

Institute of Accountants and Bookkeepers

IAB Level 4 Diploma in Leadership and Teamwork

IAB Qualification Specification
(Amended March 2025)



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About IAB

Whilst the Institute of Accountants and Bookkeepers (IAB) was established in 1973, its history can be traced back to 1916.

The IAB was established in 1973 by the Council of the Institute of Administrative Accountants to maintain its historical connection to bookkeeping. Originally founded in 1916 as the Institute of Bookkeepers, it served as a professional body for bookkeepers - the modern equivalent of an in-house accountant working in industry and commerce.

The objective of the IAB was to offer basic qualifications in Bookkeeping at three levels - Preliminary, Intermediate and Final - with the final level being the equivalent to GCE A Level, a far cry from the breadth of qualifications now offered by the IAB. However, this principle is firmly at the heart of the organisation.

In September 2022 the International Association of Bookkeepers (IAB) changed its name to the Institute of Accountants and Bookkeepers (IAB). This change was made to reflect the diversity of our membership and breadth of our qualification offering.

In 2023, the IAB celebrated its 50th anniversary. The name change, particularly the inclusion of the word 'Institute,' reflected the organisation's rich heritage and ongoing commitment to pioneering efforts in education, anti-money laundering and legislative advocacy on behalf of the industry.

The IAB is recognised by HM Treasury to regulate our members for the purposes of the Money Laundering Regulations 2017 (Amended 2019 & 2022).

We represent our members at the following forums:

- HMRC Agent Support
- HMRC Compliance Reform
- HMRC Powers & Safeguarding
- HMRC Guidance Strategy Forum
- Anti-Money Laundering Supervisors Forum and Accountancy
- AML Supervisors' Group
- National Cross Sector SAR Forum and Advisory Reform
- Accountancy Intelligence Expert Working Group (ISEW/G)
- Companies House Accountancy Stakeholder

Recognition

We are regulated and approved by

- Ofqual (Office of the Qualifications and Examinations Regulation - England)
- CCEA (Northern Ireland).

We are a full member of Federation of Awarding Bodies (FAB).

IAB is an AML supervisory body, and we are regulated by OPBAS, a subsidiary of the

Financial Conduct Authority.

Why study with IAB

IAB has a 50-year+ history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career. Our suite of qualifications provides a realistic and broad opportunity for learners seeking career and professional development.

The IAB team includes established academics from UK universities and industry experts who are responsible for overseeing our entire qualification development and assessment processes to meet our high standards.

IAB offers a wide range of qualifications which are available at Levels 1 to 7 across the following subject areas:

- Business and Management
- Bookkeeping and Accounting
- Payroll

All our qualifications represent the latest in professional standards and provide opportunities for students to develop professional expertise. IAB has an outstanding history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career.

- Our Professionally designed qualifications give you the knowledge and skills you need to excel as a professional manager
- IAB is a not-for-profit organisation and we offer cost-effective high-quality qualifications
- IAB's flexible & fast track routes to degrees/master's degrees are a less expensive route to gaining a qualification.
- Our Ofqual qualifications are recognised by colleges, universities, employers and governments around the world.
- For over 50 years, learners around the world have been benefitting from IAB qualifications.

The qualifications have been designed to provide an ordered sequence of study that enables a student to progress from one academic level to another, i.e. from Level 1 Foundation Stage qualifications to UKHE recognised Level 4 (First Year undergraduate), Level 6 (Final Year degree graduate) and a Level 7 Diploma (i.e. Postgraduate Masters taught modules).

To develop our qualifications in business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. Our qualifications are designed to adapt and develop in line with the needs and demands of employers now and in the future.

Our suite of qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of

organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisations' ability to stay resilient and respond positively to change and opportunities will be explored.

- We are approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation)
- Our graduates are accepted into corresponding degree and master's top-up programmes with advanced standing
- It offers an affordable pathway to a UK degree and masters (top-up) programme than the universities
- Flexible study option through approved delivery centres globally & online
- The curriculum has a combination of academic and professional elements
- Learners will gain the professional skills expected by global employers
- Option to become a professional member upon completion of certain level of our qualifications
- Increased potential for international career opportunities.
- Graduates will receive international recognition by application of designated letters.
- Increased employability and earnings potential.
- Become part of a worldwide community of professionals.
- IAB is leading the way in sustainability.
- No barriers to entry for qualifications.

About the qualification

This qualification has been designed to provide participants with a comprehensive understanding of effective leadership and teamwork covering leadership styles, team building, and communication through to conflict resolution, performance management, and strategic planning.

