

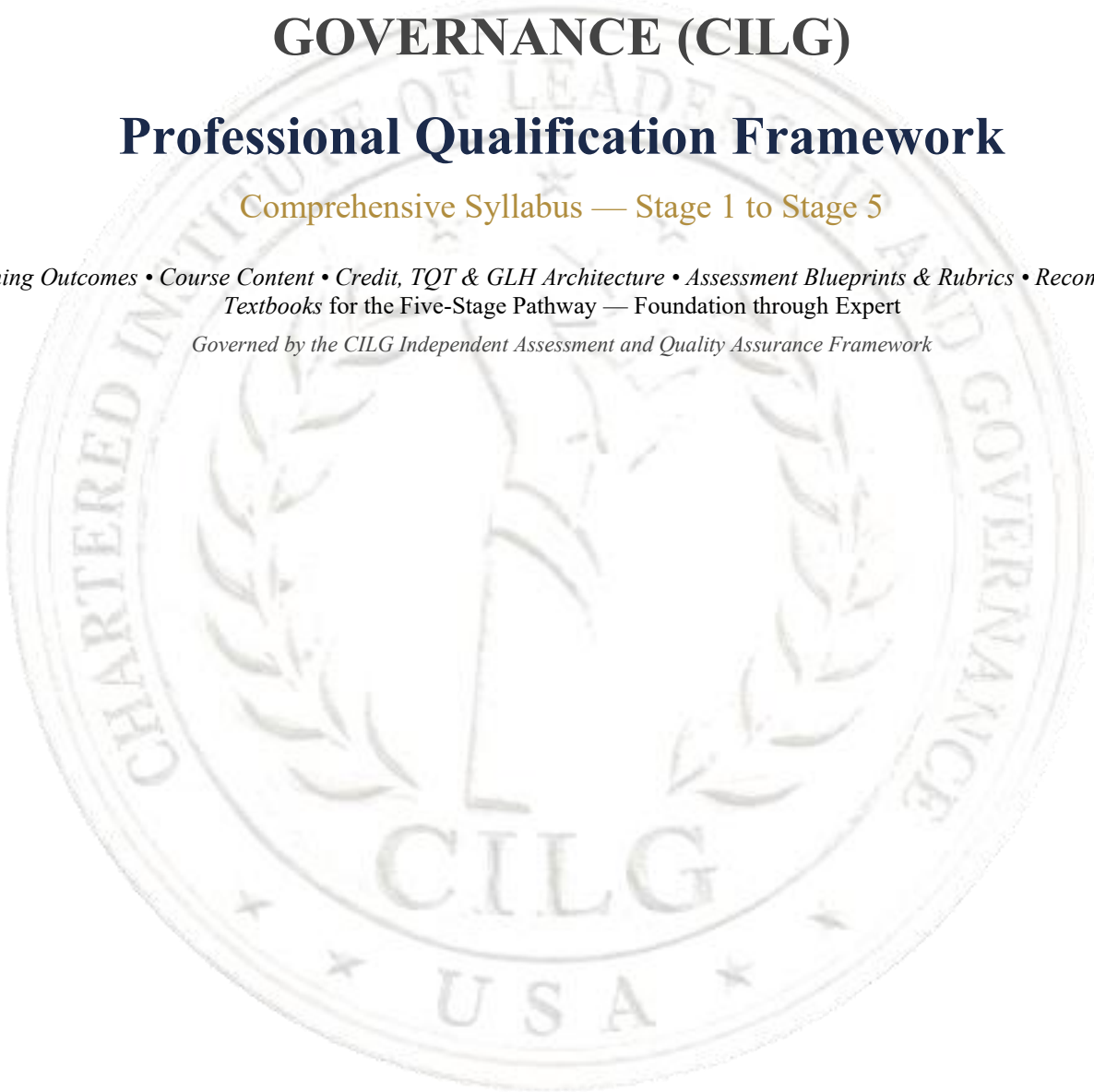
CHARTERED INSTITUTE OF LEADERSHIP AND GOVERNANCE (CILG)

Professional Qualification Framework

Comprehensive Syllabus — Stage 1 to Stage 5

Learning Outcomes • Course Content • Credit, TQT & GLH Architecture • Assessment Blueprints & Rubrics • Recommended Textbooks for the Five-Stage Pathway — Foundation through Expert

Governed by the CILG Independent Assessment and Quality Assurance Framework



Document Control

Document Title	CILG Professional Qualification Framework — Comprehensive Syllabus
Applies To	Stage 1–5 (Foundation, Knowledge & Practice, Skills, Professional, Expert)
Edition	2.0 (single consistent edition number applied throughout this document — see Version History below)
Status	Master Reference / Quality-Assured Delivery Document
Distribution	Accredited Learning Partners, CILG Tutors, Independent Examiners, Prospective and Enrolled Candidates, University and Professional-Body Partners
Review Cycle	Annual, or upon material change to module content, assessment method, credit/TQT architecture, or quality-assurance policy
Approved By	CILG Academic and Quality Standards Committee
External Review Incorporated	CILG Proposed Curriculum Architecture

Version History

Edition	Date	Summary of Change
2.0	This edition	Renames internal progression Stage 1–5 (separated from any external qualification-framework level); introduces a Credit / Total Qualification Time (TQT) / Guided Learning Hours (GLH) architecture; restructures Stage 4–5 to four modules plus one larger professional project; increases practitioner-based assessment progressively; separates qualification, membership, and professional-experience rules; introduces an Experienced Practitioner Assessment Route; removes age as a formal eligibility criterion; introduces a formal CILG Qualification Level Descriptor Framework; separates RPCL and RPEL policy; adds a professional-body benchmarking and university-articulation strategy; and corrects prior edition-numbering inconsistencies.

Note on scope and status: This syllabus is a curriculum planning and delivery reference. Credit values and Total Qualification Time (TQT) are CILG's own internal system for indicating relative study volume, following the widely used convention of one credit per approximately ten hours of TQT. Target external benchmark levels (e.g. 'Level 3', 'Level 7') shown against each Stage are CILG's own indicative design targets, informed by Ofqual/QAA-style level-descriptor principles — they are not, by themselves, a claim of accreditation, regulation, or equivalence by any government qualifications regulator or awarding body. Institutions, employers, and individuals relying on this document for recognition, equivalency, or accreditation purposes should verify CILG's registration status and credential recognition independently.

What's New in Edition 2.0

This edition responds directly to the CILG Proposed Curriculum Architecture review), which benchmarked CILG against the design principles used by the Chartered Management Institute (CMI), the Chartered Institute of Personnel and Development (CIPD), the Association of Chartered Certified Accountants (ACCA), the Institute of Chartered Accountants in England and Wales (ICAEW), and the Chartered Institute of Building (CIOB), and against the qualification-design principles published by Ofqual and the Quality Assurance Agency for Higher Education (QAA).

Fourteen recommendations were received and are addressed throughout this edition; the fourteen changes with the broadest impact on the document are:

- Internal progression is renamed Stage 1–5 (previously ‘Level 1–5’), clearly separated from any external qualification-framework level, which is now shown only as an indicative ‘Target Benchmark’.
- A transparent Credit / Total Qualification Time (TQT) / Guided Learning Hours (GLH) architecture has been adopted across all five stages (30/40/50/60/70 credits; 300/400/500/600/700 TQT), replacing the previous internal credit convention.
- Stage 4 and Stage 5 are restructured to four modules plus one larger professional project/inquiry, rather than five equally-sized modules, so unit size is determined by learning outcomes rather than a fixed rule.
- Practitioner-based assessment — workplace evidence, projects, portfolios, and professional discussion/viva — increases progressively at each stage, becoming the largest single element of assessment from Stage 3 onward.
- Qualification completion, CILG membership grade, and professional-experience requirements are now governed by separate, explicit rules (Section 11).
- A new Experienced Practitioner Assessment Route allows senior leaders to demonstrate competence through Recognition of Prior Learning, verified portfolio, and viva rather than repeating taught content (Section 10).
- Age is removed as a formal eligibility criterion throughout; eligibility is now expressed through experience, responsibility, verified impact, ethics, and CPD.
- A formal CILG Qualification Level Descriptor Framework has been introduced (Section 5), mapping knowledge, judgement, autonomy, and research/impact against each Stage's target benchmark.
- Every module specification now shows Credits, TQT, GLH, Independent/Directed Study, Workplace/Application, and Assessment Preparation hours, supporting future learning-outcome-to-assessment mapping.
- Recognition of Prior Learning is separated into distinct RPCL (certified learning) and RPEL (experiential learning) policy routes (Section 9).
- A Professional-Body Benchmarking and University Articulation Strategy has been added (Section 13).
- Document control and version numbering has been corrected to a single consistent edition (4.0) throughout, with a version history table (see Document Control, above).
- Stage 5 is explicitly positioned as professional mastery — an impact inquiry, portfolio, and viva — and not as equivalent to a doctorate, regardless of its indicative Level 8 target benchmark (Section 14).
- A full Recommendations Traceability Log (Appendix F) maps every recommendation in the external review to where it is addressed in this document.

These are structural and architectural changes. Module learning outcomes and indicative content are substantially retained from the prior edition and reorganised, consolidated, or lightly extended to fit the new architecture; each module states its source in a short note for transparency.

Foreword

Leadership and governance capability is built, not conferred. This syllabus sets out, stage by stage and module by module, the learning outcomes, content, assessment approach, and reading expected of every CILG candidate — from a first-time Student Member beginning Stage 1 (Foundation) through to a senior executive completing the Expert pathway.

The framework is deliberately practice-first: candidates apply what they learn to real organisational contexts from the first module, and the balance of assessment shifts progressively from knowledge recall toward applied judgement, workplace evidence, and demonstrated professional impact as candidates advance. From this edition, every stage's architecture is expressed transparently in credits and Total Qualification Time, so that the volume and shape of learning at each stage is as legible to a university admissions officer or professional-body assessor as it is to a CILG candidate.



Table of Contents

Document Control

What's New in Edition 2.0

Foreword

1. About the Qualification Framework
2. Programme Aims and Objectives
3. Programme Structure Overview (Five-Stage Summary)
4. Credit, Total Qualification Time (TQT) and Guided Learning Hours (GLH) Framework
5. CILG Qualification Level Descriptor Framework
6. Teaching, Learning and Assessment Philosophy
7. Assessment Regulations
- 7A. Assessment Blueprint Methodology
8. Grading Scale and Classification
9. Recognition of Prior Learning: RPCL and RPEL Policy
10. Experienced Practitioner Assessment Route
11. Qualification, Membership and Professional Experience — Separation of Rules
12. Continuing Professional Development (CPD) Requirements
13. Professional-Body Benchmarking and University Articulation Strategy
14. External Quality Assurance and Independent Moderation
15. Indicative Benchmarking, Accreditation Roadmap, and Positioning Statement

Stage 1 — Foundation: CILG Professional Certificate in Leadership and Governance Practice

- S1.1 — Leadership Foundations
- S1.2 — Governance Fundamentals
- S1.3 — Professional Communication
- S1.4 — Ethics & Organisational Practice
- S1.5 — Applied Leadership Practice

Stage 2 — Knowledge & Practice: CILG Professional Diploma in Leadership and Governance Practice

- S2.1 — Applied Leadership & Change
- S2.2 — Governance, Law & Compliance
- S2.3 — Finance & Accountability for Leaders
- S2.4 — People & Organisational Management
- S2.5 — Strategy & Organisational Performance

Stage 3 — Skills: CILG Advanced Diploma in Leadership and Governance (confers ACILG — Associate Member)

- S3.1 — Strategic Leadership in Practice
- S3.2 — Corporate Governance & Board Practice
- S3.3 — Risk, Resilience & Decision-Making
- S3.4 — Stakeholder Leadership & Organisational Communication
- S3.5 — Applied Professional Leadership Project

Stage 4 — Professional: CILG Executive Diploma in Leadership and Governance (confers MCILG — Full Member)

- S4.1 — Strategic Leadership & Organisational Transformation
- S4.2 — Advanced Governance & Board Effectiveness
- S4.3 — Strategic Risk, Ethics & Accountability
- S4.4 — Global Leadership, Policy & Sustainability
- S4.5 — Advanced Professional Impact Project + Professional Discussion

Stage 5 — Expert: Chartered Professional in Leadership and Governance (confers FCILG — Fellow, Chartered)

- S5.1 — Global Strategic Leadership & Governance
- S5.2 — Governance Innovation, Ethics & Institutional Stewardship
- S5.3 — Systems Leadership, Policy & Complex Decision-Making
- S5.4 — Executive Mentoring & Professional Contribution
- S5.5 — Chartered Professional Impact Inquiry + Portfolio + Viva

- Appendix A — Glossary of Terms
- Appendix B — Consolidated Reading List by Stage
- Appendix C — Membership Grades Reference
- Appendix D — Full Assessment Weighting Summary
- Appendix E — Indicative Delivery Calendar
- Appendix F — Recommendations Traceability Log
- Appendix G — Command Verb Hierarchy and Generic Assessment Rubric
- Appendix H — Key Benchmark Sources
- Appendix I — Contact and Further Information



1. About the Qualification Framework

The CILG Professional Qualification Framework is a five-stage, competency-based pathway spanning foundational leadership and governance concepts through to Chartered-level professional mastery. It is designed for practitioners rather than as a purely classroom-based academic programme: each stage combines structured learning with applied, evidenced practice, and progression from Stage 3 onward formally requires verified professional experience alongside successful module completion.

From this edition, CILG's internal progression is labelled Stage 1 to Stage 5, rather than 'Level 1–5'. This distinction matters: a professional stage and a regulated qualification-framework level are not the same thing. Each Stage carries an indicative 'Target Benchmark' against recognised qualification-framework level descriptors (see Section 5), but that benchmark is a design target for curriculum planning, not a claim that the Stage has been assessed, credit-rated, or recognised by an external regulator.

The framework's architecture has been benchmarked against the practitioner-focused models used by established professional bodies — the Chartered Management Institute (CMI), the Chartered Institute of Personnel and Development (CIPD), the Association of Chartered Certified Accountants (ACCA), the Institute of Chartered Accountants in England and Wales (ICAEW), and the Chartered Institute of Building (CIOB) — and against the qualification-design principles published by Ofqual and the Quality Assurance Agency for Higher Education (QAA). The objective is a framework that is professionally rigorous and internationally legible to universities, regulators, professional bodies, and institutional partners evaluating it for recognition, credit articulation, or collaboration — while preserving CILG's identity as a practitioner-focused professional body for leadership and governance, not a university-style academic institution (see Section 13).

The framework awards progressively senior membership grades as candidates advance — from Student Member at entry, through Affiliate, Associate, and Full Member, to Fellow at the Chartered level. From this edition, membership grade, qualification completion, and professional experience are governed by separate, explicit rules (Section 11), so that, for example, direct membership routes do not weaken qualification standards.

2. Programme Aims and Objectives

On completion of the full five-stage pathway, a CILG Fellow should be able to:

- Apply established and contemporary leadership theory to lead people, teams, and organisations effectively and ethically.
- Design, evaluate, and improve governance structures at operational and board level.
- Read, interpret, and act on financial and risk information to support sound organisational decision-making.
- Navigate the legal, regulatory, and public-policy environment relevant to their organisation and sector.
- Lead organisational strategy, change, and transformation initiatives with demonstrated stakeholder impact.
- Conduct independent, methodologically sound professional inquiry and contribute original thought leadership to the profession.
- Mentor and develop the next generation of leadership and governance practitioners, and contribute to the profession's own standards.



3. Programme Structure Overview (Five-Stage Summary)

The table below summarises the proposed five-stage architecture. Structure, credit, and TQT figures are drawn directly from the approved curriculum-architecture design; Target Benchmark levels are indicative only (Section 4).

Stage	Target Benchmark	Structure	Credits	TQT	GLH	Recommended Duration
Stage 1 — Foundation	Level 3	5 components	30	300	90	3–6 months
Stage 2 — Knowledge & Practice	Level 4	5 components	40	400	120	4–8 months
Stage 3 — Skills	Level 5/6*	5 components	50	500	136	6–10 months
Stage 4 — Professional	Level 7	5 components	60	600	140	8–12 months
Stage 5 — Expert	Level 8	5 components	70	700	125	12–18 months
FULL PATHWAY	—	25 components	250	2500	611	Varies by route (approx. 33–40 months sequential)

**Stage 3's target benchmark is shown as 'Level 5/6' pending formal level-descriptor mapping and external validation; CILG will adopt a single defined level once that mapping is complete, rather than retaining a dual label in the final validated framework.*

Eligible experienced practitioners may access the Experienced Practitioner Assessment Route (Section 10) at Stage 4 and Stage 5, with an indicative minimum duration of 4–6 months for Stage 4 and 6–9 months for Stage 5, subject to the extent of prior learning recognised and completion of all required portfolio, impact evidence, gap assessment, and professional discussion/viva requirements.

4. Credit, Total Qualification Time (TQT) and Guided Learning Hours (GLH) Framework

This edition replaces the previous simple credit/notional-hours convention with a fuller architecture, benchmarked against Ofqual's qualification-design guidance, so that CILG's learning volume is transparent and comparable to other professional and academic qualifications.

4.1 Definitions

- Total Qualification Time (TQT) — the total number of hours an average learner is expected to take to complete a module or stage, including all guided and independent elements.
- Guided Learning Hours (GLH) — time spent in tutor-facilitated or structured instruction (live sessions, facilitated workshops, structured LMS units).
- Independent / Directed Study — self-directed reading, structured pre-work, and directed study activities completed outside guided sessions.
- Workplace / Application Hours — time spent applying learning directly in the candidate's own or a model workplace, generating the workplace evidence required at every stage.
- Assessment Preparation — time spent preparing for and completing summative assessment (coursework, projects, examinations, portfolios, viva).

