Qualification Handbook

DAO Level 5 Diploma in Leadership and Management

QN: **603/0918/0**

The Qualification

Overall Objective for the Qualifications

This handbook relates to the following qualification:

Level 5 Diploma in Leadership and Management

This Level 5 Diploma provides the standards that must be achieved by individuals that are managing and supervising a team.

Pre-entry Requirements

Learners who are taking this qualification will need to working in the role of a manager.

Unit Content and Rules of Combination

This qualification is made up of a total of 12 mandatory units. To be awarded this qualification the candidate must achieve a total of 38 credits as shown in the table below.

Mandatory Units					
Unit Reference Number	Unit Title	Level	GLH	TQT	Credit Value
Y/615/4260	Leadership Fundamentals	4	40		4
R/615/4273	Principles of Management	4	30		3
M/615/4278	Developing Relationships through Emotional Intelligence	5	20		2
R/615/4287	Planning for Success	5	40		4
H/615/4293	Understanding Organisational Change	5	40		4
F/615/4298	Problem Solving Fundamentals	5	30		3
L/615/4322	Effective Communication	4	20		2
K/615/4313	Communication in the Workplace	4	40		4
L/615/4353	Contemporary Issues Managers and	5	7	30	3

	Leaders				
R/615/4354	Strategy – an introduction	5	8	20	2
M/615/4359	Managing Operations in Context	5	9	40	4
H/615/4360	Managing Information for Effective Decisions	5	4	30	3

Age Restriction

This qualification is available to learners aged 18 years and over.

Opportunities for Progression

This qualification creates a number of opportunities for progression within management.

Exemption

No exemptions have been identified.

Credit Transfer

Credits from identical RQF units that have already been achieved by the learner may be transferred.

Qualification Units

URN:	Y/615/4260
Title:	Leadership Fundamentals
Level:	4
Credit value:	4
GLH	40
TQT	

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Understand approaches to effective leadership	1.1 compare leadership styles 1.2 explain what is meant by situational leadership 1.3 apply an effective approach to leadership in context	
2. Analyse the differences between leadership and management	2.1 explain the function of a manager 2.2 explain the role of a leader 2.3 differentiate between the characteristics of a manager nd the characteristics of a leader	
3. Apply the concept of transactional leadership	3.1 explain what is meant by transactional leadership 3.2 describe situations where transactional leadership is relevant 3.3 achieve objectives through transactional leadership	
4. Apply the concept of transformational leadership	4.1 explain what is meant by transformational leadership 4.2 describe situations where transformational leadership is relevant 4.3 achieve objectives through transformational leadership	
Additional information about the unit		
Unit purpose and aim(s)	Learners must be aware that managers can only act within set parameters where they are using their position and 'rules' to achieve goals. In addition, learners will appreciate that leaders can employ their personality and influence the behaviour of others through inspiration and motivation. Through utilising these alternatives, learners will appreciate the difference between 'soft' leadership and 'hard' management. In doing so, learners will be able to employ the most appropriate management approach or leadership style dependent on the situation and/or objective. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the	

	application of this new knowledge in realistic scenarios and/or working environment.
	The aim of this unit is to equip learners with the fundamental knowledge they require to develop their own leadership traits, characteristics and styles.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Adaptability and innovation Concern for others Focus on results Persuasiveness Relationship management
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	R/615/4273	
Title:	Principles of Management	
Level:	4	
Credit value:	3	
GLH	30	
TQT		
Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Determine when to lead and when to manage	1.1 explain situations when leadership is required 1.2 explain situations when management is required 1.3 select an appropriate approach to take in context	
2. Understand the importance of effective resource management	2.1 describe resources at a manager's disposal in context 2.2 explain why correct resource selection and availability is important to task achievement 2.3 justify the allocation of resources to meet objectives	
3. Apply management principles in different situations	3.1 discuss why the expectations of others must be managed 3.2 employ management principles to achieve an objective 3.3 adapt the use of the principles based on resource availability	
4. Understand organisational structures	4.1 differentiate between authority and control 4.2 explain the importance of organisational structures 4.3 determine and operate within their span of control	
Additional information about the unit		
Unit purpose and aim(s)	All organisations have a structure. Structures will determine and indicate where individuals, as managers, are located within an organisation, who they report to and who reports to them. An awareness and understanding of this concept, and how this informs the way in which organisations operate, is key to being an effective manager. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment. Through an exploration of key concepts and principles, this unit aims to encourage learners to consider the function of a manager rather than the role of a leader. In doing so, this unit will support a learner's understanding of when it is necessary to lead or to manage.	
Unit expiry date	TBC by DAO	

Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Adaptability and innovation Concern for others Focus on results Persuasiveness
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	M/615/4278
Title:	Developing Relationships through Emotional Intelligence
Level:	5
Credit value:	2
GLH	20
TQT	

Learning outcomes	Assessment criteria	
The learner will:	*The learner can:*	
1. Understand the concept of emotional intelligence	1.1 explain the key components of emotional intelligence 1.2 illustrate how emotional intelligence is used to develop positive relationships	
2. Understand why effective emotional intelligence is important to a leader	2.1 discuss the reasons for developing high emotional intelligence 2.2 explain how leaders can use emotional intelligence to develop relationships 2.3 describe the link between emotional intelligence and communication	
3. Demonstrate effective emotional intelligence in different situations	3.1 determine which component(s) of emotional intelligence is appropriate for a situation 3.2 apply effective emotional intelligence to the development of relationships	
4. Evaluate own use of emotional intelligence to inform future behaviour	4.1 reflect on own use of emotional intelligence 4.2 suggest ways in which own emotional intelligence can be improved	

Additional information about the unit	
Unit purpose and aim(s)	Effective leadership is a key factor in the development of a relationship between a leader and his or her team. Learners must appreciate that if they are to be effective leaders then they must focus time and effort building relationships with those who form part of their team. Through this unit learners will develop a broad understanding of emotional intelligence as a concept. Learners will become aware of why and how leaders should have high levels of emotional intelligence, particularly when operating in challenging contexts. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment.

	The aim of this unit is to locate in the mind of learners the key components of emotional intelligence, how these components influence behaviours and why it is important to continually develop their own levels of emotional intelligence.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Communication Concern for others Persuasiveness Relationship management Self-management
Assessment requirements specified by a sector or regulatory body (if appropriate)	TBC by DAO
Endorsement of the unit by a sector or other appropriate body (if required)	TBC by DAO
Location of the unit within the subject/sector classification system	TBC by DAO
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	R/615/4287	
Title:	Planning for Success	
Level:	5	
Credit value:	4	
GLH	40	
TQT		
Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Apply a systematic approach to planning	1.1 describe a systematic approach to planning 1.2 illustrates the benefits of a systematic approach to planning 1.3 employ a systematic approach to planning	
2. Understand objective setting as a concept	2.1 explain what is meant by objective setting 2.2 compare different approaches to objective setting	
3. Demonstrate effectiveness use of SMART objectives	3.1 explain the SMART acronym 3.2 create SMART objectives for individuals and teams	
4. Demonstrate effectiveness use of resources to deliver a plan	4.1 analyse available resources 4.2 determine which resources to use and when	
5. Communicate a plan to different stakeholders	5.1 determine who needs to be aware of the plan 5.2 select and employ appropriate methods to communicate the plan based on the audience	
Additional information about the unit		
Unit purpose and aim(s)	Planning is a core management function. Effective planning will help to ensure goals and tasks are achieved. As such, learners must appreciate how to develop achievable plans and how to establish the objectives which will help to ensure the plan is successfully employed. Once established, a plan must be communicated with relevant stakeholders. This could be through verbal or non-verbal methods. Learners will develop an existing understanding of communication skills to enable them to communicate with superiors, peers and subordinates. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment. The aim of this unit is to introduce learners to planning both as a process and as a key function of management. The knowledge	