Availability and Accessibility

This qualification is available to learners who are registered at a recognised IAB centre which is based in England, Wales or internationally, outside of the United Kingdom.

IAB policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Entry Requirements

This qualification is designed for those who are typically aged 18 years of age. For learners recently in education or training the profile is likely to be:

- A GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs, ideally including maths and English
- Other related Advanced level qualifications
- An Access to Higher Education Certificate delivered by an approved Further or Higher Education Institute
- Other equivalent international qualifications

All learners must have an appropriate level of English and may also have relevant work experience or be employed in the Hotel and Hospitality sector or other related sectors.

Mature learners may present a more varied profile of achievement that is likely to include work experience (paid or voluntary), part-time or full-time employment, with levels of levels of responsibility, participation and/or achievement of relevant professional qualifications. These may be used for recognition of prior learning (RPL).

Centres offering this qualification must recruit learners with integrity and carry out robust initial assessment to ensure that learners undertaking this qualification, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 4.

Progression and University Pathways

To facilitate university progression to University top-up degrees, IAB is recognised by Ofqual as an Awarding Body. Ofqual is the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

Learners who complete all 10 Units at Level 4 will be awarded an IAB Level 4 Diploma in Leadership and Teamwork with a qualification value of 120 credits.

Subject to status and completion of all Units and achievement (Pass) of all online summative assessments at Level 4, will allow learners to progress to the qualifications at Level 5.

Qualification Details

IAB Level 4 Diploma in Leadership and Teamwork

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 610/3132/X

The Units are written at Ofqual RQF level 4 and conform to Ofqual regulations. The RQF is a framework which awards credit for qualifications. Each Unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a Unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

For all regulated qualifications, we specify the total number of hours that learners are expected to undertake to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners. For example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

Qualification Structure

The **IAB Level 4 Diploma in Leadership and Teamwork** is a 120-credit qualification consisting of ten mandatory units.

Rules of combination

In order to obtain the Diploma learners must achieve 120 credits by completing all ten

mandatory units.

Qualification time and Guided Learning hours

The Diploma has a recommended TQT value of 1200 hours and a GLH of a minimum of 600 hours.

The learning hours for this qualification are as follows:

Guided (GLH)	Learning Hours	Total Qualification Time (TQT)
600 hours		1200 hours

Unit Title	Level	Credit	GLH
Mandatory units			
Managing People in Organisations	4	12	60
Culture and the Organisation	4	12	60
Developing Personal Skills	4	12	60
Effective Communications	4	12	60
Managing Ethically	4	12	60
Performance Management	4	12	60
Strategic Human Resource Management	4	12	60
High Performance Teams	4	12	60
Leadership Skills	4	12	60
Motivating and Influencing People	4	12	60

Qualification Objectives

Rationale

This qualification has been designed to provide participants with a comprehensive understanding of effective leadership and teamwork covering leadership styles, team building, and communication through to conflict resolution, performance management, and strategic planning.

This document provides key information on the Level 4 Diploma in Leadership and Teamwork.

Knowledge, skills and understanding requirements

Progression

IAB qualifications are designed to allow students to pursue different routes as outlined below.

Enter a chosen field of work, pursue a promotion, or change their field of work

The IAB Level 4 Diploma in Leadership and Teamwork supports learners who want to expand their range of knowledge and take on additional responsibility in the workplace.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

Progress to further study, such as the next level or externally with a professional body or education provider

Holders of the Level 4 Diploma in Leadership & Teamwork qualification can use the qualification as the basis for progressing to a qualification at a higher level, thereby expanding their range of knowledge and skills.

Staffing and physical resource requirements for centres

The IAB, in line with regulatory requirements, has a Centre Agreement in place which covers the two-way obligations between the IAB as the Awarding Body and each Centre. A key section of this agreement is to ensure a professional approach to the delivery of teaching, learning and assessment, leading to the best learner experience.

Each Centre engaged with the IAB is required to ensure viable levels of staffing, managerial and financial resources are in place to enable it effectively and efficiently deliver the Qualifications as required by the Awarding Organisation.

IAB Recognition of Prior Learning (RPL)

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. IAB has provided detailed guidance on RPL which is available for centres on the IAB website. Centres may also contact IAB directly to obtain further clarification or discuss the requirements for RPL.

Modes of study

The Certificate may be studied Full Time or Part Time, depending on the suitability of the timetable organised by each study centre.

Guidance on Assessment and Grading Assessment

The assessment of this Level 4 qualification is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment

criteria for that unit.

