit number	M/650/3612
RQF level	5
Guided learning hours	24
Total unit time	80
Credits	8
Aims of unit	The ability to manage projects is a vital skill for all managers. This unit focuses on the knowledge and skills required to manage projects successfully and overcome problems and challenges. It requires the learner to evaluate the methods and tools for planning tasks and activities, as well as knowing how to implement and manage project activities, build stakeholder relationships, manage resources and risk, monitor progress and report on outcomes.
Keywords	Projects, risk, planning, finance, resources, stakeholders, project risk, project activities, Gantt, planning, methodologies,

UNIT 551 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1		
Understand principles and processes for initiating, planning and managing projects		
Assessment Criteria	**Indicative Content**	**KSB**
1.1 Define the principles of project management	***Principles*** *may include but are not limited to definitions of the term 'project', projects vs BAU (Business as Usual). Stages of the Project Lifecycle*	K1 K7 K9 S5 B5
1.2 Explain the purpose of projects in delivering organisational goal	***Purpose*** *may include but is not limited to delivering organisation's strategy, achieve competitive advantage, innovation, support decision making, enable change.*	
1.3 Outline the process for initiating projects	***Process*** *refers to project management and may include but is not limited to the creation of project initiation documents, defining purpose, aims, objectives, key performance indicators (KPIs), scope, deliverables, constraints, quality, assumptions, development of formal business case, success criteria, resource requirements (people, finance, equipment, time), Cost Benefit Analysis (CBA), risk analysis and assessment, defining project organisation, project team roles, stakeholder analysis, communications strategy, select technology*	
1.4 Examine the tools and techniques to plan and manage projects in different contexts	***Tools and techniques*** *refers to how to set up, plan, organise and manage a project and resources using relevant tools and techniques and may include but are not limited to Gantt charts, milestone charts, network diagrams, project plans, Critical Path Analysis (CPA), Work Breakdown Structure (WBS), Responsibility assignment matrix (RACI), Risk Register, project methodologies (e.g. PRINCE2, Agile or other organisational specific methodologies).* ***Different contexts*** *may include but are not limited to projects of different size, level of risk and complexity, internal or external, timescales, series of projects or one of a kind, project types (e.g. administrative, construction, IT, equipment or system installation, event or relocation, new product or service development, research, Human Resource management/restructure).*	

Learning Outcome 2		
Know the impact of legal, organisational and ethical factors on projects		
Assessment Criteria	**Indicative Content**	**KSB**
2.1 Examine the impact of legal, organisational and ethical factors on projects	***Legal*** *may include but is not limited to Health and Safety at Work Act 1974, Data Protection Act 2018/General Data Protection Regulation 2018, Freedom of Information Act 2000, Sale of Goods Act 1979, Equality Act 2010, Digital Economy Bill 2016, Working Time Directive 1998, Safeguarding Vulnerable Groups Act (SVGA), 2006, Communication Act 2003.* ***Organisational*** *refers to data security and management and may include but is not limited to performance standards, customer service charters, HR and health and safety policies, safety and security, information security, confidentiality, conflict of interest, equality and diversity, communication, knowledge sharing protocols, procurement policies and procedures, risk assessment, Lean production, quality standards and policies, whistle blowing.* ***Ethical*** *may include but is not limited to professional codes of conduct, sustainability, corporate social responsibility, organisational values and culture, equality, diversity and inclusion.*	K1 K3 K5 K9 K23 S6

Learning Outcome 3		
Be able to design, develop and manage a project to achieve results		
Assessment Criteria	**Indicative Content**	**KSB**
3.1 Create a project proposal to deliver an organisational goal	***Project proposal*** *refers to the component elements including: business case, feasibility study, scope of project, key performance indicators, justification, expected deliverables/outcomes, implementation plan, budget and resourcing (cost, time and quality), top level Work Breakdown Structure, tools and techniques to control the project, stakeholder matrix.*	K1 K9 S4 S5 S8 S10
3.2 Consider methods for reporting on project outcomes	***Methods*** *refer to the effective use of technology in an organisation, the production of reports providing management information and may include but are not limited to other forms of communication such as newsletters, notice boards, letters, memos, emails, briefings and meetings, presentations and briefings, video conferencing, intranet, emails, blogs, discussion forums, podcasts and webinars.*	S17 B5 B6
3.3 Specify methods of managing data and information in a project environment	***Data and information*** *refers to the effective use of technology in an organisation, data security and management and the collation, analysis and interpretation of data and may include but are not limited to assessing characteristics of data and information (accuracy, validity, reliability, timeliness, relevance, completeness).*	
3.4 Examine approaches to identify, manage and mitigate project risks	***Identify and manage*** *may include but are not limited to internal and external risks, monitoring and managing costs in respects of expected and unexpected loss, net social cost benefit, employing risk mitigation techniques, improving ICT systems and procedures, up-skilling staff, avoid high risks, monitoring risk using effective risk reporting, senior management involvement, stress testing, event analysis.* ***Mitigate*** *may include but is not limited to transferring risk, use of insurance policies, contingency planning, disaster planning, alternative risk transfer, risk avoidance, minimisation, prevention and prediction of risk*	

