



**Centre Assessment Guidance**

**for**

**Level 6 Management and Leadership**

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## Introduction

This document aims to support CMI Centres in the delivery, assessment and verification of the Level 6 Qualifications in Management and Leadership. It should be used in conjunction with the CMI Centre Code of Practice.

## About these qualifications

### Titles and qualifications reference numbers

The titles given below are the titles as they 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 accreditation, which confirms that this is a fundable qualification on the QCF. The CMI code is the code which should be used when registering learners with CMI. Each unit also has a unique QCA unit number – this appears with the content of each unit at the end of this document.

CMI Code	Title	Qualification reference number
6A1	CMI Level 6 Award in Management and Leadership (QCF)	500/5684/0
6C1	CMI Level 6 Certificate in Management and Leadership (QCF)	500/5634/7
6D1	CMI Level 6 Diploma in Management and Leadership (QCF)	500/5683/9

### Accreditation dates

These qualifications are accredited from 1<sup>st</sup> January 2009, which is their operational start date in Centres. The accreditation ends on 31<sup>st</sup> December 2013, and the final date for certification is 31<sup>st</sup> December 2016.

### Qualifications summary

These qualifications are for the development of the role and skill of senior managers. These qualifications aim to develop personal management capabilities, make effective use of information in decision-making, operations and the development of the skills in managing people.

The Institute 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.

The qualification is offered in the medium of the English Language. The qualification can be offered by Centres in languages other than English – Centres wishing to do this should refer to the relevant section of the CMI Centre Code of Practice for guidance.

### Progressions

The qualifications provide opportunities for progression to other qualifications at the same or higher levels, which could also be work-based or more academically structured. The qualifications also support learners in meeting the requirements for work and/or employment within all areas of management and leadership at this level.

**Credit values and rules of combination for the qualifications**

A credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is a notional measure of the amount of time a typical learner might be expected to take to complete all of the learning relevant to achievement of the learning outcomes in a given unit. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.

Guided learning hours, however, are intended to relate only to facilitated learning and associated assessments – individual private study is not included – and give guidance to Centres on the amount of resource needed to deliver the programme and support learners. The units, guided learning hours and rules of combination for these qualifications are given in the tables 1 and 2.

**Table 1 – Units and rules of combination for Level 6 Award and Certificate**

Units		Credits	GLH
Unit 6001	Managing organisational culture	7	30
Unit 6002	Ethical organisational management	7	30
Unit 6003	Managing the change process	7	25
Unit 6004	Leading equality and diversity	7	30
Unit 6005	Managerial networks	7	25
Unit 6006	Management systems and structures	7	30
Unit 6007	Managing ideas and innovation	7	25
Unit 6008	Managerial decision making	7	25

**Award** - Learners need to complete any combination of units to a minimum of 7 credits to achieve the qualification. Range of guided learning hours: 25 - 25

**Certificate** - Learners need to complete any combination of units to a minimum of 14 credits to achieve the qualification. Range of guided learning hours: 50 - 60

**Table 2 – Units and rules of combination for Level 6 Diploma**

Units		Credits	GLH
<b>Group A</b>			
Unit 6001	Managing organisational culture	7	30
Unit 6002	Ethical organisational management	7	30
Unit 6003	Managing the change process	7	25
Unit 6004	Leading equality and diversity	7	30
Unit 7001	Personal development as a strategic manager	6	20
<b>Group B</b>			
Unit 6005	Managerial networks	7	25
Unit 6006	Management systems and structures	7	30
Unit 6007	Managing ideas and innovation	7	25
Unit 6008	Managerial decision making	7	25
Unit 7013	Being a strategic leader	7	30

**Diploma** - Learners need to complete all core units (Group A) and three optional units (Group B) to a total of at least 55 credits to achieve the qualification. Range of guided learning hours: 210 - 220

**Relationship to National Occupational Standards for Management and Leadership**

The relationship of each unit to the Management and Leadership NOS is shown in table 3:

**Table 3 – Relationship to M&L NOS**

Units		NOS Units
Unit 6001	Managing organisational culture	B9 and C4
Unit 6002	Ethical organisational management	B3, B4, B7, C4 and F12
Unit 6003	Managing the change process	C3 and C4
Unit 6004	Leading equality and diversity	B11 and B12
Unit 6005	Managerial networks	A3, B2, B7, C3 and D2
Unit 6006	Management systems and structures	B4, C3, F3 and F12
Unit 6007	Managing ideas and innovation	C3 and F12
Unit 6008	Managerial decision making	B7, C6 and D4

## **Assessment and verification**

The main objective of the assessment of these qualifications will be to meet the assessment criteria detailed within each 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 Centre's assessment plan, to be agreed with the External Verifier, 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, 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

There is no grading for Institute qualifications, and external verification of learners' work only confirms that the required criteria for achievement have been met. Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the Institute qualification.

