



PREMIER PARTNERSHIP QUALIFICATIONS

JULY 2026

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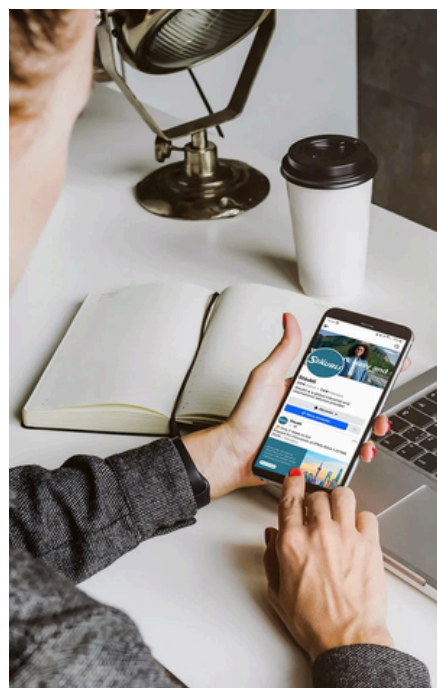
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SFJ AWARDS

LEVEL 3 CERTIFICATE IN LEARNING AND DEVELOPMENT

This qualification is designed to give learners who carry out learning and development roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role.

Objectives - By the end of the session, learners will be able to:

- Understand the principles and practice of learning and development
- Identify individual learning and development needs
- Develop and prepare resources for learning and development
- Facilitate learning and development in groups
- Reflect on and improve own practice in learning and development
- Engage with employing organisation

What will you cover?

Principles and practice of learning and development

- Purpose and context of L&D
- Learning and development cycle
- Needs of learners in relation to L&D
- Roles and responsibilities of the practitioner
- Legislative and organisational requirements

Individual learning and development needs

- Principles and practices of a learning needs analysis
- Conducting a learning needs analysis
- Individual L&D needs

Develop and prepare resources

- Principles of development and preparation of resources for learning and development
- Developing resources to meet L&D needs

Facilitate learning and development in groups

- Principles and practices of L&D in groups
- Facilitate L&D in groups
- Assist groups to apply new knowledge and skills
- Assist learners to reflect on L&D

Reflect and Improve on own practices

- Approaches and process associated with reflective practice and continuing professional development
- Reflect on own performance as L&D practitioner
- Improve own L&D practice

Employing organisation

- Understand structure of organisation
- Aims and objectives of organisation
- Own contribution to organisation's aim and objectives
- Understand opportunities for entry, professional development and progression

SFJ AWARDS

LEVEL 3 CERTIFICATE IN LEARNING AND DEVELOPMENT

Assessments and Evidence

Understand the principles and practice of learning and development

An assignment (2000 - 2500 words)

Identify individual learning and development needs

An assignment (1000 – 1200 words), and an observation by the assessor

Develop and prepare resources for learning and development

An assignment (1000 – 1200 words), and an observation by the assessor

Facilitate learning and development in groups

An assignment (2000 - 2500 words), and an observation by the assessor

Reflect on and improve own practice in learning and development

An assignment (750 – 1000 words), continual professional log, and most recent performance review

Engage with employing organisation

An assignment (4000 – 4500 words)

Statement of Authenticity

This is your declaration that all work submitted is your own.

Y/502/9541: Understand the principles and practice of learning and development

K/502/9544: Identify individual learning and development needs

A/502/9547: Develop and prepare resources for learning and development

F/502/9548: Facilitate learning and development in groups

J/502/9552: Reflect on and improve own practice in learning and development

R/600/1764: Understanding the employing organisation

*The unit numbers are given to each unit by the Awarding organisation –
in this case, SFJ Awards.*

SFJ AWARDS

LEVEL 3 AWARD IN EDUCATION AND TRAINING

This qualification is designed as an introduction to teaching that will give an insight into the roles, responsibilities and relationships in education and training, how to plan and deliver inclusive teaching/training sessions and how to assess and give constructive and developmental feedback.