Learning Outcome 4		
Be able to monitor and manage the factors which contribute to effective project management		
Assessment Criteria	**Indicative Content**	**KSB**
4.1 Evaluate methods used for monitoring project progress	***Methods used for monitoring project progress*** *may include but are not limited to project meetings and huddles to time, quality and cost status, financial budgeting, maintaining logs of quality issues and exceptions, planned vs actual monitoring forms, risk review.* ***Evaluating*** *may include but is not limited to performance (qualitative and quantitative) against outcomes.*	K1 K6 K9 K12 S2 S9 S10 B3
4.2 Use effective problem solving and decision making techniques when managing projects	***Problem solving and decision making techniques*** *may include but are not limited to root cause analysis, Fishbone Analysis (Ishikawa, c.1960s), Plan Do Check Act Cycle (PDCA) (Deming, c.1950s), Pareto Principle (Juran, c.1937), Cost Benefit Analysis (CBA), Return On Investment (ROI), Options Appraisal, OODA Loop (Boyd, 1998), PMI (Plus Minus Interesting) (De Bono, 2002), Ladder of Inference (Senge, 2006), options appraisal*	

| 4.3 Outline approaches for project closure | **Approaches** *may include but are not limited to administrative closure (e.g. handover, team celebration, feedback from stakeholders, lessons learned/good practice workshops, re-allocate resources, finalise accounts, archive data and information, knowledge management, Post-Implementation Review (PIR), contract closure (e.g. terms and conditions, exit criteria).* | |

UNIT 552 - MANAGING CHANGE

Ofqual unit number	T/650/3614
RQF level	5
Guided learning hours	19
Total unit time	70
Credits	7
Aims of unit	Change is inevitable if an organisation is to maintain competitiveness and currency of practice. This unit has been designed to enable the learner to evaluate types of change and reasons for change within organisations and enable the learner to select and apply theoretical models for the management of change. The purpose is not only to enable learners to develop the skills to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.
Keywords	Change management models, stakeholder engagement and support, plans, tools and techniques, barriers and risks, drivers of change, monitor, evaluation, reporting, embedding and sustaining change.

UNIT 552 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1		
Understand the reasons for change in organisations		
Assessment Criteria	**Indicative Content**	**KSB**
1.1 Analyse the external factors which influence change in organisations	***External factors*** *may include but are not limited to political, legal, regulatory, social, economic, technological and innovation, environmental, competition, ethics and regulation.*	K3 K17 K18 S6 S15
1.2 Analyse the internal factors that drive the need for change in organisations	***Internal factors*** *refers to organisational cultures, diversity and their impact on leading and managing change and may include but is not limited to organisational performance, emerging strategy, governance, feedback, ideas and innovation, attrition, chaos and conversation.*	
1.3 Evaluate the use of theoretical models for managing change	***Theoretical models*** *may be selected in relation to appropriateness for type of change and situation, complexity of change and organisation (Oswick, 2015, Radical Change within Traditional Structures; Mayon White, 1993, Change Management Intervention Strategy; Nadler and Tushan, 1985, Organisational Congruence Model; Lewin, 1947, Three Step Change Management Model (Freeze-Change-Refreeze); Kotter, 1996, 8 Steps model; Burke and Litwin, 1992, Model of Organisational Change and Performance; Beckhard-Harris, 1987, Change Equation; Moss Kanter, 1983, The Change Masters; Hailey and Balogun, 2002, The Change Kaleidoscope).*	
1.4 Examine the potential impact of change in organisations	***Potential impact*** *may include but is not limited to achieve objectives, change market positioning, improve efficiency, improve quality, develop best practice, shift culture, develop innovation and creativity, improve performance, systems and processes, change technology. Effective use of delegation to develop and manage individuals and teams.*	

