



## Qualification Specification

### GA Level 7 Diploma in Management and Innovation (610/7042/7)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This GA qualification is delivered exclusively in partnership with an approved GA centre, MKNCC Global Sct Ltd.

## Contents

Section 1: Qualification Overview .....	4
1.1 Introduction: About this Qualification .....	4
1.2 Qualification Titles, Qualification Numbers and Important Dates.....	4
1.3 Qualification Aims and Objectives .....	4
1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value.....	5
1.5 Rules of Combination .....	7
1.6 Intended Audience .....	8
1.7 Age and Entry Requirements.....	8
1.8 Recognition of Prior Learning and Transfer of Credits .....	9
1.9 Reasonable Adjustments and Special Considerations .....	10
1.10 Relationship to Other Qualifications and Progression Opportunities.....	10
1.11 Language of Assessment.....	10
1.12 Qualification Availability .....	11
Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration.....	12
2.1 Teaching and Learning Requirements .....	12
2.2 Assessment & Quality Assurance Model.....	12
2.3 Assessment of Learners and Portfolio Requirements .....	13
2.4 CRAVES Requirements .....	14
2.5 Resubmissions .....	14
2.6 Internal Moderation and Quality Assurance Arrangements .....	15
2.7 Grading and Recording Achievement.....	16
2.8 Unit and Portfolio Sign Off.....	16
2.9 External Moderation and Quality Assurance Arrangements .....	16
2.10 Registering Candidates and Unique Learner Numbers (ULNs).....	17
2.11 ID Requirements.....	18
2.12 Record Keeping .....	18
2.13 Results and Certification .....	18
2.14 Direct Claims Status (DCS) .....	19
2.17 Appeals and Enquiries.....	19
Section 3: Staff and Resource Requirements for Centres.....	20

3.1 General Staff Requirements.....	20
3.2 Requirements for Teachers and Assessors .....	20
3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).....	21
3.4 CPD Requirements.....	22
3.5 Teaching, Learning and Assessment Resources.....	22
3.6 Venue and Equipment Requirements.....	23
3.7 Ongoing Support .....	24
Section 4: Unit Specifications .....	25
4.1 Mandatory Unit 1: Strategic Systems Thinking and Organisational Complexity ....	25
4.2 Mandatory Unit 2: Innovation Strategy and Value Creation .....	31
4.3 Mandatory Unit 3: Strategic Judgment, Uncertainty and Scenario Foresight.....	37
4.4 Mandatory Unit 4: Governance, Ethics and Responsible Management .....	43
4.5 Mandatory Unit 5: Applied Research for Strategic Management and Innovation .	49
4.6 Optional Unit 6: Strategic Marketing and Market Shaping .....	55
4.7 Optional Unit 7: Strategic Human Resource Management.....	61
4.8 Optional Unit 8: Strategic Accounting and Financial Stewardship.....	67
4.9 Optional Unit 9: Strategic Supply Chain and Systems Integration.....	73
4.10 Optional Unit 10: Leadership and Organisational Change .....	79
4.11 Optional Unit 11: Strategic Risk Management and Organisational Resilience ....	85
4.12 Optional Unit 12: Strategic Health Care Management .....	92

## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 7 Diploma in Management and Innovation (610/7042/7).

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 7 Diploma in Management and Innovation	610/7042/7	10/02/2026	Feb 2031

### 1.3 Qualification Aims and Objectives

This qualification is designed to enhance the learner's career prospects and provide the underpinning knowledge and skills for successful leadership roles in strategic management and innovation positions across diverse organisational contexts. The qualification covers both theoretical frameworks and practical competencies needed to lead organisations effectively in complex, uncertain and dynamic environments.

The aim of the GA Level 7 Diploma in Management and Innovation qualification is to prepare learners to demonstrate the highest standards of strategic thinking, innovation management,

and evidence-based decision-making whilst driving sustainable organisational performance and value creation.

Learners will choose their own ‘**Pathway**’ – a specialist unit within the qualification – from a choice of seven Pathways. Pathways are available in marketing, human resources, accounting/finance, supply chain, organisational change, risk management, and health care management.

Learners will adhere to the principles of ethical leadership, research-informed decision-making, and stakeholder engagement at all times, with competencies underpinned by systems thinking, innovation theory, strategic analysis, and reflective practice.

The qualification provides an understanding of strategic management, organisational innovation, governance and ethics, decision-making under uncertainty, and applied research methodologies.

The qualification structure combines a core set of mandatory units that provide an integrated foundation in strategic management, innovation and governance, with a choice of specialist pathway units that allow learners to apply this strategic and research-informed approach within a specific management domain aligned to their own area of interest.

The qualification will equip learners with the skills to lead strategically, manage innovation portfolios, navigate complexity and uncertainty, and develop organisational capabilities for resilience and long-term value creation. The qualification will also encourage critical engagement with contemporary scholarship and support progression to senior management roles in the workplace and/or onto full Master's degree level study.

## 1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 7 Diploma in Management and Innovation (610/7042/7)					
Mandatory Units: the learner must complete ALL units 1-5:	Unit Reference	Level	Credits	GLH*	Study Time
1. Strategic Systems Thinking and Organisational Complexity	M/651/9283	7	20	60	140
2. Innovation Strategy and Value Creation	R/651/9284	7	20	60	140
3. Strategic Judgment, Uncertainty and Scenario Foresight	T/651/9285	7	20	60	140

4. Governance, Ethics and Responsible Management	Y/651/9286	7	20	60	140
5. Applied Research for Strategic Management and Innovation	A/651/9287	7	20	60	140
<b>Optional Units: the learner must complete ONE unit from 6-12:</b>	<b>Unit Reference</b>	<b>Level</b>	<b>Credits</b>	<b>GLH*</b>	<b>Study Time</b>
6. Strategic Marketing and Market Shaping	D/651/9288	7	20	60	140
7. Strategic Human Resource Management	F/651/9289	7	20	60	140
8. Strategic Accounting and Financial Stewardship	K/651/9290	7	20	60	140
9. Strategic Supply Chain and Systems Integration	L/651/9291	7	20	60	140
10. Leadership and Organisational Change	M/651/9292	7	20	60	140
11. Strategic Risk Management and Organisational Resilience	R/651/9293	7	20	60	140
12. Strategic Health Care Management	T/651/9294	7	20	60	140
			<b>Total Credits</b> 120	<b>Total GLH*</b> 360	<b>TQT**</b> (GLH + ST) 1200

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the '**Study Time**' above. This, including the GLH, provides the Total

Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualification within this specification is designated at Level 7 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 7 reflects the ability to reformulate and use practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors, and critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. It reflects an ability to understand the wider contexts in which the area of study or work is located, current developments in the area of study or work and different theoretical and methodological perspectives and how they affect the area of study or work. It also reflects the ability to use specialised skills to conceptualise and address problematic situations that involve many interacting factors, and to determine and use appropriate methodologies and approaches. The learner will also have the ability to design and undertake research, development or strategic activities to inform or produce change in the area of work or study, and critically evaluate actions, methods and results and their short- and long-term implications.

## 1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 7 Diploma in Management and Innovation qualification, the learner must achieve all 5 mandatory units and one optional unit. The learner must achieve 120 credits.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

## 1.6 Intended Audience

This qualification is intended for aspiring and established managers who wish to develop their strategic management and innovation capabilities and advance into senior leadership positions. It is suitable for managers seeking progression to strategic roles, professionals transitioning into innovation or strategic management responsibilities, and senior leaders who wish to formalise and enhance their expertise in managing complexity and driving organisational innovation.

The qualification is designed for individuals working across public, private, and third sector organisations who are responsible for, or aspiring to roles involving, strategic management, innovation leadership, organisational development, and decision-making in complex environments.

The specialist pathway structure allows learners to focus their study on specific management domains including marketing, human resources, finance, supply chain, leadership and change, risk management, or health care management.

It is also an ideal qualification for learners who wish to advance onto Master's level programmes in business, management, innovation, or related disciplines.

## 1.7 Age and Entry Requirements

This qualification is intended for learners aged 21 and above.

Learners should hold

- a degree (undergraduate honours degree)

or

- a Level 6 qualification

Applicants who do not meet the formal qualification requirements may be considered on an individual basis where they can demonstrate substantial relevant professional experience at a senior level.

The centre must maintain a robust process for evaluating applicants entering via relevant professional experience. This may include:

- a detailed CV or professional portfolio evidencing senior-level experience (typically 3+ years in strategic or management roles)

- a formal interview or professional discussion to assess the learner's readiness for Level 7 study
- evidence of continuing professional development and reflective practice
- written references from appropriate professional sources (e.g., line managers, senior colleagues)
- completion of a diagnostic assessment or written task to demonstrate academic capability at Level 7

In addition to the above, if English is not the learner's first language, an English language level of minimum International English B2 (CEFR) is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

## 1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

## 1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

## 1.10 Relationship to Other Qualifications and Progression Opportunities

Learners typically progress to this qualification from Level 6 qualifications such as undergraduate degrees, professional diplomas, or advanced management qualifications. The qualification builds upon foundational knowledge in business, management, or related disciplines acquired at undergraduate level.

Upon successful completion, learners may progress to:

- Full Master's degree programmes (MBA, MSc in Management, MSc in Innovation, MA in Leadership, or related postgraduate awards)
- Senior management, innovation leadership and strategic advisory positions within their organisations
- Professional membership at senior practitioner or chartered levels with relevant professional bodies (such as CMI, ILM, CIPD, CIMA, CIPS, or sector-specific bodies aligned to their chosen Pathway)
- Level 8 professional qualifications or postgraduate doctorate level study.

## 1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## 1.12 Qualification Availability

This qualification is available in the UK and internationally.

If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

### 2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Prior to use, assessment materials devised by the centre must be submitted to GA for 'sign-off' and authorisation. The centre must therefore also:

- review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Materials* form).

The centre should contact their dedicated Centre Administrator for full instructions on how to submit their materials and the timescale required for sign-off.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

## 2.3 Assessment of Learners and Portfolio Requirements

All learners must complete assessment for the five mandatory units and one specialist Pathway unit from a choice of 7 optional units.

Mandatory units assess learners' understanding of strategic management, innovation, governance, risk and decision making. The applied research unit requires learners to undertake an independent research-based assignment, demonstrating the ability to design and conduct research, critically engage with academic and professional literature, analyse data, and develop evidence-based strategic conclusions or recommendations.

The specialist optional Pathway units require learners to apply strategic and research-informed innovative thinking to a specific management domain, demonstrating depth of understanding, contextual analysis and professional insight. Pathway assessments should complement, rather than duplicate, the applied research assessment.

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements, typically via the successful completion of the centre-devised assessment materials.

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding. Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

## 2.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

## 2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.
- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

## 2.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions

- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## 2.7 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

## 2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

## 2.9 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

## 2.10 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be three years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.11 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.12 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## 2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

The qualification certificate will also indicate the Pathway taken by the learner (i.e. the optional specialist unit completed).

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

## 2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

## 2.17 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

### 3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

### 3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in the clinical environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

All teachers and assessors must be occupationally competent in strategic leadership and management and hold appropriate qualifications to make valid and reliable assessment decisions at Level 7.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

All teachers must hold:

- a Level 7 qualification or Master's degree in a related subject area
- demonstrable experience in strategic leadership, senior management, or relevant professional practice

Teachers must also hold recognised teaching qualification or evidence of effective teaching practice at postgraduate level (desirable).

All assessors must hold:

- a Level 7 qualification or Master's degree in a related subject area
- demonstrable experience in strategic leadership, senior management, or relevant professional practice

Assessors must also have an understanding of assessment principles and quality assurance processes appropriate to Level 7 study.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

### 3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must hold:

- a Level 7 qualification or Master's degree in a related subject area
- demonstrable experience in strategic leadership, senior management, or relevant professional practice

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

### 3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. Centre staff in teaching, assessment or IQA roles must ensure that they complete and document a minimum of 30 CPD hours per year.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

### 3.5 Teaching, Learning and Assessment Resources

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.

- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### 3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant business and management literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials, business simulations, or scenario-based resources relevant to strategic business management and innovation contexts

- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments where applicable
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

### 3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 Mandatory Unit 1: Strategic Systems Thinking and Organisational Complexity

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Strategic Systems Thinking and Organisational Complexity	60	20	7	M/651/9283
<p>In this unit, the learners will demonstrate their ability to analyse organisations as complex systems operating within dynamic and uncertain environments. Learners will explore how interdependencies between structures, processes, people, technologies and external influences shape organisational behaviour and outcomes.</p> <p>The unit emphasises systems thinking as a strategic capability, enabling learners to recognise patterns, feedback loops, unintended consequences and leverage points within organisations.</p> <p>Learners will critically examine how complexity affects decision making, performance, resilience and long-term organisational sustainability.</p>					
<p><b>Assessment Instructions and Guidance</b></p> <p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand organisations as complex, adaptive systems operating within dynamic and uncertain environments	<p>1.1 Critically analyse the defining characteristics of organisations as complex, adaptive systems</p> <p><i>IC: Complexity and adaptive systems theory applied to organisations; nonlinearity, emergence and self-organisation in organisational behaviour; interdependencies between people, structures, processes, technologies and external environments; feedback loops, path</i></p>

	<p><i>dependence and unintended consequences in strategic contexts; implications of complexity for predictability, control and strategic judgement.</i></p>
	<p>1.2 Critically evaluate how emergence, adaptation and non-linearity shape organisational behaviour and system outcomes</p>
	<p><i>IC: Emergence and adaptation as drivers of organisational behaviour beyond formal design; non-linear relationships between actions and outcomes and their effects on performance and risk; feedback dynamics, tipping points and amplification within organisational systems; constraints on prediction, planning and control in complex environments; implications for strategic decision making, governance oversight and judgement under uncertainty.</i></p>
	<p>1.3 Assess the implications of environmental dynamism and uncertainty for organisational stability, adaptability and system performance</p>
	<p><i>IC: Environmental dynamism and uncertainty arising from technological, economic, regulatory and societal change; impacts of volatility, ambiguity and disruption on organisational stability and coherence; trade-offs between efficiency, control and adaptability in complex systems; organisational resilience, slack and adaptive capacity as strategic capabilities; implications for system performance, risk exposure and long-term sustainability under conditions of uncertainty.</i></p>
	<p>1.4 Critically evaluate the limitations of linear, reductionist and mechanistic models when analysing complex organisational systems</p>
	<p><i>IC: Assumptions underpinning linear, reductionist and mechanistic models of organisation; limitations of decomposition, optimisation and predictability in complex adaptive systems; risks of oversimplification, false certainty and unintended consequences in strategic analysis; contrasts between mechanistic and systems-based perspectives on organisational behaviour; implications for strategic judgement, governance assurance and evidence informed decision making in complex environments.</i></p>
2. Be able to evaluate how interdependencies between organisational structures, processes,	<p>2.1 Critically analyse how interdependencies between organisational structures, processes, people and technologies influence patterns of behaviour and performance within complex systems</p>

<p>people, technologies and external influences shape behaviour and outcomes</p>	<p><i>IC: Structural, processual, human and technological interdependencies as sources of organisational behaviour and performance; formal and informal structures and their interaction with organisational culture, power and identity; sociotechnical systems theory and human technology alignment; coordination, coupling and dependency dynamics across organisational subsystems; implications for coherence, efficiency, risk and strategic capability within complex organisational environments.</i></p>
	<p>2.2 Critically evaluate how external influences, including economic, regulatory, technological and societal factors, interact with internal organisational systems to shape outcomes</p>
	<p><i>IC: Interaction between external economic, regulatory, technological and societal forces and internal organisational systems; permeability of organisational boundaries and the influence of institutions, markets and stakeholders; co evolution of organisations and their environments over time; amplification and dampening effects of external shocks through internal system interdependencies; implications for strategic positioning, legitimacy, resilience and governance in dynamic environments.</i></p>
	<p>2.3 Synthesise perspectives from systems theory and organisational analysis to explain how interdependencies contribute to system coherence and fragility within organisations</p>
	<p><i>IC: Systems theory and organisational analysis perspectives on interdependence and complexity; alignment and misalignment between structures, processes, people and technologies; sources of system coherence, integration and coordination across organisational domains; conditions under which interdependencies generate fragility, cascading failure or resilience; implications for organisational robustness, adaptive capacity and strategic oversight.</i></p>
	<p>2.4 Critically assess how misalignment or tension between organisational elements can generate unintended consequences within complex organisational systems</p> <p><i>IC: Misalignment and tension between organisational structures, processes, incentives, cultures and technologies; unintended consequences arising from partial optimisation, competing priorities and fragmented decision making; feedback loops and second order effects within complex systems; escalation, drift and system failure resulting from unresolved tensions; implications for strategic risk management, governance effectiveness and long-term organisational performance.</i></p>