Objectives - By the end of the session, learners will be able to:

- Understand roles, responsibilities and relationships in education and training
- Understand and use inclusive teaching and learning approaches in education and training
- Understand assessment in education and training

What will you cover?

Understanding roles, responsibilities and relationships in education and training

- Roles
- Responsibilities
- Learning environments
- Working with others
- Points of referral

Understanding and using inclusive teaching and learning approaches in education and training

- Inclusive teaching
- Opportunities for English, maths, ICT and wider skills
- Planning effectively
- Evaluation

Understanding assessment in education and training

- Assessment methods
- Three stages of assessment
- Constructive feedback
- Record keeping

Assessments and Evidence

Understanding roles, responsibilities and relationships in education and training

An information leaflet assignment (500-750 words) and a reflective account (750-1000 words).

Understanding and using inclusive teaching and learning approaches in education and training

A briefing document and a comparative activity assignment (1000-1250 words), a micro-teach with supporting materials, a reflective account (500-750 words), peer feedback and an observation from your tutor.

Understanding assessment in education and training

An information sheet (500-750 words) and a handout (750-1000 words).

Statement of Authenticity

This is your declaration that all work submitted is your own.

H/505/0053: Understanding roles, responsibilities and relationships in education and training

D/505/0052: Understanding and using inclusive teaching and learning approached in education and training

R/505/0050: Understanding assessment in education and training

The unit numbers are given to each unit by the Awarding organisation – in this case, SFJ Awards.

SFJ AWARDS

LEVEL 3 CERTIFICATE IN ASSESSING VOCATIONAL ACHIEVEMENT

This qualification is for people working in, or looking to enter, roles in assessment. This qualification will provide people who carry out assessment roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role.

Objectives - By the end of the session, learners will be able to:

- Understand the principles and practices of assessment
- Assess occupational competence in the work environment
- Assess vocational skills, knowledge and understanding

What will you cover?

Understanding the Principles and Practices of Assessment

(Knowledge unit)

- Principle and requirements
- Types of assessment
- Involving learners
- Making decisions
- Quality assurance
- Managing information
- Legal and good practice

Assess Vocational Skills, Knowledge and Understanding

(Assessing vocational skills, knowledge and understanding)

- Inclusive teaching
- Opportunities for English, maths, ICT and wider skills
- Planning effectively
- Evaluation

Assess Occupational Competence in the Work Environment

(Assessing occupational competence)

- Planning
- Making decision
- Providing information
- Maintain legal and good practice

Assessments and Evidence

Assignment

Covers the majority of the criteria for unit D/601/5313.

We estimate the word count to be around 7000 words.

A structured template is provided for you.

Professional discussion

This is a planned discussion with your assessor.

You will have the questions ahead of time so you can plan your answers.

This activity will take between 30 – 45 minutes.

Witness Testimony (WT) Observations

Completed by person a level above you and is not on the qualification (your line manager is a good option).

2 for H/601/5314 and 2 for F/601/5319 – assessing two different learners in the workplace on two occasions and two learners in a simulated or classroom environment on two occasions. (These can be the same two learners across the two units).

SFJ AWARDS

LEVEL 3 CERTIFICATE IN ASSESSING VOCATIONAL ACHIEVEMENT

Assessments and Evidence (Continued...)

Work Products

Any documentation that supports your WT observations.

Evidence Statement

This is the final statement to pull together the final criteria points not covered in the above areas.

Statement of Authenticity

This is your declaration that all work submitted is your own.

D/601/5313: Understanding the Principles and Practices of Assessment
H/601/5314: Assess Occupational Competence in the Work Environment
F/601/5319: Assess Vocational Skills, Knowledge and Understanding

The Awarding organisation is SFJ Awards.