Learning Outcome 2		
Understand approaches to change management		
Assessment Criteria	**Indicative Content**	**KSB**
2.1 Outline the rationale for initiating change within an organisation	***Rationale*** *may include but is not limited to benefits, business case, impact, consequences/risks.*	K17 K18 S1 B4
2.2 Explore approaches to embed and sustain planned change in an organisation	***Approaches*** *may include but are not limited to overcoming barriers, meeting objectives, achieving planned benefits, periodic monitoring, key performance indicators (KPIs), continuous professional development (CPD) requirements.*	
2.3 Analyse the role of leadership in identifying and overcoming barriers to change	***Role of leadership*** *may include but is not limited to leadership styles, Situational Leadership (Hersey and Blanchard, 1977), timescales, negotiating and influencing skills, Having Difficult Conversations (Scott, 2002), Emotional Intelligence (Goleman, 1998), collaborative working techniques, resilience and accountability, openness, positive and adaptable, open to feedback.*	
2.4 Identify reasons for engaging with stakeholders throughout the change management process	***Stakeholders*** *may include but are not limited to internal: team members, line managers, senior managers, board members; external: customers, pressure groups, government agencies; connected: suppliers, partners, contractors.*	

Learning Outcome 3		
Be able to initiate, plan and manage change in an organisation		
Assessment Criteria	**Indicative Content**	**KSB**
3.1 Develop a plan for change within an organisation	***Plan for change*** *may include but is not limited to objectives, actions, stages, milestones, resources, timescales, deadlines, responsibilities, measures (Lewin, c1940s, Force Field Analysis; Hiatt, 2003, ADKAR). The plan should integrate strategies for delivering sustainable services and solutions, ensuring adaptability to changes in social, economic, and environmental factors. This may include resource efficiency, reducing waste, embedding ethical practices, and aligning with sustainability goals such as the UN Sustainable Development Goals (SDGs). The plan should also account for external trends such as economic shifts, regulatory changes, or evolving societal expectations, ensuring the organisation remains resilient and responsive.*	K17 S7 S12 S13 S18 S20 B3 B5 B6
3.2 Develop strategies for communicating planned change to stakeholders	***Communicating*** *refers to chairing meetings and presenting using a range of media and may include but is not limited to internal and external communication, consultation, huddles, meetings and briefings, webinars, podcasts, conference calls, blog posts, presentations, letters and newsletters, articles, case studies. Communication strategies should also emphasize the importance of sustainability goals, explaining how proposed changes will address social, economic, and environmental factors. Stakeholders should be engaged in a way that highlights long-term benefits, such as cost savings, enhanced reputation, compliance with regulations, and contributions to a low-carbon economy.*	
3.3 Recommend practical methods to support individuals throughout the change management process	***Practical methods*** *refers to supporting people and enabling high performance through coaching and mentoring, learning and development, supervision, one-to-one meetings, team meetings, workshops, setting an example, use of specialist advice and support.*	
3.4 Identify tools for implementing and monitoring change	***Tools*** *may include but are not limited to time management and prioritisation techniques, roadmaps, flowcharts, cultural mapping, process maps, readiness assessments, Gantt charts, communication and project plans, IT applications.* *Tools should also include frameworks for sustainability monitoring, such as carbon accounting, ESG (Environmental, Social, Governance) reporting tools, life cycle assessments, and sustainability impact metrics. These tools ensure that organisational changes contribute to long-term resilience and sustainability goals.*	
3.5 Recommend approaches to overcome risks and barriers to change	***Plan for change*** *may include but is not limited to objectives, actions, stages, milestones, resources, timescales, deadlines, responsibilities, measures (Lewin, c1940s, Force Field Analysis; Hiatt, 2003, ADKAR). The plan should integrate strategies for delivering sustainable services and solutions, ensuring adaptability to changes in social, economic, and environmental factors. This may include resource efficiency, reducing waste, embedding ethical practices, and aligning with sustainability goals such as the UN Sustainable Development Goals (SDGs). The plan should also account for external trends such as economic shifts, regulatory changes, or evolving societal expectations, ensuring the organisation remains resilient and responsive.*	
3.6 Analyse methods for measuring and monitoring the impact of planned change		

