

# **CMI Level 6 Award in Responsible Business**

Syllabus | Sept 2025 | v01

---

# Contents

Version Control	3
Qualification Objective	4
Titles and Reference Numbers	4
Operational Start Date	5
Progression Opportunities	5
Entry Requirements	5
Rules of Combination	6
Accessibility of CMI Qualifications	7
Recognition of Prior Learning (RPL)	7
Assessment and Verification	8
Learner Authenticity	8
Assessment Grading	8
Suggested Assessment Methodologies	9
Word Count and Appendices	9
External Marking	10
Appeals Against Assessment Decisions	10
CMI Membership	11
Chartered Manager	11
Study Resources	11
Definitions	13
Unit Summary	13
UNIT 608 - STRATEGIC CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY	15
ANNEX 1 - COMMAND VERB DEFINITIONS	23
ANNEX 2 - ASSESSMENT ACTIVITY DEFINITIONS	27
ANNEX 3 - REVISIONS TO DOCUMENT	28

---

## Version Control

For details on the rationale for the syllabus changes, please refer to Appendix 3: Revisions to Document

Date	Amendments Made
Sept 2025 v01	First publication

# Introduction

## Qualification Objective

Responsible Business is the integration of Corporate Social Responsibility (CSR) and sustainability into a company's core strategy. Together, it combines the ethical and philanthropic actions a business takes to be a good corporate citizen as part of CSR, and the long-term framework sustainability provides for ensuring these actions are economically, socially, and environmentally viable. This approach is vital for modern businesses as it builds trust with consumers, attracts and retains talent, enhances brand reputation, and reduces operational risks.

This qualification is designed for practising and aspiring middle and senior managers and leaders, providing an introduction to Corporate Social Responsibility (CSR) and Sustainability. It is a crucial step in preparing them to navigate the complexities of modern business where success is defined not only by profit but also by environmental, social and governance impact.

The qualification has been designed for practising or aspiring managers in roles such as:

- Middle Manager or Leader
- Senior Manager or Leader
- Regional Manager
- Specialist Manager (with expertise in a specific business or technical function such as quality, finance, risk, marketing, sales IT, human resources etc.)
- Director

## Titles and Reference Numbers

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.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI Code	Title	Qualification Reference Number
6A45	CMI Level 6 Award in Responsible Business	610/6469/5

---

## Operational Start Date

These qualifications are regulated from 1st October 2025 and the operational start date in CMI Centres is 1st October 2025. See the [CMI External Qualification List](#) for review date.

## Progression Opportunities

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of Level 6 Qualifications in Professional Management and Leadership Practice - 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 learners may wish to further their personal and professional development by investigating the opportunity to become a Chartered Manager or enrolling on a higher level qualification with the CMI or on a Degree or Masters Programme at University.

Learners who are wishing to develop professional management and leadership practice will have knowledge, skills and behaviours to drive business activities in a senior management and leadership role:

- Middle Manager or Leader
- Senior Manager or Leader
- Regional Manager
- Specialist Manager (with expertise in a specific business or technical function such as quality, finance, risk, marketing, sales IT, human resources etc.)
- Director

## 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 Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:

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

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

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

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

---

# Qualification Structure

## Rules of Combination

### CMI Level 6 Award in Responsible Business

Learners must complete one mandatory unit – worth a total of 60 TUT hours, 6 credits – to achieve this qualification.

The Total Qualification Time (TQT) for this qualification is 60 hours, of which there are 20 hours of Guided Learning (GLH).

Unit No.	Unit Title	GLH	TUT	Credit
608	Strategic Corporate Social Responsibility and Sustainability	20	70	7

---

# Qualification Delivery

CMI does not specify the mode of delivery for its qualifications at Level 6; therefore CMI Centres are free to deliver the Level 6 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 direct or indirect, 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 Centre Handbook 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 notify their allocated Quality Manager and CMI.