<p>3. Understand key principles of systems thinking, including patterns, feedback loops, non-linearity and unintended consequences, and their relevance to strategic management</p>	<p>3.1 Critically evaluate key principles of systems thinking, including patterns, feedback loops, non-linearity and unintended consequences, in the context of organisational analysis</p>
	<p><i>IC: Core principles of systems thinking applied to organisational analysis, including pattern recognition, feedback loops, non-linearity and unintended consequences; distinction between event based, trend based and systemic explanations of organisational behaviour; reinforcing and balancing feedback dynamics and their influence on stability and change; limits of linear causality in explaining complex organisational outcomes; implications for strategic analysis, judgement and sense making in complex organisational contexts.</i></p>
	<p>3.2 Critically analyse how feedback mechanisms and systemic patterns influence strategic behaviour and long-term organisational outcomes</p>
	<p><i>IC: Feedback mechanisms and systemic patterns shaping strategic behaviour over time; reinforcing and balancing loops influencing growth, decline, lock in and path dependence; delayed effects, accumulations and non-linear responses in strategic systems; interaction between short term actions and long-term organisational trajectories; implications for strategic foresight, performance sustainability and judgement in complex environments.</i></p>
	<p>3.3 Evaluate the relevance and limitations of systems thinking as a strategic management perspective within complex organisational environments</p>
	<p><i>IC: Systems thinking as a strategic management perspective for understanding complexity, interdependence and emergent behaviour; relevance for strategic sense making, boundary setting and integration across organisational domains; limitations relating to abstraction, evidential ambiguity and challenges of operational translation; risks of overgeneralisation or retrospective rationalisation in complex systems analysis; implications for balanced use of systems thinking alongside other strategic perspectives in governance, assurance and decision making.</i></p>
	<p>3.4 Critically assess how systems thinking challenges traditional assumptions of predictability, control and rational planning in strategic management</p>
	<p><i>IC: Traditional strategic management assumptions of predictability, control and linear planning; systems thinking challenges arising from emergence, non-linearity and feedback effects; limits of forecasting, optimisation and command-based control in complex environments; shift from deterministic planning to adaptive, learning oriented</i></p>

	<i>strategic approaches; implications for strategic judgement, governance accountability and responsible decision making under uncertainty.</i>
4. Be able to evaluate how organisational complexity influences strategic decision making, performance, resilience and long-term sustainability	4.1 Critically analyse how organisational complexity constrains and shapes strategic decision making under conditions of uncertainty and ambiguity
	<i>IC: Organisational complexity as a constraint on information availability, interpretation and choice; cognitive limits, bounded rationality and sense making in complex strategic contexts; ambiguity, competing signals and incomplete evidence in decision processes; trade-offs between speed, inclusivity and control in strategic decision making; implications for judgement quality, decision assurance and accountability under uncertainty.</i>
	4.2 Critically evaluate the relationship between organisational complexity, performance and systemic effectiveness
	<i>IC: Relationship between organisational complexity and performance across multiple system levels; distinctions between efficiency, effectiveness and adaptive performance in complex environments; performance trade-offs arising from coordination costs, interdependence and coupling; conditions under which complexity enables innovation, learning and responsiveness versus generating friction and inefficiency; implications for systemic effectiveness, value creation and strategic performance evaluation.</i>
	4.3 Assess how complexity influences organisational resilience, adaptability and capacity to respond to disruption over time
	<i>IC: Complexity influences on resilience through diversity, redundancy, modularity and coupling; adaptive capacity, learning and reconfiguration in response to disruption; vulnerability to cascading failure, fragility and systemic breakdown under stress; temporal dynamics including recovery, persistence and path dependent responses; implications for strategic risk posture, continuity of purpose and long-term organisational viability.</i>
	4.4 Critically evaluate how long-term sustainability is affected by the interaction between organisational complexity, strategic choices and environmental dynamics
<i>IC: Long-term sustainability as an outcome of interactions between organisational complexity, strategic choices and environmental dynamics; cumulative effects, lock in and unintended consequences across time horizons; balancing exploitation, innovation and</i>	

	<p><i>adaptation under shifting external conditions; legitimacy, stakeholder expectations and systemic responsibility as sustainability drivers; implications for governance, strategic renewal and durable organisational performance.</i></p>
--	---

## 4.2 Mandatory Unit 2: Innovation Strategy and Value Creation

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Innovation Strategy and Value Creation	60	20	7	R/651/9284

In this unit, the learner will focus on innovation as a strategic and organisational capability rather than a discrete activity.

Learners will examine how organisations design, govern and sustain innovation portfolios aligned to strategic intent and value creation.

The unit explores different approaches to innovation strategy, including balancing exploration and exploitation, managing innovation risk, and aligning innovation activity with organisational purpose.

Learners consider how value is created through innovation across economic, social, professional and systemic dimensions.

### Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand innovation as a strategic and organisational capability linked to long-term value creation	1.1 Critically evaluate how innovation is conceptualised within organisations, including as a strategic and organisational capability  <i>IC: Conceptualisations of innovation as a strategic, organisational and systemic capability rather than a discrete activity; distinctions between product, process, service, business model and organisational innovation; innovation as an embedded capability shaped by culture, leadership, structures and governance; role of innovation in sustaining competitive advantage, legitimacy and long-term value creation;</i>

	<p><i>implications for strategic intent, organisational design and senior leadership judgement.</i></p>
	<p>1.2 Critically analyse how innovation capability is positioned and aligned within organisational strategy and long-term strategic intent</p>
	<p><i>IC: Positioning of innovation capability within organisational strategy, purpose and long-term intent; alignment between innovation ambition, strategic priorities and resource commitment; integration of innovation with core business models, operating systems and value propositions; tensions between short term performance pressures and long-term innovation investment; implications for strategic coherence, leadership sponsorship and value creation over time.</i></p>
	<p>1.3 Assess the contribution of innovation capability to sustained value creation over time</p>
	<p><i>IC: Innovation capability as a driver of sustained value creation across economic, social, professional and systemic dimensions; cumulative and path dependent effects of innovation investment over time; contribution of innovation to organisational relevance, differentiation and adaptive advantage; risks of value erosion where innovation capability is absent, misaligned or poorly governed; implications for long-term performance, legitimacy and strategic sustainability</i></p>
	<p>1.4 Critically evaluate competing theoretical perspectives on the strategic role of innovation in organisational performance and sustainability</p>
	<p><i>IC: Competing theoretical perspectives on innovation and strategy, including resource based and dynamic capabilities views, evolutionary and Schumpeterian competition, open innovation and ecosystems, and disruption and diffusion perspectives; different assumptions about how innovation drives performance, advantage and renewal; critiques relating to context dependence, measurement challenges and causality claims; implications for strategic judgement, innovation governance and evidence informed evaluation of innovation impact on sustainability.</i></p>
<p>2. Understand how organisations design and align innovation strategies and portfolios with strategic</p>	<p>2.1 Critically analyse how organisations articulate innovation strategy in relation to strategic intent and organisational purpose</p>
	<p><i>IC: Articulation of innovation strategy in relation to organisational purpose, mission and long-term strategic intent; explicit and implicit innovation narratives shaping priorities, expectations and legitimacy;</i></p>

<p>intent and organisational purpose</p>	<p><i>alignment between innovation ambition and strategic positioning within competitive and institutional contexts; role of senior leadership and governance structures in setting innovation direction; implications for coherence, credibility and value focused innovation activity.</i></p>
	<p>2.2 Critically evaluate approaches to designing and structuring innovation portfolios to support strategic priorities</p>
	<p><i>IC: Approaches to innovation portfolio design across incremental, adjacent and transformational innovation horizons; balancing exploration and exploitation in line with strategic priorities and risk appetite; allocation of resources, capabilities and attention across innovation initiatives; use of portfolio logic to manage uncertainty, optionality and learning; implications for strategic focus, value realisation and governance oversight of innovation activity.</i></p>
	<p>2.3 Assess how alignment between innovation strategy, organisational purpose and portfolio design supports strategic coherence over time</p>
	<p><i>IC: Alignment between innovation strategy, organisational purpose and portfolio design as a source of strategic coherence; consistency between stated intent, innovation choices and resource deployment over time; reinforcement of organisational identity, priorities and legitimacy through aligned innovation activity; risks of fragmentation, drift and diluted value where alignment is weak; implications for sustained strategic direction, stakeholder confidence and long-term value creation.</i></p>
	<p>2.4 Critically evaluate challenges that arise in aligning innovation strategies and portfolios with organisational purpose and strategic intent within complex organisational contexts</p> <p><i>IC: Challenges in aligning innovation strategies and portfolios with organisational purpose and strategic intent in complex contexts; competing priorities, legacy systems and structural inertia constraining alignment; ambiguity, power dynamics and contested interpretations of purpose influencing innovation choices; tensions between short term performance demands and long-term innovation goals; implications for governance effectiveness, strategic coherence and sustained value creation in dynamic organisational environments.</i></p>
<p>3. Understand strategic tensions in innovation</p>	<p>3.1 Critically evaluate the tension between exploration and exploitation within innovation strategy</p>

strategy, including exploration and exploitation and resource allocation	<p><i>IC: Strategic tension between exploration and exploitation as a central challenge in innovation strategy; differing time horizons, risk profiles and capability requirements associated with exploratory and exploitative activity; trade-offs between efficiency, refinement and stability versus experimentation, variation and renewal; organisational and leadership factors influencing balance over time; implications for strategic adaptability, performance sustainability and long-term value creation.</i></p>
	<p>3.2 Critically analyse how resource allocation decisions across innovation activity reflect strategic priorities</p>
	<p><i>IC: Resource allocation decisions as expressions of strategic priorities within innovation activity; distribution of financial, human and organisational resources across innovation horizons and portfolios; signalling effects of investment choices on organisational intent, commitment and risk appetite; path dependence and escalation effects shaping future innovation capacity; implications for strategic alignment, innovation effectiveness and long-term value creation.</i></p>
	<p>3.3 Assess how different approaches to balancing exploration and exploitation influence the development of innovation capability over time</p>
	<p><i>IC: Approaches to balancing exploration and exploitation including structural separation, contextual ambidexterity and temporal cycling; effects of different balance mechanisms on learning, capability accumulation and organisational flexibility; risks of imbalance leading to rigidity, underinvestment or strategic drift; influence of leadership, governance and organisational context on sustaining balance over time; implications for innovation capability maturity and durable competitive advantage.</i></p>
	<p>3.4 Critically evaluate challenges associated with sustaining strategic coherence in innovation strategy when managing competing demands for resources</p>
	<p><i>IC: Challenges of sustaining strategic coherence in innovation strategy under competing resource demands; portfolio crowding, prioritisation conflict and short term financial pressures distorting innovation intent; governance and decision rights tensions across business units, functions and innovation domains; visibility and comparability issues in assessing innovation options under uncertainty, including information quality and evidential asymmetry; implications for strategic judgement, accountability, capability preservation and long-term value creation.</i></p>

4. Be able to evaluate how innovation contributes to value creation across economic, social, professional and systemic dimensions	4.1 Critically analyse different dimensions of value creation associated with innovation, including economic, social, professional and systemic value
	<i>IC: Multiple dimensions of value creation arising from innovation, including economic returns, productivity and growth, social impact and public value, professional capability development and practice enhancement, and systemic value across networks and ecosystems; differing time horizons, stakeholders and measurement challenges associated with each value dimension; tensions and trade-offs between value types within innovation strategies; implications for strategic evaluation, legitimacy and balanced assessment of innovation contribution.</i>
	4.2 Evaluate how innovation contributes to non-financial forms of value creation over time
	<i>IC: Contribution of innovation to non-financial value creation including social impact, wellbeing, professional standards, capability development, trust and legitimacy; accumulation of intangible value through learning, reputation and relational capital over time; delayed and indirect pathways between innovation activity and non-financial outcomes; challenges of attribution, evidence and evaluation in assessing long-term non-financial value; implications for strategic judgement, governance assurance and responsible innovation leadership.</i>
	4.3 Critically evaluate tensions and trade-offs between different forms of value creation arising from innovation activity
	<i>IC: Tensions and trade-offs between economic, social, professional and systemic value creation arising from innovation activity; conflicts between short term financial returns and longer term societal or capability-based benefits; distributional effects of innovation across stakeholders and systems; risks of value prioritisation eroding trust, legitimacy or sustainability; implications for strategic choice, ethical judgement and responsible governance of innovation portfolios.</i>
	4.4 Critically evaluate how organisational context influences the types of value prioritised and realised through innovation
	<i>IC: Influence of organisational context on the prioritisation and realisation of value through innovation, including sectoral conditions, ownership models, regulatory environments and institutional norms; effects of organisational purpose, culture and leadership values on</i>

	<p><i>value selection and trade-offs; power dynamics and stakeholder expectations shaping which forms of value are recognised and legitimised; path dependence and legacy constraints affecting value outcomes over time; implications for strategic intent, governance accountability and responsible value creation through innovation.</i></p>
--	---

### 4.3 Mandatory Unit 3: Strategic Judgment, Uncertainty and Scenario Foresight

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	Strategic Judgment, Uncertainty and Scenario Foresight	60	20	7	T/651/9285
<p>In this unit, the learner will demonstrate advanced understanding of how strategic judgements are formed and justified in conditions of uncertainty, ambiguity and risk.</p> <p>Learners examine how senior leaders and decision makers evaluate options, work with incomplete or contested information and balance competing priorities when making high-stakes strategic choices.</p> <p>The unit explores decision-making frameworks, cognitive and behavioural influences, and the use of scenario thinking and strategic foresight to inform long-term organisational judgement. Emphasis is placed on judgement, trade-offs, accountability and the assurance of strategic decisions.</p>					
<p><b>Assessment Instructions and Guidance</b></p> <p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the nature of strategic judgement and decision making under conditions of uncertainty, ambiguity and risk	<p>1.1 Critically analyse the characteristics that distinguish strategic decision making from operational and tactical decision making</p> <p><i>IC: Characteristics distinguishing strategic decision making from operational and tactical decision making, including scope, time horizons, irreversibility and system wide impact; high levels of uncertainty, ambiguity and risk affecting strategic choices; reliance on judgement rather than optimisation under incomplete or contested information; involvement of multiple stakeholders, values and</i></p>