UNIT 553 - OPERATIONAL PLANNING

Ofqual unit number	R/650/3613
RQF level	5
Guided learning hours	22
Total unit time	80
Credits	8
Aims of unit	The ability to translate organisational objectives into operational plans is an essential management skill. The unit opens with the importance of understanding the strategic direction of the organisation and how to contribute to the strategic planning process. It then focuses on the knowledge and skills required to create and deliver operational plans. This includes the need to set key performance indicators, monitor quality and outcomes against the plan, and know how to effectively report on findings.
Keywords	Strategic objectives, operational planning, key performance indicators, continuous improvement, setting targets, contingency planning, delivering operational plan, time management, managing resources, problem solving, decision making, monitoring and measuring outcomes.

UNIT 553 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1		
Understand the principles of operational planning in an organisation		
Assessment Criteria	**Indicative Content**	**KSB**
1.1 Assess the relationship between an organisation's strategic objectives and operational planning	***Relationship*** *refers to the input into strategic planning and may include but is not limited to the vision, mission, aims and objectives (also known as the Golden Thread), values and ethics, the translation of strategic goals into deliverables, links between/roles of different operational areas.*	K8 K11 K21 K25 S14 B1
1.2 Evaluate the use of approaches to operational planning	***Approaches*** *refer to operational business planning techniques and approaches including managing multiple tasks, resource management, setting targets and key performance indicators (KPIs), business development tools e.g. SWOT and approaches to continuous improvement and may include but are not limited to stakeholder consultation, cost benefit analysis, risk analysis, contingency planning, quality (e.g. LEAN methods), supply chain and capacity planning, setting SMART targets, work breakdown structure, Plan, Do Check Act (Deming, c.1950s), Stakeholder Management (Freeman, 1984; Eden and Ackerman, 1998).*	

Learning Outcome 2		
Know how to create an effective operational plan		
Assessment Criteria	**Indicative Content**	**KSB**
2.1 Assess methods of managing and leading the delivery of an operational plan	***Methods*** *refer to effective delegation and enabling delivery through others, using specialist advice and support to deliver against plans, managing resources (e.g. budget allocation, availability and quality of supplies, supply chain management, reliability of equipment, contingency arrangements), monitoring performance against plans, use of time management and prioritisation techniques and tools and may include but are not limited to managing multiple tasks, communication of plans, briefings, learning and development (including development for licence to practise), coaching mentoring and motivation of staff, performance management, management of virtual, multiple and remote teams.*	K2 K3 K6 K12 K21 K22 S2 S6 S11 S13 B2
2.2 Review techniques for problem solving and decision making	***Techniques*** *refer to use of critical analysis and evaluation to support decision making and use of effective problem solving techniques and may include but are not limited to Root Cause Analysis (RCA), Fishbone Diagram (Ishikawa, c.1968), brainstorming, mind mapping, action planning, Six Thinking Hats (DeBono, 1986), Ladder of Inference (Senge, 2006), Rational Decision-Making (Kepner-Tregoe, 1965).*	
2.3 Assess the ethical requirements that influence an operational plan	***Ethics*** *may include but is not limited to code of conduct, sustainability, corporate social responsibility, organisational values and culture, equality and diversity.*	

Learning Outcome 3		
Be able to manage and lead the delivery of an operational plan		
Assessment Criteria	**Indicative Content**	**KSB**
3.1 Create an operational plan in line with organisational objectives	***Operational plan*** *refers to operational business planning techniques, create plans in line with organisational objectives, setting key performance indicators (KPIs) and SMART targets, (Ten-step Target Setting Process, Bourne and Franco-Santos, 2010), ability to demonstrate commercial awareness and identify and shape new opportunities, plan, organise and manage resources, management systems, processes and contingency planning, management of multiple tasks, monitoring performance against plans and development of sales and marketing plans.* *The plan may be in the form of a 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, use of specialist advice, communications plan, implementation and review, data and performance measures, conclusions and recommendations.* *The operational plan should incorporate insights into current and future sector needs, including industry-specific trends (e.g., technological advancements, regulatory changes, and sustainability targets). The plan should assess the implications of these sectoral demands on resource allocation, workforce planning, and organizational capabilities. The plan should include a framework for aligning sectoral insights with business objectives and ensuring adaptability to emerging challenges, such as market disruptions, environmental regulations, and innovation-driven shifts*	K11 K25 S1 S5 S9 S10 S11 S13 S14 S15 B1 B2 B5 B6