For more information please speak to your Client
Relationship Director, Account Executive or email
us at:
quals@premier-partnership.co.uk

SFJ AWARDS

LEVEL 4 CERTIFICATE IN EDUCATION AND TRAINING

This qualification is designed to give learners a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. They will also be able to assess learning and use appropriate resources to support effective learning.

Objectives - By the end of the session, learners will be able to:

- Understanding roles, responsibilities and relationships in education and training
- Plan to meet the needs of the learners in education and training
- Deliver education and training
- Assess learners in education and training
- Use resources for education and training
- Understand Inclusive Practice

What will you cover?

Understanding roles, responsibilities and relationships in education and training

- Roles
- Responsibilities
- Learning environments
- Working with others
- Points of referral

Planning to meet the needs of the learners in education and training

- Initial and diagnostic assessments
- Planning inclusive teaching and learning

Delivering education and training

- Use of inclusive teaching and learning
- Communicate with learners and other professionals
- Use technologies in delivery

Assessing learners in education and training

- Methods and types of assessment
- Carry out assessment
- Minimum core in relation to assessment
- Evaluate own assessment practice

Using resources for education and training

- Resource in delivery
- Implementing minimum core through resources
- Evaluate own use of resources

Factors of inclusive practice

- Policy and regulatory frameworks
- Roles and Responsibilities
- Creation and maintenance of an inclusive learning environment
- Evaluation of inclusive practice

SFJ AWARDS

LEVEL 4 CERTIFICATE IN EDUCATION AND TRAINING

Assessments and Evidence

Understanding roles, responsibilities and relationships in education and training

An information leaflet assignment (500-750 words) and a reflective account (500-1000 words).

Delivering education and training

An assignment (approx. 2000-2500 words) and an observation (minimum of 1 hour).

Assessing learners in education and training

An assignment (approx. 1500-2000 words) and an observation (minimum of 1 hour).

Using resources for education and training

An assignment (approx. 1000-1500 words) and an observation (minimum of 1 hour).

Planning to meet the needs of learners in education and training

An assignment (approx. 1500-2000 words), an initial assessment and plan completed with a learner, a Scheme of Work (SoW) with a minimum of 3 supporting session plans, a continual professional development (CPD) log and most recent performance review.

Inclusive Practice

An assignment (approx. 3500-4000 words).

Statement of Authenticity

This is your declaration that all work submitted is your own.

H/505/0053: Understanding roles, responsibilities and relationships in education and training

A/505/1189: Planning to meet the needs of the learners in education and training

M/505/0122: Delivering education and training

F/505/0125: Assessing learners in education and training

L/505/0127: Using resources for education and training

L/505/5384: Inclusive Practice

The unit numbers are given to each unit by the Awarding organisation – in this case, SFJ Awards.



For more information please speak to your Client Relationship Director, Account Executive or email us at:
quals@premier-partnership.co.uk

SFJ AWARDS

LEVEL 4 DIPLOMA IN LEARNING AND DEVELOPMENT

This qualification will provide people who carry out learning and development roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role.

Objectives - By the end of the session, learners will be able to:

- Understand the principles and practices, theories and practice of learning and development
- Be able to reflect and improve on own practice in learning and development
- Be able to identify individual learning and development needs
- Be able to develop learning and development qualifications
- Be able to plan and prepare specific learning and development opportunities
- Be able to develop and prepare resources for learning and development
- Be able to manage learning and development in groups
- Be able to evaluate and improve learning and development provision
- Understand the principles and practice of assessment

What will you cover?