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

## Recognition of Prior Learning (RPL)

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 and Verification

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:

- the selected assessment task/activity is relevant to the content of the unit
- there are clear instructions given to Learners as to what is expected
- 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
- the language used in the assessment is free from any bias
- 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.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (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 Centre Handbook 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.

Unit No.	Unit Title	Written account	Report	Work-Based Evidence	Plan/ proposal
608	Strategic Corporate Social Responsibility and Sustainability	✓	✓	✓	✓

Group assessment is not a recognised assessment method for this qualification. Learners must provide evidence that they meet the requirements of each assessment activity on their own merit.

## Word Count and Appendices

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The guideline word count for units within this qualification are summarised below, and vary depending on 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.

Unit No.	Unit Title	Guideline Word Count
608	Strategic Corporate Social Responsibility and Sustainability	3000-3500

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, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's 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 fee's 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 a 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.

Where an assessment decision has been made by CMI (via External Marking or Moderation) a Learner or a Centre may log a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

---

# CMI Services

## 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 through until the completion 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 an assessment 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 develop their skills.

- 231 Management Checklists and 64 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 eBooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions 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, the activities you have undertaken and encourages you to assess its impact in your role as a manager. It also allows you to print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

# Units

## Definitions

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

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinars and telephone tutorials and e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competence based assessments.
- Key words 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. The indicative content uses two phrases:
  - o 'May include but is not limited to' – the indicative content is given as examples, which the learner may use or expand upon to complete an assessment
  - o 'Refers to' – the indicative content included must be covered by the learner to meet the requirements of assessment. This instruction applies to learners on the Apprenticeship pathway who are required to know or understand specific information stipulated in Apprenticeship Standard for the Chartered Manager Degree Apprenticeship ST0272/ST03
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to framework - the Apprenticeship Standard
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

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

## Unit Summary

The below table summarises the Level 6 unit:

608 Strategic Corporate Social Responsibility and Sustainability	Corporate Social Responsibility (CSR) and sustainability are topics keenly related to organisational accountability. Definitions and approaches taken to manage and lead CSR and sustainability vary according to the type and purpose of an organisation and its governance. Approaches typically include the development of aims and objectives, policy and strategy, with the intent to address the impact of an organisation's activity on society, the environment and a commitment to ethical and responsible conduct. The aim of this unit is to enable professional managers and leaders to understand CSR and sustainability in an organisational context. They will assess the enablers, constraints and barriers to its success, present a case
--	--

---

	for organisational engagement, identify approaches for its implementation and ultimately, identify strategies to gain ongoing stakeholder commitment.
--	---

# UNIT 608 - STRATEGIC CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY

Ofqual unit number H/617/4463

RQF level 6

Guided learning hours 20

Total unit time 70

Credits 7

**Aims of unit** Corporate Social Responsibility (CSR) and sustainability are topics keenly related to organisational accountability. Definitions and approaches taken to manage and lead CSR and sustainability vary according to the type and purpose of an organisation and its governance. Approaches typically include the development of aims and objectives, policy and strategy, with the intent to address the impact of an organisation's activity on society, the environment and a commitment to ethical and responsible conduct. The aim of this unit is to enable professional managers and leaders to understand CSR and sustainability in an organisational context. They will assess the enablers, constraints and barriers to its success, present a case for organisational engagement, identify approaches for its implementation and ultimately, identify strategies to gain ongoing stakeholder commitment.

**Keywords** Corporate social responsibility, sustainability, enablers, constraints, barriers, theoretical concepts and frameworks, stakeholders, ethics, implementation, communication, performance improvement, success.