Learning Outcome 4		
Be able to monitor and measure the outcome of operational planning		
Assessment Criteria	**Indicative Content**	**KSB**
4.1 Evaluate methods used to monitor progress and measure the outcomes of operational plans	***Methods*** *refer to key performance indicators (KPIs), setting targets and monitoring performance against plans, continuous improvement cycle (including quality audits and quality control), input into strategic planning, produce reports and provide management information based on the collation, analysis and interpretation of data (including metrics and analytics) and may include but are not limited to quantitative (e.g. profitability, contribution to overheads, securing future business/contracts, repeat business) and qualitative (e.g. reputation, retention and loyalty, customer and employee feedback, satisfaction levels, ability to attract new/retain customers/staff, staff performance, achievement of awards and accolades, growth and innovation).*	K2 K21 K22 S4 S8 S9 *S10* S21 B3 B5 B6
4.2 Examine the impact of legal and organisational factors on an operational plan	***Legal*** *may include but is not limited to Health and Safety at Work Act 1974, Consumer Protection Act 1987, Data Protection Act (2018), General Data Protection Regulation (GDPR) 2018, Freedom of Information Act 2000, Sale of Goods Act 1979, Equality Act 2010, Digital Economy Bill, 2016, Working Time Directive, 1998, Safeguarding Vulnerable Groups Act (SVGA), 2006, Communication Act 2003 and industry specific regulations.* ***Organisational*** *may include but is not limited to performance standards, customer service charters, policies and procedures for human resources, health and safety, safety and security, equality and diversity, communication and data protection, procurement, risk assessment, LEAN production, quality standards*	
4.3 Evaluate how operational plans outcomes influence and inform organisational decision-making.	***Evaluating operational plan outcomes*** *involves critically analyzing outcomes against predefined goals, objectives, and key performance indicators (KPIs). This may include analysing quantitative outcomes, such as cost savings, profitability, and resource utilization, and qualitative outcomes, such as stakeholder satisfaction, team performance, and reputational impact. Methods for evaluating operational plan outcomes may include variance analysis, cost-benefit analysis, performance reviews, and stakeholder feedback.* *This evaluation supports continuous improvement by identifying lessons learned that can enhance future operational planning and management. Challenges in evaluation, such as data quality, unforeseen outcomes, or subjective interpretations, must be managed to ensure reliable decision-making. Operational plan outcomes must be measured against and align with organisational goals.* ***Organisational decision making*** *must be evidence-based and support long-term project objectives and priorities. Therefore, the evaluation should inform decision-making by providing actionable insights that guide adjustments to strategy, prioritization of future plans, resource allocation, or process improvements. For example, outcomes may highlight areas of success to be scaled or replicated, or identify gaps and challenges requiring mitigation or re-prioritization. Tools such as impact mapping, lessons learned reviews, and scenario planning may be employed to translate outcomes into strategic actions.*	

UNIT 554 - PERSONAL AND PROFESSIONAL DEVELOPMENT

Ofqual unit number	Y/650/3615
RQF level	5
Guided learning hours	16
Total unit time	60
Credits	6
Aims of unit	Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the workplace. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified. The aim of the unit is to equip learners with understanding of the value of reflective practice, and enable them to evidence how reflection can be used as the basis of a meaningful and ongoing personal and professional development plan.
Keywords	Professional development, reflection, continuous, performance, working style, opportunities, planning, professional practice, currency of practice, licence to practise, development needs, learning and development.

UNIT 554 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1		
Understand the value of reflective practice to inform personal and professional development		
Assessment Criteria	**Indicative Content**	**KSB**
1.1 Analyse the importance of continuous personal and professional development in achieving organisational objectives	***Continuous*** *may include but is not limited to life-long learning, maintaining current skills and knowledge, effectiveness, impact, achievement.* *Personal knowledge and skills that may not relate to a current or future work role e.g. learning a language, mindfulness, fitness and sport.* ***Professional*** *may include but are not limited to knowledge and skills that directly relate to a current or future work role e.g. a job-related qualification, professional membership or status, on job training (Pedler,* *Burgoyne, Boydell (2007), Mullins (2013), Torrington et al (2008)).*	K19 B4
1.2 Evaluate the use of reflective practice in personal and professional development	***Reflective practice*** *may include but is not limited to self-management, develop insights, reflexivity, decision making in different situational contexts, critical reflection to assess skills, competencies, behaviours of professionalism, self-awareness, resilience, Emotional Intelligence (Goleman, 1995).*	
1.3 Evaluate approaches to reflective practice	***Approaches*** *may include but are not limited to learning cycle, deep and surface learning, appraisal including self and peer review, 360 degree feedback, methods of setting goals and reviewing progress, group and individual learning, (Model of Structured Reflection, Johns, 1994), Reflective Cycle (Gibbs, 1995), Learning Cycle (Kolb, 1984).*	