## **What work is expected of the learner?**

It is important to ensure consistency of assessment, and that demands made on learners are comparable within and between Centres. A number of assessment methods can be used. Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance learners' development.

Assessment methods can include:

- case studies
- role play
- time constrained tests
- examinations
- assignments
- reports
- integrated work activities
- viva voce
- projects
- presentations

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 written word, however generated and recorded, is still expected to form the majority of assessable work produced by learners at Level 6. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500 - 3000 words.

Centres and learners are encouraged to use methods of presenting data, analysis and information other than straightforward narrative text. In the appropriate contexts, tables, graphs, pie charts, diagrams and illustrations are just as demanding on the learner.

### **External Assessment**

There is no Regulatory requirement for external assessment. However, the Institute offers the additional service of external assignment to Centres, who wish to use Institute devised and assessed units as part of their programme. Further information on this service and the units for which it is available appears on the website [www.managers.org.uk/qualifications](http://www.managers.org.uk/qualifications)

### **Recognition of Prior Learning and Achievement**

The Qualifications and Credit framework is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma. The Institute will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units.

There will of course still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres are free, after discussion and agreement with their External Verifier, to allow these learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning. Details of the process for recording such RPL (Recognition of Prior Learning) are included in the CMI Centre Code of Practice.

### **Support for Centres**

Staff at Approved Centres are offered group membership of CMI, enabling them to access all the support and information available to their learners. More information about what is available is detailed in the CMI Centre Code of Practice, and via the website [www.managers.org.uk/qualifications](http://www.managers.org.uk/qualifications)

### **Units**

The content of the units for the Level 6 suite of qualifications follow.

Accessing the units via the CMI website will enable Centres also to access support and reading material from the Study Resource Centre.

<b>Title:</b>	Managing organisational culture				
<b>Unit aim:</b>	This unit is about organisational culture, its impact on strategy, performance and the development of appropriate cultures; it also addresses national cultural difference.				
<b>Level:</b>	6	<b>Unit Number:</b>	6001	<b>QCA Unit Number</b>	H/502/2172
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	30		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand how organisational culture can impact on organisational behaviour		1.1 Analyse the concept of culture to organisations 1.2 Compare the traits of power culture, role culture, task culture and person culture 1.3 Evaluate internal and external factors that could influence organisational culture, including national cultures			
2. Be able to understand the relationship between organisational culture, strategy and performance		2.1 Identify values and cultures that encourage behaviours consistent with organisational strategy 2.2 Evaluate personal managerial behaviours that reinforce organisational values and cultures 2.3 Communicate organisational values to the organisation that motivate the organisation to apply these values			
3. Be able to understand the skills of cultural development		3.1 Discuss the tools available to an organisation to identify and develop its culture 3.2 Devise methods of dealing with messages and behaviours which are in conflict with organisational values 3.3 Determine legitimate strategies and tactics to influence people in support of organisational values 3.4 Evaluate how national differences and cultures can impact on transferability of organisational structures, systems and processes			



<b>Title:</b>	Ethical organisational management				
<b>Unit aim:</b>	This unit is about the principles of organisational ethics, the effect on corporate social responsibility, and leading and managing organisational ethics in differing cultural values systems and ideologies.				
<b>Level:</b>	6	<b>Unit Number:</b>	6002	<b>QCA Unit Number</b>	K/502/2173
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	30		
<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>			
1. Be able to understand the principles of organisational ethics		1.1 Discuss the concept of ethics in an organisational context 1.2 Evaluate those factors which could influence organisational ethics 1.3 Outline the effect of organisational ethics on corporate social responsibilities			
2. Be able to understand ethical codes and related legislation		2.1 Evaluate an organisational code of ethics 2.2 Interpret ethically related legislation impacting upon organisational accountability 2.3 Evaluate the impact of ethical values and concepts to the different cultures and societies in which organisations may operate			
3. Be able to understand an integrated approach to business ethics and corporate social responsibility		3.1 Describe values and beliefs on which ethical decisions can be made by individuals, groups and senior managers in an organisation 3.2 Discuss how a values and beliefs strategy in different cultures and societies could influence their attitudes to the organisation 3.3 Discuss an ethical organisational approach that could recognise and/or respect other cultural value systems or ideologies			