Learning outcome 1
Understand corporate social responsibility and sustainability in organisational contexts
Assessment criteria
1.1 Discuss organisational approaches to corporate social responsibility and sustainability
1.2 Critically assess enablers, constraints and barriers to corporate social responsibility and sustainability
1.3 Present a case for organisational commitment to corporate social responsibility and sustainability
Indicative content

1.1 Corporate Social Responsibility (CSR)\*: *Organisational responsibility to society (accountability). Organisational responsibility for society (compensation for negative impacts on society, contribution to societal welfare, environmental considerations). Organisational responsible conduct (operating ethically, responsibly, sustainably, addressing impact on the environment within legal and regulatory requirements). Management of an organisation's relationships with society (for example, codes of conduct, reputational value, legal implications). Scope of CSR (for example, local, global, individual, organisational). Responsible Business Certification (B-Corp, Better Business Act, Ecovadis, The Corporate Sustainability Reporting Directive).*

*Sustainability\*: Accountability for society and the environment. Interrelationship with economic well-being, commercial practices, legal and regulatory requirements. Sustainable development and resourcing (for example, natural resources, renewable and recyclable production, green logistics, green procurement, triple bottom line 'people, planet, profit'). Scope of sustainability (for example, local, global, individual, organisational).*

*\* Please note: CSR and sustainability are contested areas depending on definitions and understanding; they may be viewed as separate areas or interlinked with sustainability, a subset of CSR.*

- *CSR and Sustainability theoretical concepts and frameworks: Business ethics theory (Bigg, 2004); Shareholder value theory (Friedman, 1970); Stakeholder theory (Freeman, 1984). Frameworks: United Nations Global Compact (UNGC) (2000); The CSR Pyramid (Carroll, 1979); Triple Bottom Line (Elkington, 1997). ISO 26000 Guidance on Corporate Social Responsibility (2010).*
- *Organisational contexts: Purpose, governance (for example, public, private, third sector). Legal status of the organisation. Organisational structure. Organisational culture. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990). External environment. Stakeholder expectations.*

1.2 Enablers, constraints and barriers: *Contested nature of corporate social responsibility and sustainability. Organisational structure. Processes and procedures, codes of conduct. Demographic of the workforce. Organisational Culture (Schein, 1988; Johnson and Scholes, 2011). Internal politics. Leadership commitment. Change of leader (new leader). Political, legal and regulatory change. Organisational environment, market, stakeholders (culture, interests and expectations). Financial climate, impact of media, public perception. Force Field Analysis (Lewin, 1951). Competing Values Framework (Quinn and Cameron, 2011). PESTEL. Artificial Intelligence, Environmental Monitoring Systems.*



1.3 Case for organisational commitment to corporate social responsibility and sustainability: *Legal and regulatory requirements, social conscience, reputation. Understanding of customer expectations, service to the local community, educational benefits, support for the arts and culture. Economic benefits, societal benefits, and direction of the organisation. Achievement of charter marks and accreditations. Development of a high-performance organisation (for example, inter-relationship between values, culture, behaviours, performance). Positive contribution to safeguarding the environment, response to environmental concerns, sustainable use of natural resources, and reduction of environmental impact.*

## Learning outcome 2

Know how corporate social responsibility and sustainability is applied in an organisational setting

## Assessment criteria

2.1 Justify an approach to leading and implementing corporate social responsibility and sustainability in an organisational context

2.2 Propose a strategy to gain ongoing stakeholder commitment to corporate social responsibility and sustainability

## Indicative content

2.1 Approach to leading and implementing corporate social responsibility and sustainability:

- *Rationale for corporate social responsibility and sustainability: Triggers: environmental, societal, stakeholder influence, research findings, legal and regulatory requirements.*
- *The case for corporate social responsibility and sustainability: Alignment between proposed strategy and organisational goals and values. Fit with organisational culture. Analysis of revenues and costs, risks, and benefits. Impact on operational activities, governance, leadership, and management. Resourcing. Delivery partners. Establishment of a subsidiary company or foundation.*
- *Design process of sustainable business models*
- *Stakeholder engagement: Internal and external.*
- *Making responsible business commitments*
- *Implementation plan: Pilot implementation, soft launch, 'Big Bang', phasing in, full roll out (dependent on size of organisation and maturity, nature of strategy). Good implementation processes*