Principles, theories and practice of learning and development

(Knowledge unit)

- Principles, theories and practices of L&D
- Learning and development cycle
- How people learn
- Need of learners in relation to L&D
- Roles and responsibilities of the L&D practitioner
- Legal and organisational requirements of L&D

Identify individual learning and development needs

(Knowledge and evidence unit)

- Principles, theories and practices of learning needs analysis
- Conducting learning needs analysis
- Individual learning plans and agreeing needs

Develop learning and development qualifications

(Knowledge and evidence unit)

- Principles underpinning the development of L&D qualifications
- Develop L&D qualifications
- Review L&D qualifications

Plan and prepare specific learning and development opportunities

(Evidence unit)

- Plan L&D opportunities
- Prepare specific L&D opportunities to meet learner needs

Develop and prepare resources for Learning and Development

(Knowledge and evidence unit)

- Principles underpinning the development of resources for L&D
- Develop resources to meet L&D

Manage learning and development in groups

(Knowledge, evidence and observation unit)

- Principles and practice of managing L&D in groups
- Manage group L&D environments
- Apply methodologies to manage L&D in groups
- Manage L&D in groups to comply with legal and organisational requirements

SFJ AWARDS

LEVEL 4 DIPLOMA IN LEARNING AND DEVELOPMENT

**Reflect on and improve
own practice in learning
and development****(Knowledge and evidence unit)**

- Approaches to and processes associated with reflective practice and continuing professional development
- Reflect on own performance as an L&D practitioner
- Improve own L&D practice

**Evaluate and improve
L&D provision****(Knowledge and evidence unit)**

- Contexts for evaluation and quality improvement of L&D
- Evaluation of L&D
- Be able to improve L&D ensuring regulatory and organisational requirements are met

**Understand the
principles and practices
of assessment****(Knowledge unit)**

- Principles and requirements of assessment
- Types of assessment methods
- Planning assessments
- Making assessment decisions
- Quality assurance of the assessment process
- Managing information relating to assessment
- Legal and good practice requirements

Assessments and Evidence**Assignment**

One assignment in all units. Ranging from 500 words to 3000 words, dependent on the number of criteria being covered. A structured template is provided for you.

Observations by assessor

Minimum of one observation by your assessor – Manage learning and development in groups.

Witness Testimony

This can be completed by anyone who knows your role, who is not on the qualification.

Work product

This could be schemes of work, sessions plans, handouts, resources.

Evidence Statement

This is the final statement to pull together the final criteria points not covered in the above areas.

Statement of Authenticity

This is your declaration that all work submitted is your own.

D/502/9542– Principles, theories and practice of learning and development

K/502/9544– Identify individual learning and development needs

M/502/9545– Develop learning and development qualifications

T/502/9546 – Plan and prepare specific learning and development opportunities

A/502/9547– Develop and prepare resources for learning and development

A/502/9550– Manage learning and development in groups

J/502/9552 – Evaluate and improve learning and development provision

D/601/5313– Understand the principles and practices of assessment

The unit numbers are given to each unit by the Awarding organisation – in this case, SFJ Awards.

SFJ AWARDS

LEVEL 4 AWARD IN THE INTERNAL QUALITY ASSURANCE OF ASSESSMENT PROCESSES AND PRACTICE

This qualification is for people working in, or looking to enter, roles in internal quality assurance. This qualification will provide people who carry out internal quality assurance roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role. Provides learners with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role.

Objectives - By the end of the session, learners will be able to:

- Understand the principles and practices of internal quality assurance
- Assess internal quality assurance

What will you cover?

Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

(Knowledge unit)

- Context and principles
- How to plan
- Monitoring criteria and techniques
- Maintenance and improvements
- Managing information
- Legal and good practice

Internally Assure the Quality of Assessment

(Knowledge and evidence unit)

- Planning
- Evaluate
- Maintain and improve
- Manage information
- Maintain legal and good practice

SFJ AWARDS

LEVEL 4 AWARD IN THE INTERNAL QUALITY ASSURANCE OF ASSESSMENT PROCESSES AND PRACTICE

Assessments and Evidence

Assignment

Covers the majority of the criteria for unit T/601/5320.
We estimate the word count to be around 4000 words.
A structured template is provided for you.

Professional discussion

This is a planned discussion with your assessor.
You will have the questions ahead of time so you can plan your answers.
This activity will take between 30 – 45 minutes.

Observations by assessor

Minimum of one observation by your assessor, of you IQA'ing two learners from two different assessors.