	gained through this unit will prepare learners to develop their own plans as well as have an appreciation of the plans created by others.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Communication Focus on results Information and knowledge management Persuasiveness Self-management
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	H/615/4293	
Title:	Understanding Organisational Change	
Level:	5	
Credit value:	4	
GLH	40	
TQT		
Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Understand the relationship between an organisation's culture and the change process	1.1 describe an organisation's culture 1.2 illustrate a change process in context 1.3 discuss how organisational culture influences the change process	
2. Differentiate between the management of change and the leadership of change	2.1 explain how managers could deliver change 2.2 explain how leaders could deliver change 2.3 compare the ways in which managers and leaders deliver change	
3. Determine key drivers for change	3.1 explain internal drivers of change 3.2 explain external drivers of change 3.3 suggest key drivers of change in context	
4. Apply an effective approach to change in context	4.1 Illustrate how creating followership could deliver change 4.2 apply empowerment and delegation to support change initiatives 4.3 apply emotional intelligence to a change initiative	
Additional information about the unit		
Unit purpose and aim(s)	The concept of change being constant is one which all leaders and managers must appreciate. Organisations, teams and individuals must change and adapt to their environment, challenges and opportunities. This unit exposes learners to the concept of change, what informs it and how change could be effectively delivered irrespective of the organisation's culture. In doing so, this unit locates in the mind of learners the requirement to consider the resource on which change has the biggest impact – people. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment. The aim of this unit is to develop a learner's awareness of change as a necessity and as a process where external and/or	

	internal drivers of change will influence how and when change initiatives are introduced.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Adaptability and innovation Concern for others Focus on results Persuasiveness Relationship management Strategic awareness
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	F/615/4298
Title:	Problem Solving Fundamentals
Level:	5
Credit value:	3
GLH	30
TQT	

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Understand the relationship between problem solving and planning	1.1 explain what is meant by problem solving 1.2 describe an approach to effective planning 1.3 illustrate how effective planning could solve a problem	
2. Determine an appropriate problem-solving model for a given context context	2.1 analyse a problem in context 2.2 apply a problem-solving model to the problem	
3. Determine appropriate problem solving techniques for a given context	3.1 compare alternative problem solving techniques in context 3.2 select and apply a problem-solving technique in context	
4. Understand the process of critical reasoning and logic	4.1 apply a logical process to problem solving 4.2 apply a critical approach to problem solving	
5. Evaluate options to resolve a problem	5.1 compare alternative options 5.2 determine an appropriate option to employ	
Additional information about the unit		
Unit purpose and aim(s)	Solving problems is a recurring function of any leader and/or manager. Some problems are more easily resolved than others. Simple problems are often resolved with minimal thought or planning. However, when the problem is more complex it is necessary to take a more organised approach. This unit will require learners to explore alternative problem solving models and techniques. Learners will develop an understanding of how these models and techniques, when applied logically, can support effective problem-solving such that subsequent decisions can be taken and plans developed. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or	

	working environment.
	The aim of this unit is to introduce problem solving as a concept and as a process. The unit will require learners to understand the fundamentals of logic and critical thinking where these provide the objectivity behind subsequent decisions.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Adaptability and innovation Develop knowledge Focus on results Information and knowledge management Strategic awareness Thinking and decision making
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	L/615/4322	
Title:	Effective Communication	
Level:	4	
Credit value:	2	
GLH	20	
TQT		
Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Understand a communication model	1.1 explain a communication model 1.2 compare characteristics of a communication model	
2. Know why effective communication is important to leaders	2.1 describe effective communication 2.2 describe different methods of communication 2.3 illustrate effective communication to support leadership	
3. Understand different audiences and receivers	3.1 identify characteristics of different audiences 3.2 identify characteristics of different audiences 3.3 determine the requirements of an audience/receiver	
4. Know how to communicate effectively with different audiences	4.1 illustrate the importance of verbal communication 4.2 illustrate the importance of non-verbal communication 4.3 compare methods in which to communicate effectively in context	
Additional information about the unit		
Unit purpose and aim(s)	Without effective communication, the role of a leader and the function of a manager becomes very difficult. Leaders and managers need to develop effective communication skills which are appropriate for the context and situation. Learners will develop an appreciation of this requirement where understanding that messages can be communicated verbally and non-verbally through various media. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment. This unit aims to provide the fundamental, theoretical, knowledge of communication through the introduction of communication models. In addition, this unit will support a learner's awareness of body language and appearance as key	