Learning Outcome 2		
Be able to apply reflective practice to inform personal and professional development		
Assessment Criteria	**Indicative Content**	**KSB**
2.1 Evaluate own performance in the workplace using principles of reflection	***Own performance*** *refers to* *current knowledge, skills and behaviours against role requirement (current or future role) and/or against short, medium and long term requirements of the role, organisational objectives and professional standards (CMI Management Diagnostics)*	B1 B2 B4 B5 B6
2.2 Reflect on own working style and its impact on others in the workplace	***Working style*** *may also include but is not limited to Team Roles (Belbin, 1981), Type Indicator (Myers Brigg, 1943), Transactional Analysis (Berne, c.1950), Drivers (Kasozi and Dehaan, 2014), Co-worker relationships (McIntyre, 2011), behavioural profiling and assessments e.g. DISC (Tate, 2014), Team Wheel (Margerison and McCann, 1989).*	

Learning Outcome 3		
Be able to create an informed personal and professional development plan		
Assessment Criteria	**Indicative Content**	**KSB**
3.1 Analyse development needs for current and future roles	***Development needs*** *refer to knowledge, skills and behaviours.* *Analysis refers to conducting a skills gap analysis against short, medium and long term skills needed and professional standards* ***The organizational sector*** *may include specific and generalised influences on personal and professional development, which shape the skills, knowledge, and behaviors (KSBs) of an individual's role. Each sector has unique characteristics, operational practices, trends and demands required to succeed. For example, healthcare prioritizes regulatory compliance and patient-centered care, while retail emphasizes customer experience and supply chain agility.*	K19 K20 S7 B3
3.2 Examine development opportunities to meet short, medium and long term objectives	***Development opportunities*** *refer to learning styles and may include but are not limited to formal and informal, social and collaborative learning, on the job and off the job, face to face, blended or online learning, coaching and mentoring.* *Personal and professional development within sectors, therefore, necessitates continuous learning to adapt to evolving sector-specific challenges such as technological advancements, evolving working practices, social and economic factors, sustainability initiatives, or changing market demands. For example, manufacturing professionals may need to embrace circular economy principles, while those in logistics might upskill in automation or supply chain innovation.*	
3.3 Create a personal development plan with measurable objectives	***Personal development plan*** *refers to short, medium and long term time bound objectives, SMART objectives, development needs, resources, support, development opportunities, review and evaluation methods.* *Sector-specific requirements drive individuals to align their development goals with organisational and industry priorities. It is important to consider, therefore, how to develop resilience, flexibility and adaptability in order to navigate sector-specific pressures, such as regulatory changes or economic shifts..*	

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.
Apply	To bring or put into operation a theory, concept or process to achieve an outcome
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 (for example, different ideas, perspectives, theories, evidence) when making a judgement.
Construct	To create or build something original.
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	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. 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 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.
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.
Interpet	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/ Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a Learner has the requirements of the unit assessment criteria.
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
Propose	To put forward a plan or suggestion for consideration by others
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	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	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 - ALIGNMENT TO OCCUPATIONAL STANDARD

This qualification is aligned to the occupational standard for Operations Manager (ST0385 - Version 1.4). The below table indicates where Knowledge, Skills and Behaviours are aligned within units in this qualification. Please see the unit specifications for further information.