Expert Witness Testimony (EWT) Observations

Completed by person a level above you and is not on the qualification.
Minimum of 2 – observing two different assessors working with two different learners each.
Work Products.
Any documentation that supports your EWT observations.

Evidence Statement

This is the final statement to pull together the final criteria points not covered in the above areas.

Statement of Authenticity

This is your declaration that all work submitted is your own.

T/601/5320: Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

A/601/5321: Internally Assure the Quality of Assessment

The unit numbers are given to each unit by the Awarding organisation – in this case, SFJ Awards.

CMI

LEVEL 3 AWARD IN COACHING AND MENTORING

This qualification is designed for supervisors and first-line managers to support the development of coaching and mentoring skills and techniques of individuals and teams, alongside working to achieve organisational objectives.

Objectives - By the end of the programme, learners will be able to:

- Understand the principles, skills and impact of coaching and mentoring

What will you cover?

Understand the principles of coaching and mentoring

Look at the purpose of coaching and mentoring and the roles of the coach and the mentor.

Understand the skills required of a mentor and a coach

Explore the communication, confidentiality and methods of feedback and support required for both coaching and mentoring relationships.

Understand the impact of coaching and mentoring on individual, team and organisational performance

Analyse how the individual, the team and the organisation can benefit from coaching and mentoring.

Assessments and Evidence

Assignments

One assignment booklet (approximately 2000 words).

Reflective Statement

A reflection on how the learning from the unit has or will support you going forward (250-300 words).

Statement of Authenticity

This is your declaration that all work submitted is your own.

CMI

LEVEL 3 CERTIFICATE IN COACHING AND MENTORING

This qualification is designed for supervisors and first-line managers to support the development of coaching and mentoring skills and techniques of individuals, teams, and the organisation through suitable processes that are constructed to meet the relevant needs.

Objectives - By the end of the programme, learners will be able to:

- Understand the principles, skills and impact of coaching and mentoring
- Understand coaching and mentoring for individual and team needs

What will you cover?

Understanding the impact on the individual and team needs of the coaching and mentoring process

Explore the expected outcome of the coaching and mentoring process on the individual and team needs, and then be able to identify the performance improvements and changes expected from the individual and team at the conclusion of the coaching and mentoring process.

Understand the individual and team knowledge, skills or behaviours

Look at the current knowledge, skills and behaviours of the individual and teams, and be able to identify what the gaps are to enable them to perform to the full competence of their role.

Assessments and Evidence

Assignments

One assignment booklet (approximately 2000 words).

Reflective Statement

A reflection on how the learning from the unit has or will support you going forward (250-300 words).

Statement of Authenticity

This is your declaration that all work submitted is your own.

CMI

LEVEL 3 AWARD IN FIRST LINE MANAGEMENT

This qualification is designed to equip learners with the knowledge, skills and behaviours to engage, motivate and inspire people and teams. Learners will develop an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact.

Objectives - By the end of the programme, learners will be able to:

- Understand approaches to management and leadership
- Know how to effectively manage and lead people

What will you cover?

Understand approaches to management and leadership

Looking at the relationships between management and leadership, you will be able to summarise the different management and leadership approaches and identify how approaches to management and leadership can be applied to work situations.

Know how to effectively manage and lead people

You will be able to describe methods to understand the needs and aspirations of people and outline approaches to effectively manage and lead people.

Assessments and Evidence

Assignments

Two assignment booklets, one for each unit. (First assignment booklet approximately 2000 words, 2nd approximately 2300 words).

Reflective Statement

A reflection on how the learning from the unit has or will support you going forward (250-300 words).

Statement of Authenticity

This is your declaration that all work submitted is your own.

CMI

LEVEL 3 CERTIFICATE IN FIRST LINE MANAGEMENT

This qualification is designed to equip learners with the knowledge, skills and behaviours to engage, motivate and inspire people and teams. Learners will develop an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact. Learners will understand the benefits of 'developing self' and be able to create a Professional Development Plan to support the achievement of their goals.