IAB will provide a sample assignment for each unit which can be used as the assessment for the unit. An assessor should record their judgements on the IAB template, stating whether the learner has achieved a pass and providing evidence for the judgements. The internal verifier can also use the IAB IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard.

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

Recording Assessment Judgements

Assessors are required to record assessment judgements for each student by unit. IAB has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the IAB requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- Centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise.
- the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- Students are well-briefed on the requirements of the unit and what they have to do to meet them.
- Assessors are well trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centres Malpractice Policy.
- there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.
- Sufficient time is included in the assessment planning to allow the learners time for

- any necessary remedial work that may be needed prior to certification.
- Centres will be required to undertake training, internal verification and standardisation activities as agreed with IAB.

Grading system

The grading algorithms and overall grade thresholds published in any IAB specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against the same 'Pass', Learning Outcomes and Assessment Criteria over time to make a decision about whether a learner has met the required standard. Our grading system is extremely simple and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The IAB grading system where a qualification result can be either Pass or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

Marking and moderation

Marking of assessments is usually undertaken by the module tutor. On occasion another marker may conduct the marking process.

Moderation is undertaken by a separate independent assessor, and is a process separate from the marking of assessments. It acts as a filter, which ensures that an assessment outcome is fair, valid and reliable, and that assessment criteria have been applied consistently.

Moderation will take place before External Examiners review the operation of the marking

and internal moderation process.

Quality Assurance of Centres

Centres delivering IAB qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, IAB learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. IAB will rigorously monitor the application of quality assurance processes in centres.

IAB's quality assurance processes will include:

- Centre approval for those centres which are not already recognised to deliver IAB RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External verification of learner work

Centres will be required to undertake training, internal verification and standardisation activities as agreed with IAB. Details of IAB's quality assurance processes are provided in the IAB Assessment Delivery Process and Centre Assessment Standards Scrutiny (CASS) Strategy.

Access arrangements, Reasonable Adjustments and Special Considerations

The IAB, in line with regulatory requirements has a number of policies in place to ensure we support learners who may have specific needs, for example a form of disability.

As an awarding organisation, the IAB has a duty not to discriminate against individuals in relation to conferring qualifications in respect of the protected characteristics set out in the Equality Act 2010 (an Equality, Diversity and Inclusion Policy and Procedures are in place). The IAB will take steps when developing specifications, identifying the assessment criteria, and drafting assessment content to ensure that the impact on individuals with differing protected characteristics is minimised.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- Access the assessment
- Show what they know and can do without changing the demands of the assessment

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will

then know what is available and have the access arrangement(s) in place for assessment.

Reasonable Adjustments

The duty for the IAB to make a reasonable adjustment will apply where assessment arrangements would put a learner who has a disability or learning need at a substantial disadvantage in comparison with a learner who does not have a disability or learning need. In such circumstances, the IAB is required to take steps to mitigate that disadvantage.

Whether an adjustment will be considered reasonable will depend on several factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the impact of the adjustment on the student with the disability and other students

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, time limits or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable.'

Where a learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Verifiers will take account of this information at the external verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact IAB if you uncertain about adjustments for certain learners.

Special consideration

Special consideration is a post-assessment adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Equality Act 2010 and IAB Equality Policy

Equality and fairness are central to our work. Our Equality Policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- Students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to

- students who do not share that characteristic.
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Appeals and enquiry of results

The IAB has an Enquiries and Appeals Policy in place which describes the process and procedures for enquiries about results and appeals against assessment decisions and Reasonable Adjustments and Special Considerations permissions.

Learners or centres may wish to submit an enquiry about results – for example, if results vary considerably from those expected. A clerical check of results may conclude the enquiry, or a learner/centre may decide to progress to appeal. An appeal against an assessment decision may be submitted without having already submitted an enquiry about results.

Where an associated investigation leads to the discovery of a failure in its assessment process, the IAB will take all reasonable steps to:

- Identify any other learner who has been affected by the failure
- Take corrective action or, where no corrective action can be taken, mitigate as far as possible the effect of the failure
- Ensure that such a failure cannot reoccur

Results and certification

Results and certification will be provided within a 3-month timescale. This period is allocated to enable marking and moderation to take place.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to the IAB awarding team by email ao@iab.org.uk clearly identifying the title or posted to the registered office 110 Bishopsgate, London, EC2N 4AY. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with IAB.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to IAB awarding team by email ao@iab.org.uk clearly marked malpractice or posted to the registered office 110 Bishopsgate, London, EC2N 4AY. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with IAB.

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Assessment Delivery Policy and the IAB Malpractice and Maladministration Policy on the IAB website.