- *Monitoring and evaluation of outcomes, measurement of impact: Qualitative and quantitative measures of success, KPIs, objectives, goals, timescales.*
- *Reporting: Publication of results. Impact report.*

2.2 Strategies: *Communications theory (Shannon and Weaver, 1947; Parguel, Benoît-Moreau and Larceneux, 2011). Persuasion, challenging perceptions. Making sense through emotional connections. Learning and development (for example, communities of practice, use of subject matter experts, self-directed learning programmes, coaching and mentoring, technical training, attraction and retention of talent). Building reputation (for example, media presence, public engagement). Publicity (campaigns and activities for different audiences). Leadership approaches/commitment. Feedback structures to assess the practicality and success of CSR and sustainability. Persistence. Provision of time and space to allow developmental change. Lessons learned. Continuous improvement (Zwetsloot, 2003), Good practice (Jenkins, 2006). Honest conversations (Miles, Munilla, and Darroch, 2006; Beer and Eisenstat, 2004). Greenwashing, Stakeholders: internal and external stakeholders; Stakeholder theory (Mitroff, 1983; Freeman, 1983). Dealing with critical attitudes.*

### Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner will be required to produce a written report or develop a presentation on corporate social responsibility and sustainability in organisational contexts.
2. The learner may be required to develop a proposal on how corporate social responsibility and sustainability is applied in an organisational setting.
3. The learner may present work-based evidence accompanied by reports/reflective accounts to meet each of the assessment criteria.

### 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 evidence they sufficiently understand 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.

### Recommended reading

- Asbury, S., and Ball, R. (2009). Do the Right Thing: The Practical, Jargon-free Guide to Corporate Social Responsibility. Abingdon, Oxon: Routledge.
- Chandler, D. (2016). Strategic Corporate Social Responsibility: Sustainable Value Creation. 4th ed. Thousand Oaks, CA: SAGE Publications.
- EcoAct (2025). The Big eBook of Sustainability Reporting Frameworks.
- Fischer, M. (2023). Sustainable Business Managing the Challenges of the 21st Century
- Hope, A, and Laasch, O. (2025). Responsible Business: Foundations of Ethical and Sustainable Management.
- Moon, J. (2014). Corporate Social Responsibility. A very short introduction. Oxford: OUP.

### Supplementary reading

- Barth, R., and Wolff, F. (2009). Corporate Social Responsibility in Europe. Rhetoric and Realities. Cheltenham: Edward Elgar Publishing Ltd.
- Beal, B.R. (2013). Corporate Social Responsibility: Definition, Core Issues, and Recent Developments. Thousand Oaks, CA: SAGE Publications.
- Beer, M., and Eisenstat, R.A. (2004). How to have an honest conversation about your business strategy. Harvard Business Review, 82(2): 82-89.
- Bigg, T. ed. (2004). Survival for a small planet: the sustainable development agenda. Abingdon, Oxon: Routledge.