	<p><i>competing priorities; implications for accountability, decision oversight and assurance of strategic decisions.</i></p>
	<p>1.2 Critically evaluate how uncertainty, ambiguity and risk shape the context in which strategic decisions are made</p>
	<p><i>IC: Uncertainty, ambiguity and risk as defining features of strategic decision contexts; sources of uncertainty including environmental volatility, information asymmetry and emergent system behaviour; ambiguity arising from competing interpretations, values and problem framings; risk as exposure to potential loss under conditions of limited control; implications for option evaluation, trade-offs, confidence in judgement and governance accountability in strategic decision making.</i></p>
	<p>1.3 Analyse the challenges associated with making strategic decisions using incomplete, uncertain or contested information</p>
	<p><i>IC: Challenges of strategic decision making under incomplete, uncertain or contested information; limitations of data availability, quality and relevance in complex environments; information asymmetry, bias and selective interpretation shaping judgement; tension between evidence-based analysis and experiential or intuitive judgement; implications for decision assurance, transparency, accountability and the justification of strategic choices.</i></p>
	<p>1.4 Critically evaluate the implications of strategic decision making for accountability, responsibility and long-term organisational outcomes</p>
	<p><i>IC: Strategic decision making as a source of accountability, responsibility and long-term organisational consequences; distribution of decision authority and responsibility across senior leadership and governance structures; ethical, legal and reputational implications of high stakes strategic choices; cumulative and path dependent effects of strategic decisions on organisational performance, legitimacy and sustainability; implications for decision justification, learning and accountability over extended time.</i></p>
<p>2. Understand how decision-making frameworks, cognitive influences and behavioural factors</p>	<p>2.1 Critically evaluate key strategic decision-making frameworks and their usefulness in supporting judgement under conditions of uncertainty</p>
	<p><i>IC: Strategic decision making frameworks used to support judgement under uncertainty, including rational analytic, bounded rationality, incremental and emergent approaches; assumptions and limitations</i></p>

shape strategic judgement and choice	<p><i>of formal frameworks in complex and ambiguous contexts; usefulness of frameworks in structuring thinking, surfacing trade-offs and legitimising decisions rather than optimising outcomes; risks of overreliance on models, tools or quantified analysis in uncertain environments; implications for informed judgement, decision assurance and responsible strategic choice.</i></p>
	<p>2.2 Critically analyse how cognitive biases and heuristics influence strategic judgement and decision outcomes</p>
	<p><i>IC: Cognitive biases and heuristics influencing strategic judgement, including confirmation bias, overconfidence, anchoring, availability effects and escalation of commitment; interaction between individual cognition, group dynamics and organisational culture in shaping decision outcomes; distortion of risk perception, option evaluation and evidence interpretation under uncertainty; challenges of debiasing and reflective judgement in senior decision contexts; implications for decision quality, accountability and governance oversight in strategic decision making.</i></p>
	<p>2.3 Assess the role of behavioural and social influences, including power, culture and group dynamics, in shaping strategic choices</p>
	<p><i>IC: Behavioural and social influences shaping strategic choices, including power relations, authority structures and political dynamics; influence of organisational culture, norms and shared assumptions on judgement and option framing; effects of group dynamics such as conformity, groupthink and dissent on decision quality; role of leadership behaviours in enabling challenge, diversity of perspective and constructive debate; implications for strategic judgement, ethical responsibility and governance effectiveness.</i></p>
	<p>2.4 Critically evaluate the limitations of formal decision-making frameworks when applied in complex, ambiguous and uncertain strategic contexts</p>
	<p><i>Limitations of formal decision making frameworks in complex, ambiguous and uncertain strategic contexts; challenges of simplification, static assumptions and linear causality when applied to dynamic systems; difficulties capturing qualitative judgement, values, politics and emergent effects within formal models; risks of false confidence, procedural compliance and retrospective rationalisation; implications for balanced use of frameworks alongside experiential judgement, critical reflection and decision assurance and defensibility.</i></p>

	<p>2.5 Critically evaluate how information quality and evidence reliability influence strategic judgement and choice in data-rich and AI-supported environments</p>
	<p><i>IC: Information quality and evidence reliability as determinants of strategic judgement in data rich and AI supported environments; issues of data completeness, bias, provenance, timeliness and interpretability affecting decision confidence; limitations of predictive analytics, algorithms and AI outputs under conditions of uncertainty and contested assumptions; risks of automation bias, spurious precision and overconfidence in quantified evidence; implications for evidence assurance, transparency, accountability and responsible strategic judgement.</i></p>
<p>3. Understand how perceptions of risk appetite, risk tolerance and accountability shape strategic judgement and decision making</p>	<p>3.1 Critically evaluate the concepts of risk appetite and risk tolerance and their relevance to strategic decision making</p>
	<p><i>IC: Concepts of risk appetite and risk tolerance as expressions of organisational values, priorities and strategic intent; distinctions between willingness to pursue risk and capacity to absorb potential loss; role of leadership judgement and decision protocols in articulating and interpreting risk positions; alignment and misalignment between stated risk appetite and actual decision behaviour; implications for strategic choice, accountability and consistency in decision making under uncertainty.</i></p>
	<p>3.2 Critically analyse how risk appetite and tolerance influence strategic priorities, trade-offs and judgment boundaries in decision making</p>
	<p><i>IC: Influence of risk appetite and risk tolerance on the setting of strategic priorities, boundaries and acceptable trade-offs; shaping of option selection, sequencing and timing of strategic initiatives under uncertainty; constraints imposed on experimentation, investment and innovation by risk thresholds; interaction between risk perceptions, organisational capability and external expectations; implications for strategic judgement, decision escalation and decision assurance and defensibility.</i></p>
	<p>3.3 Assess how accountability arrangements shape strategic risk-taking behaviour and decision outcomes</p>
<p><i>IC: Accountability arrangements shaping strategic risk taking behaviour, including decision rights, escalation routes and decision assurance checks; effects of personal, collective and institutional accountability on risk perception and decision posture; incentives,</i></p>	

	<p><i>sanctions and reputational exposure influencing willingness to accept or avoid risk; potential for risk shifting, defensiveness or excessive caution under misaligned accountability structures; implications for decision outcomes, learning, responsibility and governance effectiveness.</i></p>
	<p>3.4 Critically evaluate tensions that arise between risk appetite, accountability and long-term organisational objectives in strategic decision making</p>
	<p><i>IC: Tensions between articulated risk appetite, accountability expectations and long-term organisational objectives in strategic decision making; conflicts between short term risk avoidance and longer term strategic investment, innovation and renewal; misalignment between individual accountability and collective organisational outcomes; pressures arising from regulatory scrutiny, stakeholder expectations and reputational risk; implications for strategic judgement, decision consistency, learning and sustainable organisational performance.</i></p>
<p>4. Be able to evaluate the use of scenario thinking and strategic foresight in informing long-term organisational choices</p>	<p>4.1 Examine the purposes for which scenario thinking and strategic foresight are used in long-term strategic contexts</p>
	<p><i>IC: Purposes of scenario thinking and strategic foresight in long-term strategic contexts, including sense making under deep uncertainty, exploration of plausible futures and stress testing of strategic assumptions; use of scenarios to surface uncertainties, challenge dominant narratives and expand strategic options; distinction between prediction, projection and foresight as inputs to judgement rather than forecasts; role of foresight in aligning strategy with purpose, risk posture and long-term value creation; implications for strategic judgement, preparedness and decision assurance and defensibility.</i></p>
	<p>4.2 Critically analyse the contribution of scenario thinking to exploring uncertainty, complexity and alternative future conditions</p>
	<p><i>IC: Contribution of scenario thinking to exploring uncertainty, complexity and alternative future conditions; use of scenarios to examine interactions between external drivers, internal capabilities and systemic dynamics; exploration of non-linear change, discontinuities and low probability high impact events; role of scenarios in revealing vulnerabilities, options and strategic trade-offs without assuming predictability; implications for strategic insight, judgement robustness and organisational learning under uncertainty.</i></p>

	<p>4.3 Evaluate the extent to which scenario-based approaches support informed strategic judgement in the face of long-term uncertainty</p>
	<p><i>IC: Extent to which scenario based approaches support informed strategic judgement under long-term uncertainty; strengths of scenarios in improving awareness, sense making and option readiness rather than decision optimisation; limitations relating to subjectivity, framing effects and false confidence if scenarios are treated as predictions; role of scenario processes in supporting dialogue, challenge and shared understanding among decision makers; implications for judgement quality, decision assurance and responsible long-term strategic choice.</i></p>
	<p>4.4 Critically assess how the use of scenario thinking and foresight shapes preparedness, strategic judgement and accountability in long-term organisational decision making</p>
	<p><i>IC: Influence of scenario thinking and foresight on organisational preparedness, strategic judgement and accountability; incorporation of foresight outputs into governance, risk oversight and strategic review cycles; effects on decision transparency through explicit assumptions, uncertainties and trade-offs; risks of performative foresight, selective use of scenarios or retrospective justification; implications for accountability, learning and sustained decision quality in long-term strategic contexts.</i></p>

#### 4.4 Mandatory Unit 4: Governance, Ethics and Responsible Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Governance, Ethics and Responsible Management	60	20	7	Y/651/9286

In this unit, the learner will explore governance and ethical responsibility as central elements of effective management and innovation in complex organisations.

Learners will examine governance structures, accountability mechanisms and assurance processes that shape strategic oversight and control.

The unit addresses ethical decision making in contexts of innovation, change and risk, considering regulatory, professional and societal expectations.

Learners will analyse how organisations balance performance objectives with ethical, legal, social and sustainability responsibilities to support responsible and sustainable strategic management.

#### Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the purpose and role of governance structures and accountability mechanisms in providing strategic oversight and organisational control	1.1 Evaluate the purposes served by governance structures in providing strategic oversight, direction and organisational control  <i>IC: Purposes of governance structures in providing strategic oversight, direction and organisational control; role of boards, senior leadership and governance committees in setting intent, monitoring performance and assuring decision quality; governance as a mechanism for aligning strategy, risk, accountability and organisational values; balancing control, stewardship and strategic enablement within complex</i>

	<p><i>organisational environments; implications for legitimacy, trust and sustainable organisational performance.</i></p>
	<p>1.2 Critically examine how roles, responsibilities and lines of accountability operate within governance arrangements to support organisational oversight</p>
	<p><i>IC: Roles, responsibilities and lines of accountability within governance arrangements, including boards, executives and assurance functions; distribution of authority, decision rights and oversight responsibilities across organisational levels; formal and informal accountability mechanisms shaping behaviour and control; interaction between governance structures, information flows and assurance processes; implications for effective oversight, transparency, challenge and organisational integrity.</i></p>
	<p>1.3 Analyse how governance structures underpin transparency, accountability and control in complex organisational contexts</p>
	<p><i>IC: Governance structures as foundations for transparency, accountability and control in complex organisational contexts; mechanisms for information disclosure, reporting and assurance across organisational systems; visibility of decision making, risk and performance in multi-layer and distributed organisations; challenges of maintaining control and oversight amid complexity, scale and uncertainty; implications for trust, legitimacy and effective strategic governance.</i></p>
	<p>1.4 Critically evaluate how differences in organisational context influence the effectiveness of governance arrangements in providing strategic oversight</p>
	<p><i>IC: Influence of organisational context on the effectiveness of governance arrangements, including sector, scale, ownership structure, regulatory environment and organisational maturity; variation in governance needs across public, private, third sector and professional contexts; effects of complexity, risk profile and innovation intensity on governance design and operation; challenges of transferring governance models across contexts without adaptation; implications for strategic oversight, accountability and organisational performance.</i></p>
2. Understand how governance frameworks and assurance	<p>2.1 Critically examine the purposes and scope of governance frameworks in supporting responsible management within complex and regulated organisational contexts</p>

<p>processes support responsible management within complex and regulated organisational contexts</p>	<p><i>IC: Purposes and scope of governance frameworks in supporting responsible management within complex and regulated organisational contexts; integration of legal, regulatory, ethical and professional standards within governance architectures; role of frameworks in setting expectations, boundaries and decision criteria for responsible conduct; alignment between governance frameworks, organisational values and risk management approaches; implications for consistency, accountability and assurance of responsible management practices.</i></p>
	<p>2.2 Analyse how assurance processes contribute to oversight, accountability and assurance in organisational governance</p>
	<p><i>IC: Assurance processes as mechanisms for providing oversight, accountability and confidence in organisational governance; roles of internal assurance, audit, review and reporting in monitoring compliance, performance and risk; use of assurance to test the effectiveness of controls, decision making and governance arrangements; interaction between assurance activities, information quality and governance decision cycles; implications for transparency, trust and robustness of organisational oversight.</i></p>
	<p>2.3 Critically evaluate how governance frameworks and assurance processes interact to support responsible managerial practice</p>
	<p><i>IC: Interaction between governance frameworks and assurance processes in supporting responsible managerial practice; alignment between formal rules, standards and oversight mechanisms with assurance evidence and feedback; role of assurance in informing governance judgement, escalation and corrective action; risks of fragmentation, duplication or compliance driven assurance undermining responsible decision making; implications for coherent governance, accountability and sustained ethical management practice.</i></p>
	<p>2.4 Evaluate how regulatory, professional and organisational contexts shape the design and application of governance and assurance arrangements</p>
	<p><i>IC: Influence of regulatory, professional and organisational contexts on the design and application of governance and assurance arrangements; impact of statutory regulation, professional standards and codes of practice on governance expectations; organisational size, complexity, risk profile and sector norms shaping assurance scope and intensity; tensions between external compliance requirements and internal governance priorities; implications for</i></p>

	<i>proportionality, effectiveness and credibility of governance and assurance systems.</i>
3. Understand ethical decision making in strategic contexts of innovation, change and risk	3.1 Critically examine ethical principles and frameworks relevant to strategic decision making in contexts of innovation, change and risk
	<i>IC: Ethical principles and frameworks relevant to strategic decision making in contexts of innovation, change and risk, including duties of care, fairness, accountability and respect for stakeholders; application of normative ethical perspectives to strategic choices under uncertainty; tensions between ethical intent, commercial pressure and innovation imperatives; limits of rule based ethics in complex and novel decision contexts; implications for responsible judgement, legitimacy and trust in strategic management.</i>
	3.2 Analyse how professional standards, legal requirements and societal expectations inform ethical judgement at strategic level
	<i>IC: Influence of professional standards, legal requirements and societal expectations on ethical judgement at strategic level; interaction between statutory obligations, professional codes and evolving social norms; role of regulatory scrutiny, public accountability and stakeholder expectations in shaping ethical boundaries; challenges of navigating conflicting or ambiguous expectations in innovation and change contexts; implications for strategic judgement, compliance, legitimacy and responsible organisational conduct.</i>
	3.3 Evaluate how ethical considerations are integrated into strategic governance and oversight in complex organisational contexts
	<i>IC: Integration of ethical considerations into strategic governance and oversight within complex organisational contexts; embedding ethics within governance structures, policies and decision processes; role of boards, committees and leadership in setting ethical tone and ensuring oversight of culture, inclusion, and duty-of-care and wellbeing risks; use of reporting, assurance and escalation mechanisms to surface ethical risk and challenge decisions; implications for accountability, organisational culture and responsible strategic management.</i>
3.4 Critically evaluate the implications of ethical decision making for organisational legitimacy, trust and long-term strategic outcomes	

	<p><i>IC: Implications of ethical decision making for organisational legitimacy, trust and long-term strategic outcomes; relationships between ethical conduct, stakeholder confidence and reputational capital over time; consequences of ethical failure for governance credibility, social licence to operate and strategic freedom; cumulative and path dependent effects of ethical choices on organisational resilience and sustainability; implications for responsible leadership, accountability and durable strategic performance.</i></p>
<p>4. Be able to evaluate how organisations balance performance objectives with ethical, legal, social and sustainability responsibilities in strategic management</p>	<p>4.1 Evaluate how organisations frame performance objectives alongside ethical, legal, social and sustainability responsibilities at strategic level</p>
	<p><i>IC: Framing of performance objectives alongside ethical, legal, social and sustainability responsibilities at strategic level; integration of financial targets with compliance obligations, social impact commitments and sustainability goals; use of strategic narratives, policies and governance signals to balance competing expectations; tensions between short term performance pressure and longer term responsibility commitments; implications for strategic coherence, legitimacy and responsible organisational performance.</i></p>
	<p>4.2 Critically examine approaches used by organisations to reconcile competing strategic priorities relating to performance and responsibility</p>
	<p><i>IC: Approaches used by organisations to reconcile competing strategic priorities relating to performance and responsibility, including trade-off management, prioritisation frameworks and governance mediated judgement; role of leadership deliberation, escalation and assurance in resolving ethical, legal and performance tensions; use of thresholds, principles and boundary conditions to guide acceptable compromise; risks of decoupling, symbolic compliance or short termism in balancing priorities; implications for decision legitimacy, accountability and sustainable strategic outcomes.</i></p>
	<p>4.3 Analyse how governance and leadership practices influence the balance between performance imperatives and responsible management</p>
<p><i>IC: Influence of governance and leadership practices on balancing performance imperatives with responsible management; role of board oversight, executive leadership and tone from the top in shaping priorities and behaviour; leadership judgement in navigating ethical tension, risk and accountability under performance pressure; interaction between governance processes, incentives and</i></p>	

	<p><i>organisational culture; implications for consistency, credibility and sustainability of responsible strategic management.</i></p>
	<p>4.4 Critically evaluate the strategic implications of different approaches to balancing performance objectives with ethical, legal, social and sustainability responsibilities over the long-term</p>
	<p><i>IC: Strategic implications of different approaches to balancing performance objectives with ethical, legal, social and sustainability responsibilities over the long-term; impact of prioritisation choices on organisational legitimacy, resilience and strategic freedom; trade-offs between short term returns and longer-term value, trust and capability; risks of regulatory intervention, reputational erosion and capability loss where balance is poorly managed; implications for sustainable competitive advantage, responsible innovation and long-term organisational performance.</i></p>

#### 4.5 Mandatory Unit 5: Applied Research for Strategic Management and Innovation

	Mandatory Unit	GLH	Credits	Level	Unit Reference
5	Applied Research for Strategic Management and Innovation	60	20	7	A/651/9287

In this unit, the learner will demonstrate their ability to undertake applied research to inform strategic management and innovation decisions in complex organisational contexts.