Qualification Specification

1	Qualification Title	IAB Level 4 Diploma in Leadership and Teamwork
2	Qualification code	610/3132/X
3	Level	4
4	Pre-requisite Module/s	Not applicable
5	Outline	This qualification has been designed to provide participants with a comprehensive understanding of effective leadership and teamwork covering leadership styles, team building, and communication through to conflict resolution, performance management, and strategic planning.
6	Module structure	The course consists of the following modules: 1. Managing People in Organisations 2. Culture and the Organisation 3. Developing Personal Skills 4. Effective Communications 5. Managing Ethically 6. Performance Management 7. Strategic Human Resource Management 8. High Performance Teams 9. Leadership Skills 10. Motivating and Influencing People

Unit Specifications

Unit Title	1: Managing People in Organisations
Unit Aims	This unit aims to develop knowledge of those aspects of managing people in organisations. This includes development and training of people, personal effectiveness and workplace welfare.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand why organisations develop their people	1.1 Analyse the costs and benefits of developing and training staff 1.2 Describe when and why organisations are most likely to develop their staff 1.3 Assess the value of the learning organisation
2. Know how to identify effective training and development	2.1 Evaluate different approaches to training needs analysis 2.2 Explain the training cycle 2.3 Classify a range of learning styles 2.4 Assess the effectiveness of different training methods
3. Understand the importance of personal skills for effective people management	3.1 Explain the importance of self-confidence and creativity 3.2 Discuss the value of good time management 3.3 Describe the value of personal effectiveness to an organisation
4. Understand the steps taken by organisations to ensure workplace welfare	4.1 Assess the benefits to be gained from a programme of workforce welfare 4.2 Describe approaches to risk assessment and safety 4.3 Analyse procedures for staff training and improvement

Indicative Content – Unit 1

1. Understand why organisations develop people
 - Training and development of individuals
 - Types of testing
 - Learning organisations
 - Learning styles
 - Coaching
 - Mentoring
 - Counselling
2. Know how to identify effective training and development
 - Knowledge gap and skills gaps
 - Learning objectives

- Training cycle
 - Design of employee training
 - Types of materials
 - Learning styles
 - Delivery
 - Distance learning/online courses
 - Evaluation of training
3. Understand the importance of personal skills for effective people management
- Self confidence
 - Development of creativity
 - Personal goals and objectives
 - Time management
 - Planning improvements
 - Dealing with people
 - Personal attributes
4. Understand the steps taken by organisations to ensure workplace welfare
- Benefits
 - Costs
 - Manager responsibilities
 - Workplace safety audits
 - Risk assessments
 - Preventing accidents
 - Staff safety training
 - Stress management
 - Work life balance
 - Harassment and bullying

Unit Title	2: Culture and the Organisation	
Unit Aims	This unit aims to develop knowledge of the culture of organisations. This includes the influence of different cultures on an organisation and steps taken to assess them. It also studies the development and use of teams and groups, as well as analysing the management of initiatives for change.	
Unit Level	4	
Guided Learning Hours	60	
Credit Value	12	
Unit Grading Structure	Pass	
Assessment Guidance	Assignments in accordance with awarding organisation.	
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	
1. Understand what is meant by organisational culture	1.1 Analyse different theories of organisational culture 1.2 Assess different types of organisational cultures 1.3 Examine how culture is manifested within organisations	
2. Be able to identify the influence of culture on business performance	2.1 Identify the cultural values in operation in an organisation 2.2 Evaluate the influence of cultural values on leadership styles and business structures in an organisation 2.3 Evaluate the influence of cultural values on productivity in an organisation	
3. Understand how organisational culture influences teams and groups	3.1 Explain how different types of organisational culture affects teams and groups 3.2 Explain how the structures of teams and groups can be affected by organisational culture 3.3 Describe how teams and groups evolve shared culture	
4. Understand the key factors of a successful culture change management process	4.1 Evaluate the importance of culture change to organisations 4.2 Evaluate the key components of a cultural change management programme 4.3 Assess the potential barriers to successful culture change management 4.4 Explain the benefits of successful change management to organisations	

Indicative Content – Unit 2

1. Understand what is meant by organisational culture
 - Culture web
 - National cultures
 - Orientation, language and religion
 - Impact on values
2. Be able to identify the influence of culture on business performance.
 - Operational excellence