	factors in how a message is received.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Communication Persuasiveness Self-management
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	K/615/4313	
Title:	Communication in the Workplace	
Level:	4	
Credit value:	4	
GLH	40	
TQT		
Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Demonstrate effective writing skills	1.1 explain the requirement for effective written communication 1.2 produce different documents in context	
2. Demonstrate effective verbal and non-verbal communication	2.1 produce information in writing and through images 2.2 produce information using numerical data 2.3 communicate through different media 2.4 communicate verbally in context	
3. Conduct effective interviews in context	3.1 describe different types interviews 3.2 explain the do's and don'ts of successful interviews 3.3 apply appropriate interview techniques in context	
4. Determine appropriate coping strategies for effective verbal communication	4.1 describe how people feel when communicating verbally 4.2 compare ways in which to cope with nerves when communicating verbally 4.3 apply an appropriate method for dealing with nerves	
Additional information about the unit		
Unit purpose and aim(s)	All leaders and managers must communicate. During a typical working day, leaders and managers will mainly use verbal communication whether that is to one person or a larger group/team. Sometimes verbal communication is very formal when, for example, conducting an interview or making a presentation to senior colleagues. This unit will help learners to demonstrate effective written communication as well as introducing techniques for planning and preparing presentations. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment. The aim of this unit is to enable leaners, as leaders and managers, to effectively deliver a message irrespective of the	

	type and size of audience, and the chosen method of communication.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Communication Persuasiveness
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	L/615/4353
Title:	Contemporary Issues for Managers and Leaders
Level:	5
Credit value:	3
GLH	7
TQT	30

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Understand the importance of health and safety in organisations	1.1 explain the key features of an organisation's health and safety policy 1.2 apply a health and safety policy in context	
2. Understand the influence on leaders and managers of ethics and morality	2.1 explain ethics in an organisational context 2.2 explain morality in an organisational context 2.3 compare the influence of ethics with the influence of morality 2.4 suggest how leaders and managers can operate ethically and morally	
3. Apply the concepts of equality and diversity in context	3.1 explain what is meant by equality and diversity 3.2 describe situations where equality and diversity is relevant 3.3 analyse an organisations equality and diversity policy 3.4 demonstrate compliance with equality and diversity legislation and policies	
4. Understand specific and bespoke contemporary organisational issues	4.1 describe bespoke contemporary issues for an organisation 4.2 illustrate how these issues affect leadership and management within the organisation 4.3 suggest ways in which these issues could be overcome	
Additional information about the unit		
Unit purpose and aim(s)	As the expectations of society change, along with and the growth of a multi-cultural workforce, organisations will need to adapt the way in which they operate. Through this unit, learners will become aware of the broader contemporary issues of health and safety, ethics and morality and equality and diversity. Learners will explore how and why these issues evolve and how they can be effectively managed within an organisation. Learners also need to appreciate that there are specific issues which affect only a few organisations dependent on the industry or sector in which they operate. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be	

	developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment.
	The aim of this unit is to equip learners with the fundamental knowledge they require to develop effective approaches to the leadership and/or management of contemporary issues within an organisation.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Adaptability and innovation Concern for others Ethical stance Political awareness Relationship management
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	R/615/4354
Title:	Strategy – an introduction
Level:	5
Credit value:	2
GLH	8
TQT	20

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Demonstrate an understanding of strategy in context	1.1 explain the importance of having a strategy 1.2 compare different levels of strategy 1.3 develop appropriate strategies in context	
2. Understand the concept of strategic risk	2.1 explain the concept of strategic risk 2.2 compare options to minimise risk in context 2.3 determine an effective approach to the management of operational risk	
3. Conduct an external situational analysis	3.1 explain what is meant by an external analysis 3.2 apply a recognised situational analysis model 3.3 determine appropriate courses of action based on the analysis	
4. Understand the relationship between strategy and planning	4.1 explain what is meant by the term 'planning' 4.2 describe the planning process 4.3 demonstrate how strategy informs planning and vice versa	
Additional information about the unit		
Unit purpose and aim(s)	Strategy applies to all levels of an organisation. Strategy has, therefore, different levels which relate to the location of the decision making within an organisation. Learners will develop an understanding that organisational strategy establish overarching goals and objectives. These are then translated into departmental tactics. Learners will also appreciate that operational strategies are those which 'make things happen'. Through this unit, learners will become aware of the relationship between planning and strategy and how they are mutually inclusive. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or	