TQT = GLH + Independent/Directed Study + Workplace/Application + Assessment Preparation.

4.2 Credit Convention

One credit is set at approximately ten hours of TQT, consistent with the convention used by Ofqual-regulated qualifications and by CMI, ACCA, and ICAEW. Credit measures the volume of learning (how much workload a module or stage represents); it does not, by itself, measure the level or complexity of that learning — level is addressed separately in Section 5.

4.3 Target Benchmark vs Regulatory Equivalence

Each Stage below carries an indicative 'Target Benchmark' (e.g. Level 3, Level 7). This is a design target only. It reflects the intended depth, autonomy, and complexity of learning at that stage, informed by recognised qualification-framework descriptors (Section 5), but it is not a claim that CILG has been assessed, credit-rated, or formally recognised at that level by Ofqual, QAA, or any other external regulator. External level claims will only be made after formal mapping and appropriate independent benchmarking or validation (see Section 15).

5. CILG Qualification Level Descriptor Framework

A stage's assessment demand cannot be established through command verbs (e.g. Bloom's Taxonomy) alone. This section sets out CILG's formal Level Descriptor Framework, mapping Knowledge & Understanding, Analysis / Professional Judgement, Autonomy / Professional Practice, and Research, Evidence & Impact against each Stage's target benchmark.

Stage	Knowledge & Understanding	Analysis / Professional Judgement	Autonomy / Professional Practice	Research, Evidence & Impact
Stage 1 Foundation (Level 3)	Understand core principles of leadership, governance, ethics and professional practice.	Identify and respond to straightforward leadership and governance problems using established approaches.	Apply established procedures with guidance and contribute effectively within a team or defined role.	Use basic information and evidence to support decisions and demonstrate basic workplace application.
Stage 2 Knowledge & Practice (Level 4)	Develop specialised knowledge of leadership, governance and organisational practice.	Analyse defined professional problems and select appropriate approaches using relevant evidence.	Exercise increasing independent judgement within defined professional responsibilities.	Interpret relevant evidence and apply learning to improve operational or organisational practice.
Stage 3 Skills (Level 5/6†)	Integrate broad professional knowledge across leadership, governance, risk, strategy and stakeholders.	Evaluate complex organisational problems and justify professional decisions.	Operate with substantial professional autonomy and take responsibility for professional outcomes.	Critically use multiple evidence sources and demonstrate measurable workplace or organisational application.
Stage 4 Professional (Level 7)	Critically evaluate advanced strategic leadership and governance knowledge in complex contexts.	Analyse interacting strategic problems and formulate evidence-informed interventions.	Exercise significant autonomy and responsibility for strategic decisions and organisational outcomes.	Undertake advanced professional inquiry and demonstrate significant organisational or institutional impact.
Stage 5 Expert (Level 8)	Integrate and develop highly advanced professional knowledge in complex and uncertain leadership/governance contexts.	Exercise authoritative judgement on novel or highly complex problems and develop innovative professional responses.	Operate with high strategic autonomy and demonstrate leadership at organisational, institutional or professional level.	Develop or evaluate professional methodologies, generate significant new insight, and demonstrate sustained strategic/professional contribution.

† Pending formal descriptor mapping and external validation.

5.1 Implementation Steps

CILG will operationalise this descriptor framework through the following steps before any external level claim is finalised:

- Extract all existing programme and module learning outcomes from the CILG syllabus, establishing what the curriculum actually requires before any external level is claimed.
- Map the outcomes against recognised qualification-framework descriptors, testing knowledge depth, complexity, autonomy, judgement, research/evidence, and professional impact.
- Identify gaps and rewrite outcomes that do not demonstrate the intended level — a Stage 4 or Stage 5 outcome must require genuinely advanced strategic analysis and professional judgement, not merely use higher-level verbs.
- Align assessment with the level descriptors and learning outcomes, so that an outcome requiring critical evaluation or original professional contribution is actually assessed as such.
- Create a formal mapping matrix for each stage and module: Level Descriptor → Programme Learning Outcome → Module Learning Outcome → Learning Activity → Assessment → Evidence Produced.

External level claims will only be made after formal mapping and appropriate independent benchmarking or validation has been completed and, where applicable, approved by a recognised external body.



6. Teaching, Learning and Assessment Philosophy

The framework is built on a simple principle: professional capability is demonstrated, not merely described. Learning outcomes at every stage are written as observable actions the candidate can perform, and wherever practical, that action is exercised against a real or realistic organisational context rather than a purely hypothetical one.

From this edition, practitioner-based assessment increases progressively at each stage — workplace evidence, applied projects, portfolios, and professional discussion/viva become a larger share of total assessment volume as candidates advance, becoming the largest single element from Stage 3 onward. This reflects CILG's identity as a professional leadership/governance institute assessing demonstrated capability, not a conventional academic degree provider testing recall.

Stage	GLH (Guided)	Independent / Directed Study	Workplace / Application	Assessment Preparation
Stage 1 — Foundation	30%	30%	25%	15%
Stage 2 — Knowledge & Practice	30%	32%	25%	13%
Stage 3 — Skills	27%	26%	31%	15%
Stage 4 — Professional	23%	31%	29%	17%
Stage 5 — Expert	18%	33%	32%	17%

The Workplace/Application share rises from Stage 1 through Stage 3 and remains the largest non-independent-study element from Stage 3 onward, consistent with the recommendation that workplace/application become the largest element of learning volume once candidates are demonstrating, not merely acquiring, professional competence.

7. Assessment Regulations

Minimum Pass Mark

50% per module and per Stage Consolidation Assessment, competency-graded, unless otherwise stated for a specific assessment component.

Resits

Candidates who do not achieve a pass mark may resit the failed assessment component once, within a period defined by their Accredited Learning Partner, typically within 3 months of the original result. A second resit requires approval from the CILG Assessment Board and may require the candidate to re-engage with the module's Guided Learning Hours.

Extenuating Circumstances

Candidates may apply for an extension or deferred assessment where illness, bereavement, or other significant circumstances affect their ability to complete an assessment on schedule.

Academic and Professional Integrity

All submitted work must be the candidate's own. Plagiarism, fabrication of workplace evidence, or misrepresentation of professional experience is treated as professional misconduct and may result in suspension or expulsion from the programme. All Stage Consolidation Assessments and the Stage 5 Impact Inquiry are subject to independent identity verification and, where delivered online, approved remote-proctoring controls.

Appeals

Candidates may formally appeal an assessment decision through their Accredited Learning Partner within 14 days of receiving a result. Appeals are reviewed by the CILG Assessment Board, which must include at least one member independent of the original marking team.

Reasonable Adjustments

Candidates with a disclosed disability or long-term condition may request reasonable adjustments to assessment format or timing; requests should be made at enrolment or as early as practicable.

7A. Assessment Blueprint Methodology

Established professional bodies do not leave the structure of an examination implicit. CIMA publishes examination blueprints showing what is assessed, in what format, and at what weighting; CMI's Professional Standard is similarly explicit about the level of capability expected at each career stage. CILG applies the same discipline across every Stage.

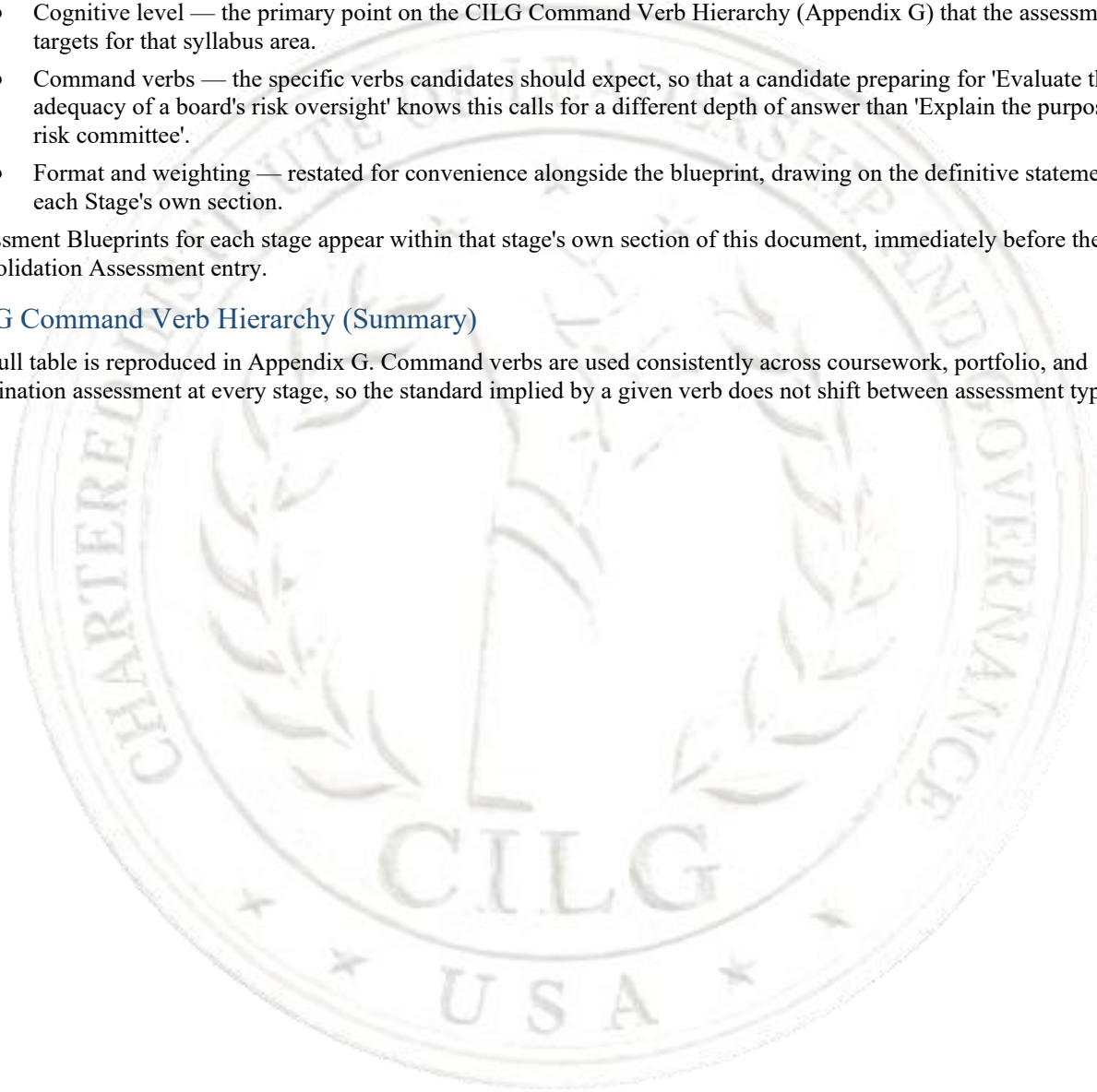
What a CILG Assessment Blueprint Contains

- Syllabus weighting — the approximate proportion of the Stage Consolidation Assessment devoted to each module's syllabus area, generally proportionate to that module's credit value.
- Cognitive level — the primary point on the CILG Command Verb Hierarchy (Appendix G) that the assessment targets for that syllabus area.
- Command verbs — the specific verbs candidates should expect, so that a candidate preparing for 'Evaluate the adequacy of a board's risk oversight' knows this calls for a different depth of answer than 'Explain the purpose of a risk committee'.
- Format and weighting — restated for convenience alongside the blueprint, drawing on the definitive statement in each Stage's own section.

Assessment Blueprints for each stage appear within that stage's own section of this document, immediately before the Stage Consolidation Assessment entry.

CILG Command Verb Hierarchy (Summary)

The full table is reproduced in Appendix G. Command verbs are used consistently across coursework, portfolio, and examination assessment at every stage, so the standard implied by a given verb does not shift between assessment types.



8. Grading Scale and Classification

The following classification descriptors apply consistently across every module, Stage Consolidation Assessment, and the Stage 5 Impact Inquiry:

Classification	Mark Range	Descriptor
Fail	Below 45%	Does not demonstrate adequate understanding of core concepts; applied work is absent, incomplete, or not connected to professional practice.
Referred	45%–49%	Demonstrates partial understanding; the candidate may be offered a single capped resit rather than a full module repeat, at the Assessment Board's discretion.
Pass	50%–69%	Demonstrates adequate understanding of core concepts and can apply them to routine professional situations with some guidance.
Merit	70%–79%	Demonstrates strong understanding, applies concepts accurately to non-routine situations, and shows early independent critical thinking.
Distinction	80% and above	Demonstrates excellent, independent critical analysis, sound professional judgement, and originality in the application of concepts to complex real-world governance and leadership challenges.

Full generic assessment rubric criteria (Knowledge & Understanding, Application to Practice, Analysis/Judgement, Communication) are reproduced in Appendix G.



9. Recognition of Prior Learning: RPCL and RPEL Policy

Recognition of Prior Learning (RPL) is the formal process of recognising knowledge and competence a candidate has already acquired, where that prior learning demonstrably meets the required learning outcomes and standards. An academic award and extensive executive experience are different forms of prior learning and are evaluated through separate routes:

9.1 Recognition of Prior Certified Learning (RPCL)

RPCL evaluates prior formal qualifications (e.g. a BSc, MSc, MBA, or PhD, or another professional body's qualification) against CILG's stage learning outcomes. RPCL evidence is assessed for currency (how recent), authenticity (verifiable award), sufficiency (coverage of the required outcomes), and level (comparable depth to the CILG stage claimed).

9.2 Recognition of Prior Experiential Learning (RPEL)

RPEL evaluates learning gained through verified professional experience — for example, sustained executive responsibility, board exposure, or demonstrated organisational impact — against the same stage learning outcomes, using a professional portfolio, references, and (at Stage 4–5) a viva or professional discussion.

Illustrative example: Candidate A holds a PhD in Leadership plus five years' management experience; Candidate B holds a Bachelor's degree plus twenty years' leadership experience, including twelve years as CEO. Their prior learning is very different in kind, and CILG's RPCL/RPEL routes are designed to evaluate each fairly on its own terms, rather than defaulting to years of experience or academic title alone. An academic award can evidence knowledge, but does not by itself confer Fellowship — RPCL and RPEL are both subject to gap assessment against CILG's own learning outcomes.

9.3 RPL Entry and Exemption Routes

Entry Stage	Typical RPL Route
Stage 2	Two (2) years' relevant professional experience (RPEL) plus a recognised post-secondary certificate (RPCL).
Stage 3	Stage 2 completion plus two (2) years' relevant experience, or an approved equivalent qualification.
Stage 4	Stage 3 / ACILG plus five (5) years' experience (three senior); RPL limited to one module unless accessing the Experienced Practitioner Assessment Route (Section 10).
Stage 5	Stage 4 / MCILG plus eight (8) years' experience (five senior); direct-module exemptions are not permitted, but the Experienced Practitioner Assessment Route (Section 10) remains available.

All RPL claims are independently reviewed by the Academic and Quality Standards Committee and are subject to the same External Moderation as directly-taught modules.

10. Experienced Practitioner Assessment Route

A CEO with an MSc or PhD and fifteen to twenty years' leadership experience should not necessarily be required to attend the same taught programme as a new learner — but experience alone cannot establish a high-level qualification. Experience establishes eligibility; assessment establishes competence.

From this edition, established senior professionals with relevant qualifications and substantial strategic leadership experience may access an Experienced Practitioner Assessment Route at Stage 4 and Stage 5, rather than being required to repeat the full taught programme.

10.1 Eligibility

Eligibility is based on demonstrated competence, not age or years of service alone. Indicative eligibility criteria are:

- A relevant MSc, MA, PhD, or recognised professional qualification, or equivalent RPCL evidence; and
- Substantial verified strategic leadership, governance, or executive experience relevant to the target stage; and
- Evidence of sustained ethical practice and current CPD engagement.

Age is not used as a formal eligibility criterion anywhere in this framework: it is not a defensible proxy for competence, responsibility, or professional impact. Eligibility is instead established through experience, strategic responsibility, verified impact, ethics, and CPD, as set out above.

10.2 Route Structure

- RPCL and RPEL evidence is formally mapped against the target stage's learning outcomes (Section 9).
- Any identified gaps are addressed through a defined gap-learning plan agreed with the Academic and Quality Standards Committee.
- The candidate submits a Verified Professional Portfolio, including evidence of strategic organisational impact and a reflective professional statement.
- The candidate submits current CPD evidence (Section 12).
- The candidate completes an independent Professional Discussion / Viva with CILG assessors, who confirm current competence against the stage's learning outcomes.

This allows CILG to recognise highly experienced leaders appropriately without unnecessarily requiring them to repeat learning they can already demonstrate, while ensuring that Full Membership and Chartered Professional/Fellowship standing is based on verified high-level professional competence and impact — not on qualifications or years of experience alone.

11. Qualification, Membership and Professional Experience — Separation of Rules

Learning (qualification), professional standing (membership grade), and professional experience are related but distinct constructs, and this framework governs them through separate, explicit rules rather than treating them as a single combined requirement.