Learners will explore how research can be used as a tool for strategic enquiry, enabling evidence-based analysis of organisational challenges, opportunities and innovation initiatives.

The unit introduces learners to key principles of research design, including the formulation of research questions, critical engagement with academic and professional literature, and consideration of appropriate qualitative and quantitative approaches.

Learners will examine issues of data quality, ethics and validity, and evaluate how methodological choices influence the strength and usefulness of strategic insights.

Emphasis is placed on applying research to real or realistic organisational contexts, requiring learners to synthesise evidence, analyse findings and develop justified strategic recommendations. The unit positions research as a core skill, supporting informed decision making, innovation, accountability and long-term organisational performance

#### Assessment Instructions and Guidance

Assessment for this unit requires learners to produce an applied research assignment addressing a strategic management or innovation issue.

The assessment should evidence the learner's ability to design and conduct research that informs strategic decision making. The applied research assignment should include a clear research proposal or research question, critical framing of relevant academic and professional literature, a justified methodology with ethical considerations, analysis of findings, discussion, evidence-based conclusions or recommendations, and reflection on limitations and implications for future enquiry.

Learners may use primary and/or secondary data appropriate to access and ethics; sources must be credible and referenced consistently, and conclusions must be explicitly evidenced from the analysis.

Learners should demonstrate research literacy through the development of a clear research aim or question, critical use of relevant academic and professional literature, and justified selection of appropriate research methods.

The assessment should include analysis and interpretation of data, evaluation of findings, and the formulation of evidence-based strategic conclusions or recommendations.

Learners should also reflect on ethical considerations, methodological limitations, and the implications of their research for organisational strategy and innovation.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of applied research as a strategic tool for informing management and innovation decisions in complex organisational contexts	1.1 Examine the purposes for which applied research is used to support strategic management and innovation in organisational contexts
	<i>IC: Applied research as a tool for strategic enquiry rather than purely academic investigation; use of research to inform strategic decision making, innovation development and organisational change; role of evidence in reducing uncertainty and supporting judgement in complex environments; applied research in addressing real organisational challenges and opportunities; relationship between research, strategic insight and organisational learning; contribution of applied research to accountability, governance and performance improvement.</i>
	1.2 Analyse how applied research contributes to evidence-based understanding of organisational challenges, opportunities and innovation initiatives
	<i>IC: Evidence-based decision-making in strategic contexts; strengths and limitations of research evidence in informing strategic choices; balancing empirical evidence with professional judgement and contextual knowledge; use of research to explore ambiguity, risk and uncertainty; evaluating the credibility, relevance and usefulness of research outputs for strategic leaders; limitations of applied research in dynamic and politically influenced organisational settings.</i>
	1.3 Evaluate the role of applied research in reducing uncertainty, informing judgement and supporting strategic decision making

	<p><i>IC: Role of applied research in exploring complex, uncertain and ambiguous strategic environments; distinction between reducing uncertainty and supporting informed judgement in strategic contexts; contribution of research evidence to managerial judgement rather than deterministic decision making; use of research to test assumptions, challenge intuition and surface strategic risks; limitations of applied research as a predictive tool in dynamic organisational settings; interaction between evidence, experience and contextual awareness in strategic decision making.</i></p>
	<p>1.4 Critically examine how the use of applied research influences accountability, learning and long-term organisational capability</p>
	<p><i>IC: Relationship between applied research and organisational accountability in strategic decision making; use of research evidence to justify, document and scrutinise strategic choices; role of applied research in supporting transparent governance and defensible decision processes; contribution of research to organisational learning at individual, team and organisational levels; applied research as a mechanism for reflective practice and knowledge development; influence of research capability on long-term strategic adaptability and innovation capacity; limitations and risks of instrumental or superficial use of research in organisational contexts.</i></p>
<p>2. Understand key principles of research design, including the formulation of research questions, engagement with literature, and selection of appropriate qualitative and quantitative approaches</p>	<p>2.1 Critically examine how research aims and questions are formulated to address strategic management and innovation issues</p>
	<p><i>IC: Characteristics of well-defined research aims and questions in applied strategic research; alignment of research aims with organisational strategy and innovation objectives; translation of complex organisational problems into researchable strategic questions; critical consideration of scope, focus and feasibility in research design; distinction between exploratory, explanatory and evaluative research questions in strategic contexts; influence of research aims and questions on subsequent methodological and analytical choices.</i></p>
	<p>2.2 Analyse the role of academic and professional literature in shaping research focus, conceptual framing and enquiry direction</p>
	<p><i>IC: Role of academic and professional literature in defining and refining research focus; use of literature to identify relevant theories, models and frameworks informing strategic management and innovation; contribution of literature to conceptual framing and</i></p>

	<p><i>problem definition; critical comparison of academic, industry and policy sources; identification of debates, gaps and tensions within existing knowledge; influence of literature engagement on the direction, scope and justification of applied research enquiry.</i></p> <p>2.3 Evaluate the suitability of qualitative and quantitative research approaches for different types of strategic management and innovation research questions</p> <p><i>IC: Evaluation of qualitative research approaches for exploring complex, contextual and interpretive strategic issues; evaluation of quantitative research approaches for examining patterns, relationships and performance measures in strategic contexts; suitability of different approaches for exploratory, explanatory and evaluative research questions; strengths and limitations of qualitative and quantitative methods in strategic management and innovation research; consideration of organisational context, access and data availability when selecting approaches; role of mixed methods designs in addressing multifaceted strategic and innovation challenges.</i></p> <p>2.4 Critically consider how coherence between research questions, literature and methodological approach influences the quality and usefulness of research design</p> <p><i>IC: Importance of coherence and alignment within applied research design; relationship between research questions, conceptual framing and methodological approach; role of literature in informing methodological choices and analytical lenses; impact of misalignment on validity, credibility and usefulness of research findings; evaluation of how coherent research design supports meaningful strategic insight and decision making; consideration of research design as an integrated process rather than discrete stages.</i></p>
<p>3. Be able to design and conduct applied research that meets ethical, methodological and validity requirements in strategic management and innovation contexts</p>	<p>3.1 Develop a coherent applied research design that aligns research aims, questions and methodological approach within a strategic management or innovation context</p> <p><i>IC: Development of an integrated applied research design linking research aims, research questions and methodological approach; justification of research design choices in relation to strategic management or innovation context; consideration of research scope, feasibility and access within organisational settings; alignment of data collection methods with research objectives; planning for rigour, coherence and transparency in applied research design; evaluation of how research design supports the generation of strategically relevant and usable insights.</i></p>

	<p>3.2 Justify the selection of research methods and data sources with reference to ethical considerations, data quality and validity</p>
	<p><i>IC: Justification of research methods and data sources in applied strategic research; ethical principles including informed consent, confidentiality, data protection and responsible use of organisational information; evaluation of data quality, credibility and relevance within organisational contexts; validity and reliability considerations in qualitative and quantitative research; identification and management of bias, limitations and power dynamics in data collection; impact of ethical and methodological choices on the integrity, credibility and trustworthiness of research findings.</i></p>
	<p>3.3 Implement appropriate data collection procedures in line with the stated research design and ethical requirements</p>
	<p><i>IC: Implementation of data collection procedures consistent with the approved research design; application of ethical requirements during data collection including informed consent, confidentiality and secure handling of data; adherence to planned sampling strategies and data collection methods; management of access, participation and organisational constraints; accurate recording, storage and management of research data; reflection on practical challenges encountered during data collection and their implications for data quality and research integrity.</i></p>
	<p>3.4 Critically examine how methodological choices and research limitations influence the reliability and credibility of research findings</p>
	<p><i>IC: Influence of methodological choices on the reliability and credibility of applied research findings; critical evaluation of how research design, methods and data sources shape the strength of evidence; impact of sampling decisions, data quality and researcher bias on research outcomes; identification and analysis of methodological and contextual limitations; consideration of how limitations affect interpretation and transferability of findings; role of critical reflection in strengthening research transparency and defensibility in strategic contexts.</i></p>
<p>4. Be able to analyse and synthesise research</p>	<p>4.1 Analyse research findings in relation to the stated research aims, questions and organisational context</p>

findings to develop evidence-based strategic conclusions or recommendations for management and innovation	<p><i>IC: Analysis of research findings in relation to stated research aims and questions; interpretation of findings within the organisational and strategic context; identification of patterns, themes and relationships within qualitative and quantitative data; use of appropriate analytical frameworks or concepts to support interpretation; linking findings to relevant literature and strategic issues; consideration of contextual factors influencing meaning and significance of results.</i></p>
	<p>4.2 Synthesise evidence from data analysis and relevant literature to generate coherent strategic insights</p>
	<p><i>IC: Synthesis of research findings with relevant academic and professional literature; integration of empirical evidence and conceptual frameworks to generate strategic insight; identification of convergences and tensions between data and existing knowledge; development of coherent interpretations that extend beyond descriptive analysis; use of synthesis to inform strategic understanding of management and innovation challenges; articulation of insights in a form meaningful to strategic decision makers.</i></p>
	<p>4.3 Develop evidence-based strategic conclusions or recommendations that are clearly justified by the research findings</p>
	<p><i>IC: Development of strategic conclusions or recommendations grounded in analysed research findings; clear linkage between evidence, interpretation and strategic judgement; justification of conclusions or recommendations using data and relevant literature; consideration of feasibility, risk and organisational context when formulating recommendations; alignment of conclusions or recommendations with strategic management and innovation objectives; evaluation of the strength and limitations of evidence underpinning proposed strategic actions.</i></p>
	<p>4.4 Critically evaluate the implications of the research findings for organisational strategy and innovation, including consideration of transferability and future enquiry</p>
	<p><i>IC: Evaluation of the implications of research findings for organisational strategy and innovation practice; consideration of how findings inform strategic direction, decision making and innovation capability; analysis of the extent to which findings are transferable to other contexts or settings; identification of contextual factors limiting transferability; reflection on gaps, limitations and unanswered questions arising from the research; implications for future research, organisational learning and ongoing strategic enquiry.</i></p>

#### 4.6 Optional Unit 6: Strategic Marketing and Market Shaping

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	Strategic Marketing and Market Shaping	60	20	7	D/651/9288
<p>In this unit, the learner will explore marketing as a strategic function that shapes markets, value propositions and organisational positioning.</p> <p>Learners examine how organisations influence demand, create meaning and shape competitive environments rather than simply respond to markets.</p> <p>The unit focuses on strategic marketing decisions, long-term brand and value creation, and ethical considerations in market shaping.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of strategic marketing in shaping markets, demand and organisational positioning within competitive and dynamic environments	<p>1.1 Analyse how strategic marketing shapes markets and demand within competitive and dynamic environments</p> <p><i>IC: Strategic marketing as a proactive organisational capability rather than a reactive promotional function; role of marketing in shaping market structures, customer expectations and demand patterns; influence of strategic marketing on value propositions and competitive positioning; use of segmentation, targeting and positioning to redefine markets; interaction between marketing strategy, innovation and competitive dynamics; impact of long-term marketing decisions on market evolution and organisational advantage.</i></p>

	<p>1.2 Analyse how strategic marketing contributes to organisational positioning and differentiation within competitive environments</p>
	<p><i>IC: Contribution of strategic marketing to the development of clear organisational positioning; role of differentiation through value propositions, brand identity and perceived value; use of marketing strategy to create and sustain competitive advantage; alignment between organisational strategy, marketing objectives and positioning choices; influence of market analysis and insight on differentiation decisions; evaluation of how consistent and coherent marketing activity reinforces positioning over time within competitive environments.</i></p>
	<p>1.3 Critically examine how strategic marketing influences customer perceptions, expectations and patterns of value recognition</p>
	<p><i>IC: Influence of strategic marketing on the construction of customer perceptions and meaning; role of branding, communication and narrative in shaping customer expectations; impact of marketing on how customers recognise, interpret and assess value; relationship between marketing activity and trust, credibility and legitimacy; critical evaluation of how strategic marketing can reinforce or challenge existing market norms; limitations and risks associated with manipulating perceptions or over-promising value within competitive markets.</i></p>
	<p>1.4 Evaluate the implications of market-shaping strategic marketing approaches for competitive dynamics and market structures</p>
	<p><i>IC: Implications of market shaping marketing strategies for competitive intensity and rivalry; influence of strategic marketing on the creation, expansion or redefinition of market boundaries; impact on barriers to entry, competitive positioning and power dynamics within markets; evaluation of how market shaping can disrupt established competitors and reshape industry norms; consideration of risks associated with market shaping including imitation, resistance and unintended consequences; long-term effects of market shaping approaches on market stability, innovation and competitive advantage.</i></p>
<p>2. Understand how organisations create, communicate and</p>	<p>2.1 Analyse how organisations define and articulate value propositions to reflect strategic intent and target stakeholder expectations</p>

<p>sustain value propositions and brand meaning at strategic level</p>	<p><i>IC: Definition and components of value propositions at strategic level; alignment of value propositions with organisational purpose, strategy and long-term objectives; articulation of value to different stakeholder groups including customers, partners and wider society; role of insight and market understanding in shaping value propositions; evaluation of how value propositions signal differentiation and strategic intent; relationship between value propositions, brand positioning and competitive advantage.</i></p>
	<p>2.2 Critically examine how brand meaning is constructed and communicated at strategic level across organisational activities and touchpoints</p>
	<p><i>IC: Construction of brand meaning as a strategic and organisational process; role of organisational values, culture and purpose in shaping brand identity; integration of brand meaning across products, services, communications and customer experience; strategic management of brand narratives and symbolism; alignment between internal behaviours and external brand promises; critical evaluation of inconsistencies, tensions and risks in communicating brand meaning across multiple organisational touchpoints.</i></p>
	<p>2.3 Evaluate how coherence between value propositions, brand meaning and organisational strategy supports long-term relevance and credibility</p>
	<p><i>IC: Importance of coherence between value propositions, brand meaning and overall organisational strategy; role of strategic alignment in supporting credibility, trust and legitimacy with stakeholders; evaluation of how coherent value and brand systems reinforce long-term relevance in dynamic markets; impact of misalignment on brand dilution, stakeholder confusion and loss of strategic focus; contribution of coherence to sustained competitive advantage and organisational resilience; consideration of how coherence is maintained over time as strategies, markets and expectations evolve.</i></p>
	<p>2.4 Critically examine factors that influence the credibility, coherence and continued relevance of value propositions and brand meaning over time</p>
	<p><i>IC: Influence of changing market conditions, customer expectations and competitive dynamics on value propositions and brand meaning; role of organisational behaviour, leadership and decision making in sustaining credibility; impact of consistency between stated values, strategic actions and lived experience; influence of innovation, adaptation and responsiveness on continued relevance; risks</i></p>

	<p><i>associated with overextension, inconsistency or loss of strategic focus; critical evaluation of how organisations review, refresh and protect value propositions and brand meaning over time.</i></p>
<p>3. Understand how strategic marketing decisions influence market structures, competitive dynamics and long-term organisational advantage</p>	<p>3.1 Analyse how strategic marketing decisions contribute to changes in market structures, boundaries and patterns of competition</p>
	<p><i>IC: Influence of strategic marketing decisions on the definition and redefinition of market boundaries; role of marketing strategy in creating, expanding or segmenting markets; impact of positioning, innovation and communication on competitive intensity and rivalry; analysis of how marketing choices shape patterns of entry, exit and substitution; interaction between strategic marketing, industry structure and competitive behaviour; evaluation of how sustained marketing decisions contribute to shifts in market structure over time.</i></p>
	<p>3.2 Critically examine how strategic marketing decisions influence competitive dynamics, including rivalry, differentiation and positioning among market actors</p>
	<p><i>IC: Influence of strategic marketing decisions on competitive rivalry and intensity; role of differentiation and positioning in shaping competitive interactions among market actors; impact of branding, value propositions and communication strategies on relative competitive power; analysis of how marketing decisions reinforce or disrupt established competitive positions; consideration of strategic responses, imitation and escalation among competitors; critical evaluation of how marketing choices shape ongoing competitive dynamics within markets.</i></p>
	<p>3.3 Evaluate the role of strategic marketing decisions in shaping sources of organisational advantage over the long-term</p>
<p><i>IC: Role of strategic marketing decisions in creating and sustaining sources of organisational advantage; contribution of marketing to the development of distinctive capabilities, assets and reputational advantages; influence of long-term brand equity, customer relationships and perceived value on competitive strength; evaluation of how consistent strategic marketing supports durability of advantage in dynamic environments; interaction between marketing, innovation and organisational learning in renewing advantage over time; limitations and risks associated with reliance on marketing-led sources of advantage in changing markets.</i></p>	