- Product leadership
 - Customer intimacy
 - Business impact
 - Leadership styles
 - Organisations structures – function-based/product-based/project-based/matrix team-based
 - Scheid's model of organisational culture
 - Schneider's Four Cultures model
 - Value disciplines
 - Team culture
 - Cross-cultural theories
3. Understand how organisational culture influences teams and groups
- Innovation/agility/execution
 - Project work
 - Team and group purpose
 - Team characteristics
 - Evaluation and reflection
 - Team development
 - High performance teams
 - Belbin's roles
 - Tuckman's stages of team development
 - Dissent and creative tension
4. Understand the key factors of a successful culture change management process
- Creation of the right environment
 - Effective leadership
 - Empowering people
 - Embedding culture
 - Force Field theory
 - Organisational Development (OD) theory
 - Practical implementation

Unit Title	3: Developing Personal Skills
Unit Aims	This unit aims to develop skills for management. This includes developing numerical aptitude and financial understanding, communication ability and management competences.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand how numerical skills, are used in a business context	1.1 Explain the application of numerical skills in a business context 1.2 Analyse a range of different financial concepts 1.3 Evaluate the key financial statements of an organisation
2. Know how to communicate effectively	2.1 Analyse key components of effective written and spoken communication 2.2 Discuss choice of appropriate channels of communication 2.3 Evaluate the effectiveness of verbal and non-verbal communication
3. Know how to work effectively with other people	3.1 Analyse the roles and development of effective teams 3.2 Assess own strengths and weaknesses when working with others 3.3 Analyse own role and contributions to a team
4. Understand the range of skills that a manager needs	4.1 Explain the role of management in an organisation 4.2 Assess the range of skills that an effective manager needs
5. Know how to use a systematic approach to solving problems	5.1 Analyse approaches and techniques for solving a problem

Indicative Content – Unit 3

1. Understand how numerical skills are used in a business context
 - Importance of financial management
 - Sources of financial information
 - Use of budgets
 - Stock levels
 - Visual and graphic tools
2. Know how to communicate effectively
 - Communication cycle
 - Two-way communication
 - Minimizing distortion and noise

- Communication media
 - Key criteria
 - Formal documents
 - Verbal and non-verbal communication
 - Listening skills
 - Interviews
 - Questioning techniques
3. Know how to work effectively with other people
- Role of managers
 - Assessing management skills
 - Cultural differences
 - Hofstede's ideas
 - Managing diversity
 - Equal opportunities
 - Prejudices and discrimination
 - Legislation
 - Teams and teamwork
 - Social identity
 - Belbin's roles
 - Tuckman model
4. Understand the range of work skills that a manager needs
- Mintzberg's managerial roles
 - Luthan's managerial activities
 - Pedlar attributes
 - Transferable skills
5. Know how to use a systematic approach to solving problems
- Thinking skills
 - Cause and effect diagrams
 - Fishbone diagrams
 - Brainstorming
 - Spidergrams
 - Mind mapping

Unit Title	4: Effective Communications
Unit Aims	This unit aims to develop understanding of the importance of effective communication. It describes the process of communication and discusses the benefits of the use of modern technology. It discusses how managers communicate effectively and the differences in communication culture in a range of organisations.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the communication process and its impact on an organisation's image	1.1 Analyse different communication methods and media 1.2 Analyse the components of the communication cycle 1.3 Assess the impact of communication style on an organisations image.
2. Understand communication technologies and how they can be used to create benefit for an organisation	2.1 Analyse the risks and benefits of different communication technologies 2.2 Assess how different communication technologies can be used to create benefit for an organisation
3. Understand how managers communicate effectively	3.1 Analyse the role of a manager as a communicator 3.2 Explain the communication requirements of managers in different organisations 3.3 Assess the skills required by effective communicators
4. Understand how organisational and national culture may affect communication	4.1 Discuss different national and organisational communication traits 4.2 Explain how communication differs in formal and informal organisational cultures

Indicative Content – Unit 4

1. Understand the communication process and its impact on an organisation's image
 - Communication media
 - Types of communication
 - Communication cycle
 - Noise
 - Cultural differences
 - Communication in meetings
 - External and internal image
 - Public relations
 - SOSTT

- 4Ms
2. Understand communications technology and how they can be used to create benefit for an organisation
 - Influences of technology on business
 - Adding value by using technology
 - Privacy
 - Loss of information
 - Data Protection Act
 - Risks of technology use
 - Statutory requirements
 3. Understand how managers communicate effectively
 - The manager as a communicator
 - Roles and styles
 - Presentations
 - Effective communications
 - Bids, tenders, proposals
 - Written communication skills
 - Communications in different types of organisations
 - Reasons for communication failures
 - Improving communication
 4. Understand how organisational and national culture may affect communication
 - Stereotypes
 - National and organisational traits
 - Hofstede's cultural ideas
 - Developing and evaluating communications
 - Trompenaars' approach to cultural diversity
 - Language barriers
 - Formal and informal organisational culture
 - Multicultural environments
 - Schein's levels