Construct	What It Measures	Governed By
Qualification (Stage 1–5)	Successful completion of a stage's modules and Stage Consolidation Assessment — demonstrated learning outcomes.	Sections 6–8 (assessment regulations, blueprint methodology, grading).
Membership Grade (Student → Fellow)	Current professional standing within CILG, including a post-nominal designation and Code of Conduct obligations.	Membership Regulations and Appendix C (Membership Grades Reference).
Professional Experience	Verified years and seniority of relevant practice, assessed through RPCL/RPEL or the Experienced Practitioner Route where used for entry, exemption, or accelerated progression.	Section 9 (RPCL/RPEL) and Section 10 (Experienced Practitioner Assessment Route).

This separation allows CILG to offer, for example, a direct membership route for suitably experienced senior professionals without weakening the qualification standard itself — direct membership is a statement about current professional standing, not a substitute for demonstrated learning outcomes where a qualification is being claimed.

12. Continuing Professional Development (CPD) Requirements

CPD is mandatory for all active CILG members beyond Student level, ensuring professionals remain current, competent, and effective in practice after qualification.

Membership Grade	Annual CPD	Recording Method
Affiliate (AffCILG)	20 hours	CILG CPD Online Portal
Associate (ACILG)	30 hours	CILG CPD Online Portal + Annual Return
Full Member (MCILG)	40 hours	CILG CPD Portfolio + Annual Return
Fellow (FCILG)	40 hours	CILG CPD Portfolio + Annual Return + Peer Review

CPD activities may include: attending conferences and seminars, completing additional qualifications or training, publishing articles or papers, mentoring junior professionals, board service, committee participation, and verified self-directed learning. CPD returns are sampled annually by the Quality Standards Committee.



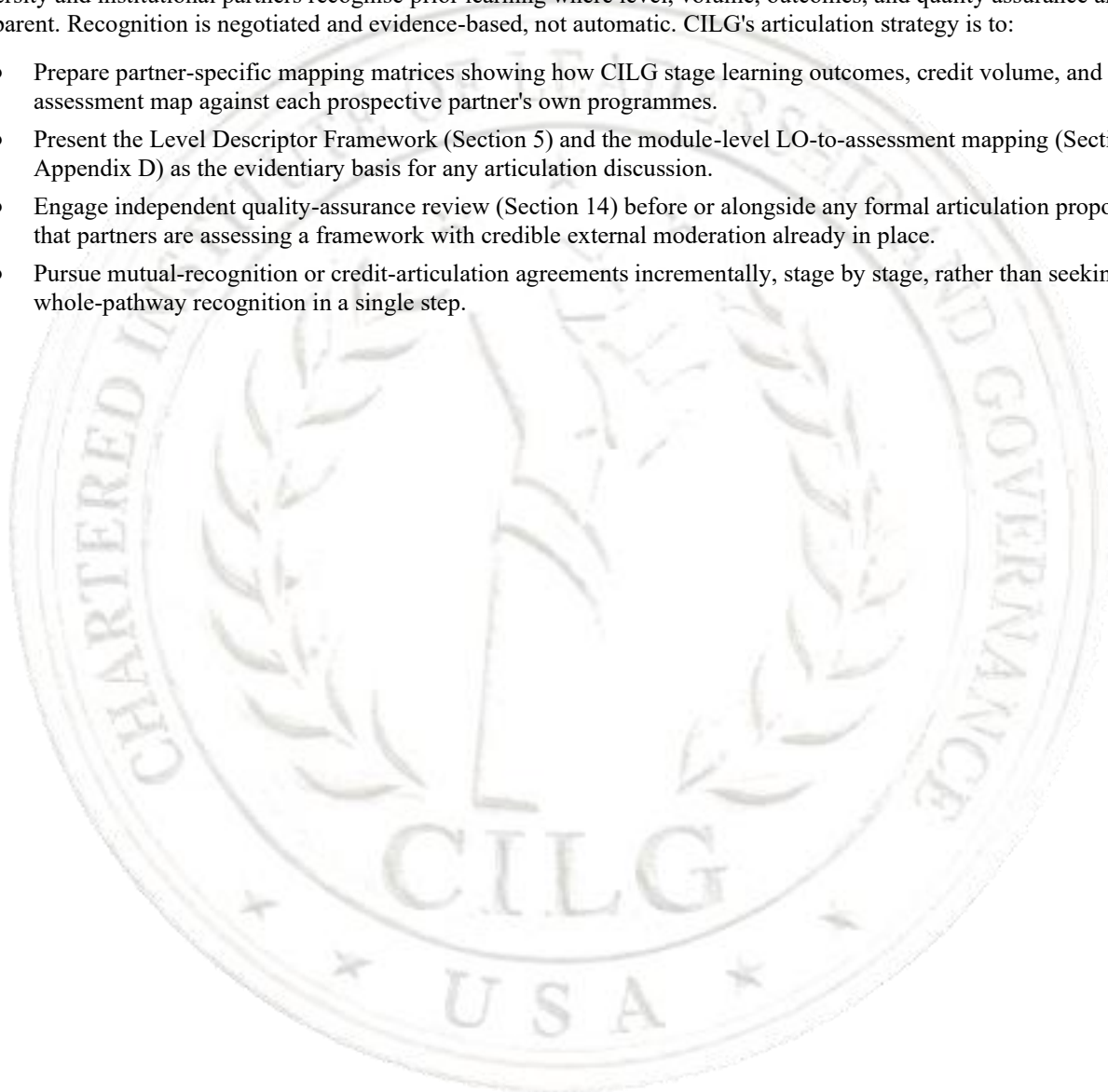
13. Professional-Body Benchmarking and University Articulation Strategy

CILG's architecture is deliberately benchmarked against professional bodies rather than universities alone — CMI, CIPD, ACCA, ICAEW, and CIOB all demonstrate internationally legible, practitioner-focused qualification models that combine credit/TQT transparency with strong practitioner assessment. CILG uses these bodies as the primary architectural reference, while drawing on Ofqual and QAA for the level and credit language used to describe that architecture (Sections 4–5). The aim is university-readable professional education, not academic imitation.

13.1 University and Institutional Articulation Strategy

University and institutional partners recognise prior learning where level, volume, outcomes, and quality assurance are transparent. Recognition is negotiated and evidence-based, not automatic. CILG's articulation strategy is to:

- Prepare partner-specific mapping matrices showing how CILG stage learning outcomes, credit volume, and assessment map against each prospective partner's own programmes.
- Present the Level Descriptor Framework (Section 5) and the module-level LO-to-assessment mapping (Section 4.3, Appendix D) as the evidentiary basis for any articulation discussion.
- Engage independent quality-assurance review (Section 14) before or alongside any formal articulation proposal, so that partners are assessing a framework with credible external moderation already in place.
- Pursue mutual-recognition or credit-articulation agreements incrementally, stage by stage, rather than seeking whole-pathway recognition in a single step.



14. External Quality Assurance and Independent Moderation

14.1 Independent Assessment Board

All Stage Consolidation Assessments and the Stage 5 Chartered Professional Impact Inquiry are set, marked, and graded under the oversight of the CILG Independent Assessment Board, whose voting members must include at least one examiner with no delivery role at the candidate's Accredited Learning Partner.

14.2 External Examiners

CILG appoints External Examiners, independent of any single Accredited Learning Partner, to set or moderate assessments and to review a sample of marked scripts and portfolios at each stage every assessment cycle, and to report annually to the Academic and Quality Standards Committee. The degree of external control increases as candidates progress toward chartered status:

Stage	Assessment Paper-Setting	Moderation
Stage 1 — Foundation	Internally set from CILG's approved item bank	Annual sampled External Moderation
Stage 2 — Knowledge & Practice	Internally set from CILG's approved item bank	Annual sampled External Moderation
Stage 3 — Skills	Set by the Independent Assessment Board (unseen case study)	Annual sampled External Moderation
Stage 4 — Professional	Externally set in full by the Independent Assessment Board	Full External Moderation, every candidate
Stage 5 — Expert	Externally set in full; double-marked	Full External Moderation by two independent examiners

At every stage, coursework and portfolio evidence remain subject to Internal Verification (below) plus the sampled or full External Moderation shown above.

14.3 Internal Verification

Each Accredited Learning Partner must appoint an Internal Verifier, distinct from the marking tutor, to countersign a sample of graded coursework before results are released to candidates.

14.4 Centre Approval and Monitoring

Accredited Learning Partners are approved against published delivery, staffing, and facilities criteria and are subject to periodic monitoring visits and an annual self-assessment return.

Note on statutory recognition: the measures above describe CILG's own internal quality-assurance architecture. They strengthen the rigour and consistency of assessment across the framework but do not, by themselves, constitute regulation by, or equivalence to, any government qualifications regulator. Organisations or individuals requiring statutory recognition should verify CILG's current registration status independently.

15. Indicative Benchmarking, Accreditation Roadmap, and Positioning Statement

This section is descriptive, not a claim of accreditation. CILG is not currently regulated by a national qualifications authority (for example, in the way Ofqual regulates certain UK-based professional qualifications). The Target Benchmark levels shown against each Stage (Sections 3–5) are CILG's own indicative design targets, intended to help candidates and employers understand the approximate depth of each stage in familiar terms — they do not imply that CILG stages have been formally assessed, credit-rated, or recognised by any external regulator.

15.1 Stage 5 Is Professional Mastery, Not a Doctoral Substitute

Stage 5's Level 8 target benchmark describes an indicative level of learning demand — the complexity, autonomy, and originality expected of the work — and does not mean the Chartered Professional pathway is equivalent to a PhD. The same level of demand does not imply the same qualification type. Stage 5 is built around an impact inquiry, verified professional portfolio, sustained professional contribution, and an independent viva, in the tradition of professional-body Fellowship, not around the original theoretical contribution and formal doctoral examination process a PhD requires. CILG will not describe Stage 5 as 'equivalent to a PhD' in any external communication, precisely to protect CILG's credibility when discussing the framework with universities and external bodies.

15.2 Roadmap to Formal External Recognition

Closing the gap between a well-designed curriculum and full institutional equivalence with established bodies such as CMI or ACCA is a multi-year institutional undertaking, not a document change. The following steps represent a credible path:

- Complete the formal Level Descriptor mapping exercise set out in Section 5.1 for every stage and module.
- Engage with the relevant national qualifications regulator(s) in each jurisdiction where CILG wishes formal recognition, and pursue formal qualification approval where eligible.
- Commission an independent external quality-assurance review of assessment governance (Section 14) by a recognised accreditation or awarding body.
- Publish detailed examination blueprints and moderation reports for each stage, in line with sector norms (Section 7A).
- Build a track record of consistent assessment outcomes and employer-recognised graduate destinations to support a future formal accreditation application.
- Pursue mutual-recognition or articulation agreements with universities or other accredited professional bodies as an interim step toward full statutory recognition (Section 13.1).

15.3 Strategic Positioning

CILG should not aim to become 'another CMI' or 'another ACCA.' CMI occupies a strong general management/leadership space; ACCA and ICAEW occupy accountancy and financial reporting. CILG's strongest positioning is the intersection those bodies do not fully occupy: Leadership + Governance + Board Practice + Risk + Strategy + Executive Practice + Public/Corporate Governance. The Stage 3–5 architecture in this document is designed to support that positioning directly.

STAGE 1 — FOUNDATION

CILG Professional Certificate in Leadership and Governance Practice

Target External Benchmark: Level 3 (indicative only — see Section 4)

Duration	3–6 months
Recommended Delivery	Part-time, Executive/Weekend, Online/Blended, Accelerated (approx. 10–12 weeks)
Membership Outcome	Student Member
Total Components	5 components
Credits / TQT / GLH	30 credits · 300 TQT · 90 GLH
Independent / Workplace / Assessment Prep	90 hrs independent/directed study · 75 hrs workplace/application · 45 hrs assessment preparation
Entry Requirements	Secondary education (high school diploma/GED or equivalent) OR one (1) year of supervisory, administrative, or team-coordination experience, assessed via Recognition of Prior Experiential Learning (RPEL — Section 9). No prior professional experience is required. Eligibility is not subject to a minimum age; candidates are assessed on the criteria above on their own merits.
Design Note / Justification	Accessible professional foundation with meaningful workplace application. Full TQT remains required regardless of delivery mode.
Status Note	Proposed curriculum design for benchmarking and validation. The Target Benchmark is an indicative design target, not a claim of regulatory equivalence, until independently mapped and approved (see Sections 4–5, 15).
Compared to Prior Edition	The prior syllabus positioned the Foundation stage at 16.5 indicative credits (~165 notional learning hours) across five modules plus a Level Consolidation Examination, over 3–6 months.

Component / Module Breakdown

Module / Component	Credits	GLH	Independent / Directed Study	Workplace / Application	Assessment Prep	TQT
S1.1 Leadership Foundations	6	18	20	14	8	60
S1.2 Governance Fundamentals	6	18	20	14	8	60
S1.3 Professional Communication	6	18	18	16	8	60
S1.4 Ethics & Organisational Practice	6	18	20	14	8	60
S1.5 Applied Leadership Practice	6	18	12	17	13	60
TOTAL	30	90	90	75	45	300

Teaching and Learning Methods (this stage)

- Facilitated online/in-person sessions with guided discussion
- Structured readings and self-study units via the CILG Learning Management System (LMS)
- Applied individual assignments linked to the candidate's own or a model workplace
- Formative feedback from CILG-approved tutors on each assignment, moderated by an Internal Verifier
- Optional peer study groups via the CILG online community

S1.1 — Leadership Foundations

Credit Value: 6 | GLH: 18 | Independent/Directed Study: 20 hrs | Workplace/Application: 14 hrs | Assessment Prep: 8 hrs | Total TQT: 60

Module Aim: To introduce core leadership theory and build the applied self-awareness needed to lead in everyday professional situations.

Learning Outcomes

- Distinguish between major leadership theories and identify which applies to a given situational context.
- Differentiate the practice of leadership from management within a real or simulated team.
- Apply at least one self-awareness or emotional-intelligence technique and evaluate its effect on a team interaction.
- Demonstrate foundational ethical awareness in everyday leadership decisions.

Indicative Course Content

- Evolution of leadership theory — trait, behavioral, contingency, transformational, and servant leadership — including a comparative timeline showing how each model responds to the limitations of the one before it, and worked mini-cases illustrating each style in a first-line supervisory setting.
- Leadership versus management — key distinctions and complementary roles, examined through Kotter's classic contrast of coping-with-complexity versus coping-with-change, with practical exercises distinguishing a leadership response from a management response to the same workplace event.
- Self-awareness and emotional intelligence as leadership foundations, covering Goleman's four EI domains (self-awareness, self-management, social awareness, relationship management), simple self-assessment instruments, and journaling techniques candidates use across the module.
- Communication, motivation, and team dynamics, including core motivation theory (Maslow, Herzberg, Self-Determination Theory), active-listening technique, and the basics of giving and receiving everyday feedback.
- Ethical leadership, personal integrity, and building psychological safety, introducing Edmondson's concept of psychological safety, common everyday ethical dilemmas faced by first-time leaders, and simple decision checkpoints for handling them with integrity.

Assessment Components

Assessment Component	Weighting
Invigilated Knowledge Test (short-answer, 45 min)	25%
Leadership Application Log (750 words)	45%
Workplace Application Evidence	30%

Core Textbooks

- Northouse, P.G. — *Leadership: Theory and Practice* (SAGE Publications, latest edition)
- Goleman, D. — *Emotional Intelligence: Why It Can Matter More Than IQ* (Bantam Books)

Further / Recommended Reading

- Kouzes, J.M. & Posner, B.Z. — *The Leadership Challenge* (Wiley)
- Covey, S.R. — *The 7 Habits of Highly Effective People* (Free Press)

Source note: Consolidates former Module 1.1 (Leadership in Practice).

S1.2 — Governance Fundamentals

Credit Value: 6 | GLH: 18 | Independent/Directed Study: 20 hrs | Workplace/Application: 14 hrs | Assessment Prep: 8 hrs | Total TQT: 60

Module Aim: To build a working understanding of why governance structures exist and how candidates can recognize and respond to governance issues in practice.

Learning Outcomes

- Explain the purpose of core governance structures and the board's role within an organization.
- Identify a governance gap or risk in a simplified organizational scenario.
- Recommend a corrective action aligned with recognized governance codes.

Indicative Course Content

- Definition, purpose, and historical development of corporate governance, tracing its evolution from the separation of ownership and control through major post-crisis reforms, and why governance exists to protect stakeholders beyond shareholders alone.
- The board of directors — roles, composition, and responsibilities, distinguishing the board's oversight function from management's executive function, and introducing the concepts of the unitary and two-tier board.
- Shareholder rights and stakeholder theory, contrasting the shareholder-primacy and stakeholder models of the firm and their practical implications for how a board weighs competing interests.
- Introduction to U.S. and international governance codes and regulation, including a plain-language orientation to the UK Corporate Governance Code, the OECD Principles, and relevant U.S. securities-law concepts, sufficient for a Foundation-level candidate to recognize where a code applies.
- Governance across corporate, nonprofit, and public-sector organizational forms, showing how the same governance principles — accountability, transparency, fairness — apply differently depending on ownership structure and public-interest mandate.

Assessment Components

Assessment Component	Weighting
Invigilated Knowledge Test (short-answer, 45 min)	25%
Scenario-Based Case Study	45%
Workplace Application Evidence	30%

Core Textbooks

- Tricker, R.I. & Tricker, B. — Corporate Governance: Principles, Policies, and Practices (Oxford University Press)
- Monks, R.A.G. & Minow, N. — Corporate Governance (Wiley)

Further / Recommended Reading

- Cadbury, A. — Corporate Governance and Chairmanship (Oxford University Press)
- OECD — G20/OECD Principles of Corporate Governance (OECD Publishing)

Source note: Consolidates former Module 1.2 (Governance Principles into Action).