	<p>3.4 Critically assess how the cumulative effects of strategic marketing decisions interact with wider organisational strategy to influence sustained competitive advantage</p>
	<p><i>IC: Interaction between cumulative strategic marketing decisions and wider organisational strategy; evaluation of how sustained marketing choices reinforce or undermine strategic coherence over time; influence of alignment between marketing, innovation, operations and leadership on sustained competitive advantage; analysis of path dependency and long-term consequences of marketing decisions; assessment of how cumulative marketing effects shape organisational reputation, legitimacy and strategic positioning; critical consideration of risks arising from misalignment or short term marketing driven priorities within broader strategy.</i></p>
<p>4. Be able to evaluate ethical, societal and regulatory considerations associated with market shaping and strategic marketing practice</p>	<p>4.1 Analyse ethical considerations arising from strategic marketing approaches that seek to shape markets and influence demand</p>
	<p><i>IC: Ethical considerations associated with market shaping and demand influencing marketing strategies; analysis of power, influence and responsibility in shaping customer perceptions and behaviour; risks of manipulation, exploitation or misrepresentation in strategic marketing practice; consideration of transparency, honesty and fairness in value communication; tension between competitive advantage and ethical responsibility in market shaping; evaluation of how ethical marketing practices support trust, legitimacy and long-term organisational sustainability.</i></p>
	<p>4.2 Critically examine how societal expectations and public interest considerations shape acceptable boundaries for strategic marketing practice</p>
	<p><i>IC: Influence of societal values, norms and expectations on perceptions of acceptable marketing behaviour; role of public interest, social responsibility and sustainability in shaping marketing boundaries; impact of cultural, social and political contexts on marketing legitimacy; examination of stakeholder scrutiny, activism and public discourse in constraining strategic marketing practices; evaluation of reputational risk and loss of trust arising from misalignment with societal expectations; consideration of how organisations adapt marketing strategies to maintain legitimacy and social licence to operate.</i></p>
	<p>4.3 Evaluate the role of regulatory frameworks and standards in constraining and guiding market-shaping marketing activity</p>

	<p><i>IC: Role of regulatory frameworks and industry standards in shaping permissible strategic marketing activity; evaluation of how regulation constrains market shaping practices to protect consumers, competition and public interest; influence of legal and regulatory compliance on marketing strategy and decision making; interaction between formal regulation, self-regulation and professional standards in guiding ethical marketing behaviour; assessment of how regulatory environments shape innovation, differentiation and competitive behaviour; consideration of the risks and consequences of regulatory non-compliance for organisational reputation and long-term strategic position.</i></p>
	<p>4.4 Critically assess how ethical, societal and regulatory considerations influence strategic marketing judgement and long-term organisational legitimacy</p>
	<p><i>IC: Influence of ethical, societal and regulatory considerations on strategic marketing judgement and decision making; interaction between commercial objectives and responsibility to customers, society and regulators; role of ethical reflection in shaping acceptable strategic marketing choices; impact of societal legitimacy and trust on long-term organisational positioning; evaluation of how regulatory awareness informs risk management and strategic restraint; assessment of how sustained ethical and compliant marketing practice contributes to organisational legitimacy, credibility and long-term viability.</i></p>

## 4.7 Optional Unit 7: Strategic Human Resource Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	Strategic Human Resource Management	60	20	7	F/651/9289
<p>In this unit, the learner will explore human resource management as a strategic capability that supports organisational performance, innovation and sustainability.</p> <p>Learners will analyse how workforce strategy, capability development and organisational culture align with strategic objectives.</p> <p>The unit focuses on strategic workforce planning, leadership capability, and the governance of people-related decisions in complex organisations.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of strategic human resource management in supporting organisational performance, innovation and sustainability	<p>1.1 Analyse how strategic human resource management contributes to organisational performance within complex and dynamic environments</p> <p><i>IC: Strategic human resource management as an organisational capability rather than an administrative function; contribution of workforce strategy to organisational performance in complex and changing environments; alignment of people management decisions with strategic objectives and priorities; role of talent, skills and capability development in enabling performance and innovation; influence of organisational structure, culture and leadership on workforce effectiveness; evaluation of how strategic HR decisions support resilience, adaptability and long-term organisational sustainability.</i></p>

	<p>1.2 Critically examine the role of strategic human resource management in enabling organisational innovation and adaptability</p> <p><i>IC: Role of strategic human resource management in creating conditions for organisational innovation; influence of workforce capability, skills development and learning on innovation capacity; contribution of HR policies and practices to flexibility, collaboration and knowledge sharing; impact of leadership development and talent management on adaptability to change; critical evaluation of how organisational culture and people management enable or constrain innovation; limitations and risks associated with rigid HR structures in dynamic environments.</i></p> <p>1.3 Evaluate how people management decisions at strategic level influence organisational sustainability and long-term capability</p> <p><i>IC: Influence of strategic people management decisions on long-term organisational sustainability; impact of workforce planning, capability development and succession planning on enduring organisational capacity; role of inclusive workforce strategy, equality of opportunity, fair work, psychological safety and wellbeing in sustaining performance, engagement and retention over time; evaluation of how strategic HR choices shape organisational resilience and continuity; relationship between people management, organisational values and responsible practice; consideration of risks arising from short term or cost driven people management decisions on long-term capability.</i></p> <p>1.4 Critically assess how alignment between human resource strategy and organisational strategy shapes organisational outcomes over time</p> <p><i>IC: Importance of alignment between human resource strategy and overall organisational strategy; analysis of how coherent people and business strategies reinforce organisational performance and strategic intent; impact of misalignment on capability gaps, inefficiencies and strategic drift; role of leadership and governance in sustaining alignment over time; evaluation of how aligned HR and organisational strategies support consistent decision making and execution; consideration of how alignment is reviewed and adapted as organisational priorities and environments evolve.</i></p>
<p>2. Understand how strategic workforce planning and capability</p>	<p>2.1 Analyse how strategic workforce planning is used to anticipate current and future organisational capability requirements</p>

development align people resources with organisational strategy	<p><i>IC: Strategic workforce planning as a forward looking and evidence informed process; analysis of how organisations assess current workforce capabilities and identify future skills and capacity needs; use of workforce data, scenario planning and environmental analysis to anticipate change; alignment of workforce planning with strategic objectives and organisational priorities; evaluation of how effective workforce planning supports flexibility, risk management and long-term capability development; consideration of limitations and uncertainty in forecasting future people resource requirements.</i></p>
	<p>2.2 Critically examine how capability development strategies support the achievement of organisational strategic priorities</p>
	<p><i>IC: Role of capability development strategies in enabling the delivery of organisational strategic priorities; alignment of learning, development and talent initiatives with long-term strategic objectives; contribution of leadership development, skills building and knowledge transfer to organisational performance and innovation; critical evaluation of how capability development supports change, growth and competitive advantage; consideration of resource allocation, prioritisation and return on investment in capability development; limitations and risks where development strategies are poorly aligned with strategic intent.</i></p>
	<p>2.3 Evaluate how alignment between workforce planning, capability development and organisational strategy contributes to strategic coherence over time</p>
	<p><i>IC: Importance of alignment between workforce planning, capability development and organisational strategy; evaluation of how coherent people planning and development reinforce strategic direction and consistency; impact of alignment on effective deployment of skills, leadership capacity and organisational capability over time; contribution of integrated planning to reduced capability gaps and strategic drift; analysis of how alignment supports adaptability and long-term organisational performance; consideration of how organisations review and adjust alignment as strategic priorities and external conditions change.</i></p>
	<p>2.4 Critically assess how internal and external contextual factors influence strategic workforce planning and capability development decisions</p>
	<p><i>IC: Influence of internal organisational factors including structure, culture, leadership and resource availability on workforce planning and capability development decisions; impact of external factors such</i></p>

	<p><i>as labour market conditions, technological change, demographic trends and regulatory requirements; consideration of economic uncertainty, competitive pressures and sector dynamics in shaping people strategy; critical assessment of how organisational context constrains or enables strategic workforce choices; evaluation of how organisations balance long-term capability development with short term operational pressures; recognition of uncertainty and risk in workforce planning within dynamic environments.</i></p>
<p>3. Understand the strategic significance of leadership capability, organisational culture and employee engagement in achieving long-term organisational objectives</p>	<p>3.1 Analyse how leadership capability influences strategic direction, organisational coherence and long-term performance</p>
	<p><i>IC: Influence of leadership capability on the formulation and communication of strategic direction; role of leadership in creating organisational coherence and alignment; impact of leadership behaviours and decision making on long-term organisational performance; contribution of leadership capability to managing complexity, uncertainty and change; evaluation of how leadership development supports sustained strategic effectiveness; consideration of risks associated with weak or misaligned leadership capability in complex organisations.</i></p>
	<p>3.2 Critically examine the role of organisational culture in enabling or constraining adaptability, learning and innovation over time</p>
	<p><i>IC: Role of organisational culture in shaping behaviours, norms and shared assumptions; influence of culture on adaptability, learning and innovation capacity; critical examination of how cultural alignment or misalignment affects strategic change and performance; impact of leadership and people management practices on cultural development; evaluation of how cultures evolve over time in response to internal and external pressures; limitations and risks associated with entrenched or resistant organisational cultures.</i></p>
	<p>3.3 Critically evaluate how employee engagement contributes to the effective execution of strategy and the achievement of long-term organisational objectives</p>
<p><i>IC: Contribution of employee engagement to effective strategy execution and organisational performance; relationship between engagement, motivation and discretionary effort in achieving strategic objectives; influence of engagement on productivity, innovation and quality of decision making; critical evaluation of how leadership, culture and people management practices shape engagement levels; impact of sustained engagement on retention, capability and long-</i></p>	

	<p>term organisational outcomes; limitations and risks associated with superficial or poorly managed engagement initiatives.</p>
	<p>3.4 Critically assess how the interaction between leadership capability, organisational culture and employee engagement shapes organisational resilience and sustainability</p>
	<p><i>IC: Interaction between leadership capability, organisational culture and employee engagement in shaping organisational behaviour; analysis of how aligned leadership, culture and engagement reinforce resilience and sustainability; impact of misalignment on organisational stability, adaptability and performance; role of leadership in influencing culture and engagement over time; evaluation of how integrated people and leadership factors support long-term organisational continuity and responsible practice; consideration of risks where weaknesses in one area undermine overall organisational resilience.</i></p>
<p>4. Be able to evaluate how governance, risk and accountability shape strategic people management decisions in complex organisational contexts</p>	<p>4.1 Analyse how governance arrangements influence strategic decision making in relation to workforce, leadership and organisational capability</p>
	<p><i>IC: Influence of governance structures and decision making frameworks on strategic people management; role of boards, senior leadership and oversight mechanisms in shaping workforce and leadership decisions; impact of governance arrangements on accountability, transparency and consistency in people related strategy; analysis of how governance supports alignment between people decisions and organisational objectives; consideration of tensions between strategic flexibility and governance control in complex organisations; evaluation of how effective governance enables responsible and defensible strategic people management decisions.</i></p>
	<p>4.2 Critically examine how people-related risks, including capability, succession and cultural risk, are identified and considered at strategic level</p>
	<p><i>IC: Identification of people related risks at strategic level including capability gaps, succession vulnerabilities and cultural misalignment; role of strategic analysis and risk frameworks in recognising workforce and leadership risks; critical examination of how organisations assess the likelihood and impact of people related risks; influence of organisational context, complexity and uncertainty on risk identification; consideration of how people risks interact with wider strategic, operational and reputational risks; evaluation of the</i></p>

	<p><i>consequences of underestimating or neglecting people related risks in strategic decision-making.</i></p>
	<p>4.3 Evaluate how accountability for people management decisions is distributed across senior leadership and governance structures in complex organisations</p>
	<p><i>IC: Distribution of accountability for strategic people management decisions across boards, senior leadership and executive roles; evaluation of how roles and responsibilities for workforce, leadership and culture are defined and shared; influence of governance frameworks on ownership and escalation of people related decisions; analysis of accountability mechanisms including reporting, assurance and performance oversight; consideration of tensions between collective and individual accountability in complex organisations; assessment of how clear accountability supports defensible, ethical and effective people management decisions.</i></p>
	<p>4.4 Critically assess how governance, risk and accountability considerations shape strategic judgements about workforce sustainability and long-term organisational capability</p>
	<p><i>IC: Influence of governance, risk and accountability considerations on strategic judgements about workforce sustainability; assessment of how oversight, assurance and risk awareness shape long-term people management decisions; impact of accountability structures on investment in capability, succession and workforce resilience; evaluation of how governance frameworks balance short term pressures with long-term organisational capability; consideration of how risk informed people strategy supports sustainability, legitimacy and organisational continuity; critical assessment of how failures in governance or accountability undermine long-term workforce and organisational viability.</i></p>

#### 4.8 Optional Unit 8: Strategic Accounting and Financial Stewardship

Mandatory Unit		GLH	Credits	Level	Unit Reference
8	Strategic Accounting and Financial Stewardship	60	20	7	K/651/9290
<p>In this unit, the learner will develop their knowledge and skills in using accounting and finance as tools for strategic stewardship and organisational accountability.</p> <p>Learners will examine how financial information supports strategic decision making, governance and long-term value creation.</p> <p>The unit emphasises financial judgement, transparency and responsibility rather than technical accounting practice.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of accounting and financial information in supporting strategic decision making and organisational accountability	<p>1.1 Analyse how accounting and financial information supports strategic decision making within complex and uncertain organisational environments</p> <p><i>IC: Role of accounting and financial information in informing strategic judgement rather than operational control; use of financial data to support decision making under conditions of uncertainty and complexity; contribution of financial information to evaluating strategic options, trade-offs and resource allocation; interpretation of financial performance, forecasts and projections in strategic contexts; influence of accounting information on risk assessment and long-term planning; limitations of financial information and the need for informed judgement in strategic decision making.</i></p>