<b>Title:</b>	Managing the change process				
<b>Unit aim:</b>	This unit is about identifying opportunities for change, modelling the change process and managing the change to produce expected outcomes.				
<b>Level:</b>	6	<b>Unit Number:</b>	6003	<b>QCA Unit Number</b>	M/502/2174
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	25		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand the forces for change in an organisation		1.1 Determine the organisation's position in the sector and market within which it operates  1.2 Identify an opportunity for change, in support of the organisation's objectives  1.3 Discuss a model or method to identify a change process and the communication of that change process			
2. Be able to understand the impact of the change process		2.1 Evaluate the impact of the change process on individuals in the organisation  2.2 Assess the impact of the change on organisational stakeholders  2.3 Analyse the impact of the change on achievement of organisational objectives			
3. Be able to understand the management of the change process		3.1 Describe how to secure support for the change process from senior management  3.2 Demonstrate how individuals in the organisation will be supported during the change process  3.3 Construct a plan to implement and monitor the change process  3.4 Analyse the outcome of the change process against the change plan and organisational objectives			

<b>Title:</b>	Leading equality and diversity				
<b>Unit aim:</b>	This unit is about organisational commitment to equality and diversity, and its application and support throughout the organisation.				
<b>Level:</b>	6	<b>Unit Number:</b>	6004	<b>QCA Unit Number</b>	T/502/2175
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	30		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand the commitment to equality of opportunity and diversity		1.1 Evaluate the organisation's commitment to equality of opportunity and diversity  1.2 Discuss how behaviour, actions and words, of all members of the organisation, support the commitment to equality of opportunity and diversity  1.3 Identify organisational and personal responsibilities and liabilities under equality legislation and/or codes of practice			
2. Be able to understand the application of equality of opportunity and diversity		2.1 Describe the organisation's equality and diversity policies and how these are communicated within the organisation  2.2 Assess the application of the organisation's commitment to equality of opportunity and diversity  2.3 Review the diversity of the workforce against the local and/or national population and identify areas for review			
3. Be able to understand the needs of others in relation to equality of opportunity and diversity		3.1 Explain the requirement to understand individuals' needs, feelings and motivations, and to take an interest in their concerns  3.2 Evaluate the impact of showing respect to others, recognising their value and upholding their rights  3.3 Describe the need for integrity, fairness and consistency in dealings with individuals  3.4 Outline a process for dealing with others whose behaviours, words or actions do not support a commitment to equality of opportunity or diversity			

<b>Title:</b>	Managerial networks				
<b>Unit aim:</b>	This unit is about developing managerial networks, capitalising on those networks and using data or information gained to inform the organisation's objectives.				
<b>Level:</b>	6	<b>Unit Number:</b>	6005	<b>QCA Unit Number</b>	A/502/2176
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	25		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand the development of personal networks to support current and future organisational objectives		1.1 Create and maintain personal networks of contacts to meet current and future objectives 1.2 Identify network members who are aware of the benefits of networks, and possess influence and skills 1.3 Discuss boundaries of confidentiality within the networks			
2. Be able to understand how collection of data or information from the networks can inform on the environment in which the organisation operates		2.1 Design a data or information gathering process to produce information for planning and operational purposes 2.2 Evaluate data or information to support planning and decision making 2.3 Devise or assess future scenarios within the environment in which the organisation operates			
3. Be able to understand the skills of encouraging and supporting implementation of ideas, from the network across the organisation		3.1 Outline an idea from the network for the organisation 3.2 Compare the balance of risks against benefits that may arise from the idea 3.3 Devise communication methods that underpin acceptance of the idea for the organisation			

<b>Title:</b>	Management systems and structures				
<b>Unit aim:</b>	This unit is about the nature of organisational structure, the impact of centralisation and decentralisation on the management task.				
<b>Level:</b>	6	<b>Unit Number:</b>	6006	<b>QCA Unit Number</b>	F/502/2177
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	30		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand the meaning and nature of organisational structure		1.1. Compare the objectives of organisational structure and the effect of organisational culture 1.2. Discuss the interrelationship of institutional, managerial and technical levels within an organisational structure 1.3. Evaluate the potential sources of organisational ideas and innovations within an organisational structure			
2. Be able to understand the design of organisational structure		2.1. Analyse the variables that influence organisational structure and systems of management 2.2. Compare the operational functions of an organisation with those functions which support the achievement of the task 2.3. Discuss the implications for an organisation in distinguishing between operational and support functions			
3. Be able to understand advantages and disadvantages of centralisation and decentralisation		3.1. Differentiate between an organisational management system that is centralised and one that is decentralised 3.2. Compare the advantages and disadvantages of a centralised and decentralised system 3.3. Distinguish between management span of control and management chain of command			