S1.3 — Professional Communication

Credit Value: 6 | GLH: 18 | Independent/Directed Study: 18 hrs | Workplace/Application: 16 hrs | Assessment Prep: 8 hrs | Total TQT: 60

Module Aim: To build the professional written, oral, and digital communication skills expected of a CILG practitioner, distinct from the ethical decision-making addressed in Module S1.4.

Learning Outcomes

- Produce a professional written communication to a defined workplace standard.
- Deliver a short, structured professional presentation.
- Deliver a short, structured professional presentation to a real or simulated audience.

Indicative Course Content

- Principles of effective professional written and oral communication, covering audience analysis, structuring a message for clarity, and adapting tone and register to different professional contexts.

- Report writing, presentation, and professional correspondence, with practical templates for structuring a short business report, an executive summary, and routine professional email and memo correspondence.
- Cross-cultural communication and digital communication responsibilities, addressing common cross-cultural communication pitfalls and the professional standards expected in email, messaging, and social-media conduct.

Assessment Components

Assessment Component	Weighting
Submitted Communication Artifact	60%
Workplace Application Evidence	40%

Core Textbooks

- Guffey, M.E. & Loewy, D. — Business Communication: Process and Product (Cengage Learning)

Further / Recommended Reading

- Carnegie, D. — How to Win Friends and Influence People (Simon & Schuster)
- Duarte, N. — Resonate (Wiley)

Source note: Communication-focused component of former Module 1.4 (Professional Communication and Ethical Practice); the ethics component now sits in Module S1.4.

S1.4 — Ethics & Organisational Practice

Credit Value: 6 | GLH: 18 | Independent/Directed Study: 20 hrs | Workplace/Application: 14 hrs | Assessment Prep: 8 hrs | Total TQT: 60

Module Aim: To develop candidates' ability to recognize and respond to ethical dilemmas and to read organizational culture and team dynamics in everyday practice.

Learning Outcomes

- Apply a recognized ethical decision-making framework to a real dilemma.
- Describe how individual behavior and organizational culture shape team performance.
- Observe and document a real or simulated team dynamic.
- Propose a workable intervention to resolve an observed team conflict.

Indicative Course Content

- Business ethics — frameworks, dilemmas, and decision-making models, introducing consequentialist, duty-based, and virtue-based reasoning at an accessible level, applied to everyday workplace dilemmas.
- Whistleblowing, codes of conduct, and professional integrity, covering why codes of conduct exist, how whistleblowing channels are meant to work, and the personal and organizational stakes involved in raising a concern.
- Perception, attitudes, and personality in workplace behavior, covering attribution bias, common personality frameworks used in workplace contexts, and how these factors shape day-to-day team interaction.
- Group dynamics, team formation, and team effectiveness, using Tuckman's stages of team development (forming, storming, norming, performing, adjourning) as a lens for diagnosing where a real or model team currently sits.
- Organizational culture — models, typologies, and culture change, introducing Schein's three levels of culture (artifacts, espoused values, underlying assumptions) and the practical difficulty of shifting culture versus simply restating values.
- Conflict, negotiation, and resolution in organizational settings, covering the Thomas-Kilmann conflict-style model and a structured approach to preparing for and conducting a difficult workplace conversation.
- Diversity, inclusion, and change readiness, examining how inclusive practice affects team performance and psychological safety, and simple diagnostic questions for assessing a team's readiness for an upcoming change.

Assessment Components

Assessment Component	Weighting
Ethics Case Response	35%
Reflective Practice Note (Team Dynamics)	35%
Workplace Application Evidence	30%

Core Textbooks

- Trevino, L.K. & Nelson, K.A. — Managing Business Ethics (Wiley)
- Robbins, S.P. & Judge, T.A. — Organizational Behavior (Pearson)
- Schein, E.H. & Schein, P. — Organizational Culture and Leadership (Wiley)

Further / Recommended Reading

- Hofstede, G. — Cultures and Organizations: Software of the Mind (McGraw-Hill)
- Lencioni, P. — The Five Dysfunctions of a Team (Jossey-Bass)

Source note: Merges the ethics component of former Module 1.4 with former Module 1.3 (Organizational Culture and Team Dynamics in Practice).

S1.5 — Applied Leadership Practice

Credit Value: 6 | GLH: 18 | Independent/Directed Study: 12 hrs | Workplace/Application: 17 hrs | Assessment Prep: 13 hrs | Total TQT: 60

Module Aim: To synthesize Stage 1 learning through applied strategic-thinking tools, consolidating the Foundation stage with a workplace-facing capstone exercise.

Learning Outcomes

- Apply PESTLE analysis to a real organization of the candidate's choosing.
- Map an organization's structure and explain its leadership implications.
- Identify a basic performance indicator relevant to that organization.

Indicative Course Content

- Strategic intent, mission, vision, and values, and how a clearly articulated mission and vision are meant to guide day-to-day decisions at every level of an organization.
- The external environment — PESTLE and competitive forces, with guided practice applying each PESTLE category (Political, Economic, Social, Technological, Legal, Environmental) to a real organization chosen by the candidate.
- Organizational structures and their implications for leadership, comparing functional, divisional, matrix, and flat structures and how each changes a leader's span of control and communication demands.
- Introduction to SWOT analysis and organizational performance measurement, including how to move from a SWOT grid to two or three prioritized strategic implications, and basic key-performance-indicator concepts.
- Basic resource allocation across people, finance, and operations, introducing simple prioritization tools for allocating limited time, budget, and staff capacity against competing organizational demands.

Assessment Components

Assessment Component	Weighting
Invigilated Knowledge Test (short-answer, 30 min)	15%
PESTLE + Structure Map Project	45%
Workplace Application Evidence	40%

Core Textbooks

- Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. — Exploring Strategy (Pearson)
- Grant, R.M. — Contemporary Strategy Analysis (Wiley)

Further / Recommended Reading

- Kaplan, R.S. & Norton, D.P. — The Balanced Scorecard (Harvard Business Review Press)
- Osterwalder, A. & Pigneur, Y. — Business Model Generation (Wiley)

Source note: Consolidates former Module 1.5 (Strategic Thinking for Emerging Leaders), repositioned as the Stage 1 applied-practice capstone.

Stage Consolidation Assessment — Blueprint

Following recognised professional-body practice, the Stage Consolidation Assessment is constructed against a published blueprint, reproduced below, so that candidates, tutors, and External Examiners can see in advance how the assessment samples the syllabus and at what cognitive level. Its weighting and preparation time are drawn from the Assessment Preparation hours already allocated across this stage's components (see the breakdown table above), rather than adding to the stage's total credit or TQT figure.

Syllabus Area (by Component)	Indicative Weighting	Primary Cognitive Level	Sample Command Verbs
S1.1 Leadership Foundations	20%	Remembering / Understanding	Define, Explain, Identify, Describe
S1.2 Governance Fundamentals	20%	Remembering / Understanding	Define, Explain, Identify, Describe
S1.3 Professional Communication	20%	Remembering / Understanding	Define, Explain, Identify, Describe
S1.4 Ethics & Organisational Practice	20%	Remembering / Understanding	Define, Explain, Identify, Describe
S1.5 Applied Leadership Practice	20%	Remembering / Understanding	Define, Explain, Identify, Describe

Format: 1.5-hour invigilated, closed-book, multiple-choice and short-answer paper covering all five components.

Weighting: 20% of overall Stage 1 result (the remaining 80% comprises the credit-weighted average of component assessment).

Paper-Setting Tier: Internally set from CILG's approved item bank (see Section 14 for the full External Moderation schedule).

Cognitive Emphasis at this Stage: Remembering / Understanding. Command verbs are drawn from the CILG Command Verb Hierarchy (Appendix G) and are applied consistently across coursework, portfolio, and assessment at this stage, so that the standard expected of a given verb does not vary between an assignment brief and an examination question.

STAGE 2 — KNOWLEDGE & PRACTICE

CILG Professional Diploma in Leadership and Governance Practice

Target External Benchmark: Level 4 (indicative only — see Section 4)

Duration	4–8 months
Recommended Delivery	Part-time, Executive/Weekend, Blended/Online, Accelerated (approx. 12–16 weeks)
Membership Outcome	Affiliate track (AffCILG)
Total Components	5 components
Credits / TQT / GLH	40 credits · 400 TQT · 120 GLH
Independent / Workplace / Assessment Prep	128 hrs independent/directed study · 101 hrs workplace/application · 51 hrs assessment preparation
Entry Requirements	Completion of Stage 1 OR an approved RPCL/RPEL exemption (Section 9) OR two (2) years' relevant professional experience combined with a recognised post-secondary certificate. Registration as a CILG Student Member.
Design Note / Justification	Moves from foundation knowledge into applied professional practice. Equal 8-credit modules keep the structure transparent.
Status Note	Proposed curriculum design for benchmarking and validation. The Target Benchmark is an indicative design target, not a claim of regulatory equivalence, until independently mapped and approved (see Sections 4–5, 15).
Compared to Prior Edition	The prior syllabus positioned the Knowledge stage at 20.5 indicative credits (~204 notional learning hours) across five modules plus a Level Consolidation Examination, over 6–9 months.

Component / Module Breakdown

Module / Component	Credits	GLH	Independent / Directed Study	Workplace / Application	Assessment Prep	TQT
S2.1 Applied Leadership & Change	8	24	24	22	10	80
S2.2 Governance, Law & Compliance	8	24	30	16	10	80
S2.3 Finance & Accountability for Leaders	8	24	28	18	10	80
S2.4 People & Organisational Management	8	24	24	22	10	80
S2.5 Strategy & Organisational Performance	8	24	22	23	11	80
TOTAL	40	120	128	101	51	400

Teaching and Learning Methods (this stage)

- Case-based learning using real organisational scenarios
- Facilitated workshops (live or recorded) with practicing professionals
- Structured readings and self-study units via the CILG LMS
- Applied projects with informal supervisor/mentor input, verified as workplace evidence
- Formative feedback from CILG-approved tutors on each assignment

S2.1 — Applied Leadership & Change

Credit Value: 8 | GLH: 24 | Independent/Directed Study: 24 hrs | Workplace/Application: 22 hrs | Assessment Prep: 10 hrs | Total TQT: 80

Module Aim: To develop candidates' ability to lead people and teams through change, uncertainty, and disruption.

Learning Outcomes

- Lead, or credibly simulate, a change-management scenario using an adaptive leadership approach.
- Deliver structured coaching or mentoring to a peer or junior colleague.
- Evaluate leadership approaches suited to remote and hybrid team contexts.

Indicative Course Content

- Adaptive leadership — navigating uncertainty and organizational disruption, using Heifetz's distinction between technical problems and adaptive challenges to help candidates diagnose which type of problem they are actually facing.
- Authentic and ethical leadership in diverse professional contexts, examining how leaders build credibility and trust across culturally and demographically diverse teams without defaulting to a single leadership 'style'.
- Leading virtual and hybrid teams, covering practical mechanisms for maintaining trust, visibility, and accountability when a team is not co-located, and common failure modes of remote leadership.
- Coaching and mentoring as leadership tools, introducing the GROW coaching model (Goal, Reality, Options, Will) and the practical distinction between coaching, mentoring, and directive instruction.
- Leadership through organizational restructuring and building resilience, addressing how leaders sustain morale and performance through redundancy, reorganization, or other disruptive structural change.

Assessment Components

Assessment Component	Weighting
Change-Leadership Case Study	45%
Mentoring Log	25%
Workplace Application Evidence	30%

Core Textbooks

- Kotter, J.P. — Leading Change (Harvard Business Review Press)
- Heifetz, R.A. & Linsky, M. — Leadership on the Line (Harvard Business Review Press)

Further / Recommended Reading

- Bridges, W. — Managing Transitions (Da Capo Press)
- Senge, P.M. — The Fifth Discipline (Doubleday)

Source note: Consolidates former Module 2.1.

S2.2 — Governance, Law & Compliance

Credit Value: 8 | GLH: 24 | Independent/Directed Study: 30 hrs | Workplace/Application: 16 hrs | Assessment Prep: 10 hrs | Total TQT: 80

Module Aim: To build practical legal literacy so candidates can identify and respond to legal and compliance risk in their organization.

Learning Outcomes

- Explain directors' duties and apply them to a scenario company.
- Conduct a compliance review against a structured checklist.
- Identify employment-law risk in a realistic workplace scenario.

Indicative Course Content

- Formation, structure, and dissolution of corporations and other entities, comparing common entity types (corporation, LLC, partnership, nonprofit) and the governance implications of each choice.
- Directors' duties — fiduciary duty, duty of care, loyalty, and obedience, with worked scenarios distinguishing a breach of the duty of care from a breach of the duty of loyalty.
- Shareholder rights, derivative suits, and securities regulation, covering the practical mechanics of a shareholder derivative action and the core disclosure obligations facing a publicly traded company.
- Employment law fundamentals and workplace governance, including at-will employment concepts, anti-discrimination protections, and the manager's role in documenting and escalating workplace issues correctly.
- Contract law and intellectual property basics for managers, covering the essential elements of a valid contract, common breach scenarios, and a plain-language introduction to patents, trademarks, and copyright relevant to day-to-day management.

Assessment Components

Assessment Component	Weighting
Invigilated Knowledge Test (short-answer, 45 min)	25%
Compliance Review Assignment	45%
Workplace Application Evidence	30%

Core Textbooks

- Cheeseman, H.R. — Business Law (Pearson)
- Bagley, C.E. — Managers and the Legal Environment (Cengage Learning)

Further / Recommended Reading

- Clarkson, K.W., Miller, R.L. & Cross, F.B. — Business Law: Text and Cases (Cengage Learning)
- Macey, J.R. — Corporate Governance: Promises Kept, Promises Broken (Princeton University Press)

Source note: Consolidates former Module 2.2 (Corporate Law and Regulatory Compliance).

S2.3 — Finance & Accountability for Leaders

Credit Value: 8 | GLH: 24 | Independent/Directed Study: 28 hrs | Workplace/Application: 18 hrs | Assessment Prep: 10 hrs | Total TQT: 80

Module Aim: To equip non-financial leaders with the literacy needed to read, interrogate, and act on financial information.

Learning Outcomes

- Read and interpret a set of financial statements.
- Apply ratio analysis to assess organizational financial performance.
- Produce a short, decision-oriented financial recommendations memo.

Indicative Course Content

- Understanding financial statements — income statement, balance sheet, cash flow, with a line-by-line walkthrough of each statement and how they connect to one another.
- Budgeting, forecasting, and financial planning, covering zero-based versus incremental budgeting approaches and the basics of rolling forecasts.
- Ratio analysis and financial performance indicators, covering liquidity, profitability, efficiency, and leverage ratios, and how to interpret a ratio in context rather than in isolation.
- Cost management, working capital, and break-even analysis, including fixed versus variable cost behavior and a worked break-even calculation candidates can apply to a real product or service line.
- Introduction to capital structure and investment appraisal (NPV, IRR), covering the time value of money and a worked example comparing two investment options using both techniques.

Assessment Components

Assessment Component	Weighting
Financial Statement Analysis Project	70%
Workplace Application Evidence	30%

Core Textbooks

- Berman, K. & Knight, J. — Financial Intelligence (Harvard Business Review Press)
- Brealey, R.A., Myers, S.C. & Allen, F. — Principles of Corporate Finance (McGraw-Hill)

Further / Recommended Reading

- Higgins, R.C. — Analysis for Financial Management (McGraw-Hill)
- Fridson, M. & Alvarez, F. — Financial Statement Analysis (Wiley)

Source note: Consolidates former Module 2.3 (Financial Management for Leaders).

S2.4 — People & Organisational Management

Credit Value: 8 | GLH: 24 | Independent/Directed Study: 24 hrs | Workplace/Application: 22 hrs | Assessment Prep: 10 hrs | Total TQT: 80

Module Aim: To develop candidates' ability to plan, manage, and lead the human capital function within an organization.

Learning Outcomes

- Design or critique a performance management process for a real or model team.
- Apply workforce planning principles to a real organizational context.
- Propose an evidence-based engagement or retention intervention.

Indicative Course Content

- Strategic HRM vs. operational HR, distinguishing HR's policy-and-compliance function from its role as a strategic partner in workforce planning and organizational design.
- Workforce planning, talent acquisition, and succession planning, covering demand-and-supply workforce forecasting and the basics of building a simple succession pipeline for key roles.
- Performance management systems and appraisal frameworks, comparing annual-review, continuous-feedback, and OKR-based approaches and the common pitfalls of each.
- Employee engagement, well-being, and retention, covering leading indicators of disengagement and evidence-based retention levers beyond compensation.
- Labor relations, DEI in talent strategy, and HR analytics, introducing basic collective-bargaining concepts, practical approaches to embedding diversity and inclusion into talent processes, and the use of simple workforce metrics to support decisions.

Assessment Components

Assessment Component	Weighting
Performance Management Design/Critique Project	70%
Workplace Application Evidence	30%

Core Textbooks

- Armstrong, M. & Taylor, S. — Armstrong's Handbook of Human Resource Management Practice (Kogan Page)
- Ulrich, D. — HR from the Outside In (McGraw-Hill)

Further / Recommended Reading

- Cappelli, P. — Talent on Demand (Harvard Business Review Press)

- Pfeffer, J. — The Human Equation (Harvard Business School Press)

Source note: Consolidates former Module 2.4 (Human Resource Management and Talent Leadership).

