Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Inclusive Stakeholder Leadership and Workforce Wellbeing in Technical Services

Unit Reference Number: T/652/4206

Level: Five (5)

Credit Value: 5

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to communicate effectively with stakeholders within pharmaceutical technical services	1.1 Assess communication requirements and select appropriate approaches for different stakeholders
	1.2 Communicate technical information accurately and appropriately to different audiences
	1.3 Apply professional communication techniques to manage a challenging stakeholder interaction
	1.4 Evaluate the effectiveness of stakeholder communication and its implications for quality and safety
2. Be able to promote equality, diversity and inclusion within pharmaceutical technical services	2.1 Evaluate equality, diversity and inclusion requirements and their implications for professional practice
	2.2 Assess workplace behaviours and practices to identify barriers to inclusion
	2.3 Apply appropriate approaches to promote inclusive behaviours and challenge discriminatory practice
	2.4 Develop recommendations to strengthen inclusive team culture and evaluate their potential impact
3. Be able to support wellbeing and resilience within technical and aseptic services	3.1 Assess workplace factors that may affect colleague wellbeing and resilience

The intellectual property rights remain with Open Awards.

		3.2	Apply appropriate approaches to support colleague wellbeing and resilience
		3.3	Evaluate the effectiveness of workplace wellbeing approaches and develop recommendations for improvement
4.	Be able to develop and maintain effective relationships with internal and external stakeholders	4.1	Analyse stakeholder roles, interests and requirements within pharmaceutical technical services
		4.2	Apply approaches to develop collaborative working relationships with relevant stakeholders
		4.3	Apply constructive approaches to addressing stakeholder conflict or competing priorities
		4.4	Evaluate the effectiveness of stakeholder engagement and cross-functional working arrangements

Indicative Content	
LO1	1.1 must include communication principles relevant to technical and regulated environments; identification of stakeholder needs; consideration of communication purpose, audience and context; selection of appropriate communication methods. Other examples include verbal, written and digital communication; technical briefings; operational handovers and multidisciplinary discussions. 1.2 must include accurate and clear communication of technical information; adaptation of language, content and delivery to the audience; consideration of regulatory, confidentiality and professional requirements; confirmation of understanding where appropriate. 1.3 must include preparation for a challenging interaction; active listening, questioning and clarification; professional responses to disagreement or concern; appropriate resolution or escalation; maintenance of constructive working relationships. 1.4 must include evaluation of communication outcomes; identification of strengths, weaknesses and potential misunderstandings; implications for operational performance, quality, safety and compliance; recommendations for improving communication.
LO2	2.1 must include equality, diversity and inclusion principles; relevant requirements of the Equality Act 2010; protected characteristics; discrimination, harassment and victimisation; responsibilities for promoting fair and inclusive working practices. 2.2 must include recognition of conscious and unconscious bias; exclusionary behaviours; discriminatory practices; barriers to participation and equitable treatment; implications for individual wellbeing and team effectiveness.

The intellectual property rights remain with Open Awards.

	2.3 must include inclusive communication and professional behaviours; appropriate responses to bias or discrimination; challenging inappropriate behaviour within professional responsibilities; reporting and escalation arrangements; maintaining respectful working relationships. 2.4 must include identification of opportunities to improve inclusion; justified actions to address identified barriers; consideration of colleague engagement, wellbeing and team effectiveness; measures for evaluating the effectiveness of proposed improvements.
LO3	3.1 must include wellbeing principles relevant to high-pressure technical environments; identification of workplace stressors and wellbeing risks; consideration of workload, fatigue, operational pressure, communication and workplace culture; potential implications for individual performance, safety and quality. 3.2 must include selection and application of supportive approaches; professional communication and active listening; recognition of individual needs; appropriate boundaries; signposting and escalation to relevant support services. Other examples include workload discussions, wellbeing check-ins, occupational health support and employee assistance arrangements. 3.3 must include evaluation of wellbeing arrangements or initiatives; consideration of colleague feedback and relevant workplace evidence; identification of strengths and limitations; justified recommendations to strengthen wellbeing and resilience.
LO4	4.1 must include identification and mapping of internal and external stakeholders; roles, responsibilities and interests; influence on technical or operational activities; consideration of communication and relationship-management requirements. Other examples include production, quality assurance, quality control, engineering, clinical teams, suppliers and regulatory personnel. 4.2 must include relationship-building techniques; establishing shared objectives and expectations; effective communication; professional trust and mutual respect; consideration of different stakeholder priorities and responsibilities. 4.3 must include identification of potential causes of conflict; consideration of different perspectives; professional discussion and negotiation; development of proportionate responses; appropriate escalation arrangements. 4.4 must include assessment of stakeholder participation, communication and collaboration; evaluation of outcomes against agreed objectives; identification of barriers to effective cross-functional working; justified recommendations for improvement.