Unit Title	5: Managing Ethically
Unit Aims	This unit aims to develop an awareness of the importance of adopting an ethical approach in management. This includes understanding ethical issues and considering the viewpoints of stakeholders.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand ethical issues and ethical principles in decision making	1.1 Evaluate the role of ethics in decision making 1.2 Discuss the characteristics of an ethical organisation 1.3 Assess the impact of clear codes of practice
2. Understand how organisational stakeholders' approach ethical management	2.1 Describe the key stakeholders of a range of organisations 2.2 Discuss how different stakeholders approach ethical management
3. Understand the effects of laws and regulations on the ethical management of an organisation	3.1 Describe the common laws of contract and tort 3.2 Explain the duty of care of organisations 3.3 Discuss the importance of mental health and employee wellbeing 3.4 Discuss effective management of health and safety
4. Understand how strategic planning can support the development of corporate social responsibility	4.1 Analyse the characteristics of corporate social responsibility 4.2 Analyse the desire for and the implementation of corporate social responsibility on strategic planning.

Indicative Content – Unit 5

1. Understand ethical issues and use ethical principles in decision making
 - Definitions of ethics
 - Importance of ethics and ethical values
 - Ethical principles
 - Utilitarianism/rights/justice
 - Ethical organisations
 - Codes of ethical practice
 - Trustworthiness
 - Respect
 - Responsibility
 - Caring
 - Justice and fairness

- Citizenship
 - Public life
 - Nolan principles
2. Understand how organisational stakeholders approach ethical management
 - Categories of stakeholders
 - Roles of stakeholders
 - Interactions between stakeholders
 - Influence and power
 - Mapping roles
 - Interest-influence grid
 3. Understand the effects of laws and regulations on the ethical management of an organisation
 - Law of contract
 - Law of tort
 - Duty of care
 - Recruitment and selection processes
 - Health and safety
 - Workplace welfare
 4. Understand how strategic planning can support the development of corporate social responsibility
 - Social and environmental principles
 - Principles of corporate governance
 - Pressure groups
 - Levels of CSR
 - Governance and middle management
 - Codes of corporate governance
 - Competitive advantage
 - Sustainability
 - Ethical supply chain management
 - Treatment of staff

Unit Title	6: Performance Management
Unit Aims	This unit aims to develop an understanding of the processes involved in performance management. This includes the use of effective performance appraisal systems with clearly defined objectives.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the concept of performance management	1.1 Discuss the need for performance improvement and development 1.2 Evaluate the performance management cycle 1.3 Evaluate measures of performance
2. Understand different approaches to performance appraisal	2.1 Discuss reasons for different approaches 2.2 Analyse a range of different approaches 2.3 Assess the use of reward-based initiatives
3. Know how to carry out an effective appraisal interview	3.1 Assess the impact of setting on the appraisal interview 3.2 Discuss effective communication in the context of appraisal 3.3 Assess the importance of SMART objectives 3.4 Explain procedures for dealing with poor performance 3.5 Analyse the role of continuous professional development
4. Know how to use performance management procedures	4.1 Explain the procedure for dealing with poor performance 4.2 Evaluate the use of disciplinary and grievance procedures 4.3 Describe main areas of disciplinary dispute.

Indicative Content – Unit 6

1. Understand the concept of performance management
 - Definitions
 - Improvement and development
 - Managing behaviour
 - Performance management cycle and process
 - Benefits for individual and organisation
 - Standards of performance
2. Understand different approaches to performance appraisal
 - Reasons for appraisal
 - Objective and subjective viewpoints
 - Common approaches

- People involved
 - Links to rewards
 - Agreed improvements
 - Performance-related/competence-related/contribution-related/ skills-related pay
 - Total Reward
 - Employment benefits
3. Know how to carry out an effective appraisal interview
- Clear and simple targets
 - SMART(S) objectives
 - Problems and errors
 - Types of questions – open/closed
 - Listening skills
 - Questioning techniques
 - Positive and supportive approach
 - Focused on evidence
 - Constructive feedback
 - Evaluation and review
4. Know how to use performance management procedures
- Penalties for poor performance
 - Continuous professional development
 - Poor performance indicators
 - Discipline and grievance procedures
 - Actions taken