S2.5 — Strategy & Organisational Performance

Credit Value: 8 | GLH: 24 | Independent/Directed Study: 22 hrs | Workplace/Application: 23 hrs | Assessment Prep: 11 hrs | Total TQT: 80

Module Aim: To develop candidates' ability to analyze competitive position and evaluate strategic options using recognized frameworks.

Learning Outcomes

- Apply Porter's Five Forces and VRIO analysis to a real industry or organization.
- Evaluate a strategic option using a recognized strategic-management framework.
- Present findings via a structured strategy brief.

Indicative Course Content

- Strategic management process — analysis, formulation, implementation, evaluation, presented as an iterative cycle rather than a one-time planning exercise.
- Competitive analysis tools — Five Forces, VRIO, value chain analysis, with guided practice applying each to a real industry and organization of the candidate's choosing.
- Corporate, business, and functional level strategies, distinguishing decisions about which businesses to be in from decisions about how to compete within a given business.
- Strategic alliances, mergers, and acquisitions, covering common rationales for M&A activity and the most frequent causes of post-merger integration failure.
- Balanced Scorecard, Blue Ocean Strategy, and digital disruption, introducing the four Balanced Scorecard perspectives and the value-innovation logic behind Blue Ocean Strategy, with reference to current examples of digitally disrupted industries.

Assessment Components

Assessment Component	Weighting
Applied Competitive Analysis Project	70%
Workplace Application Evidence	30%

Core Textbooks

- Porter, M.E. — Competitive Strategy (Free Press)
- Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. — Exploring Strategy (Pearson)

Further / Recommended Reading

- Mintzberg, H. — The Rise and Fall of Strategic Planning (Free Press)
- Christensen, C.M. — The Innovator's Dilemma (Harvard Business Review Press)

Source note: Consolidates former Module 2.5 (Organizational Strategy and Competitive Analysis).

Stage Consolidation Assessment — Blueprint

Following recognised professional-body practice, the Stage Consolidation Assessment is constructed against a published blueprint, reproduced below, so that candidates, tutors, and External Examiners can see in advance how the assessment samples the syllabus and at what cognitive level. Its weighting and preparation time are drawn from the Assessment Preparation hours already allocated across this stage's components (see the breakdown table above), rather than adding to the stage's total credit or TQT figure.

Syllabus Area (by Component)	Indicative Weighting	Primary Cognitive Level	Sample Command Verbs
S2.1 Applied Leadership & Change	20%	Understanding / Applying	Explain, Apply, Illustrate, Analyse (basic)
S2.2 Governance, Law & Compliance	20%	Understanding / Applying	Explain, Apply, Illustrate, Analyse (basic)
S2.3 Finance & Accountability for Leaders	20%	Understanding / Applying	Explain, Apply, Illustrate, Analyse (basic)
S2.4 People & Organisational Management	20%	Understanding / Applying	Explain, Apply, Illustrate, Analyse (basic)
S2.5 Strategy & Organisational Performance	20%	Understanding / Applying	Explain, Apply, Illustrate, Analyse (basic)

Format: 2-hour invigilated, closed-book, multiple-choice and short-answer paper covering all five components.

Weighting: 20% of overall Stage 2 result (the remaining 80% comprises the credit-weighted average of component assessment).

Paper-Setting Tier: Internally set from CILG's approved item bank (see Section 14 for the full External Moderation schedule).

Cognitive Emphasis at this Stage: Understanding / Applying. Command verbs are drawn from the CILG Command Verb Hierarchy (Appendix G) and are applied consistently across coursework, portfolio, and assessment at this stage, so that the standard expected of a given verb does not vary between an assignment brief and an examination question.

STAGE 3 —SKILLS

CILG Advanced Diploma in Leadership and Governance (confers ACILG — Associate Member)

Target External Benchmark: Level 5/6* (indicative only — see Section 4)

Duration	6–10 months
Recommended Delivery	Part-time, Executive/Weekend, Blended, Accelerated Professional Route (approx. 4–6 months)
Membership Outcome	Associate Member (ACILG)
Total Components	5 components
Credits / TQT / GLH	50 credits · 500 TQT · 136 GLH
Independent / Workplace / Assessment Prep	132 hrs independent/directed study · 155 hrs workplace/application · 77 hrs assessment preparation
Entry Requirements	Completion of Stage 2 OR an approved RPCL/RPEL exemption (Section 9); minimum two (2) years of relevant professional experience in a leadership, management, governance, or administrative role; current CILG Student membership.
Design Note / Justification	Workplace/application becomes the largest element so competence is demonstrated through professional practice, not classroom knowledge alone.
Status Note	Proposed curriculum design for benchmarking and validation. The Target Benchmark is an indicative design target, not a claim of regulatory equivalence, until independently mapped and approved (see Sections 4–5, 15).
Compared to Prior Edition	The prior syllabus positioned the Skills stage at 23.5 indicative credits (~234 notional learning hours) across five modules plus a Level Consolidation Examination, over 9–12 months.

Component / Module Breakdown

Module / Component	Credits	GLH	Independent / Directed Study	Workplace / Application	Assessment Prep	TQT
S3.1 Strategic Leadership in Practice	10	28	28	30	14	100
S3.2 Corporate Governance & Board Practice	10	28	30	27	15	100
S3.3 Risk, Resilience & Decision-Making	10	28	28	29	15	100
S3.4 Stakeholder Leadership & Organisational Communication	10	28	26	31	15	100
S3.5 Applied Professional Leadership Project	10	24	20	38	18	100
TOTAL	50	136	132	155	77	500

Teaching and Learning Methods (this stage)

- Case study seminars facilitated by practicing governance professionals
- Professional Practice Assignments and the Applied Professional Leadership Project set within the candidate's own organisational context
- Peer discussion forums and structured debate exercises
- Guest sessions with board-level practitioners, where available

- Mentor-supported reflective practice and workplace-evidence coaching

S3.1 — Strategic Leadership in Practice

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 28 hrs | Workplace/Application: 30 hrs | Assessment Prep: 14 hrs | Total TQT: 100

Module Aim: To build candidates' ability to translate strategy into leadership action and lead organizational change under real conditions.

Learning Outcomes

- Translate an organizational strategy into a concrete leadership action plan.
- Lead, or credibly evaluate, a change initiative and assess stakeholder alignment.
- Apply scenario planning to a decision made under conditions of ambiguity.

Indicative Course Content

- Translating organizational strategy into leadership action plans, including a structured method for cascading a high-level strategic priority into team-level objectives and individual accountabilities.
- Change leadership in complex organizations, drawing on Kotter's eight-step model and Bridges' transition framework to help candidates lead, not just announce, organizational change.
- Strategic communication and influencing stakeholders, covering narrative-building techniques for gaining buy-in from stakeholders who were not part of the original strategic decision.
- Building high-performance cultures aligned to strategy, examining the practical levers — recognition, accountability structures, symbolic leadership actions — that align day-to-day culture with stated strategy.
- Leading through ambiguity — scenario planning and adaptive decision-making, introducing a simplified scenario-planning method candidates can apply when the future is genuinely uncertain rather than merely unknown.

Assessment Components

Assessment Component	Weighting
Professional Practice Assignment	40%
Case Study Report	30%
Workplace Application Evidence	30%

Core Textbooks

- Hitt, M.A., Ireland, R.D. & Hoskisson, R.E. — Strategic Management: Concepts and Cases (Cengage Learning)
- Kotter, J.P. — Leading Change (Harvard Business Review Press)

Further / Recommended Reading

- Collins, J. — Good to Great (HarperBusiness)
- Heifetz, R., Grashow, A. & Linsky, M. — The Practice of Adaptive Leadership (Harvard Business Review Press)

Source note: Consolidates former Module 3.1 (unchanged title).

S3.2 — Corporate Governance & Board Practice

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 30 hrs | Workplace/Application: 27 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To move candidates from governance theory to applied practice, using real governance failures and board scenarios as the primary learning material.

Learning Outcomes

- Evaluate a board's effectiveness using a recognized governance framework.
- Analyze a real governance failure and extract applicable lessons.

- Assess the adequacy of internal controls and risk oversight in a given case.

Indicative Course Content

- Board governance frameworks — models and comparative structures, comparing unitary and two-tier board models and how governance codes across major jurisdictions differ in emphasis.
- Board evaluation, effectiveness, and renewal, covering common board self-evaluation methodologies and the practical mechanics of board succession and refreshment.
- Internal controls and risk oversight at board level, examining the board's oversight responsibility for internal control adequacy and its relationship with internal audit.
- Executive compensation governance and remuneration committees, covering how pay-for-performance structures are designed, disclosed, and scrutinized by shareholders and proxy advisors.
- Case studies in governance failures; shareholder activism, using real corporate governance failures to extract transferable lessons, and introducing the mechanics and objectives of activist shareholder campaigns.

Assessment Components

Assessment Component	Weighting
Governance Case Analysis	45%
Written Examination	25%
Workplace Application Evidence	30%

Core Textbooks

- Mallin, C.A. — Corporate Governance (Oxford University Press)
- Tricker, R.I. & Tricker, B. — Corporate Governance: Principles, Policies, and Practices (Oxford University Press)

Further / Recommended Reading

- Kiel, G. & Nicholson, G. — Boards That Work (McGraw-Hill)

Source note: Consolidates former Module 3.2 (Corporate Governance in Practice).

S3.3 — Risk, Resilience & Decision-Making

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 28 hrs | Workplace/Application: 29 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To build candidates' capability to identify, assess, and govern risk at a strategic level within complex organizations.

Learning Outcomes

- Apply an enterprise risk management framework (COSO/ISO 31000) to identify and rank organizational risks.
- Draft a business continuity outline for a real or model organization.
- Report risk findings in a board-ready format.

Indicative Course Content

- Enterprise risk management frameworks (COSO ERM, ISO 31000), covering each framework's core components and how an organization selects and adapts one to its own context.
- Risk appetite, risk tolerance, and risk culture, distinguishing the board-set risk appetite statement from operational risk tolerance limits, and how risk culture is assessed in practice.
- Operational, financial, reputational, and strategic risk categories, with a structured taxonomy candidates can apply to classify and prioritize risks identified in a real organization.
- Business continuity planning and crisis leadership, covering the core components of a business continuity plan and the leadership behaviors that distinguish effective from ineffective crisis response.

- Cybersecurity and climate/environmental risk governance, introducing board-level oversight expectations for cyber risk and the emerging governance requirements around climate-related financial risk.

Assessment Components

Assessment Component	Weighting
Risk Assessment & Reporting Assignment	70%
Workplace Application Evidence	30%

Core Textbooks

- Hopkin, P. — Fundamentals of Risk Management (Kogan Page)
- COSO — Enterprise Risk Management: Integrating with Strategy and Performance (COSO)

Further / Recommended Reading

- Bernstein, P.L. — Against the Gods (Wiley)
- Taleb, N.N. — The Black Swan (Random House)

Source note: Consolidates former Module 3.3 (Risk Management and Organizational Resilience).

S3.4 — Stakeholder Leadership & Organisational Communication

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 26 hrs | Workplace/Application: 31 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To develop advanced skills in managing diverse stakeholders and designing communication strategies that reinforce governance and leadership.

Learning Outcomes

- Produce a stakeholder map and engagement strategy for a real or model organization.
- Draft board-level and crisis communications.
- Evaluate a real or hypothetical reputational risk scenario.

Indicative Course Content

- Stakeholder mapping, analysis, and engagement strategies, using a power-interest grid and worked examples to help candidates prioritize and tailor engagement across a diverse stakeholder set.
- Managing board-level and executive-level communications, covering how information is packaged, sequenced, and delivered for board decision-making versus operational reporting.
- Public affairs, investor relations, and media engagement, providing a practical orientation to how organizations manage relationships with regulators, investors, and the press.
- Crisis communications and reputation management, covering the core principles of a crisis-communication holding statement and the sequencing of internal versus external messaging during a crisis.
- Digital reputation management and activist stakeholders, examining how social and digital media accelerate reputational risk and how organizations monitor and respond to activist stakeholder campaigns online.

Assessment Components

Assessment Component	Weighting
Stakeholder & Communication Strategy Project	70%
Workplace Application Evidence	30%

Core Textbooks

- Freeman, R.E. — Strategic Management: A Stakeholder Approach (Cambridge University Press)
- Argenti, P.A. — Corporate Communication (McGraw-Hill)

Further / Recommended Reading

- Cornelissen, J. — Corporate Communication (SAGE Publications)
- Fombrun, C.J. — Reputation (Harvard Business School Press)

Source note: Consolidates former Module 3.4 (Stakeholder Management and Organizational Communication).

S3.5 — Applied Professional Leadership Project

Credit Value: 10 | GLH: 24 | Independent/Directed Study: 20 hrs | Workplace/Application: 38 hrs | Assessment Prep: 18 hrs | Total TQT: 100

Module Aim: To apply project and programme leadership skills through a substantial workplace-based leadership project, making workplace application the largest single element of the Stage 3 assessment so that professional competence is demonstrated in practice, not classroom knowledge alone.

Learning Outcomes

- Apply project governance principles to a real or model project.
- Manage a budget and resource oversight simulation.
- Conduct a post-project review and extract lessons learned.

Indicative Course Content

- Project governance and the role of the project sponsor, distinguishing the sponsor's accountability for benefits realization from the project manager's accountability for delivery.
- Programme management frameworks (PMI, PRINCE2 governance), providing a comparative orientation to the governance structures each framework specifies rather than a full technical certification.
- Resource leadership, budget oversight, and milestone governance, covering practical techniques for tracking budget variance and holding a project team accountable to milestones.
- Managing project risk and stakeholder expectations, introducing a simple risk register approach and techniques for managing scope creep driven by shifting stakeholder expectations.
- Post-project review and organizational learning; agile/hybrid methods, covering how to run a structured post-project review (retrospective) and a plain-language orientation to agile and hybrid delivery approaches within a governance-conscious organization.

Assessment Components

Assessment Component	Weighting
Applied Professional Leadership Project (Plan + Delivery Evidence)	60%
Post-Project Review & Reflection	20%
Workplace Application Evidence	20%

Core Textbooks

- Project Management Institute — A Guide to the Project Management Body of Knowledge (PMBOK Guide)
- Kerzner, H. — Project Management: A Systems Approach (Wiley)

Further / Recommended Reading

- Meredith, J.R. & Mantel, S.J. — Project Management: A Managerial Approach (Wiley)
- Kendrick, T. — Identifying and Managing Project Risk (AMACOM)

Source note: Repositions former Module 3.5 (Project and Programme Leadership) as the Stage 3 workplace-weighted capstone, per the recommendation that workplace/application become the largest element at this stage.

Stage Consolidation Assessment — Blueprint

Following recognised professional-body practice, the Stage Consolidation Assessment is constructed against a published blueprint, reproduced below, so that candidates, tutors, and External Examiners can see in advance how the assessment

samples the syllabus and at what cognitive level. Its weighting and preparation time are drawn from the Assessment Preparation hours already allocated across this stage's components (see the breakdown table above), rather than adding to the stage's total credit or TQT figure.

Syllabus Area (by Component)	Indicative Weighting	Primary Cognitive Level	Sample Command Verbs
S3.1 Strategic Leadership in Practice	20%	Applying / Analysing	Apply, Analyse, Compare, Recommend
S3.2 Corporate Governance & Board Practice	20%	Applying / Analysing	Apply, Analyse, Compare, Recommend
S3.3 Risk, Resilience & Decision-Making	20%	Applying / Analysing	Apply, Analyse, Compare, Recommend
S3.4 Stakeholder Leadership & Organisational Communication	20%	Applying / Analysing	Apply, Analyse, Compare, Recommend
S3.5 Applied Professional Leadership Project	20%	Applying / Analysing	Apply, Analyse, Compare, Recommend

Format: Unseen case-study examination (2.5 hours) combined with a Professional Practice Portfolio review, reflecting the shift toward practitioner-based assessment from this stage onward.

Weighting: 20% of overall Stage 3 result (the remaining 80% comprises the credit-weighted average of component assessment).

Paper-Setting Tier: Set by the Independent Assessment Board (unseen case study) (see Section 14 for the full External Moderation schedule).

Cognitive Emphasis at this Stage: Applying / Analysing. Command verbs are drawn from the CILG Command Verb Hierarchy (Appendix G) and are applied consistently across coursework, portfolio, and assessment at this stage, so that the standard expected of a given verb does not vary between an assignment brief and an examination question.

STAGE 4 — PROFESSIONAL

CILG Executive Diploma in Leadership and Governance (confers MCILG — Full Member)

Target External Benchmark: Level 7 (indicative only — see Section 4)

Duration	8–12 months
Recommended Delivery	Executive/Part-time, Blended Executive, Workplace-Based, Accelerated Executive Route
Membership Outcome	Full Member (MCILG)
Total Components	5 components
Credits / TQT / GLH	60 credits · 600 TQT · 140 GLH
Independent / Workplace / Assessment Prep	183 hrs independent/directed study · 175 hrs workplace/application · 102 hrs assessment preparation
Entry Requirements	Completion of Stage 3 and current Associate Membership (ACILG), OR entry via the Experienced Practitioner Assessment Route (Section 10); minimum five (5) years' relevant professional experience, of which at least three (3) years in a senior leadership, governance, or executive management role; completion of a CILG-accredited Professional Mentoring Review.
Design Note / Justification	The 20-credit Impact Project supports Level 7-style integration, strategic judgement, and organisational impact while limiting unnecessary classroom dependence.
Status Note	Proposed curriculum design for benchmarking and validation. The Target Benchmark is an indicative design target, not a claim of regulatory equivalence, until independently mapped and approved (see Sections 4–5, 15).
Compared to Prior Edition	The prior syllabus positioned the Professional stage at 26.5 indicative credits (~264 notional learning hours) across five modules plus a Level Consolidation Examination, over 12–18 months.