The intellectual property rights remain with Open Awards.

Assessment Requirements

Assessment must demonstrate the application of stakeholder communication, inclusive practice and workforce wellbeing knowledge and skills within pharmaceutical manufacturing, aseptic services or pharmacy technical services environments.

Learners must demonstrate Level 5 analytical and evaluative capability, including the ability to assess stakeholder requirements, evaluate workplace behaviours and wellbeing risks, select appropriate approaches and justify improvements.

All four learning outcomes require evidence of applied skills. Learners must demonstrate communication, inclusive professional practice, wellbeing support and stakeholder relationship management.

Assessment may draw on authentic workplace activities or realistic simulated scenarios where opportunities to undertake particular interactions or activities are unavailable.

Learners are not required to hold formal management responsibilities, undertake HR investigations, make employment decisions or act as occupational health professionals.

The qualification does not confer occupational competence or professional management authority in its own right.

Evidence may include:

- Stakeholder communication plans and evaluations
- Observed technical briefings or professional discussions
- Records of challenging stakeholder interactions
- EDI assessments and improvement recommendations
- Observations of inclusive communication and professional behaviours
- Workplace culture evaluations
- Wellbeing risk assessments
- Evidence of colleague wellbeing support activities
- Evaluations of wellbeing initiatives
- Stakeholder maps and engagement plans
- Records of cross-functional collaboration
- Conflict-resolution case studies or simulated interactions
- Professional discussions supported by relevant workplace evidence

LO1 – Stakeholder communication

Learners must demonstrate effective communication within a realistic pharmaceutical technical services context.

Assessment should require adaptation of communication to different stakeholder needs, accurate presentation of technical information and professional handling of a challenging interaction.

Direct evidence of communication is required for AC 1.2 and 1.3. This may be generated through workplace activities or appropriately structured simulations.

Assessment should also require evaluation of communication effectiveness and its implications for quality and safety.

The intellectual property rights remain with Open Awards.

LO2 – Equality, diversity and inclusion

Learners must evaluate EDI requirements and identify barriers to inclusive practice.

Assessment should consider both individual behaviours and wider workplace arrangements.

For AC 2.3, learners must demonstrate an appropriate response to an inclusion-related concern. This may be evidenced through workplace activity or a realistic simulation.

Learners should not be expected to undertake formal disciplinary or discrimination investigations.

LO3 – Wellbeing and resilience

Learners must assess workplace wellbeing risks within a realistic technical services context.

Assessment should consider the operational pressures associated with regulated environments, including workload, fatigue, staffing requirements and the implications of wellbeing concerns for safety and performance.

For AC 3.2, learners must demonstrate an appropriate supportive interaction or activity, including recognition of their professional boundaries and appropriate signposting.

Learners are not expected to diagnose health conditions, provide counselling or undertake occupational health assessments.

For AC 3.3, evaluation may draw on workplace evidence or realistic information about an existing wellbeing initiative.

LO4 – Stakeholder relationships

Learners must identify relevant stakeholders and demonstrate approaches to developing effective working relationships.

Assessment should include application of stakeholder analysis and an activity involving collaboration, relationship management or the handling of competing priorities.

For AC 4.3, learners may use a realistic simulated interaction where there is no suitable opportunity to address an actual workplace conflict.

Learners should evaluate the effectiveness of stakeholder engagement and develop justified recommendations for improvement.

An integrated assessment could use a technical services scenario involving stakeholder communication, inclusive practice, team wellbeing and cross-functional collaboration, provided each AC is clearly evidenced.

The intellectual property rights remain with Open Awards.