Unit Title	7: Strategic Human Resource Management
Unit Aims	This unit aims to develop understanding of the importance of strategic human resources management for all organisations. This includes its role in organisational planning the effects of external and internal human resources factors on organisations. The unit also considers issues related to legislation surrounding employment.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the role of strategic HRM in organisations	1.1 Explain the role and purposes of HRM 1.2 Discuss the relationships between HRM and strategy 1.3 Evaluate the HRM planning process
2. Know how to analyse the external and internal factors impacting on the labour market	2.1 Analyse the internal factors that lead to demands for skills 2.2 Explain the process of job analysis 2.3 Analyse factors contributing to the supply of skills in the labour market
3. Know how to write a job description and person specification	3.1 Discuss the composition of a job description and person specification 3.2 Evaluate the key requirements for a specified role and propose essential and desirable criteria
4. Understand different ways of attracting people to the organisation	4.1 Explain the role of advertising in attracting new employees 4.2 Discuss how to use different media to target potential job applicants 4.3 Describe techniques used to attract people
5. Understand the different ways that employment can be terminated	5.1 Explain different ways of terminating employment 5.2 Describe the legal processes behind each type of termination 5.3 Explain the process of redundancy 5.4 Critically compare fair and unfair dismissal
6. Understand the different forms of discrimination	6.1 Analyse the protected characteristics in discrimination 6.2 Explain the difference between direct and indirect discrimination

Indicative Content – Unit 7

1. Understand the role of strategic HRM in an organisation.
 - Relationships with strategy
 - Employee relations
 - Administration

- Rewards
 - HR planning
2. Know how to analyse the external and internal factors impacting on the labour market.
 - Demand for skills
 - Filling gaps
 - Predicting supply
 - Job analysis
 - Unpredictability – illness
 - Predictable – pregnancy leave, holidays
 - PESTLE analysis
 - SWOT analysis
 3. Know how to write a job description and person specification
 - Reference to process documentation
 - Rodger's seven-point plan
 - Job description – title, tasks, work skills, demands, conditions
 - Person specification – qualifications, experience, personal skills, character
 4. Understand different ways of attracting people to an organisation
 - Advertising
 - Recruitment agencies
 - Headhunting
 - Media targeting
 5. Understand the different ways the employment can be terminated
 - Mutual agreement
 - Fair and unfair dismissal
 - Redundancy
 - Retirement
 - Capability
 - Misconduct and gross misconduct
 - Statutory rights
 - Redundancy process and selection matrix
 - Employee representation
 6. Understand the different forms of discrimination
 - Protected characteristics
 - Direct and indirect discrimination
 - Perceptions
 - Associations
 - Victimisation
 - Harassment

- Resolution processes and tribunals

Unit Title	8: High Performance Teams
Unit Aims	This unit aims to develop understanding of the formation and value of high-performance teams. This includes knowledge of different types of teams and their characteristics. It also examines the roles within teams and the approaches used to motivate members and reduce conflict.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the characteristics of high-performance teams	1.1 Discuss different types of high-performance teams 1.2 Explain the key characteristics of high-performance teams 1.3 Assess the value of synergy within a high-performance team
2. Understand how teams develop	2.1 Evaluate the stages of team development 2.2 Assess different methods for supporting team development 2.3 Explain how a high-performance team is developed
3. Understand how individuals operate in the context of a team	3.1 Describe individual roles within a high-performance team 3.2 Identify own preferred team role 3.3 Analyse the challenge in bringing together individual members of a team 3.4 Assess strategies for balancing the needs of individuals with the needs of a team
4. Understand how to motivate individuals and teams	4.1 Explain how theories of motivation can be applied to individuals and teams 4.2 Analyse strategies for motivating individuals and teams 4.3 Describe how team bonding can be used to motivate people
5. Know how to resolve conflict in a team	5.1 Analyse common sources of conflict within a team 5.2 Evaluate suitable approaches to deal with conflict

Indicative Content – Unit 8

- Understand the characteristics of high-performance teams
 - Teamworking benefits
 - Consensus within a team
 - Types of team
 - Group vs team

- Characteristics of team members
 - Benefits of synergy
 - Ineffective teams
2. Understand how teams develop
 - Tuckman's stages of team development
 - Observing behaviour
 - Participation
 - Respect and support
 - Focus
 - Communication
 - Outcomes
 3. Understand how individuals operate in the context of a team
 - Belbin's team roles
 - Personalities
 - Individual perceptions
 - Margerison and McCann's team roles
 4. Understand how to motivate individuals and teams
 - Concept of motivation
 - Instrumentality and needs
 - Maslow's needs theory
 - Herzberg's two-factor theory
 - Practical steps
 - Recording motivation
 - High needs and low needs
 - Team bonding
 - SMART goals
 - Performance reviews and feedback
 5. Know how to resolve conflict in a team
 - Sources of conflict
 - Personal differences
 - Opposing goals
 - Poor communication
 - Territory
 - Approaches to dealing with conflict