Component / Module Breakdown

Module / Component	Credits	GLH	Independent / Directed Study	Workplace / Application	Assessment Prep	TQT
S4.1 Strategic Leadership & Organisational Transformation	10	28	32	25	15	100
S4.2 Advanced Governance & Board Effectiveness	10	28	32	25	15	100
S4.3 Strategic Risk, Ethics & Accountability	10	28	32	25	15	100
S4.4 Global Leadership, Policy & Sustainability	10	28	32	25	15	100
S4.5 Advanced Professional Impact Project + Professional Discussion	20	28	55	75	42	200
TOTAL	60	140	183	175	102	600

Teaching and Learning Methods (this stage)

- Executive-style seminars and structured professional discussion
- One-to-one Professional Mentoring Review with an approved CILG Mentor
- Portfolio-based learning with tutor feedback at defined milestones

- Impact Project and Professional Discussion (viva) preparation coaching
- Peer learning sets among Full Member candidates

S4.1 — Strategic Leadership & Organisational Transformation

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 32 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To develop executive-level leadership capability, focused on transformational leadership and the psychology of senior decision-making.

Learning Outcomes

- Design a transformation program for a complex organization.
- Evaluate the cognitive and behavioral dimensions of a real executive decision.
- Build a succession plan for a senior team.

Indicative Course Content

- Executive leadership models in complex organizations, examining how leadership demands change qualitatively — not just in scale — at the executive level, including the shift from managing tasks to shaping systems.
- Leading large-scale organizational transformation programs, drawing on transformation case evidence to identify the executive behaviors most associated with successful large-scale change.
- Cognitive and behavioral dimensions of executive decision-making, introducing behavioral-economics concepts such as anchoring and confirmation bias as they specifically affect senior decision-makers.
- Building and sustaining executive teams; succession planning, covering the dynamics of top-team effectiveness and a structured approach to executive succession planning.
- Leading mergers, acquisitions, and digital transformation, examining the executive leadership demands specific to M&A integration and enterprise-wide digital transformation initiatives.

Assessment Components

Assessment Component	Weighting
Strategic Assignment	40%
Portfolio Evidence	40%
Workplace Application Evidence	20%

Core Textbooks

- Kotter, J.P. — Leading Change (Harvard Business Review Press)
- Bennis, W. — On Becoming a Leader (Basic Books)

Further / Recommended Reading

- Collins, J. & Porras, J. — Built to Last (Harper Business)
- Hamel, G. & Prahalad, C.K. — Competing for the Future (Harvard Business School Press)

Source note: Consolidates former Module 4.1 (Executive Leadership and Organizational Transformation).

S4.2 — Advanced Governance & Board Effectiveness

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 32 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To prepare candidates to serve on or advise boards, with a focus on board dynamics, accountability, and performance.

Learning Outcomes

- Evaluate board composition and independence against recognized best practice.

- Assess the effectiveness of a board committee structure.
- Advise on director liability and fiduciary risk in a governance scenario.

Indicative Course Content

- The effective board — composition, size, independence, and diversity, examining the evidence linking board composition choices to board effectiveness.
- Non-executive and independent directors, covering the distinct role, legal exposure, and practical challenges of serving as an independent or non-executive director.
- Board committees — audit, risk, remuneration, nomination, detailing the mandate and typical composition requirements of each standing committee.
- Director liability, indemnification, and fiduciary risk, covering the practical scope of director liability, common indemnification and insurance protections, and how fiduciary risk is actually managed in practice.
- Board performance evaluation and crisis governance, covering formal and informal board evaluation methodologies and how board governance itself must adapt during an organizational crisis.

Assessment Components

Assessment Component	Weighting
Board Effectiveness Review	45%
Oral Discussion Component	25%
Workplace Application Evidence	30%

Core Textbooks

- Leblanc, R. & Gillies, J. — Inside the Boardroom (Wiley)
- Charan, R. — Boards That Deliver (Jossey-Bass)

Further / Recommended Reading

- Lorsch, J.W. — Pawns or Potentates (Harvard Business School Press)
- Carter, C.B. & Lorsch, J.W. — Back to the Drawing Board (Harvard Business School Press)

Source note: Consolidates former Module 4.2 (Board Governance and Director Effectiveness).

S4.3 — Strategic Risk, Ethics & Accountability

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 32 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To develop advanced capability in organizational ethics, accountability, and strategic risk governance at executive level, integrating financial-governance accountability mechanisms with ethical culture and 'tone at the top.'

Learning Outcomes

- Design or evaluate an ethics and compliance program for a real organization.
- Assess 'tone at the top' and its effect on governance culture.
- Respond to a governance-failure ethics scenario with a corrective framework.
- Apply capital allocation and M&A governance principles to a real case.
- Evaluate audit-committee financial governance adequacy.

Indicative Course Content

- Normative ethical frameworks in organizational governance, revisiting consequentialist, duty-based, and virtue-based ethics at an executive level of sophistication and applying them to genuine governance dilemmas.
- Building an ethical culture — tone at the top, examining the mechanisms through which senior leaders' visible conduct shapes organization-wide ethical behavior.

- Corporate social responsibility and stakeholder governance, covering how CSR commitments are governed, resourced, and held accountable rather than treated as purely reputational.
- Governance failures and the ethics of accountability, using significant governance failures to examine how accountability structures succeeded or failed in practice.
- Ethics and compliance program design; ethics in AI and automated decision-making, covering the core components of an effective ethics and compliance program and the emerging governance questions raised by AI-driven and automated organizational decisions.
- Strategic financial management — capital allocation, M&A, investment governance, covering how boards and executives govern major capital-allocation decisions and oversee M&A due diligence.
- Financial governance and the audit committee, covering the audit committee's oversight responsibilities for financial reporting integrity, internal control, and external auditor independence.
- Taxation governance and financial risk/treasury governance at board level, introducing board-level oversight expectations for tax risk and treasury policy.

Assessment Components

Assessment Component	Weighting
Ethics & Culture Design Project	40%
Strategic Risk & Accountability Case Analysis	35%
Workplace Application Evidence	25%

Core Textbooks

- Trevino, L.K. & Nelson, K.A. — Managing Business Ethics (Wiley)
- Paine, L.S. — Value Shift (McGraw-Hill)
- Brealey, R.A., Myers, S.C. & Allen, F. — Principles of Corporate Finance (McGraw-Hill)

Further / Recommended Reading

- Kidder, R.M. — How Good People Make Tough Choices (William Morrow)
- Badaracco, J.L. — Defining Moments (Harvard Business School Press)

Source note: Merges former Module 4.5 (Organizational Ethics and Governance Culture) with the accountability/audit-governance elements of former Module 4.3 (Strategic Finance and Governance Reporting).

S4.4 — Global Leadership, Policy & Sustainability

Credit Value: 10 | GLH: 28 | Independent/Directed Study: 32 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To develop candidates' capability to lead across regulatory, public-policy, and sustainability agendas that increasingly define advanced professional practice.

Learning Outcomes

- Map the regulatory landscape relevant to a real organization.
- Draft an ESG regulation and reporting response.
- Evaluate anti-corruption and AML compliance adequacy in a scenario.
- Integrate ESG and sustainability considerations into a regulatory affairs response.

Indicative Course Content

- The regulatory environment — federal, state, and international frameworks, providing a structured method for mapping which regulatory bodies and frameworks are relevant to a given organization.
- Corporate political activity and government relations, examining how organizations engage with policymakers responsibly, including lobbying disclosure and political-activity governance.

- Public governance in government agencies and public institutions, contrasting private-sector governance assumptions with the accountability structures found in public-sector and government bodies.
- ESG regulation and reporting, covering the fast-evolving landscape of mandatory ESG disclosure requirements across major jurisdictions.
- Anti-corruption, AML, and data privacy regulation, providing a working orientation to core anti-bribery, anti-money-laundering, and data-protection compliance obligations relevant to senior leaders.
- Sustainability and ESG regulation as an emerging pillar of public-policy and regulatory affairs work.

Assessment Components

Assessment Component	Weighting
Regulatory Affairs Case Assignment	70%
Workplace Application Evidence	30%

Core Textbooks

- Baron, D.P. — Business and Its Environment (Pearson)
- Werther, W.B. & Chandler, D. — Strategic Corporate Social Responsibility (SAGE Publications)

Further / Recommended Reading

- Vogel, D. — The Market for Virtue (Brookings Institution Press)
- Stiglitz, J. — Globalization and Its Discontents (W.W. Norton)

Source note: Consolidates former Module 4.4 (Public Policy, Governance, and Regulatory Affairs) with an added sustainability/ESG dimension.

S4.5 — Advanced Professional Impact Project + Professional Discussion

Credit Value: 20 | GLH: 28 | Independent/Directed Study: 55 hrs | Workplace/Application: 75 hrs | Assessment Prep: 42 hrs | Total TQT: 200

Module Aim: To integrate Stage 4 learning into a substantial, workplace-embedded Impact Project addressing a real strategic, financial-governance, or transformation challenge, defended through a structured Professional Discussion — limiting unnecessary classroom dependence while supporting the strategic judgement and organisational impact expected at this stage.

Learning Outcomes

- Design and deliver a substantial workplace-based impact project addressing a real strategic, governance, or financial-accountability challenge.
- Apply capital allocation, M&A, or financial-governance principles where relevant to the chosen project (drawing on former Module 4.3 content).
- Defend the project's findings, methodology, and organisational impact in a structured Professional Discussion before CILG assessors.

Indicative Course Content

- Impact-project scoping, planning, and stakeholder sign-off within the candidate's own organisation
- Strategic financial management — capital allocation, M&A, investment governance, covering how boards and executives govern major capital-allocation decisions and oversee M&A due diligence.
- Integrated reporting frameworks (IR Framework, GRI, SASB), providing a comparative orientation to each framework's purpose, structure, and the type of organization each best suits.
- Financial governance and the audit committee, covering the audit committee's oversight responsibilities for financial reporting integrity, internal control, and external auditor independence.
- Taxation governance and financial risk/treasury governance at board level, introducing board-level oversight expectations for tax risk and treasury policy.
- Sustainable finance and executive compensation design, covering how sustainability-linked financing instruments work and how compensation committees increasingly link executive pay to ESG and long-term value metrics.

- Preparing and defending a Professional Discussion / Viva Voce before CILG assessors

Assessment Components

Assessment Component	Weighting
Advanced Professional Impact Project (written report + evidence)	50%
Professional Discussion (Viva Voce, 45 minutes)	30%
Workplace Application Evidence / Portfolio	20%

Core Textbooks

- Brealey, R.A., Myers, S.C. & Allen, F. — Principles of Corporate Finance (McGraw-Hill)
- Eccles, R.G. & Krzus, M.P. — The Integrated Reporting Movement (Wiley)

Further / Recommended Reading

- Damodaran, A. — Corporate Finance: Theory and Practice (Wiley)
- Koller, T., Goedhart, M. & Wessels, D. — Valuation (Wiley)

Source note: New consolidated capstone component. Folds the applied-project content of former Module 4.3 (Strategic Finance and Governance Reporting) into a larger 20-credit Impact Project with a Professional Discussion, replacing the previous five-equal-module structure at this stage with four modules plus one larger professional project, per the recommendation that unit size be determined by outcomes rather than a fixed five-module rule.

Stage Consolidation Assessment

From Stage 4 onward, the largest component — S4.5 (Advanced Professional Impact Project + Professional Discussion) — serves as this stage's consolidation assessment in full, integrating and sampling across the other components through its Impact Project/Inquiry and Professional Discussion. A separate stand-alone consolidation examination is not used at this stage: this avoids redundant assessment burden and reflects the increasing weight given to practitioner-based assessment as candidates progress, consistent with Section 6.

STAGE 5 — EXPERT

Chartered Professional in Leadership and Governance (confers FCILG — Fellow, Chartered)

Target External Benchmark: Level 8 (indicative only — see Section 4)

Duration	12–18 months
Recommended Delivery	Executive/Part-time, Workplace-Based, Blended Executive, Experienced Practitioner Assessment Route
Membership Outcome	Fellow (FCILG)
Total Components	5 components
Credits / TQT / GLH	70 credits · 700 TQT · 125 GLH
Independent / Workplace / Assessment Prep	230 hrs independent/directed study · 225 hrs workplace/application · 120 hrs assessment preparation
Entry Requirements	Completion of Stage 4 and current Full Membership (MCILG), OR entry via the Experienced Practitioner Assessment Route (Section 10); minimum eight (8) years' progressive professional experience, at least five (5) in a senior/executive role; endorsement by two (2) existing FCILG Fellows; CILG Professional Entry Interview; current CPD compliance.
Design Note / Justification	Master-practitioner route centred on original professional contribution, strategic impact, portfolio evidence, and independent viva — not an imitation of a doctorate.
Status Note	Proposed curriculum design for benchmarking and validation. The Target Benchmark is an indicative design target, not a claim of regulatory equivalence, until independently mapped and approved (see Sections 4–5, 15).
Compared to Prior Edition	The prior syllabus represented the Expert Level as the highest stage of the pathway, linked to Fellowship (FCILG), without a standardised credit/TQT architecture.

Component / Module Breakdown

Module / Component	Credits	GLH	Independent / Directed Study	Workplace / Application	Assessment Prep	TQT
S5.1 Global Strategic Leadership & Governance	10	25	35	25	15	100
S5.2 Governance Innovation, Ethics & Institutional Stewardship	10	25	35	25	15	100
S5.3 Systems Leadership, Policy & Complex Decision-Making	10	25	35	25	15	100
S5.4 Executive Mentoring & Professional Contribution	10	20	25	40	15	100
S5.5 Chartered Professional Impact Inquiry + Portfolio + Viva	30	30	100	110	60	300
TOTAL	70	125	230	225	120	700

Teaching and Learning Methods (this stage)

- Independent research/inquiry supervision by a CILG-approved research advisor
- Structured thought-leadership seminars among Chartered Professional candidates
- Formal mentoring practicum (candidate mentors a junior CILG member)

- Impact Inquiry supervision and independent viva preparation
- Peer review exercises with fellow Stage 5 candidates

S5.1 — Global Strategic Leadership & Governance

Credit Value: 10 | GLH: 25 | Independent/Directed Study: 35 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To equip senior candidates to lead and govern across jurisdictions and navigate complex geopolitical dynamics.

Learning Outcomes

- Compare governance systems across jurisdictions.
- Assess geopolitical risk implications for organizational strategy.
- Advise on cross-border regulatory and sanctions compliance.

Indicative Course Content

- Comparative corporate governance systems — Anglo-Saxon, Continental European, Asian models, examining how ownership concentration and legal tradition shape governance expectations differently across these systems.
- Cross-border governance — multinational boards and subsidiary governance, covering the practical governance challenges of overseeing subsidiaries across multiple legal and regulatory regimes.
- Geopolitical risk assessment and organizational strategy, introducing structured methods for assessing how geopolitical developments translate into organizational strategic risk.
- International sanctions, trade compliance, and cross-border regulation, providing a working orientation to sanctions-screening obligations and cross-border trade compliance relevant to senior leaders.
- Global leadership and cross-cultural leadership effectiveness, examining the evidence on what distinguishes leaders who are effective across multiple cultural and national contexts.

Assessment Components

Assessment Component	Weighting
Global Governance Case Analysis	70%
Workplace Application Evidence	30%

Core Textbooks

- Rugman, A.M. & Collinson, S. — International Business (Pearson)
- Ghemawat, P. — Redefining Global Strategy (Harvard Business Review Press)

Further / Recommended Reading

- Friedman, T.L. — The World Is Flat (Farrar, Straus and Giroux)
- Khanna, P. — Connectography (Random House)

Source note: Consolidates former Module 5.2 (Global Governance, Leadership, and Geopolitical Risk).

S5.2 — Governance Innovation, Ethics & Institutional Stewardship

Credit Value: 10 | GLH: 25 | Independent/Directed Study: 35 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To develop mastery-level capability in governance innovation, institutional stewardship, and the ethical stewardship of professional standards expected of a Chartered Fellow.

Learning Outcomes

- Design or evaluate a governance-innovation initiative appropriate to a complex institution.
- Model institutional stewardship and ethical standard-setting for the profession.

- Critically evaluate the future direction of governance practice, including its ethical dimensions.

Indicative Course Content

- Governance innovation and institutional stewardship at Chartered-practitioner level
- Sustainable development goals (SDGs) and their governance implications, examining how organizations translate SDG commitments into governable, measurable strategic priorities.
- The ethics of institutional stewardship: setting, not merely following, professional standards

Assessment Components

Assessment Component	Weighting
Governance Innovation & Stewardship Case Study	70%
Workplace Application Evidence	30%

Core Textbooks

- Elkington, J. — Green Swans (Fast Company Press)
- Eccles, R.G. & Krzus, M.P. — The Integrated Reporting Movement (Wiley)

Further / Recommended Reading

- Senge, P.M. et al. — The Necessary Revolution (Doubleday)
- Schwab, K. — The Fourth Industrial Revolution (World Economic Forum)

Source note: New synthesis module drawing on the institutional/ethical dimensions of former Module 5.3 (Sustainable Leadership and Future of Governance).

S5.3 — Systems Leadership, Policy & Complex Decision-Making

Credit Value: 10 | GLH: 25 | Independent/Directed Study: 35 hrs | Workplace/Application: 25 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To develop candidates' capability to lead complex systems-level decisions spanning technology governance, sustainability, and future-facing policy.