Objectives - By the end of the programme, learners will be able to:

- Understand approaches to management and leadership
- Know how to effectively manage and lead people
- Understand the benefits of developing self as a First Line Manager
- Identify opportunities for continued professional development

Understand approaches to management and leadership

Looking at the relationships between management and leadership, you will be able to summarise the different management and leadership approaches and identify how approaches to management and leadership can be applied to work situations.

Know how to effectively manage and lead people

You will be able to describe methods to understand the needs and aspirations of people and outline approaches to effectively manage and lead people.

Understand the benefits of developing self as a First Line Manager

Looking at the importance and impact of continuous professional development for you as a First Line Manager and the organisation, you will summarise methods to assess your own management and leadership capabilities and outline opportunities for continuous professional development for First Line Managers.

Be able to identify opportunities for continuous professional development

Assessing your own knowledge, skills and behaviours, and identifying areas of strength, weakness and opportunities. As a First Line Manager, you will then create a Professional Development Plan to develop your own capabilities.

Assessments and Evidence

Assignments

Two assignment booklets, one for each unit. (First assignment booklet approximately 3000 words, 2nd approximately 2700 words).

Reflective Statement

Two reflections on how the learning from each unit has or will support you going forward (250-300 words each).

Statement of Authenticity

Once for each unit. This is your declaration that all work submitted is your own.

CMI

LEVEL 4 AWARD IN MANAGEMENT AND LEADERSHIP

This qualification is designed to equip learners with the skills and knowledge to be able to assess how managerial styles and behaviours may be adapted in line with organisational expectations.

Objectives - By the end of the programme, learners will be able to:

- Understand assumptions about human nature and managerial behaviour
- Understand how management style can influence managerial behaviour
- Understand the need to apply a range of management styles

What will you cover?

Understand assumptions about human nature and managerial behaviour

Looking at different models which make suppositions about human nature and behaviour at work, and how attitudes and assumptions can influence managerial behaviour.

Understand how management style can influence managerial behaviour

Exploring different styles of management and measures of managerial effectiveness, including links between these and efficiency.

Understand the need to apply a range of management styles

Distinguishing the application of differing management styles and behaviour, and the relationship between individual managerial performance and expected organisational managerial performance and behaviour.

Assessments and Evidence

Assignments

One assignment booklet (approximately 2000 words).

Reflective Statement

A reflection on how the learning from the unit has or will support you going forward (250-300 words).

Statement of Authenticity

This is your declaration that all work submitted is your own.

CMI

LEVEL 4 CERTIFICATE IN MANAGEMENT AND LEADERSHIP

This qualification is designed to equip learners with the skills and knowledge to be able to assess how managerial styles and behaviours may be adapted in line with organisational expectations and to explore management and leadership influencing skills and the impact they can have on the achievement of individual and team objectives.

Objectives - By the end of the programme, learners will be able to:

- Understand assumptions about human nature and managerial behaviour
- Understand how management style can influence managerial behaviour
- Understand the need to apply a range of management styles
- Understand the source of authority and leadership influence
- Understand management and leadership influencing skills
- Understand the application of delegation and empowerment

What will you cover?

Understand assumptions about human nature and managerial behaviour

Looking at different models which make suppositions about human nature and behaviour at work, and how attitudes and assumptions can influence managerial behaviour.

Understand how management style can influence managerial behaviour

Exploring different styles of management and measures of managerial effectiveness, including links between these and efficiency.

Understand the need to apply a range of management styles

Distinguishing the application of differing management styles and behaviour, and the relationship between individual managerial performance and expected organisational managerial performance and behaviour.

Understand the source of authority and leadership influence

Discover the concept of learner by authority and influence, and look at frameworks that support these concepts.

Understand management and leadership influencing skills

Explore the skills needed to communicate a clear vision, sense of purpose, personal responsibilities for people and task objectives and create a culture which could influence and encourage team members.