	working environment.
	The aim of this unit is to develop a fundamental understanding of strategy and strategic risk. In doing so, learners will have a greater appreciation of the role strategy plays in planning and decision making.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Adaptability and innovation Focus on results Strategic awareness Thinking and decision making
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	M/615/4359
Title:	Managing Operations in Context
Level:	5
Credit value:	4
GLH	9
TQT	40

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Determine resource requirement for operations	1.1 explain the importance of having the correct resources in place 1.2 compare the advantages and disadvantages of different resources 1.3 deploy appropriate resources in context	
2. Determine roles and responsibilities to support operations	2.1 compare different operational roles 2.2 indicate specific responsibilities based on roles 2.3 allocate roles and responsibilities to individuals and teams	
3. Know how to develop others to support operations	3.1 apply skills analysis to identify an individual's areas for improvement 3.2 compare ways in which individuals and teams can be developed to support operations 3.3 suggest how and why individuals and teams need to be developed to support operations	
4. Apply a planning technique for a successful operation	4.1 describe a recognised planning technique 4.2 explain why effective planning is required for operational success 4.3 employ a recognised planning technique	

Additional information about the unit	
Unit purpose and aim(s)	All organisations have some form of operational activity. It is this activity which adds value to the product or service which the organisation offers. Through this unit, learners will develop an understanding of the importance of understanding the resources available to a manager to deliver successful operations. In doing so, learners will be able to apply an objective approach to resource allocation based on current and anticipated requirements. Learners must also appreciate that successful operations involves different roles and responsibilities all of which must be effectively support if gaols and objectives are to be achieved.

	The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the application of this new knowledge in realistic scenarios and/or working environment.
	The aim of this unit is to develop a fundamental understanding of the why it is important to effectively manage operations. Learners will be able to relate the availability of resources to roles and responsibilities thereby ensuring that managers effectively allocate resources to roles based on the situation and the level of competence of individuals.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Concern for others Adaptability and innovation Focus on results Information and knowledge management Thinking and decision making
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted

URN:	H/615/4360
Title:	Managing Information for Effective Decisions
Level:	5
Credit value:	3
GLH	4
TQT	30

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Evaluate sources of information	1.1 explain the importance of using reliable and valid sources 1.2 compare sources of information 1.3 select appropriate sources of information to inform decisions	
2. Analyse information to inform decisions	2.1 apply appropriate analytical techniques based on the problem/situation 2.2 reflect on the use of these techniques 2.3 determine the role of others in the analytical process	
3. Develop effective arguments to support decisions	3.1 compare the components of an argument 3.2 create objective arguments based on evidence	
4. Justify decisions verbally and in writing	4.1 determine the most appropriate method to communicate decisions 4.2 produce reasoned arguments based on objective evidence 4.3 reflect on the effective use of evidence to support a justification	
Additional information about the unit		
Unit purpose and aim(s)	Information must be sourced and managed effectively if the arguments and decisions which are based on this information are to be reliable and valid. Through this unit, which builds on an understanding of problem solving and communication, learners will explore various sources of information. These sources are investigated to determine the relevance, timeliness and validity of the information they provide. Learners will understand the importance of adopting an objective approach with which to support their arguments. This, in turn, will support the justification behind any and all decisions which managers make. The fundamental, theoretical, aspects of this unit are addressed in a formal learning environment. However, learning will be developed through independent study and extend into the	

	application of this new knowledge in realistic scenarios and/or working environment. The aim of this unit is to develop a fundamental understanding of the reliability and validity issues which surround both sources of information and the information itself. Learners will be able to determine which information is the most appropriate to justify decisions irrespective of the context or situation.
Unit expiry date	5 years
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	NOS for Leadership and Management Communication Focus on results Information and knowledge management Thinking and decision making
Name of the organisation submitting the unit	Defence Awarding Organisation
Availability for use	Restricted