<b>Title:</b>	Managing ideas and innovation				
<b>Unit aim:</b>	This unit is about encouraging and supporting the identification and practical implementation of ideas and innovation across the organisation.				
<b>Level:</b>	6	<b>Unit Number:</b>	6007	<b>QCA Unit Number</b>	J/502/2178
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	25		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand the identification of ideas and innovation across the organisation		1.1 Discuss the approaches to the encouragement of ideas generation and innovation across the organisation 1.2 Relate the organisation's strategy to innovation with the organisational objectives 1.3 Determine methods to communicate the innovation strategy across the organisation			
2. Be able to understand the encouragement of innovation across the organisation		2.1 Outline a method to motivate others in the organisation to identify ideas and innovations and the sharing of these ideas and innovations 2.2 Recommend ways to overcome barriers to idea and innovation generation 2.3 Devise methods to encourage and support originators of ideas and innovations			
3. Be able to understand the analysis of ideas and innovations		3.1 Evaluate ideas and innovations against the organisation's objectives or opportunities 3.2 Analyse risks and costs of ideas and innovations against benefits 3.3. Recommend a course of action for an idea and innovation. 3.4. Define a process that rewards the originators and developers of an idea and innovation.			

<b>Title:</b>	Managerial decision making				
<b>Unit aim:</b>	This unit is about the challenges and skills of making difficult or unpopular decisions that must be made in support of the organisational objectives.				
<b>Level:</b>	6	<b>Unit Number:</b>	6008	<b>QCA Unit Number</b>	L/502/2179
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	25		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to understand the communication of the organisation's purpose, values and vision		1.1 Relate the organisation's purpose, values and vision to people across the organisation  1.2 Identify how organisational plans support the organisation's purpose, values and vision  1.3 Discuss methods of motivating people in the organisation to recognise the links between organisational objectives and organisational purpose, values and vision			
2. Be able to support and advise individuals' during periods of setback and change		2.1 Explain the skills necessary to provide support and advice to people during periods of setback and change  2.2 Assess the types of support and advice people may need and how this can be provided			
3. Be able to understand the skills to make difficult decisions		3.1 Analyse the need for integrity, fairness and consistency in managerial decision making  3.2 Justify the need to make decisions in uncertain situations, or when incomplete information is available  3.3 Determine when to take or implement difficult and/or unpopular decisions to support the organisation's purpose, values or vision  3.4 Discuss communication styles that could be used to communicate difficult and/or unpopular decisions			

<b>Title:</b>	Personal development as a strategic manager				
<b>Unit aim:</b>	This unit is about the leadership skills required by a manager to operate effectively at a strategic level.				
<b>Level:</b>	7	<b>Unit Number:</b>	7001	<b>QCA Unit Number</b>	A/501/5017
<b>Credit value:</b>	6	<b>Guided Learning Hours</b>	20		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Be able to identify personal skills to achieve strategic ambitions		1.1 Analyse the strategic direction of the organisation 1.2 Evaluate the strategic skills required of the leader to achieve the strategic ambitions 1.3 Assess the relationship between existing, required and future skills to achieve the strategic ambitions			
2. Be able to manage personal leadership development to support achievement of strategic ambitions		2.1 Discuss the opportunities to support leadership development 2.2 Construct a personal development plan to direct leadership development 2.3 Devise an implementation process for the development plan			
3. Be able to evaluate the effectiveness of the leadership development plan		3.1 Assess the achievement of outcomes of the plan against original objectives 3.2 Evaluate the impact of the achievement of objectives on strategic ambitions 3.3 Review and update the leadership development plan			
4. Be able to advocate a staff welfare environment that supports organisational values		4.1 Evaluate the impact of corporate commitment to staff welfare on organisational objectives 4.2 Discuss how a staff welfare environment can affect achievement of organisational objectives 4.3 Consider the influence of a corporate commitment to staff welfare on the development of organisational values			



<b>Title:</b>	Being a strategic leader				
<b>Unit aim:</b>	This unit is about strategic leadership skills and the understanding of ethical and cultural issues within the organisation.				
<b>Level:</b>	7	<b>Unit Number:</b>	7013	<b>QCA Unit Number</b>	K/501/8138
<b>Credit value:</b>	7	<b>Guided Learning Hours</b>	30		
<b>Learning outcomes</b>		<b>Assessment criteria</b>			
<i>The learner will:</i>		<i>The learner can:</i>			
1. Understand the organisation's ethical and value-based approach to leadership		1.1 Analyse the impact of the organisation's culture and values on strategic leadership 1.2 Discuss how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands 1.3 Evaluate current and emerging social concerns and expectations impacting on strategic leadership in the organisation			
2. Be able to understand strategic leadership styles		2.1 Evaluate the relationship between strategic management and leadership 2.2 Evaluate leadership styles and their impact on strategic decisions 2.3 Discuss why leadership styles need to be adapted in different situations and evaluate the impact on the organisation			
3. Be able to understand leadership strategies and their impact on organisational direction		3.1. Evaluate two differing leadership strategies 3.2 Determine situational variables which could cause a change in leadership strategy 3.3. Analyse a leadership strategy to support organisational direction			