Understand the application of delegation and empowerment

Looking at the application of delegation and management control, and evaluating its implementation on team and task objectives and on management and leadership influence.

CMI LEVEL 4 CERTIFICATE IN MANAGEMENT AND LEADERSHIP

Assessments and Evidence

Assignments

Two assignment booklets, one for each unit. (First assignment booklet approximately 2000 words, 2nd approximately 3000 words).

Reflective Statement

Two reflections on how the learning from each unit has or will support you going forward (250-300 words each).

Statement of Authenticity

Once for each unit. This is your declaration that all work submitted is your own.

CMI

LEVEL 5 LEADERSHIP AND MANAGEMENT

These qualifications are designed for practising middle managers and leaders at operations, division, departmental or specialist level, 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 the aims and objectives in line with the organisational strategy.

Award	Certificate	Diploma
Minimum of 4 credits (40 TQT hours to achieve this qualification). Minimum of 14 guided learning hours. One of the following units.	Minimum of 13 credits (130 TQT hours to achieve this qualification). Minimum of 44 guided learning hours. A selection of the following units.	Minimum of 37 credits (370 TQT hours to achieve this qualification). Minimum of 162 guided learning hours. All of the following units.

Unit number	Unit Title	GLH	CRD	TUT
501	Principles of Management and Leadership in an Organisational Context	25	7	70
503	Principles of Managing and Leading Individuals and Teams to Achieve Success	25	5	50
504	Managing Performance	25	5	50
509	Managing Stakeholder Relationships	18	4	40
511	Principles of Recruiting, Selecting and Retaining Talent	21	5	50
514	Managing Change	19	5	50
516	Planning, Procuring and Managing Resources	24	6	60

Key: **TUT**= Total unit time / **TQT** = Total qualification time (sum of all TUTs) / **GLH** = Guided Learning Hours

Assessments and Evidence

Assignment

Each unit is assessed by completion of an assignment booklet that contains tasks relating to the unit; word counts vary for these.

Reflective Statement

Each unit has a reflection on how the learning from the unit has or will support you going forward (250-300 words each).

Statement of Authenticity

Once for each unit. This is your declaration that all work submitted is your own.

CMI

LEVEL 6 PROFESSIONAL LEADERSHIP AND MANAGEMENT PRACTICE

These qualifications are designed for individuals wishing to develop professional management and leadership practice who will have the knowledge, skills and behaviours to drive business activities in a senior, regional specialist or director-level management and leadership role.

Award	Certificate	Diploma
Minimum of 5 credits (50 TQT hours to achieve this qualification). Minimum of 15 guided learning hours. One of the following units.	Minimum of 13 credits (130 TQT hours to achieve this qualification). Minimum of 34 guided learning hours. A selection of the following units.	Minimum of 37 credits (370 TQT hours to achieve this qualification). Minimum of 118 guided learning hours. All of the following units.

Unit number	Unit Title	GLH	CRD	TUT
601	Professional Management and Leadership Practice	20	6	60
602	Developing, Managing and Leading Individuals and Teams	17	6	60
603	Organisational Culture	19	5	50
605	Innovation and Change	22	7	70
609	Leading Quality Management	25	7	70
613	Leading Equality, Diversity and Inclusion	26	7	70

Key: **TUT** = Total unit time / **TQT** = Total qualification time (sum of all TUTs) / **GLH** = Guided Learning Hours

Assessments and Evidence

Assignment

Each unit is assessed by completion of an assignment booklet that contains tasks relating to the unit; word counts vary for these.

Reflective Statement

Each unit has a reflection on how the learning from the unit has or will support you going forward (250-300 words each).

Statement of Authenticity

Once for each unit. This is your declaration that all work submitted is your own.

***A TRUSTED PARTNER FOR ALL
YOUR QUALIFICATIONS,
LEARNING AND DEVELOPMENT***

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