- Blackburn, W.R. (2016). *The Sustainability Handbook: The Complete Management Guide to Achieving Social, Economic and Environmental Responsibility*. Abingdon, Oxon: Routledge.
- Blowfield, M., and Murray, A. (2014). *Corporate Responsibility*. 3rd ed. Oxford: OUP.
- Brown, L. (2010). *Plan B 4.0: Mobilizing to Save Civilization*. Washington D.C.: Earth Polar Institute/ W.W. Norton & Co.
- Bruel, O. (2017). *Strategic Sourcing Management: Structural and Operational Decision Making*. Kogan Page.
- Carroll, A.B. (1979). A Three-Dimensional Conceptual Model of Corporate Social Performance. *Academy of Management Review*. 4(4), 497-505.
- Choi, T-M., and Cheng, T.C.E. eds. (2015). *Sustainable Fashion Supply Chain Management: From Sourcing to Retailing*. Cham, Switzerland: Springer.
- Chouinard, Y. and Stanley, V. (2012) *The responsible company: What we've learned from Patagonia's first 40 years*. Ventura, CA: Patagonia Books.
- Crane, A., McWilliams, A., Matten, D., Moon, J., and Siegel, D.S. (2009). *The Oxford Handbook of Corporate Social Responsibility*. Oxford: OUP.
- Crane, A., Matten, D., and Spence, L. eds. (2013). *Corporate Social Responsibility. Readings and Cases in a Global Context*. Abingdon, Oxon: Routledge.
- Elkington, J. (1999). *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Chichester: Capstone Publishing Ltd.
- Eweje, G., and Bathurst, R. (2018). *CSR, Sustainability, and Leadership*. Abingdon, Oxon: Routledge.
- Falck, O., and Heblich, S. (2007). Corporate Social Responsibility: Going well by doing good. *Business Horizons*, 50(3): 247-254.
- Freeman, R. E. (2010). *Strategic Management*. Cambridge: Cambridge University Press.
- Fleming, P., and Jones, M. (2012). *The End of Corporate Social Responsibility: Crisis and Critique*. London: SAGE Publications.
- Friedman, M. (1970). The Social Responsibility of Business in to Increase its Profits. *The New York Times Magazine*, September 13.

- Grant, D.B., Trautrim, A., and Wong, C.Y. (2017). Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management. 2nd ed. London: Kogan Page.
- Gürtler, G., Lane, B., and Sendel, F. (2014). The Easy Guide to ISO 26000. Using the offered guidance on social responsibility in an easy, correct and efficient manner. 2nd ed. CreateSpace Independent Publishing Platform.
- Haski-Leventhal, D. (2018). Strategic Corporate Social Responsibility: Tools and Theories for Responsible Management. Los Angeles, CA: SAGE Publications.
- Hasselbalch, G. (2025). Artificial Intelligence, Power and Sustainability from Part I - AI, Ethics and Philosophy. Published online by Cambridge University Press: 06 February 2025.
- Idowu, S., and Papasolomou, I. (2007). Are corporate social responsibility matters based on good intentions or false pretences? An empirical study of the motivations behind the issuing of CSR reports by UK companies. Corporate Governance: The international journal of business in society, 7(2): 136-147.
- Jenkins, H. (2006). Small Business Champions for Corporate Social Responsibility. Journal of Business Ethics, 67(3): 241-256.
- Leleux, B., and van de Kaaij, J. (2018). Winning Sustainability Strategies: Finding Purpose, Driving Innovation and Executing Change. 2019 ed. Basingstoke: Palgrave Macmillan.
- Londrigan, M., and Jenkins, J. (2018). Fashion Supply Chain Management. New York, NY: Bloomsbury Academic.
- Magali, A. (2011). The Drivers of Greenwashing in California Management Review
- Manners-Bell, J. (2017). Supply Chain Ethics: Using CSR and Sustainability to Create Competitive Advantage. London: Kogan Page.
- McKinnon, A., Cullinane, S., Browne, M. and Whiteing, A. (2010). Green Logistics: Improving the Environmental Sustainability of Logistics. Kogan Page.
- Miles, M.P., Munilla, L., and Darroch, J. (2006). The Role of Strategic Conversations with Stakeholders in the Formation of Corporate Social Responsibility Strategy. Journal of Business Ethics, 69(2): 195-205.
- Moratis, L., and Cochiu, T. (2017). ISO 26000: The Business Guide to the New Standard on Social Responsibility. Abingdon, Oxon: Routledge.

- 
- Parguel, B., Benoît-Moreau, F., and Larceneux, F. (2011). How Sustainability Ratings Might Deter 'Greenwashing': A Closer Look at Ethical Corporate Communication. Journal of Business Ethics, August 2011: 102-15.
  - Saetra, H.S. (2022). AI for the Sustainable Development Goals
  - Visser, W. (2020) The Evolution and Revolution of Corporate Social Responsibility

## 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.
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	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	Sept 2025