	<p>1.2 Critically examine how financial information is used to inform judgement, prioritisation and trade-offs at strategic level</p> <p><i>IC: Use of financial information to inform strategic judgement rather than prescribe decisions; role of financial analysis in prioritising initiatives, investments and resource commitments; examination of how trade-offs between risk, return, short term performance and long-term value are assessed; critical evaluation of assumptions, estimates and uncertainty embedded in financial information; influence of financial narratives and framing on strategic priorities; limitations of financial metrics in capturing wider strategic, social and long-term considerations.</i></p> <p>1.3 Evaluate the role of accounting and financial information in supporting transparency, accountability and informed oversight within organisations</p> <p><i>IC: Role of accounting and financial information in enabling transparency and visibility of organisational performance; contribution of financial reporting to accountability and informed oversight by boards and senior leaders; use of financial information to support assurance, scrutiny and governance processes; evaluation of how clarity and consistency in financial information support trust and responsible decision making; influence of accounting information on ethical stewardship and organisational credibility; limitations of financial reporting in fully representing organisational value and performance.</i></p> <p>1.4 Critically assess how the quality, interpretation and use of financial information influence strategic outcomes and organisational accountability over time</p> <p><i>IC: Influence of the quality and reliability of financial information on strategic outcomes; critical assessment of how interpretation, judgement and bias affect the use of financial data in strategic contexts; impact of financial literacy and capability at senior levels on decision quality and accountability; evaluation of how consistent and responsible use of financial information supports long-term organisational accountability; consideration of risks arising from misinterpretation, selective use or over reliance on financial data; relationship between financial information use, strategic coherence and organisational outcomes over time.</i></p>
<p>2. Understand how financial stewardship, transparency and</p>	<p>2.1 Analyse the concept of financial stewardship and its role in supporting responsible governance and long-term organisational sustainability</p>

control contribute to effective governance and long-term organisational sustainability	<p><i>IC: Concept of financial stewardship as responsible oversight of organisational resources; role of stewardship in balancing financial performance, risk and long-term sustainability; contribution of financial stewardship to ethical governance and accountability; alignment of stewardship principles with organisational purpose and values; evaluation of how stewardship supports resilience, continuity and public or stakeholder trust; consideration of tensions between short term financial pressures and long-term sustainable decision making.</i></p>
	<p>2.2 Critically examine how transparency in financial reporting and disclosure supports trust, accountability and informed governance</p>
	<p><i>IC: Role of transparency in financial reporting and disclosure in supporting trust and credibility with stakeholders; contribution of transparent financial information to accountability and informed governance oversight; critical examination of how clarity, consistency and accessibility of financial information enable effective scrutiny; influence of disclosure practices on stakeholder confidence and organisational legitimacy; evaluation of risks associated with opacity, selective disclosure or complexity in financial reporting; consideration of how transparency supports ethical stewardship and responsible decision making.</i></p>
	<p>2.3 Evaluate how financial controls and oversight mechanisms contribute to organisational stability and sustainable resource management</p>
	<p><i>IC: Role of financial controls and oversight mechanisms in safeguarding organisational resources; contribution of budgeting, monitoring and assurance processes to organisational stability; evaluation of how controls support disciplined resource allocation and risk management; influence of oversight mechanisms on preventing misuse, inefficiency and financial distress; consideration of how effective controls balance flexibility with accountability; assessment of how financial control systems support sustainable management of resources over the long-term.</i></p>
	<p>2.4 Critically assess how financial stewardship, transparency and control shape organisational resilience and long-term strategic sustainability</p>
	<p><i>IC: Interaction between financial stewardship, transparency and control in supporting organisational resilience; critical assessment of how responsible financial governance enables long-term strategic sustainability; influence of stewardship and transparency on</i></p>

	<p><i>organisational trust, legitimacy and stakeholder confidence; role of financial control in managing risk and absorbing uncertainty over time; evaluation of how integrated financial practices support adaptive capacity and continuity; consideration of risks to resilience arising from weak stewardship, limited transparency or excessive control.</i></p>
<p>3. Be able to evaluate how financial judgement and interpretation influence strategic choices, resource allocation and long-term value creation under uncertainty.</p>	<p>3.1 Critically analyse how financial judgement and interpretation shape strategic choices and priorities at organisational level</p>
	<p><i>IC: Influence of financial judgement and interpretation on strategic choices and organisational priorities; role of managerial judgement in interpreting financial data beyond numerical outcomes; analysis of how assumptions, estimates and forecasts shape strategic options; impact of financial framing and narratives on decision making at senior level; evaluation of how financial judgement balances risk, opportunity and long-term value creation; consideration of the limitations of purely financial perspectives in shaping strategic priorities.</i></p>
	<p>3.2 Critically examine how financial considerations influence decisions about resource allocation across competing strategic objectives</p>
	<p><i>IC: Influence of financial considerations on prioritising and allocating resources across competing strategic objectives; critical examination of how organisations assess trade-offs between cost, risk, return and strategic importance; role of budgeting, investment appraisal and financial forecasting in allocation decisions; impact of financial constraints and opportunity costs on strategic choices; evaluation of how financial considerations interact with non-financial strategic priorities such as capability, innovation and sustainability; consideration of risks arising from short term financial pressures distorting long-term resource allocation decisions.</i></p>
	<p>3.3 Evaluate how financial judgement supports or constrains the resourcing of innovation and long-term organisational performance</p>
<p><i>IC: Role of financial judgement in enabling or constraining investment in innovation and long-term organisational performance; evaluation of how financial assessments influence decisions to initiate, scale or discontinue innovation initiatives; consideration of risk appetite, uncertainty and time horizons in resourcing innovation; impact of financial judgement on balancing short term performance pressures with long-term value creation; analysis of how financial capability and</i></p>	

	<p><i>governance shape tolerance for experimentation and learning; limitations and risks where financial judgement is overly conservative or insufficiently rigorous in supporting sustainable innovation.</i></p>
	<p>3.4 Critically assess how differing interpretations of financial information can lead to alternative strategic choices and performance outcomes</p>
	<p><i>IC: Influence of differing interpretations of financial information on strategic judgement and decision making; analysis of how assumptions, perspectives and stakeholder interests shape interpretation of financial data; impact of alternative financial narratives on strategic choices and prioritisation; evaluation of how competing interpretations can lead to divergent performance outcomes; consideration of the role of debate, challenge and governance in reconciling differing financial views; assessment of risks arising from dominant or unchallenged financial interpretations in strategic decision making.</i></p>
<p>4. Understand the responsibilities and ethical considerations associated with financial stewardship in complex organisational contexts</p>	<p>4.1 Analyse the responsibilities associated with financial stewardship in relation to safeguarding organisational resources and long-term value</p>
	<p><i>IC: Responsibilities associated with financial stewardship in safeguarding organisational assets and resources; role of stewardship in protecting long-term organisational value and viability; accountability for prudent financial decision making at senior and governance levels; influence of stewardship responsibilities on investment, risk taking and resource use; evaluation of how responsible financial oversight supports organisational continuity and stakeholder confidence; consideration of consequences arising from failure to uphold financial stewardship responsibilities.</i></p>
	<p>4.2 Critically examine ethical considerations arising from financial judgement, reporting and decision making at strategic level</p>
	<p><i>IC: Ethical considerations arising from strategic financial judgement and decision making; examination of integrity, honesty and fairness in financial reporting and disclosure; risks of bias, manipulation or misrepresentation in the use of financial information; tension between performance pressures and ethical financial conduct at senior levels; role of ethical frameworks, professional standards and governance in guiding financial behaviour; evaluation of how ethical financial practice supports trust, legitimacy and long-term organisational sustainability.</i></p>

	<p>4.3 Evaluate how transparency, integrity and professional responsibility influence trust and legitimacy in financial stewardship</p>
	<p><i>IC: Influence of transparency, integrity and professional responsibility on trust in financial stewardship; evaluation of how clear, honest and consistent financial practices support organisational legitimacy; role of professional standards and ethical conduct in sustaining confidence among stakeholders; impact of responsible financial behaviour on reputation and credibility over time; consideration of how failures in transparency or integrity undermine trust and governance; assessment of how sustained ethical financial practice contributes to long-term organisational resilience and legitimacy.</i></p>
	<p>4.4 Critically assess how ethical considerations shape strategic financial judgement and accountability within complex organisational contexts</p>
	<p><i>IC: Influence of ethical considerations on strategic financial judgement and decision making; critical assessment of how ethical awareness shapes accountability and responsibility at senior and governance levels; interaction between ethical standards, financial pressures and strategic priorities; impact of ethical judgement on transparency, trust and defensibility of financial decisions; evaluation of how ethical considerations constrain or guide strategic financial choices in complex environments; assessment of how ethical failures in financial judgement undermine accountability, legitimacy and long-term organisational outcomes.</i></p>

#### 4.9 Optional Unit 9: Strategic Supply Chain and Systems Integration

Mandatory Unit		GLH	Credits	Level	Unit Reference
9	Strategic Supply Chain and Systems Integration	60	20	7	L/651/9291
<p>In this unit, the learner will explore supply chains as complex, interconnected systems that influence organisational resilience, performance and risk.</p> <p>Learners will examine strategic supply chain design, coordination and integration across organisational and sector boundaries.</p> <p>The unit focuses on managing uncertainty, dependency and ethical considerations within extended organisational systems.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand supply chains as complex, interconnected systems that influence organisational performance, resilience and risk	1.1 Analyse supply chains as complex, interconnected systems comprising multiple organisational actors, processes and dependencies
	<i>IC: Supply chains as complex systems characterised by interdependence, feedback loops and non-linear behaviour; analysis of relationships between organisational actors, processes and information flows within supply chains; influence of coordination and integration on system performance and reliability; identification of dependencies and vulnerabilities within extended supply chain networks; impact of system complexity on visibility, control and responsiveness; evaluation of how system level understanding informs strategic supply chain decision making.</i>

	<p>1.2 Critically examine how interdependencies within supply chains influence organisational performance and systemic vulnerability</p> <p><i>IC: Influence of interdependencies between suppliers, partners and internal functions on organisational performance; critical examination of how reliance on interconnected actors creates efficiency alongside systemic vulnerability; impact of cascading effects and disruption propagation across supply chains; evaluation of how concentration, single sourcing and tight coupling increase exposure to risk; consideration of how interdependencies affect flexibility, responsiveness and resilience; assessment of how strategic awareness of interdependencies informs risk mitigation and performance management decisions.</i></p> <p>1.3 Evaluate how supply chain structure and integration affect organisational resilience and capacity to absorb disruption</p> <p><i>IC: Influence of supply chain structure on organisational resilience and disruption absorption; evaluation of how levels of integration, centralisation and coordination affect responsiveness and recovery; impact of vertical and horizontal integration on control, flexibility and risk exposure; role of redundancy, diversification and modularity in enhancing resilience; assessment of how structural choices shape the ability to anticipate, absorb and adapt to disruption; consideration of trade-offs between efficiency, cost and resilience in supply chain design.</i></p> <p>1.4 Critically assess how risk emerges and propagates across interconnected supply chain systems over time</p> <p><i>IC: Emergence of risk within interconnected supply chain systems as a result of complexity, dependency and uncertainty; critical assessment of how risks propagate through supply chain networks over time; influence of information delays, amplification effects and behavioural responses on risk transmission; impact of structural vulnerabilities and interdependencies on the spread of disruption; evaluation of how cumulative and systemic risks differ from isolated operational risks; consideration of how strategic risk awareness supports anticipatory management and long-term supply chain resilience.</i></p>
<p>2. Understand how strategic supply chain design and coordination</p>	<p>2.1 Analyse how strategic supply chain design decisions influence organisational capability and the ability to operate across extended systems</p>

<p>shape organisational capability and value creation across extended systems</p>	<p><i>IC: Influence of strategic supply chain design decisions on organisational capability and performance; analysis of how choices relating to network structure, sourcing models and coordination mechanisms shape the ability to operate across extended systems; impact of design decisions on flexibility, scalability and responsiveness; role of integration and alignment in enabling effective collaboration across organisational boundaries; evaluation of how supply chain design supports value creation and strategic objectives; consideration of trade-offs between efficiency, control and adaptability in extended supply chain systems.</i></p>
	<p>2.2 Examine how coordination mechanisms across supply chain partners support or constrain value creation</p>
	<p><i>IC: Role of coordination mechanisms in aligning activities and objectives across supply chain partners; critical examination of formal and informal coordination approaches including contracts, governance structures and relational norms; influence of information sharing, trust and collaboration on joint value creation; impact of weak or misaligned coordination on inefficiency, conflict and value leakage; evaluation of how power asymmetries and dependency affect coordination effectiveness; consideration of how coordination choices enable or constrain value creation across extended supply chain systems.</i></p>
	<p>2.3 Evaluate how alignment between supply chain design, organisational strategy and partner relationships contributes to systemic effectiveness over time</p>
	<p><i>IC: Importance of alignment between supply chain design, organisational strategy and partner relationships; evaluation of how strategic coherence across design choices and relationships supports system wide effectiveness; impact of aligned objectives, incentives and governance on long-term performance; role of trust, collaboration and shared understanding in sustaining alignment over time; assessment of how misalignment leads to inefficiencies, conflict and strategic drift; consideration of how organisations review and adapt alignment as strategies, markets and partnerships evolve.</i></p>
	<p>2.4 Critically assess how different approaches to supply chain coordination shape the distribution and realisation of value across extended organisational systems</p>
	<p><i>IC: Impact of different supply chain coordination approaches on how value is created, captured and distributed across extended systems; critical assessment of how contractual, relational and platform based</i></p>

	<p><i>coordination shape value realisation among partners; influence of power, dependency and governance structures on value distribution; evaluation of tensions between efficiency, equity and control in coordinating supply chains; consideration of how coordination choices affect incentives, collaboration and long-term system sustainability; assessment of risks where coordination mechanisms lead to value appropriation, imbalance or erosion across the supply chain.</i></p>
<p>3. Understand how dependency, uncertainty and inter-organisational relationships affect strategic supply chain integration and decision making</p>	<p>3.1 Analyse how patterns of dependency within and across supply chains influence strategic integration choices</p>
	<p><i>IC: Influence of dependency patterns on strategic supply chain integration decisions; analysis of how reliance on key suppliers, partners or intermediaries shapes integration choices; impact of power asymmetries and switching costs on integration strategies; role of critical resources, capabilities and knowledge in creating dependency; evaluation of how dependency influences decisions on vertical integration, outsourcing or partnership models; consideration of risks and trade-offs associated with managing dependency through integration choices.</i></p>
	<p>3.2 Critically examine how uncertainty arising from environmental, relational or structural factors affects strategic supply chain decision making</p>
	<p><i>IC: Influence of environmental uncertainty including market volatility, geopolitical change and technological disruption on supply chain decision making; critical examination of relational uncertainty arising from trust, information asymmetry and partner behaviour; impact of structural uncertainty linked to complexity, interdependence and lack of visibility across supply chains; evaluation of how uncertainty affects strategic choices relating to sourcing, integration and coordination; consideration of how organisations balance flexibility, control and commitment under uncertain conditions; assessment of how strategic decision making adapts to persistent uncertainty within extended supply chain systems.</i></p>
	<p>3.3 Evaluate the role of inter-organisational relationships, including collaboration and power dynamics, in shaping supply chain integration and coordination</p>
<p><i>IC: Role of inter organisational relationships in enabling or constraining supply chain integration and coordination; evaluation of how collaboration, trust and shared goals support effective integration across organisational boundaries; influence of power</i></p>	

	<p><i>dynamics and bargaining positions on coordination outcomes; impact of dependency and asymmetry on relationship stability and cooperation; assessment of how relational governance complements or substitutes formal control mechanisms; consideration of how relationship quality shapes long-term integration effectiveness and system performance.</i></p>
	<p>3.4 Critically assess how dependency, uncertainty and inter-organisational relationships interact to influence strategic judgement and long-term supply chain integration outcomes</p>
	<p><i>IC: Interaction between dependency, uncertainty and inter organisational relationships in shaping strategic supply chain judgement; critical assessment of how combined dependencies and uncertainty influence integration choices and risk appetite; impact of relationship quality and power dynamics on managing uncertainty and dependency over time; evaluation of how strategic judgement balances control, flexibility and collaboration in complex supply chain systems; consideration of how misjudging interactions between these factors leads to fragile or unsustainable integration outcomes; assessment of how informed strategic judgement supports resilient and adaptive long-term supply chain integration.</i></p>
<p>4. Be able to evaluate ethical, societal and sustainability considerations associated with managing and integrating extended supply chain systems</p>	<p>4.1 Analyse ethical considerations arising from the management and integration of extended supply chain systems, including responsibility across organisational boundaries</p>
	<p><i>IC: Ethical considerations arising from managing and integrating extended supply chain systems; analysis of responsibility and accountability across organisational and geographic boundaries; examination of ethical risks linked to labour practices, sourcing decisions and supplier conduct; influence of power asymmetries on ethical responsibility within supply chains; consideration of due diligence, transparency and oversight in extended systems; evaluation of how ethical supply chain management supports legitimacy, trust and long-term organisational sustainability.</i></p>
	<p>4.2 Critically examine how societal expectations and stakeholder pressures influence strategic approaches to supply chain integration</p>
	<p><i>IC: Influence of societal expectations and stakeholder pressures on strategic supply chain integration decisions; critical examination of demands for transparency, responsibility and ethical conduct across extended supply chains; impact of consumer, investor, regulatory and civil society scrutiny on integration choices; evaluation of how reputational risk and public accountability shape strategic approaches</i></p>