KSB	KSB Statements	549	550	551	552	553	554
Knowledge							
K1	Presentation skills and methods			✓			
K2	Relevant regulation and legislation requirements, and the impact on the team, the individual, their role, and the organisation.					✓	
K3	Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders.			✓	✓	✓	
K4	Approaches to people management, such as recruitment, performance management, reward, talent management, and resource planning.	✓					
K5	IT and software tools used to support the organisation.			✓			
K6	Research, analyse, interpret, and evaluate data to inform judgements and enable decision-making.			✓		✓	
K7	Financial management techniques and implications for budgets.			✓			
K8	Identify and manage organisation improvement opportunities.					✓	
K9	Project management tools and techniques.			✓			
K10	Methods used to identify, manage, and prioritise stakeholder relationships		✓				
K11	Identify the current and future needs of the sector and the impact on their organisation.					✓	
K12	Problem solving and decision-making techniques.			✓		✓	
K13	Influencing and negotiation models and techniques.		✓				
K14	Conflict resolution and mediation processes.		✓				

		549	550	551	552	553	554
K15	Communication techniques and approaches		✓				
K16	Ethics and values-based leadership theories and principles such as employee wellbeing	✓					
K17	Change management concepts, and methods of implementing change within the organisation.				✓		
K18	Leadership and management tools and techniques.	✓			✓		
K19	The environment in which the organisation operates and its impact on their role.						✓
K20	The continuous development requirements and learning needs of their team.	✓					✓
K21	Business continuity principles, including risk assessment, contingency planning, and disaster recovery.					✓	
K22	Organisational policies and procedures such as sustainability, and health and safety		✓			✓	
K23	Responsible organisation practices covering social, environmental, and economic factors.				✓	✓	
K24	Coaching and mentoring techniques.	✓					
K25	The strategic direction of the organisation and the impact on the operational plans.					✓	
Skills		**549**	**550**	**551**	**552**	**553**	**554**
S1	Communicate and present information to stakeholders using a variety of media.		✓		✓	✓	
S2	Identify problems and provide solutions.		✓	✓		✓	
S3	Manage, and set goals and accountabilities for individuals and teams	✓					
S4	Analyse performance data.			✓		✓	
S5	Manage and influence project activity to deliver within budget and resource requirements.			✓		✓	
S6	Lead and influence the team and individuals to create an inclusive culture, encouraging diversity, difference, and the promotion of well-being.			✓	✓	✓	
S7	Drive employee engagement to achieve the people goals for the organisation.	✓			✓		✓
S8	Use digital tools to analyse information, and monitor performance and budgets to drive the implementation and delivery of plans and projects.			✓		✓	

		549	550	551	552	553	554
S9	Research, interpret and analyse information to inform the implementation of plans or projects.			✓		✓	
S10	Evaluate the impact of outcomes from plans or projects to drive the decision-making process.			✓		✓	
S11	Interpret and implement the application of regulation, legislation, and policies for stakeholders.		✓			✓	
S12	Manage continuous improvement and change for their team and organisation.				✓		
S13	Analyse and prioritise activities in response to the operating environment.				✓	✓	
S14	Implement business continuity plans, including risk assessment, contingency planning, and disaster recovery, to ensure the uninterrupted operation of critical functions.					✓	
S15	Identify and respond to external factors that may influence the future landscape and evaluate their impact on the organisation.		✓		✓		
S16	Influence and negotiate with stakeholders to shape and agree on outcomes.		✓				
S17	Manage relationships across multiple and diverse stakeholders.		✓	✓			
S18	Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic, and environmental factors.				✓		
S19	Manage and facilitate learning and continuous professional development for their team.	✓					
S20	Coach and mentor individuals within their team.	✓			✓		
S21	Develop and implement their operational plan which aligns with the strategic direction of the organisation.					✓	
Behaviours		549	550	551	552	553	554
B1	Acts professionally, ethically and with integrity.	✓	✓			✓	✓
B2	Supports an inclusive culture, treating colleagues and stakeholders fairly and with respect.	✓	✓			✓	✓
B3	Takes accountability and ownership of their own and the team's tasks and workload.	✓	✓	✓	✓	✓	✓
B4	Seeks learning opportunities and continuous professional development for self and the wider team.	✓				✓	✓
B5	Works flexibly and adapts to circumstances.		✓	✓	✓	✓	✓
B6	Works collaboratively with others across the organisation and stakeholders.	✓	✓	✓	✓	✓	✓

ANNEX 4 - REVISIONS TO DOCUMENT

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

Revisions to Document	Rational for Revision	Document Version	Date Revisions Made
First Publication		Version 1	Mar 2024
Assessment section updated	Final assessments signed off, information added to syllabus	Version 2	Sept 2024
Updates to units/mapping	Syllabus updated in line with IfATE feedback re change to Ops Manager Occ Standard (V1.4). Amends to wording for External Marking.	Version 3	Sept 2025