Leadership Skills		g: Leadership Skills	
Unit Aims	This unit aims to develop understanding of leadership skill required in organisations. This includes knowledge of leadership theories and personal qualities.		
Unit Level	4		
Guided Learning Hours	60		
Credit Value	12		
Unit Grading Structure	Pass		
Assessment Guidance	Assignments in accordance with awarding organisation		
Learning Outcomes – The learner will:		Assessment Criteria – The learner can:	
1. Understand the leadership role and leadership functions		1.1 Discuss the key roles and functions of leaders 1.2 Evaluate key leadership theories 1.3 Analyse the concept of situational leadership 1.4 Explain own preference in terms of leadership style	
2. Understand effective leadership skills		2.1 Classify the attributes and personal qualities common to effective leaders 2.2 Discuss the effectiveness of different leadership behaviours 2.3 Evaluate the effectiveness of your own leadership behaviours.	
3. Understand how successful leaders bring about effective change		3.1 Discuss the importance of change management 3.2 Analyse the stages of change management 3.3 Explain the need for focus on the people and task elements of change initiatives.	
4. Be able to learn from the leadership style of a famous leader		4.1 Analyse the traits of a famous leader 4.2 Discuss their effectiveness as a leader 4.3 Discuss the lessons that can be learnt from their style of leadership	

Indicative Content – Unit g

1. Understand the leadership role and leadership functions
 - Role and functions
 - Balanced approach
 - Research findings
 - Leadership functions
 - Control
 - Support
 - Perceptions of roles
 - Task orientation vs people orientation
 - Tannenbaum and Schmidt
 - McGregor
 - Kerr and Schriesheim
 - Blake and Mouton
 - Adair
 - Hersey and Blanchard

- Ohio State leadership model
 - Managerial grid
 - Situational leadership
2. Understand effective leadership skills
 - Personal attributes
 - Key leadership behaviours
 - Leadership practices – inspiring, challenging, enabling, encouraging, modelling
 3. Understand how successful leaders bring about effective change
 - Leadership and vision
 - Mission statement
 - Communicating vision
 - Change management
 - Gaining commitment
 - Managing resistance to change
 - Change strategy
 - Emotional approach
 4. Be able to learn from the leadership style of a famous leader
 - Passion and enthusiasm
 - Experience
 - Creativity
 - Inspiration
 - Heroic leaders
 - Obsessive leaders
 - Image issues
 - Cultural differences

Unit Title	10: Motivating and Influencing People
Unit Aims	This unit aims to develop knowledge of motivating and influencing people in organisations. This includes identifying factors that motivate people, organisational planning when working with others.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Know how to motivate individuals	1.1 Discuss key considerations in motivating individuals 1.2 Analyse the links between performance and motivation 1.3 Analyse individual differences in motivation levels 1.4 Propose strategies for motivating different individuals
2. Know how to motivate teams	2.1 Describe key considerations in motivating teams 2.2 Analyse the links between individual motivation and team motivation 2.3 Propose strategies for motivating a team 2.4 Discuss the importance of setting appropriate goals
3. Understand how to influence individuals and teams	3.1 Analyse the nature of power and influence 3.2 Describe the use of rewards to help motivation 3.3 Explain how organisational culture affects motivation of individuals and teams
4. Know how to improve your own performance in motivating and influencing people	4.1 Discuss own approach to motivating others 4.2 Evaluate own position of power and influence 4.3 Propose improvements to own approach to motivation

Indicative Content – Unit 10

1. Know how to motivate individuals
 - Needs, motives, drives, incentives
 - Process of motivation
 - Performance and ability
 - Internal and external motivation
 - Maslow's theory of needs (self-actualisation)
 - Herzberg's two-factor theory (hygiene and motivator)
 - McClelland's achievement theory
2. Know how to motivate teams
 - Expectancy theory

- Valence and expectations
 - Goal setting
 - Goal conflict
 - Risk
 - Equity theory
 - Approaches to work – job enlargement, job enhancement, job rotation
3. Be able to influence individuals and teams
- Power and influence
 - Rewards
 - Tactics
 - Ciardini's principles of persuasion
 - Influence and management
 - Organisational culture
 - Recruiting a team
 - Psychological contract
4. Know how to improve your own performance in motivating and influencing people
- Successful motivation
 - Influencing people
 - Transactional and transformational leadership
 - Planning
 - Making improvements

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