	<p><i>to supplier relationships and coordination; consideration of how organisations balance commercial objectives with societal expectations; assessment of how responsiveness to stakeholder pressures influences long-term legitimacy and resilience of supply chain systems.</i></p>
	<p>4.3 Evaluate how sustainability considerations shape strategic choices in the design and coordination of extended supply chain systems</p>
	<p><i>IC: Influence of sustainability considerations on strategic supply chain design and coordination decisions; evaluation of how environmental, social and economic sustainability objectives shape sourcing, integration and coordination choices; impact of sustainability priorities on supplier selection, collaboration and performance expectations; consideration of trade-offs between cost efficiency, resilience and sustainable practice; assessment of how sustainability driven supply chain strategies support long-term value creation and risk mitigation; evaluation of challenges and limitations in embedding sustainability across extended and complex supply chain systems.</i></p>
	<p>4.4 Critically assess how ethical, societal and sustainability considerations influence long-term legitimacy, resilience and strategic effectiveness of integrated supply chains</p>
	<p><i>IC: Influence of ethical, societal and sustainability considerations on the long-term legitimacy of integrated supply chain systems; critical assessment of how responsible supply chain practices support trust, credibility and stakeholder acceptance; impact of ethical and sustainability alignment on supply chain resilience and adaptability over time; evaluation of how societal legitimacy affects continuity of relationships and access to critical resources; consideration of how neglecting ethical or sustainability factors undermines strategic effectiveness and increases systemic risk; assessment of how integrated ethical and sustainability judgements contribute to resilient, credible and effective long-term supply chain strategies.</i></p>

#### 4.10 Optional Unit 10: Leadership and Organisational Change

Mandatory Unit		GLH	Credits	Level	Unit Reference
10	Leadership and Organisational Change	60	20	7	M/651/9292
<p>In this unit, the learner will explore organisational change as a strategic and leadership challenge rather than a purely operational process.</p> <p>Learners will explore how leaders design, lead and sustain change in complex environments, considering organisational readiness, resistance and capability.</p> <p>The unit focuses on strategic alignment, human impact and long-term change outcomes.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the strategic nature of organisational change and its relationship to leadership, context and long-term organisational direction	1.1 Critically evaluate organisational change as a strategic leadership challenge
	<i>IC: Organisational change as a strategic leadership challenge rather than an operational implementation issue; role of leadership in setting direction, intent and pace of change; influence of organisational context, complexity and uncertainty on change decisions; evaluation of how strategic change aligns with long-term organisational purpose and direction; impact of leadership judgement on shaping change narratives and priorities; consideration of risks where change is treated as a technical or short term intervention rather than a strategic process.</i>

	<p>1.2 Analyse how internal and external organisational contexts influence the need for, scope of and approach to change</p>
	<p><i>IC: Influence of internal organisational context including structure, culture, capability and resources on the need for and scope of change; impact of external contextual factors such as market conditions, regulation, technological change and societal expectations on change drivers; analysis of how contextual complexity shapes strategic choices about timing, scale and approach to change; consideration of how internal and external contexts interact to create pressure for change; evaluation of how leaders interpret contextual signals to determine appropriate change responses; assessment of risks arising from misreading or oversimplifying organisational context when designing change.</i></p>
	<p>1.3 Examine the relationship between leadership intent, organisational purpose and long-term strategic direction in shaping change initiatives</p>
	<p><i>IC: Relationship between leadership intent, organisational purpose and long-term strategic direction in shaping change initiatives; examination of how leaders articulate purpose and intent to frame change priorities; influence of strategic vision and values on the design and direction of change; role of leadership coherence in aligning change initiatives with long-term organisational goals; evaluation of how misalignment between intent, purpose and strategy undermines change effectiveness; consideration of how sustained leadership commitment shapes continuity and credibility of change over time.</i></p>
	<p>1.4 Evaluate the strategic risks of change interventions within complex organisational systems, including unintended consequences, capability strain and second order impacts</p>
	<p><i>Strategic risks associated with change interventions in complex organisational systems; evaluation of unintended consequences arising from interconnected structures, processes and behaviours; impact of change on organisational capability, capacity and performance during transition; consideration of second order and knock on effects across teams, functions and stakeholders; assessment of how change initiatives can amplify risk, resistance or instability if poorly designed or timed; evaluation of how strategic awareness of risk supports more resilient and adaptive change leadership decisions.</i></p>

<p>2. Be able to evaluate how leaders design and align change initiatives with organisational strategy, capability and operating environments</p>	<p>2.1 Analyse how leaders translate strategic objectives into coherent and structured change initiatives</p>
	<p><i>IC: Translation of strategic objectives into clear change intent, priorities and programmes; analysis of how leaders structure change initiatives to align with organisational strategy and desired outcomes; role of diagnosis, framing and sequencing in designing coherent change initiatives; consideration of scope, scale and pacing in translating strategy into change activity; evaluation of how strategic clarity supports consistency and focus in change design; assessment of risks where change initiatives are poorly linked to strategic objectives or lack structural coherence.</i></p>
	<p>2.2 Evaluate the role of organisational capability, resources and systems in determining the feasibility of change</p>
	<p><i>IC: Evaluation of organisational capability including leadership capacity, skills, experience and readiness for change; analysis of how availability and alignment of financial, human and technological resources influence the feasibility of change initiatives; consideration of capacity constraints, competing priorities and resource trade-offs; role of organisational structures, governance and decision making systems in enabling or limiting change delivery; evaluation of how existing operational and information systems support or hinder implementation; assessment of feasibility risks where capability, resources or systems are misaligned with change objectives.</i></p>
	<p>2.3 Examine how operating environments, including market, regulatory and cultural conditions, influence change design and implementation choices</p>
<p><i>IC: Examination of how market conditions, competitive pressures and customer expectations shape change priorities and design choices; analysis of regulatory, legal and compliance requirements and their influence on the scope, pace and structure of change initiatives; consideration of organisational and national cultural factors in shaping employee responses to change; evaluation of how risk appetite, ethical expectations and public scrutiny affect implementation decisions; assessment of the need to adapt change approaches to different environmental contexts; examination of risks where change design fails to account for external or internal operating conditions.</i></p>	

	<p>2.4 Critically assess leadership decision making in balancing strategic ambition with organisational capacity during change</p>
	<p><i>IC: Critical assessment of leadership decision making in balancing strategic ambition with organisational capacity during change; evaluation of how leaders judge feasibility, timing and scale when pursuing ambitious change objectives; analysis of trade-offs between speed, scope, risk and sustainability in change decisions; consideration of how leaders respond to constraints in capability, resources and systems; assessment of consequences where ambition exceeds organisational capacity or where excessive caution limits change impact; examination of how informed judgement supports credible, achievable and resilient change outcomes.</i></p>
<p>3. Understand the human and organisational factors that influence readiness for change, resistance and engagement during periods of transformation</p>	<p>3.1 Analyse organisational readiness for change, including cultural, structural and behavioural factors</p>
	<p><i>IC: Analysis of organisational readiness for change including cultural norms, values, beliefs and shared assumptions; examination of structural factors such as hierarchy, roles, decision making authority and organisational design; consideration of behavioural factors including trust, psychological safety, motivation and engagement; evaluation of leadership credibility and organisational confidence in change capability; assessment of communication quality, transparency and consistency in shaping readiness; analysis of risks where cultural misalignment, structural rigidity or behavioural resistance undermine readiness for transformation.</i></p>
	<p>3.2 Critically examine the causes and forms of resistance to change at individual, team and organisational levels</p>
	<p><i>IC: Critical examination of causes of resistance to change including fear of loss, uncertainty, perceived threat to identity or status and change fatigue; analysis of individual responses such as anxiety, disengagement and active opposition; examination of team level dynamics including group norms, peer influence and collective sense making; evaluation of organisational sources of resistance including culture, power structures, legacy systems and past change experiences; assessment of how resistance may be overt or covert and expressed through behaviour, performance or compliance; consideration of risks where resistance is misunderstood, ignored or misdiagnosed during transformation.</i></p>

	<p>3.3 Evaluate leadership approaches used to influence engagement, commitment and sense making during change</p> <p><i>IC: Evaluation of leadership approaches used to influence engagement, commitment and sense making during change; analysis of how leaders communicate purpose, vision and rationale to support shared understanding; consideration of leadership behaviours that build trust, credibility and psychological safety; examination of participation, involvement and empowerment in encouraging commitment; evaluation of how leaders respond to concerns, feedback and resistance to shape meaning and engagement; assessment of risks where leadership approaches fail to support coherent sense making or sustained commitment during change.</i></p> <p>3.4 Assess the ethical and wellbeing implications of organisational change for employees and stakeholders</p> <p><i>IC: Assessment of ethical and wellbeing implications of organisational change for employees and stakeholders; evaluation of impacts on workload, stress, job security and psychological wellbeing; consideration of fairness, transparency and dignity in change related decisions; examination of inclusion, equality and differential impacts across groups; analysis of leadership responsibility for safeguarding wellbeing during periods of uncertainty; assessment of risks where ethical considerations or wellbeing impacts are marginalised in pursuit of change objectives.</i></p>
<p>4. Understand how leadership approaches and organisational conditions shape the sustainability and long-term outcomes of organisational change</p>	<p>4.1 Evaluate how different leadership styles and behaviours influence the sustainability of change outcomes</p> <p><i>IC: Evaluation of how different leadership styles and behaviours influence the sustainability of change outcomes; analysis of how consistency, credibility and role modelling support long-term adoption of change; consideration of adaptive, inclusive and ethical leadership behaviours in sustaining momentum; examination of how leaders reinforce new practices, values and ways of working over time; evaluation of the role of feedback, learning and reflection in sustaining change; assessment of risks where leadership behaviour undermines embedding or long-term impact of change initiatives.</i></p> <p>4.2 Analyse the role of organisational systems, governance and performance measures in embedding change</p>

	<p><i>IC: Analysis of the role of organisational systems, governance and performance measures in embedding change; examination of how policies, procedures and formal systems reinforce new ways of working; evaluation of governance structures, accountability and oversight in sustaining change outcomes; consideration of performance measures, incentives and reporting in shaping behaviour; analysis of alignment between systems, governance and strategic intent; assessment of risks where misaligned systems or measures weaken the embedding and sustainability of change.</i></p>
	<p>4.3 Critically assess how learning, adaptation and feedback contribute to long-term change effectiveness</p>
	<p><i>IC: Critical assessment of how learning, adaptation and feedback contribute to long-term change effectiveness; evaluation of mechanisms for capturing insight, experience and lessons learned during change; analysis of how organisations adapt strategies, processes and behaviours in response to feedback; consideration of continuous improvement and organisational learning in sustaining change impact; examination of leadership support for reflection, experimentation and adjustment; assessment of risks where feedback is ignored or learning is not embedded in ongoing practice.</i></p>
	<p>4.4 Evaluate the extent to which organisational change delivers intended strategic, cultural and performance outcomes over time</p>
	<p><i>IC: Evaluation of the extent to which organisational change delivers intended strategic, cultural and performance outcomes over time; analysis of how outcomes are defined, measured and reviewed against original change objectives; consideration of short term versus long-term impacts and unintended consequences; examination of cultural shifts, behavioural change and performance improvement as indicators of effectiveness; evaluation of sustainability and value creation arising from change initiatives; assessment of risks where outcomes are unclear, poorly measured or misaligned with strategic intent.</i></p>

#### 4.11 Optional Unit 11: Strategic Risk Management and Organisational Resilience

Mandatory Unit		GLH	Credits	Level	Unit Reference
11	Strategic Risk Management and Organisational Resilience	60	20	7	R/651/9293
<p>In this unit, the learner will explore risk management as a strategic and organisational capability rather than a compliance function.</p> <p>Learners examine how organisations identify, assess and respond to strategic risk, uncertainty and disruption.</p> <p>The unit emphasises resilience, adaptability and governance in managing risk across complex systems.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the strategic role of risk management in shaping organisational resilience, sustainability and long-term performance	1.1 Analyse how risk governance and assurance arrangements enable risk-informed strategy and organisational resilience
	<i>IC: How risk governance and assurance arrangements enable risk informed strategy and organisational resilience; examination of the roles of boards, senior leadership and assurance functions in allocating ownership and accountability for strategic risk; evaluation of how formal reporting lines, escalation thresholds and assurance processes shape strategic risk oversight; consideration of the integration of risk management into planning, investment and performance oversight; analysis of how effective assurance supports transparency, accountability and confidence in risk judgements; assessment of risks where weak governance, unclear ownership or</i>

	<p><i>fragmented assurance undermines resilience and long-term organisational performance.</i></p>
	<p>1.2 Analyse the relationship between risk appetite, governance oversight and organisational strategy in shaping long-term performance outcomes</p>
	<p><i>IC: The relationship between risk appetite, governance oversight and organisational strategy in shaping long-term performance outcomes; examination of how formally articulated risk appetite statements inform strategic priorities, investment decisions and resource allocation; evaluation of the role of governance bodies in monitoring alignment, receiving risk reports and enforcing accountability against accepted levels of risk; consideration of how oversight mechanisms challenge excessive risk taking or undue risk aversion through structured review and escalation; analysis of the impact of misalignment between risk appetite and strategic ambition on sustainability and performance; assessment of risks where weak oversight, unclear appetite or ineffective escalation leads to unstable or short term strategic outcomes.</i></p>
	<p>1.3 Examine how effective risk management contributes to organisational resilience and sustainability</p>
	<p><i>IC: How effective risk management contributes to organisational resilience and sustainability; analysis of how systematic identification, assessment and prioritisation of risk, supported by clear ownership and accountability, supports preparedness for uncertainty and disruption; evaluation of how proactive and coordinated risk responses strengthen adaptability, continuity and recovery; consideration of the role of scenario planning and stress testing within formal risk governance processes; examination of how risk management supports sustainable decision making and long-term value creation; assessment of risks where reactive, poorly owned or fragmented risk practices weaken organisational resilience.</i></p>
	<p>1.4 Critically evaluate the strategic consequences of inadequate or misaligned risk management</p>
	<p><i>IC: The strategic consequences of inadequate or misaligned risk management; analysis of how poor risk identification, unclear ownership, weak reporting lines or ineffective assurance undermines strategic oversight; evaluation of impacts on organisational resilience, performance and reputation; consideration of how misaligned risk</i></p>

	<p><i>appetite, governance structures and strategy amplify exposure to disruption and failure; examination of long-term consequences including loss of stakeholder confidence, regulatory intervention and reduced sustainability; assessment of risks where risk management is treated as a compliance activity rather than a governed organisational capability.</i></p>
<p>2. Understand how organisations identify, assess and prioritise strategic risks arising from uncertainty, complexity and disruption</p>	<p>2.1 Analyse approaches used by organisations to identify and allocate ownership of strategic risks within complex and uncertain environments</p>
	<p><i>IC: Approaches used by organisations to identify strategic risks within complex and uncertain environments; examination of how internal and external scanning supports recognition of emerging, interconnected and systemic risks; evaluation of the formal allocation of risk ownership and accountability across leadership, governance and operational roles; consideration of how defined reporting lines and escalation routes support oversight, challenge and timely intervention; analysis of challenges in identifying and assigning responsibility for ambiguous or cross boundary risks; assessment of risks where unclear ownership, weak reporting or fragmented approaches weaken effective risk management.</i></p>
	<p>2.2 Critically evaluate methods for assessing and prioritising strategic risk, including interdependencies and systemic effects</p>
	<p><i>IC: Methods for assessing and prioritising strategic risk including interdependencies and systemic effects; analysis of qualitative and quantitative approaches to risk assessment under conditions of uncertainty; examination of how interrelated risks and cascading impacts are identified and evaluated across organisational boundaries; consideration of scenario analysis, stress testing and horizon scanning within structured risk assessment and reporting processes; evaluation of how risk significance, likelihood and impact inform governed prioritisation and resource allocation decisions; assessment of risks where linear, siloed or weakly governed assessment methods fail to capture systemic complexity.</i></p>
	<p>2.3 Examine how external disruption and internal vulnerability influence organisational risk exposure</p>
<p><i>IC: How external disruption and internal vulnerability influence organisational risk exposure; analysis of external sources of disruption including market volatility, technological change, regulatory shifts and geopolitical uncertainty; consideration of internal vulnerabilities such</i></p>	