Learning Outcomes

- Integrate SDG and ESG considerations into a strategic governance plan.
- Evaluate technology governance risk (AI, data, cybersecurity) at board level.
- Propose a forward-looking governance model for a real organization.

Indicative Course Content

- ESG leadership and integrated strategy, covering how ESG considerations are integrated into strategy at the board and executive level rather than managed as a separate reporting exercise.
- Technology governance — AI, data governance, cybersecurity, digital board oversight, covering emerging board-level frameworks for overseeing AI deployment, data governance, and cybersecurity risk.
- Future of work and post-industrial organizational design, examining how automation, distributed work, and platform-based structures are reshaping organizational design and leadership demands.
- Governance of emerging technologies, addressing how governance structures are adapting to technologies whose risks and benefits are not yet fully understood.

Assessment Components

Assessment Component	Weighting
Sustainable & Systems Governance Strategy Project	70%
Workplace Application Evidence	30%

Core Textbooks

- Elkington, J. — Green Swans (Fast Company Press)
- Eccles, R.G. & Krzus, M.P. — The Integrated Reporting Movement (Wiley)

Further / Recommended Reading

- Senge, P.M. et al. — The Necessary Revolution (Doubleday)
- Schwab, K. — The Fourth Industrial Revolution (World Economic Forum)

Source note: Remaining systems/technology/complex-decision content of former Module 5.3, separated from Module S5.2's institutional-stewardship focus.

S5.4 — Executive Mentoring & Professional Contribution

Credit Value: 10 | GLH: 20 | Independent/Directed Study: 25 hrs | Workplace/Application: 40 hrs | Assessment Prep: 15 hrs | Total TQT: 100

Module Aim: To formalize Fellow candidates' obligation to develop the next generation of leaders through structured mentoring and coaching practice.

Learning Outcomes

- Design and deliver a structured mentoring relationship.
- Apply an executive coaching framework to a real mentee.
- Evaluate a leadership pipeline for gaps.

Indicative Course Content

- Executive coaching frameworks and tools, covering established coaching models and how they are adapted for coaching at a senior or executive level.
- Formal mentoring programs — design, delivery, evaluation, covering how to design a structured mentoring relationship with clear goals and how to evaluate whether it achieved them.
- Developing organizational leadership pipelines, examining how organizations identify and develop future leaders systematically rather than incidentally.
- Professional bodies and the stewardship of professional standards, covering the Fellow's own obligations as a steward of the profession's standards and reputation.
- Mandatory active mentoring of at least one junior CILG member during this level, formalizing the requirement that Fellow candidates apply what they learn by mentoring a more junior member of the Institute throughout the module.

Assessment Components

Assessment Component	Weighting
Mentoring Practice Log + Evaluation	70%
Workplace Application Evidence	30%

Core Textbooks

- Whitmore, J. — Coaching for Performance (Nicholas Brealey Publishing)
- Goleman, D., Boyatzis, R. & McKee, A. — Primal Leadership (Harvard Business Review Press)

Further / Recommended Reading

- Stone, F.M. — Coaching, Counseling & Mentoring (AMACOM)
- Bloom, G., Castagna, C., Moir, E. & Warren, B. — Blended Coaching (Corwin Press)

Source note: Consolidates former Module 5.4 (Executive Mentoring, Coaching, and Professional Development).

S5.5 — Chartered Professional Impact Inquiry + Portfolio + Viva

Credit Value: 30 | GLH: 30 | Independent/Directed Study: 100 hrs | Workplace/Application: 110 hrs | Assessment Prep: 60 hrs | Total TQT: 300

Module Aim: To culminate the CILG pathway with an original professional inquiry addressing a substantive real governance or leadership challenge, combined with a verified professional portfolio and an independent viva — a master-practitioner route centred on original professional contribution and demonstrable strategic impact, not an imitation of a doctorate.

Learning Outcomes

- Apply a recognized professional research methodology to a governance or leadership question.
- Critically analyze a contemporary governance model.
- Produce publishable-quality professional writing.
- Independently research and address a substantive real governance or leadership challenge.
- Defend findings and recommendations before an Independent Examiners Panel.
- Critically evaluate a peer's capstone submission.

Indicative Course Content

- Research methodologies for professional practice — action research, case study, grounded theory, giving candidates enough methodological grounding to select and justify an approach for their own capstone research.
- Critical analysis of contemporary governance and leadership models, requiring candidates to interrogate the evidentiary basis and limitations of current thinking rather than simply describing it.
- Publishing and disseminating professional knowledge, covering how to structure professional writing for publication and the peer expectations of the governance and leadership field.
- CILG position papers and professional standards contributions, introducing the process by which Fellows contribute to CILG's own professional standards and public-facing position papers.
- Peer review and academic publishing standards, covering the norms of rigorous peer review and how candidates should expect their own capstone and research paper to be scrutinized.
- Capstone research design and professional report writing, covering how to scope a substantive real governance or leadership challenge and structure a professional (rather than purely academic) research report.
- Oral defense preparation and professional presentation skills, preparing candidates to defend their findings and recommendations under questioning from an Independent Examiners Panel.
- Peer review practice and standards, requiring candidates to critically and constructively review a peer's capstone submission against the same standards applied to their own.
- Ethical considerations in professional research, covering confidentiality, informed consent, and the ethical handling of sensitive organizational data used in the capstone.
- Presenting to non-specialist governance stakeholders, developing the ability to communicate complex findings and recommendations clearly to board members and stakeholders without a specialist background.

Assessment Components

Assessment Component	Weighting
Chartered Professional Impact Inquiry (8,000–10,000 words)	40%
Verified Professional Portfolio (sustained strategic impact evidence)	25%
Independent Viva / Professional Discussion (60 minutes)	25%
Peer Review of one other Stage 5 candidate	10%

Core Textbooks

- Saunders, M., Lewis, P. & Thornhill, A. — Research Methods for Business Students (Pearson)
- Yin, R.K. — Case Study Research and Applications (SAGE Publications)

Further / Recommended Reading

- Creswell, J.W. — Research Design (SAGE Publications)
- Flyvbjerg, B. — Making Social Science Matter (Cambridge University Press)

- Miles, M.B., Huberman, A.M. & Saldana, J. — Qualitative Data Analysis (SAGE Publications)

Source note: Merges former Module 5.1 (Thought Leadership in Governance and Leadership) with former Module 5.5 (Professional Capstone) into a single 30-credit Chartered Professional Impact Inquiry, consistent with the recommendation to use four modules plus one larger professional project/inquiry at this stage.

Stage Consolidation Assessment

From Stage 5 onward, the largest component — S5.5 (Chartered Professional Impact Inquiry + Portfolio + Viva) — serves as this stage's consolidation assessment in full, integrating and sampling across the other components through its Impact Project/Inquiry and Professional Discussion. A separate stand-alone consolidation examination is not used at this stage: this avoids redundant assessment burden and reflects the increasing weight given to practitioner-based assessment as candidates progress, consistent with Section 6.



Appendix A — Glossary of Terms

Term	Definition
ACILG	Associate Member of CILG — conferred on successful completion of Stage 3.
AffCILG	Affiliate Member of CILG — conferred on completion of Stage 2 or equivalent experience.
Assessment Blueprint	The published weighting, cognitive-level, and command-verb specification for a Stage Consolidation Assessment.
Command Verb Hierarchy	The framework-wide table mapping command verbs (e.g. Explain, Evaluate, Design) to the cognitive level of response expected.
CPD	Continuing Professional Development — mandatory ongoing learning for active members.
Credit	An indicative unit of study volume, set at approximately ten hours of Total Qualification Time (TQT) per credit.
ERM	Enterprise Risk Management — a structured approach to identifying and managing organisation-wide risk.
ESG	Environmental, Social, and Governance — a framework for evaluating non-financial organisational performance and risk.
Experienced Practitioner Assessment Route	The Stage 4/5 route allowing senior professionals to demonstrate competence through RPCL/RPEL, portfolio, and viva rather than the full taught programme (Section 10).
External Examiner	An assessor independent of any single Accredited Learning Partner who moderates marking standards across the framework.
FCILG	Fellow of CILG — the Institute's highest and Chartered-track designation.
FHEQ	Framework for Higher Education Qualifications — the UK framework describing higher-education qualification levels, referenced here for level-descriptor principles only.
GLH	Guided Learning Hours — time spent in tutor-facilitated or structured instruction.
IQA	Internal Quality Assurance — an awarding or delivery body's own internal verification and moderation processes.
MCILG	Full Member of CILG — conferred on successful completion of Stage 4.
Portfolio Evidence	A collection of applied work products a candidate submits as evidence of competence, distinct from a purely academic transcript.
QA	Quality Assurance — the systems and processes that maintain the standard and consistency of assessment.
RPCL	Recognition of Prior Certified Learning — recognition of prior formal qualifications against CILG's learning outcomes (Section 9.1).
RPEL	Recognition of Prior Experiential Learning — recognition of prior professional experience against CILG's learning outcomes (Section 9.2).
RPL	Recognition of Prior Learning — the umbrella process covering both RPCL and RPEL.
RQF	Regulated Qualifications Framework — the framework used by Ofqual and other UK regulators to describe qualification levels, referenced here for level-descriptor principles only.
Stage	CILG's own internal progression label (Stage 1–5), deliberately distinguished from any external qualification-framework 'Level' (Section 4.3).
Target Benchmark	The indicative external qualification-framework level a Stage is designed toward — a design target, not a claim of accreditation (Section 4.3, 15).
TQT	Total Qualification Time — the total hours (guided plus independent, workplace, and assessment-preparation) an average learner is expected to take to complete a module or stage.

Term	Definition
Viva Voce	An oral professional discussion or defence conducted before CILG assessors.



Appendix B — Consolidated Reading List by Stage

Stage 1 — Foundation

- Northouse, P.G. — Leadership: Theory and Practice (SAGE Publications, latest edition)
- Goleman, D. — Emotional Intelligence: Why It Can Matter More Than IQ (Bantam Books)
- Kouzes, J.M. & Posner, B.Z. — The Leadership Challenge (Wiley)
- Covey, S.R. — The 7 Habits of Highly Effective People (Free Press)
- Tricker, R.I. & Tricker, B. — Corporate Governance: Principles, Policies, and Practices (Oxford University Press)
- Monks, R.A.G. & Minow, N. — Corporate Governance (Wiley)
- Cadbury, A. — Corporate Governance and Chairmanship (Oxford University Press)
- OECD — G20/OECD Principles of Corporate Governance (OECD Publishing)
- Guffey, M.E. & Loewy, D. — Business Communication: Process and Product (Cengage Learning)
- Carnegie, D. — How to Win Friends and Influence People (Simon & Schuster)
- Duarte, N. — Resonate (Wiley)
- Trevino, L.K. & Nelson, K.A. — Managing Business Ethics (Wiley)
- Robbins, S.P. & Judge, T.A. — Organizational Behavior (Pearson)
- Schein, E.H. & Schein, P. — Organizational Culture and Leadership (Wiley)
- Hofstede, G. — Cultures and Organizations: Software of the Mind (McGraw-Hill)
- Lencioni, P. — The Five Dysfunctions of a Team (Jossey-Bass)
- Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. — Exploring Strategy (Pearson)
- Grant, R.M. — Contemporary Strategy Analysis (Wiley)
- Kaplan, R.S. & Norton, D.P. — The Balanced Scorecard (Harvard Business Review Press)
- Osterwalder, A. & Pigneur, Y. — Business Model Generation (Wiley)

Stage 2 — Knowledge & Practice

- Kotter, J.P. — Leading Change (Harvard Business Review Press)
- Heifetz, R.A. & Linsky, M. — Leadership on the Line (Harvard Business Review Press)
- Bridges, W. — Managing Transitions (Da Capo Press)
- Senge, P.M. — The Fifth Discipline (Doubleday)
- Cheeseman, H.R. — Business Law (Pearson)
- Bagley, C.E. — Managers and the Legal Environment (Cengage Learning)
- Clarkson, K.W., Miller, R.L. & Cross, F.B. — Business Law: Text and Cases (Cengage Learning)
- Macey, J.R. — Corporate Governance: Promises Kept, Promises Broken (Princeton University Press)
- Berman, K. & Knight, J. — Financial Intelligence (Harvard Business Review Press)
- Brealey, R.A., Myers, S.C. & Allen, F. — Principles of Corporate Finance (McGraw-Hill)
- Higgins, R.C. — Analysis for Financial Management (McGraw-Hill)
- Fridson, M. & Alvarez, F. — Financial Statement Analysis (Wiley)
- Armstrong, M. & Taylor, S. — Armstrong's Handbook of Human Resource Management Practice (Kogan Page)
- Ulrich, D. — HR from the Outside In (McGraw-Hill)
- Cappelli, P. — Talent on Demand (Harvard Business Review Press)
- Pfeffer, J. — The Human Equation (Harvard Business School Press)
- Porter, M.E. — Competitive Strategy (Free Press)
- Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. — Exploring Strategy (Pearson)
- Mintzberg, H. — The Rise and Fall of Strategic Planning (Free Press)

- Christensen, C.M. — The Innovator's Dilemma (Harvard Business Review Press)

Stage 3 — Skills

- Hitt, M.A., Ireland, R.D. & Hoskisson, R.E. — Strategic Management: Concepts and Cases (Cengage Learning)
- Kotter, J.P. — Leading Change (Harvard Business Review Press)
- Collins, J. — Good to Great (HarperBusiness)
- Heifetz, R., Grashow, A. & Linsky, M. — The Practice of Adaptive Leadership (Harvard Business Review Press)
- Mallin, C.A. — Corporate Governance (Oxford University Press)
- Tricker, R.I. & Tricker, B. — Corporate Governance: Principles, Policies, and Practices (Oxford University Press)
- Kiel, G. & Nicholson, G. — Boards That Work (McGraw-Hill)
- Hopkin, P. — Fundamentals of Risk Management (Kogan Page)
- COSO — Enterprise Risk Management: Integrating with Strategy and Performance (COSO)
- Bernstein, P.L. — Against the Gods (Wiley)
- Taleb, N.N. — The Black Swan (Random House)
- Freeman, R.E. — Strategic Management: A Stakeholder Approach (Cambridge University Press)
- Argenti, P.A. — Corporate Communication (McGraw-Hill)
- Cornelissen, J. — Corporate Communication (SAGE Publications)
- Fombrun, C.J. — Reputation (Harvard Business School Press)
- Project Management Institute — A Guide to the Project Management Body of Knowledge (PMBOK Guide)
- Kerzner, H. — Project Management: A Systems Approach (Wiley)
- Meredith, J.R. & Mantel, S.J. — Project Management: A Managerial Approach (Wiley)
- Kendrick, T. — Identifying and Managing Project Risk (AMACOM)

Stage 4 — Professional

- Kotter, J.P. — Leading Change (Harvard Business Review Press)
- Bennis, W. — On Becoming a Leader (Basic Books)
- Collins, J. & Porras, J. — Built to Last (Harper Business)
- Hamel, G. & Prahalad, C.K. — Competing for the Future (Harvard Business School Press)
- Leblanc, R. & Gillies, J. — Inside the Boardroom (Wiley)
- Charan, R. — Boards That Deliver (Jossey-Bass)
- Lorsch, J.W. — Pawns or Potentates (Harvard Business School Press)
- Carter, C.B. & Lorsch, J.W. — Back to the Drawing Board (Harvard Business School Press)
- Trevino, L.K. & Nelson, K.A. — Managing Business Ethics (Wiley)
- Paine, L.S. — Value Shift (McGraw-Hill)
- Brealey, R.A., Myers, S.C. & Allen, F. — Principles of Corporate Finance (McGraw-Hill)
- Kidder, R.M. — How Good People Make Tough Choices (William Morrow)
- Badaracco, J.L. — Defining Moments (Harvard Business School Press)
- Baron, D.P. — Business and Its Environment (Pearson)
- Werther, W.B. & Chandler, D. — Strategic Corporate Social Responsibility (SAGE Publications)
- Vogel, D. — The Market for Virtue (Brookings Institution Press)
- Stiglitz, J. — Globalization and Its Discontents (W.W. Norton)
- Eccles, R.G. & Krzus, M.P. — The Integrated Reporting Movement (Wiley)
- Damodaran, A. — Corporate Finance: Theory and Practice (Wiley)
- Koller, T., Goedhart, M. & Wessels, D. — Valuation (Wiley)

Stage 5 — Expert

- Rugman, A.M. & Collinson, S. — International Business (Pearson)
- Ghemawat, P. — Redefining Global Strategy (Harvard Business Review Press)
- Friedman, T.L. — The World Is Flat (Farrar, Straus and Giroux)
- Khanna, P. — Connectography (Random House)
- Elkington, J. — Green Swans (Fast Company Press)
- Eccles, R.G. & Krzus, M.P. — The Integrated Reporting Movement (Wiley)
- Senge, P.M. et al. — The Necessary Revolution (Doubleday)
- Schwab, K. — The Fourth Industrial Revolution (World Economic Forum)
- Whitmore, J. — Coaching for Performance (Nicholas Brealey Publishing)
- Goleman, D., Boyatzis, R. & McKee, A. — Primal Leadership (Harvard Business Review Press)
- Stone, F.M. — Coaching, Counseling & Mentoring (AMACOM)
- Bloom, G., Castagna, C., Moir, E. & Warren, B. — Blended Coaching (Corwin Press)
- Saunders, M., Lewis, P. & Thornhill, A. — Research Methods for Business Students (Pearson)
- Yin, R.K. — Case Study Research and Applications (SAGE Publications)
- Creswell, J.W. — Research Design (SAGE Publications)
- Flyvbjerg, B. — Making Social Science Matter (Cambridge University Press)
- Miles, M.B., Huberman, A.M. & Saldana, J. — Qualitative Data Analysis (SAGE Publications)

Appendix C — Membership Grades Reference

CILG's membership grades create a transparent, progressive pathway from student entry to the highest honour in the profession. As set out in Section 11, membership grade is governed separately from qualification completion and professional-experience requirements.