	<p><i>as capability gaps, structural weaknesses and resource constraints; evaluation of how external shocks interact with internal conditions to amplify risk exposure across owned and reported risk categories; examination of organisational sensitivity to disruption across systems, processes and stakeholders; assessment of risks where internal weaknesses are underestimated, poorly monitored or insufficiently escalated within governance arrangements.</i></p>
	<p>2.4 Evaluate the limitations of strategic risk assessment within complex organisational systems, including uncertainty, interdependence and emergent risk</p>
	<p><i>IC: The limitations of strategic risk assessment within complex organisational systems including uncertainty, interdependence and emergent risk; analysis of challenges in predicting non-linear outcomes and unintended consequences; examination of limits of data, models and assumptions in assessing future risk; consideration of how interdependence and dynamic change reduce assessment reliability; evaluation of the difficulty of identifying emergent risks before they materialise within formal risk processes; assessment of risks where overconfidence in assessment tools, weak escalation or false certainty undermines governance oversight and strategic assurance.</i></p>
<p>3. Understand how leadership, governance and organisational culture influence risk decision making and resilience capability</p>	<p>3.1 Analyse the role of leadership in shaping risk awareness, risk appetite and decision making</p>
	<p><i>IC: The role of leadership in shaping risk awareness, risk appetite and decision making; examination of how leaders signal attitudes towards risk through behaviour, communication and priorities; evaluation of how leadership judgement influences risk tolerance, escalation thresholds and response expectations; consideration of the impact of leadership consistency and credibility on risk awareness and reporting across the organisation; analysis of how leaders balance opportunity and risk within governed strategic choices; assessment of risks where leadership behaviour normalises excessive risk taking, weak escalation or discourages open discussion of risk.</i></p>
	<p>3.2 Evaluate the effectiveness of governance structures, roles and reporting lines in overseeing strategic risk and organisational resilience</p>
	<p><i>IC: The effectiveness of governance structures, roles and reporting lines in overseeing strategic risk and organisational resilience; examination of how clarity of roles, responsibilities and risk ownership supports effective risk oversight; analysis of reporting lines,</i></p>

	<p><i>information flows and escalation mechanisms in supporting timely decision making; consideration of board and senior management engagement with risk information; evaluation of how governance arrangements support challenge, assurance and accountability; assessment of risks where weak structures, blurred roles or ineffective reporting undermine oversight and resilience capability.</i></p>
	<p>3.3 Critically examine how organisational culture influences attitudes to risk, accountability and learning</p>
	<p><i>IC: How organisational culture influences attitudes to risk, accountability and learning; analysis of shared values, norms and assumptions in shaping risk awareness, reporting behaviour and escalation; examination of how blame cultures, psychological safety, speaking-up culture and inclusion affect willingness to raise concerns and challenge risk decisions; evaluation of how cultural attitudes influence learning from failure, near misses and disruption, including the impact of inclusion on risk reporting and organisational learning; consideration of the impact of power dynamics and informal practices on risk reporting and decision follow through; assessment of risks where cultural norms discourage challenge, transparency or learning, weakening governance effectiveness and resilience.</i></p>
	<p>3.4 Assess the ethical and stakeholder implications of risk related decisions</p>
	<p><i>IC: The ethical and stakeholder implications of risk related decisions; evaluation of how risk decisions affect employees, customers, communities, partners and wider society; consideration of fairness, transparency and responsibility in the distribution of risk and impact; examination of informed consent, disclosure and accountability mechanisms in risk communication; analysis of how ethical judgement influences trust, legitimacy and stakeholder confidence; assessment of risks where ethical considerations or stakeholder impacts are marginalised, undermining accountable and sustainable risk governance.</i></p>
<p>4. Be able to evaluate how organisations design and embed adaptive responses to risk to enhance resilience, learning and</p>	<p>4.1 Analyse how organisations design strategic responses to risk that balance control, flexibility and innovation</p>
	<p><i>IC: How organisations design strategic responses to risk that balance control, flexibility and innovation; examination of approaches to risk mitigation, transfer, acceptance and exploitation; evaluation of how formal control mechanisms and governance requirements are</i></p>

<p>long-term value creation</p>	<p><i>combined with adaptive capacity; consideration of how organisations maintain flexibility while managing exposure within defined risk tolerances; analysis of how structured decision frameworks and oversight arrangements support balance between stability and innovation in risk response design; assessment of risks where overly rigid or overly permissive responses undermine resilience, accountability and performance.</i></p>
	<p>4.2 Evaluate the role of organisational learning, feedback and adaptation in strengthening resilience</p>
	<p><i>IC: The role of organisational learning, feedback and adaptation in strengthening resilience; analysis of how experience, reflection and review inform improvements in risk awareness and response; examination of formal feedback mechanisms that capture insight from disruption, near misses and recovery; consideration of how organisations adapt strategies, systems and behaviours through governed review and assurance processes; evaluation of leadership support for reflection, adjustment and continuous improvement within risk governance arrangements; assessment of risks where learning is not embedded, feedback is not escalated or adaptation is resisted, weakening long-term resilience.</i></p>
	<p>4.3 Examine how risk responses are embedded through governance arrangements, systems, processes and leadership practices</p>
	<p><i>IC: How risk responses are embedded through governance arrangements, systems, processes and leadership practices; analysis of how policies, controls and procedures reinforce agreed risk responses and allocated ownership; evaluation of governance oversight, reporting lines and accountability in sustaining risk responses over time; consideration of how operational systems, decision frameworks and reporting support consistent application and escalation; examination of leadership practices in reinforcing expectations and behaviours related to risk; assessment of risks where weak embedding leads to inconsistent, symbolic or short lived risk responses.</i></p>
	<p>4.4 Critically assess the extent to which adaptive risk management contributes to long-term value creation</p>
	<p><i>IC: The extent to which adaptive risk management contributes to long-term value creation; analysis of how flexible and responsive risk practices, supported by effective governance and assurance, enable</i></p>

*strategic opportunity and innovation; evaluation of the role of adaptation in sustaining performance, resilience and competitive advantage over time; consideration of how risk informed learning, escalation and review support sustainable growth and organisational confidence; examination of the balance between risk control and strategic agility in value creation; assessment of risks where rigid, weakly governed or static risk management limits long-term organisational value.*

#### 4.12 Optional Unit 12: Strategic Health Care Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
12	Strategic Health Care Management	60	20	7	T/651/9294
<p>In this unit, the learner will explore strategic management within health care contexts, considering the complexity, regulation and ethical responsibilities inherent in the sector.</p> <p>Learners examine leadership, governance, resource allocation and innovation within health care systems.</p> <p>The unit focuses on balancing quality, safety, efficiency and sustainability in strategic decision making.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific instructions or guidance for this unit.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the strategic and systemic characteristics of health care organisations and health systems operating within complex, regulated environments	1.1 Critically analyse the structural and systemic characteristics of health care organisations and health systems
	<i>IC: The structural and systemic characteristics of health care organisations and health systems; examination of complexity arising from multiple stakeholders, professional groups and interdependent services; analysis of fragmentation, integration and coordination across care pathways and organisational boundaries; consideration of regulatory, funding and accountability arrangements shaping system behaviour; evaluation of how system structure influences decision making, performance and patient outcomes; assessment of risks where structural complexity or system misalignment undermines quality, safety or sustainability.</i>

	<p>1.2 Examine how regulation, policy and professional standards shape strategic management within health care contexts</p>
	<p><i>IC: How regulation, policy and professional standards shape strategic management within health care contexts; analysis of the influence of national policy priorities, regulatory frameworks and commissioning arrangements on strategic decision making; consideration of professional standards, codes of practice and clinical governance requirements in shaping organisational strategy; evaluation of how compliance, assurance and accountability obligations affect strategic flexibility and innovation; examination of tensions between regulatory control and local strategic autonomy; assessment of risks where policy change, regulatory pressure or professional requirements constrain effective strategic management.</i></p>
	<p>1.3 Evaluate how complexity, interdependence and stakeholder diversity influence strategic decision making in health care systems</p>
	<p><i>IC: How complexity, interdependence and stakeholder diversity influence strategic decision making in health care systems; analysis of interconnected clinical, organisational and system level decisions across care pathways; consideration of diverse stakeholder interests including patients, professionals, regulators, commissioners and partner organisations; evaluation of trade-offs between competing priorities, values and resource demands; examination of how interdependence shapes risk, accountability and coordination in decision making; assessment of risks where stakeholder complexity or system interdependencies are poorly managed or oversimplified.</i></p>
	<p>1.4 Critically assess the strategic challenges arising from operating within highly regulated and politically influenced health care environments</p>
	<p><i>IC: The strategic challenges arising from operating within highly regulated and politically influenced health care environments; analysis of the impact of political priorities, funding decisions and policy change on strategic stability and direction; evaluation of constraints imposed by regulation, public accountability and scrutiny on long-term planning; consideration of uncertainty arising from electoral cycles, reform agendas and shifting public expectations; examination of tensions between political influence, professional judgement and organisational autonomy; assessment of risks where short term political pressures undermine sustainable, evidence informed strategic decision making.</i></p>

<p>2. Understand how leadership, governance and accountability shape strategic decision making, quality and safety in health care contexts</p>	<p>2.1 Analyse how leadership approaches influence strategic priorities, culture and decision making within health care organisations</p>
	<p><i>IC: How leadership approaches influence strategic priorities, culture and decision making within health care organisations; examination of clinical and managerial leadership roles in shaping strategic direction; evaluation of how leadership behaviour influences organisational culture, professional engagement and decision making quality; consideration of distributed, clinical and system leadership approaches within complex care settings; analysis of how leaders balance clinical quality, safety, efficiency and resource constraints; assessment of risks where leadership approaches fail to align strategic priorities with professional values and patient needs.</i></p>
	<p>2.2 Critically evaluate governance arrangements used to ensure accountability, quality and safety in health care contexts</p>
	<p><i>IC: Governance arrangements used to ensure accountability, quality and safety in health care contexts; examination of board governance, clinical governance and assurance frameworks in overseeing performance and risk; analysis of roles, responsibilities and reporting structures supporting accountability for quality and safety; consideration of regulatory oversight, inspection and external scrutiny in shaping governance practice; evaluation of how governance arrangements balance assurance, improvement and transparency; assessment of risks where weak governance, fragmented accountability or ineffective oversight compromise quality and patient safety.</i></p>
	<p>2.3 Examine how professional accountability, clinical governance and organisational governance interact in health care systems</p>
	<p><i>IC: How professional accountability, clinical governance and organisational governance interact in health care systems; analysis of the roles of professional regulation, codes of conduct and clinical responsibility in shaping practice; consideration of how clinical governance frameworks link professional standards to organisational oversight; evaluation of alignment and tension between professional judgement, managerial accountability and board governance; examination of information flows, escalation and assurance across governance layers; assessment of risks where misalignment between professional, clinical and organisational governance undermines quality, safety or accountability.</i></p>

	<p>2.4 Critically assess the implications of leadership and governance failures for quality, safety and public trust in health care</p>
	<p><i>IC: The implications of leadership and governance failures for quality, safety and public trust in health care; analysis of how poor leadership judgement, weak oversight or blurred accountability contribute to quality and safety failures; evaluation of impacts on patient outcomes, staff morale and organisational reputation; consideration of loss of public confidence, professional credibility and legitimacy following governance breakdowns; examination of regulatory intervention, scrutiny and long-term organisational consequences; assessment of risks where leadership and governance failures undermine trust, transparency and system sustainability.</i></p>
<p>3. Be able to evaluate how strategic resource allocation, performance management and prioritisation decisions are made within health care systems</p>	<p>3.1 Analyse how strategic resource allocation decisions are made within health care organisations under conditions of constraint and competing demand</p>
	<p><i>IC: How strategic resource allocation decisions are made within health care organisations under conditions of constraint and competing demand; examination of financial, workforce and capacity constraints shaping allocation choices; evaluation of prioritisation processes balancing quality, safety, access and efficiency; consideration of evidence, data and clinical input in informing allocation decisions; analysis of trade-offs between short term pressures and long-term sustainability; assessment of risks where resource allocation decisions undermine equity, quality or system resilience.</i></p>
	<p>3.2 Critically evaluate approaches to prioritisation and trade-offs between quality, access, efficiency and cost</p>
	<p><i>IC: Approaches to prioritisation and trade-offs between quality, access, efficiency and cost; analysis of decision frameworks used to balance competing clinical, operational and financial objectives; consideration of evidence based prioritisation, value based decision making and opportunity cost; evaluation of ethical implications arising from rationing, waiting times and service redesign; examination of how stakeholder expectations and public accountability influence trade-off decisions; assessment of risks where prioritisation processes lack transparency, consistency or alignment with quality and safety objectives.</i></p>

	<p>3.3 Examine the role of performance management and outcome measurement in informing strategic health care decisions</p>
	<p><i>IC: The role of performance management and outcome measurement in informing strategic health care decisions; analysis of how quality, safety, activity and financial metrics are used to guide strategic priorities; consideration of clinical outcomes, patient experience and population health indicators in decision making; evaluation of the strengths and limitations of performance data in complex care settings; examination of how targets, incentives and reporting influence organisational behaviour; assessment of risks where performance measures distort priorities or fail to reflect meaningful outcomes.</i></p>
	<p>3.4 Critically assess the ethical and societal implications of resource allocation and prioritisation decisions in health care contexts</p>
	<p><i>IC: The ethical and societal implications of resource allocation and prioritisation decisions in health care contexts; analysis of equity, fairness and justice in access to care and service provision; consideration of societal values, public expectations and moral responsibility in allocation decisions; evaluation of impacts on vulnerable groups, health inequalities and population outcomes; examination of transparency, accountability and legitimacy in prioritisation processes; assessment of risks where ethical considerations or societal consequences are marginalised in strategic decision making.</i></p>
<p>4. Understand how innovation, service redesign and system integration are used to improve sustainability, quality and long-term outcomes in health care</p>	<p>4.1 Analyse how innovation and service redesign are used to address strategic challenges in health care delivery</p>
	<p><i>IC: How innovation and service redesign are used to address strategic challenges in health care delivery; examination of drivers for innovation including quality improvement, safety, efficiency and sustainability; evaluation of service redesign approaches such as pathway integration, digital transformation and workforce innovation; consideration of how innovation supports improved patient outcomes and experience; analysis of leadership, governance and capability requirements for effective redesign; assessment of risks where innovation or redesign initiatives fail to deliver intended benefits or compromise quality and safety.</i></p>

	<p>4.2 Critically evaluate the role of system integration and cross-organisational collaboration in improving health care outcomes and sustainability</p>
	<p><i>IC: The role of system integration and cross organisational collaboration in improving health care outcomes and sustainability; analysis of integration across primary, secondary, community and social care services; consideration of collaborative governance, shared accountability and partnership working in complex systems; evaluation of how information sharing, coordination and joint decision making support continuity of care and population outcomes; examination of benefits and challenges associated with cross organisational working; assessment of risks where fragmented systems, misaligned incentives or weak collaboration undermine sustainability and quality.</i></p>
	<p>4.3 Examine barriers and enablers to innovation and change within complex health care systems</p>
	<p><i>IC: Barriers and enablers to innovation and change within complex health care systems; analysis of structural, cultural and regulatory barriers including professional boundaries, risk aversion and compliance pressures; consideration of resource constraints, workforce capability and digital infrastructure as enabling or limiting factors; evaluation of leadership support, organisational culture and governance in enabling innovation; examination of the role of incentives, funding models and policy alignment in supporting change; assessment of risks where barriers outweigh enablers, limiting innovation, improvement and long-term system sustainability.</i></p>
	<p>4.4 Critically assess the long-term strategic impact of innovation and system-level change on quality, safety and sustainability in health care</p>
	<p><i>IC: The long-term strategic impact of innovation and system level change on quality, safety and sustainability in health care; analysis of how innovation and integration influence clinical outcomes, patient experience and population health over time; evaluation of sustainability impacts including workforce resilience, financial viability and system capacity; consideration of unintended consequences and risks arising from large scale change; examination of how learning, adaptation and evaluation shape long-term impact; assessment of risks where innovation or system change delivers short term gains but undermines enduring quality, safety or sustainability.</i></p>

Document Specification:					
Purpose:	To detail the specification of the GA Level 7 Diploma in Strategic Leadership and Management (610/7042/7) qualification.				
Accountability:	GA Governance Committee	Responsibility:	GA Compliance Manager		
Version:	1	Effective From:	Feb 2026	Indicative Review Date:	Feb 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy GA Quality Assurance policy		