Grade	Post-Nominal	Typical Route
Student Member	—	Enrolled in Stage 1 or 2
Affiliate Member	AffCILG	Completion of Stage 2, or 3 years' relevant experience
Associate Member	ACILG	Completion of Stage 3 + verified professional experience
Full Member	MCILG	Completion of Stage 4, or the Experienced Practitioner Assessment Route, 7+ years' experience, Professional Discussion
Fellow	FCILG	Completion of Stage 5, or the Experienced Practitioner Assessment Route, Fellow endorsement, Board approval
Honorary Fellow	Hon.FCILG	By special award of the CILG Board of Governors
Corporate Member	CCILG	Organisational membership for institutions and firms

Appendix D — Full Assessment Weighting Summary

The table below consolidates the assessment components and weightings for every module in the framework, for quick reference by tutors and Accredited Learning Partners.

Stage 1 — Foundation

Module	Assessment Component	Weighting
S1.1	Invigilated Knowledge Test (short-answer, 45 min)	25%
	Leadership Application Log (750 words)	45%
	Workplace Application Evidence	30%
S1.2	Invigilated Knowledge Test (short-answer, 45 min)	25%
	Scenario-Based Case Study	45%
	Workplace Application Evidence	30%
S1.3	Submitted Communication Artifact	60%
	Workplace Application Evidence	40%
S1.4	Ethics Case Response	35%
	Reflective Practice Note (Team Dynamics)	35%
	Workplace Application Evidence	30%
S1.5	Invigilated Knowledge Test (short-answer, 30 min)	15%
	PESTLE + Structure Map Project	45%
	Workplace Application Evidence	40%

Stage 2 — Knowledge & Practice

Module	Assessment Component	Weighting
S2.1	Change-Leadership Case Study	45%
	Mentoring Log	25%
	Workplace Application Evidence	30%
S2.2	Invigilated Knowledge Test (short-answer, 45 min)	25%
	Compliance Review Assignment	45%
	Workplace Application Evidence	30%
S2.3	Financial Statement Analysis Project	70%
	Workplace Application Evidence	30%
S2.4	Performance Management Design/Critique Project	70%
	Workplace Application Evidence	30%
S2.5	Applied Competitive Analysis Project	70%
	Workplace Application Evidence	30%

Stage 3 — Skills

Module	Assessment Component	Weighting
S3.1	Professional Practice Assignment	40%
	Case Study Report	30%
	Workplace Application Evidence	30%
S3.2	Governance Case Analysis	45%
	Written Examination	25%
	Workplace Application Evidence	30%
S3.3	Risk Assessment & Reporting Assignment	70%
	Workplace Application Evidence	30%
S3.4	Stakeholder & Communication Strategy Project	70%
	Workplace Application Evidence	30%
S3.5	Applied Professional Leadership Project (Plan + Delivery Evidence)	60%
	Post-Project Review & Reflection	20%
	Workplace Application Evidence	20%

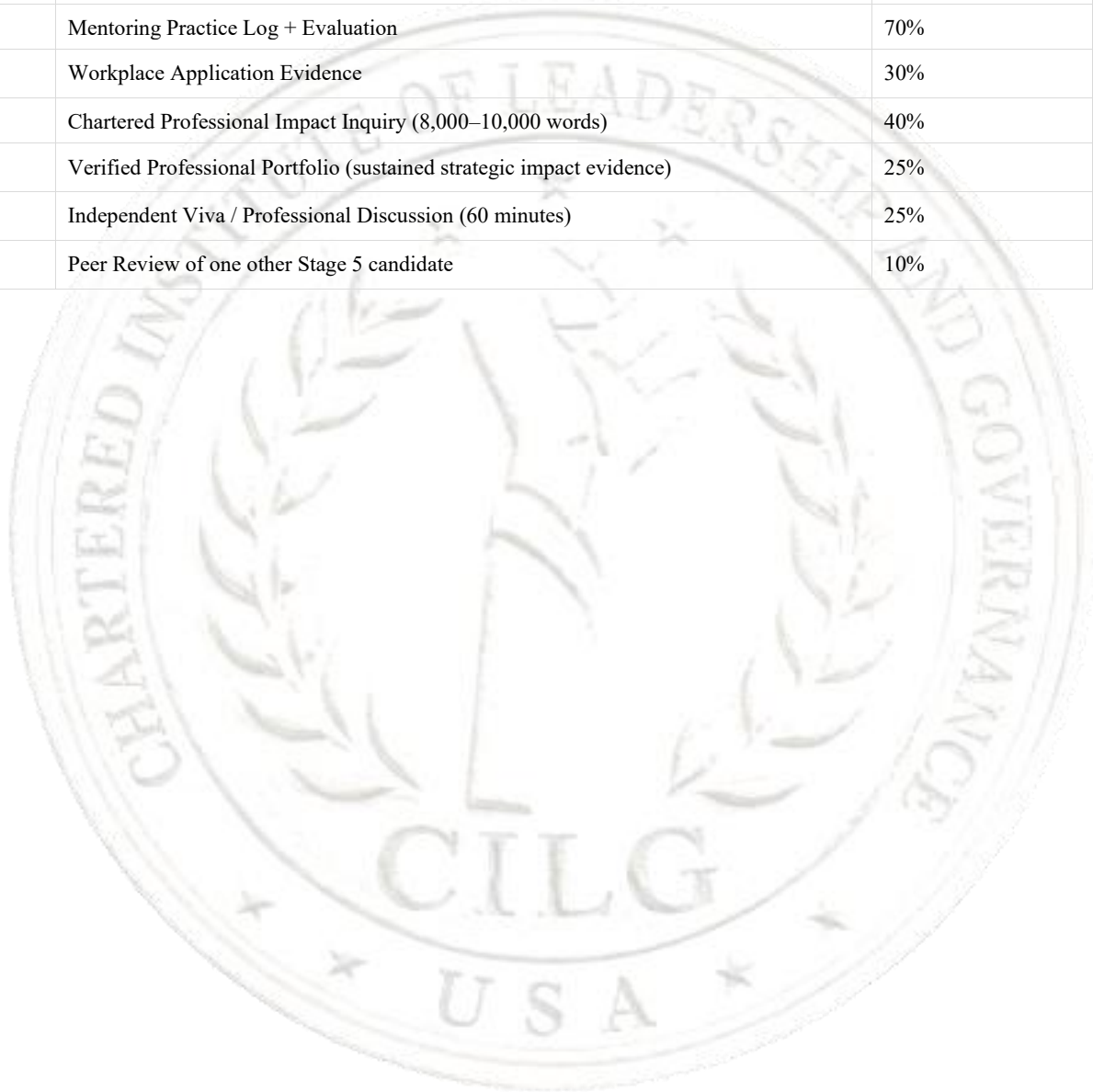
Stage 4 — Professional

Module	Assessment Component	Weighting
S4.1	Strategic Assignment	40%
	Portfolio Evidence	40%
	Workplace Application Evidence	20%
S4.2	Board Effectiveness Review	45%
	Oral Discussion Component	25%
	Workplace Application Evidence	30%
S4.3	Ethics & Culture Design Project	40%
	Strategic Risk & Accountability Case Analysis	35%
	Workplace Application Evidence	25%
S4.4	Regulatory Affairs Case Assignment	70%
	Workplace Application Evidence	30%
S4.5	Advanced Professional Impact Project (written report + evidence)	50%
	Professional Discussion (Viva Voce, 45 minutes)	30%
	Workplace Application Evidence / Portfolio	20%

Stage 5 — Expert

Module	Assessment Component	Weighting
S5.1	Global Governance Case Analysis	70%

Module	Assessment Component	Weighting
	Workplace Application Evidence	30%
S5.2	Governance Innovation & Stewardship Case Study	70%
	Workplace Application Evidence	30%
S5.3	Sustainable & Systems Governance Strategy Project	70%
	Workplace Application Evidence	30%
S5.4	Mentoring Practice Log + Evaluation	70%
	Workplace Application Evidence	30%
S5.5	Chartered Professional Impact Inquiry (8,000–10,000 words)	40%
	Verified Professional Portfolio (sustained strategic impact evidence)	25%
	Independent Viva / Professional Discussion (60 minutes)	25%
	Peer Review of one other Stage 5 candidate	10%



Appendix E — Indicative Delivery Calendar

The schedules below show one common way Accredited Learning Partners may sequence each stage's components across its recommended duration. Partners may adapt sequencing (e.g. running two components in parallel) to fit local delivery patterns, provided all learning outcomes and assessments are completed before progression.

Stage 1 — Foundation (3–6 months)

Sequence	Component	Indicative Timing
1	S1.1 — Leadership Foundations	Month 1
2	S1.2 — Governance Fundamentals	Month 2
3	S1.3 — Professional Communication	Month 3
4	S1.4 — Ethics & Organisational Practice	Month 4
5	S1.5 — Applied Leadership Practice	Month 5
—	Stage Consolidation Assessment / Final Progression Milestone	Final month of stage

Stage 2 — Knowledge & Practice (4–8 months)

Sequence	Component	Indicative Timing
1	S2.1 — Applied Leadership & Change	Month 1
2	S2.2 — Governance, Law & Compliance	Month 2
3	S2.3 — Finance & Accountability for Leaders	Month 3
4	S2.4 — People & Organisational Management	Month 4
5	S2.5 — Strategy & Organisational Performance	Month 5
—	Stage Consolidation Assessment / Final Progression Milestone	Final month of stage

Stage 3 — Skills (6–10 months)

Sequence	Component	Indicative Timing
1	S3.1 — Strategic Leadership in Practice	Month 1
2	S3.2 — Corporate Governance & Board Practice	Month 2
3	S3.3 — Risk, Resilience & Decision-Making	Month 3
4	S3.4 — Stakeholder Leadership & Organisational Communication	Month 4
5	S3.5 — Applied Professional Leadership Project	Month 5
—	Stage Consolidation Assessment / Final Progression Milestone	Final month of stage

Stage 4 — Professional (8–12 months)

Sequence	Component	Indicative Timing
1	S4.1 — Strategic Leadership & Organisational Transformation	Month 1
2	S4.2 — Advanced Governance & Board Effectiveness	Month 2
3	S4.3 — Strategic Risk, Ethics & Accountability	Month 3
4	S4.4 — Global Leadership, Policy & Sustainability	Month 4

Sequence	Component	Indicative Timing
5	S4.5 — Advanced Professional Impact Project + Professional Discussion	Month 5
—	Stage Consolidation Assessment / Final Progression Milestone	Final month of stage

Stage 5 — Expert (12–18 months)

Sequence	Component	Indicative Timing
1	S5.1 — Global Strategic Leadership & Governance	Month 1
2	S5.2 — Governance Innovation, Ethics & Institutional Stewardship	Month 2
3	S5.3 — Systems Leadership, Policy & Complex Decision-Making	Month 3
4	S5.4 — Executive Mentoring & Professional Contribution	Month 4
5	S5.5 — Chartered Professional Impact Inquiry + Portfolio + Viva	Month 5
—	Stage Consolidation Assessment / Final Progression Milestone	Final month of stage



Appendix F — Recommendations Traceability Log

This log maps each of the fourteen recommendations in the CILG Proposed Curriculum Architecture review to where it is addressed in this edition.

No.	Recommendation	Where Addressed
1	Use Stage 1–5 instead of Level 1–5 to separate CILG stages from national framework levels.	Adopted throughout; see Section 1, Section 4.3, and every Stage banner (Target Benchmark shown separately).
2	Adopt a transparent credit and TQT architecture.	Adopted in full — Section 4 and every Stage's Credits/TQT/GLH figures (30/40/50/60/70 credits; 300/400/500/600/700 TQT).
3	Keep five components only where useful; let outcomes determine module size.	Stages 1–3 retain five equal modules; Stage 4 and Stage 5 restructured to four modules plus one larger project/inquiry (Modules S4.5 and S5.5).
4	Increase practitioner-based assessment progressively.	Adopted — Section 6 weighting table; Workplace Application Evidence added to every module's assessment; Stage 4–5 consolidation now runs entirely through the Impact Project/Inquiry and Professional Discussion.
5	Separate qualification, membership, and experience.	New Section 11 sets out separate governing rules for each construct.
6	Create an Experienced Practitioner Assessment Route.	New Section 10, with eligibility, route structure, and gap-mapping process.
7	Remove age as a formal eligibility criterion.	Removed throughout; Section 10.1 states this explicitly, and no Stage's entry requirements reference age.
8	Develop formal level descriptors.	New Section 5 (CILG Qualification Level Descriptor Framework) plus implementation steps (5.1).
9	Introduce full module specifications and LO-assessment mapping.	Every module now states Credits, GLH, Independent Study, Workplace/Application, Assessment Prep, and TQT alongside outcomes and assessment weighting; Section 5.1 sets out the mapping-matrix process.
10	Separate certified and experiential RPL (RPCL/RPEL).	Section 9 now presents RPCL (9.1) and RPEL (9.2) as distinct routes, with a worked illustrative example.
11	Benchmark professional bodies, not only universities.	Section 13 benchmarks CMI, CIPD, ACCA, ICAEW, and CIOB explicitly, using Ofqual/QAA only for level/credit language.
12	Develop a university articulation strategy.	Section 13.1 sets out the articulation strategy and partner-mapping approach.
13	Strengthen QA and document control (edition-numbering inconsistency).	Document Control page corrected to a single Edition 4.0 throughout, with a Version History table explaining the prior 2.0/3.1 inconsistency.
14	Treat Stage 5 as professional mastery, not a PhD substitute.	Section 15.1 states this explicitly as a standing editorial commitment.

Appendix G — Command Verb Hierarchy and Generic Assessment Rubric (Quick Reference)

CILG Command Verb Hierarchy

Cognitive Level	Representative Command Verbs	What a Competent Answer Demonstrates
Remembering	List, State, Define, Identify	Accurate recall of a term, fact, or model without requiring application.
Understanding	Explain, Describe, Distinguish, Summarize	A correct account of a concept in the candidate's own words, showing the concept is genuinely understood, not just recited.
Applying	Apply, Calculate, Demonstrate, Illustrate, Draft	Use of a model, framework, or technique to a specific, often unfamiliar, scenario.
Analysing	Analyse, Compare, Differentiate, Map, Examine	Breaking a situation into its component parts and showing how they relate to one another.
Evaluating	Evaluate, Assess, Justify, Critique, Recommend	A reasoned judgment, supported by evidence and criteria, about the merit or adequacy of something — not merely a description of it.
Creating	Design, Construct, Formulate, Propose, Develop	An original piece of professional work — a plan, program, model, or report — that did not exist in that form before the candidate produced it.

Generic Assessment Rubric

Criterion	Fail/Referred (<50%)	Pass (50–69%)	Merit (70–79%)	Distinction (80%+)
Knowledge & Understanding	Key concepts missing, confused, or materially inaccurate.	Core concepts stated correctly and understood at a basic level.	Concepts explained accurately, with awareness of nuance or limitation.	Command of concepts is thorough, precise, and used to illuminate the specific case.
Application to Practice	Little or no connection made between theory and a real or realistic context.	A recognized model or framework is applied, largely correctly, to the situation given.	Application is well-judged, adapted sensibly to the specific organizational context.	Application is sophisticated and original, integrating more than one framework where that adds genuine insight.
Analysis, Synthesis & Judgment	Description only; no evidence of independent reasoning.	Some analysis is present but conclusions are asserted rather than justified.	Analysis is logically structured and conclusions are supported by evidence or reasoning.	Judgment is independent, evidence-based, and weighs competing considerations explicitly before reaching a defensible conclusion.
Communication & Professional Presentation	Poorly structured; unclear for the intended audience.	Clear and reasonably well organized; appropriate for a professional audience.	Well structured, concise, and effectively tailored to the intended reader.	Communication is polished and persuasive, fit for use in the real professional setting the assessment simulates.

Appendix H — Key Benchmark Sources

The following sources informed the review and the recommendations adopted in this edition:

Source	Reference
Ofqual Handbook — Section E: Design and Development of Qualifications	gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications
Ofqual Handbook — Section J: Interpretation and Definitions	gov.uk/guidance/ofqual-handbook/section-j-interpretation-and-definitions
CMI Level 8 Strategic Direction and Leadership	managers.org.uk/education-and-learning/qualifications/qualification-library/level-8-strategic-direction-and-leadership/
CMI Chartered Manager Routes	managers.org.uk/membership/chartered-manager/routes-to-chartered-manager-status/
CIPD Qualifications	cipd.org/en/learning/qualifications/
ACCA	accaglobal.com
ICAEW	icaew.com
CIOB	ciob.org
QAA — Quality Assurance Agency for Higher Education	qaa.ac.uk

Appendix I — Contact and Further Information

For enrolment, exemption applications, Accredited Learning Partner inquiries, or general questions about this syllabus, contact the Chartered Institute of Leadership and Governance through the channels below.

Email	info@cilgglobal.org
Phone	+1 (575) 329-8396
Website	www.cilgglobal.org
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