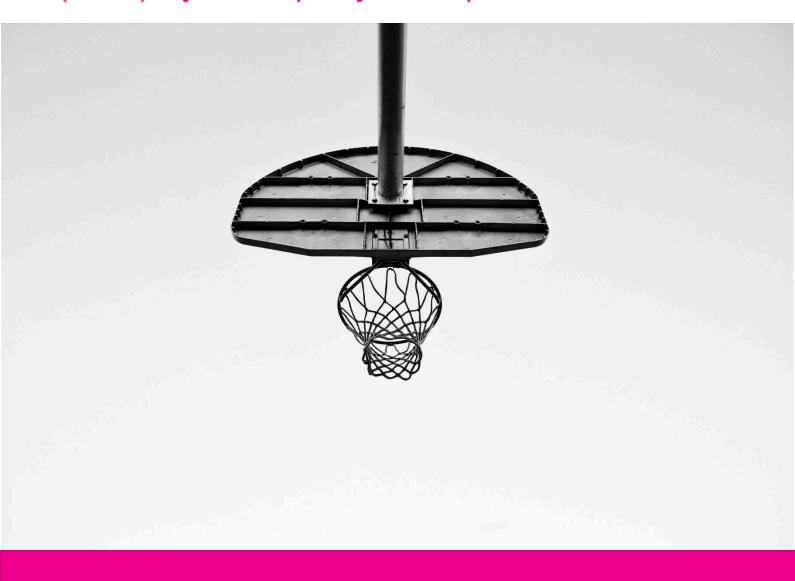# CMI LEVEL 7 AWARD IN STRATEGIC APPROACHES TO EQUALITY, DIVERSITY AND INCLUSION

(RQF) Syllabus | July 2024 | Version 2

CONTENTS

INTRODUCTION

About the Qualifications

» QUALIFICATION OBJECTIVE

This qualification is designed for individuals wishing to develop professional management and leadership practice, and who will have the knowledge, skills and behaviours to drive business activities in a senior management and leadership role.

Role and responsibilities may also include but are not limited to taking responsibility for people, projects, operations and/or services to deliver organisational success. They will have the professionalism to deliver impact, behave ethically and demonstrate a commitment to continual learning and development.

The qualifications have been designed for practising or aspiring managers in roles such as:

- Senior Manager
- Regional Manager
- Specialist Manager (with expertise in a specific business or technical function such as quality, finance, risk, marketing, sales IT, human resources etc.)
- Director
- CEO

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

1   Comparability to national management qualifications
2   21st Century Leaders Paper
3   CMI Professional Standards
4   Analysis of Apprenticeship Standard for Senior Leader Master's Degree Apprenticeship (ST0480/01)
5   Stakeholder consultation

» TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the Regulated Qualifications Framework (RQF) and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
7A31	CMI Level 7 Award in Strategic Approaches to Equality, Diversity and Inclusion	603/5626/1

» OPERATIONAL START DATE

This qualification is regulated from 1st April 2020 and the operational start date in CMI Centres is 1st April 2020.

» PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of Level 7 Qualifications in Strategic Management and Leadership in Practice - i.e. completing an Award and topping-up to Certificate or Diploma.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the learners may wish to further their personal and professional development by investigating the opportunity to become a Chartered Manager or enrolling on a higher level qualification with the CMI or progressing on to Higher Education study.

Learners who are wishing to develop strategic professional management and leadership practice will have knowledge, skills and behaviours to drive business activities in the following roles:

- Senior Manager
- Regional Manager
- Specialist Manager (with expertise in a specific business or technical function such as quality, finance, risk, marketing, sales IT, human resources etc.)
- Director
- CEO

» ENTRY & RECRUITMENT REQUIREMENTS

This qualification can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- provide relevant programme information, guidance and advice, to enable informed Learner choice
- publish entry and selection criteria
- demonstrate that Learners are recruited with integrity
- carry out comprehensive Learner induction that:
    1. addresses programme and organisational requirements
    2. explains Learner facilities
    3. identifies Learners' development needs
    4. develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

QUALIFICATION STRUCTURE

Qualification Requirements and Rules of Combination

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- Total Qualification Time (TQT).   The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –
    a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
    b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refer to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinars and telephone tutorials and e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competence based assessments.
- CRD refers to Credits which are calculated as one credit is equal to 10 hours of TUT.
- Key words highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work. The indicative content uses two phrases:

    o '**May include but is not limited to'** – the indicative content is given as examples, which the learner may use or expand upon to complete an assessment
    o '**Refers to'** – the indicative content included must be covered by the learner to meet the requirements of assessment. This instruction applies to learners on the Apprenticeship pathway who are required to know or understand specific information stipulated in Apprenticeship Standard for Senior Leader Master's Degree Apprenticeship Standard (ST0480/01)
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to framework - the Apprenticeship Standard, CMI Professional Standards
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

It is recommended that Learners have sight of each unit of study in preparation for assessment.

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

CMI Level 7 Award in Strategic Approaches to Equality Diversity, and Inclusion
Learners must complete the unit to a minimum of 80 TQT hours to achieve this qualification.. The minimum guided learning hours is 24.

Unit No	Unit Title	GLH	TUT	CRD
715	Strategic Approaches to Equality Diversity, and Inclusion	24	80	8

QUALIFICATION DELIVERY

Information for Centres

CMI does not specify the mode of delivery for its qualifications at Level 7; therefore CMI Centres are free to deliver the Level 7 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

» ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

Further information, please see the CMI Reasonable Adjustments Procedure and the CMI Special Consideration Procedure.

» RECOGNITION OF PRIOR LEARNING (RPL)

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in CMI RPL policy.

ASSESSMENT & VERIFICATION

Information for Centres and Learners

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:
IV
1. the selected assessment task/activity is relevant to the content of the unit
2. there are clear instructions given to Learners as to what is expected
3. Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
4. the language used in the assessment is free from any bias
5. the language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

» LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.

» ASSESSMENT GRADING

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

» SUGGESTED ASSESSMENT METHODOLOGIES

CMI do not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

		Strategy	Report	Reflective Practice/Own Experience
715	Strategic Approaches to Equality, Diversity and Inclusion	x	x	x

Group assessment is not a recognised assessment method for this qualification. Learners must provide evidence that they meet the requirements of each assessment activity on their own merit.

» WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy.

Unit No.	Unit Title	Guideline Word Count
715	Strategic Approaches to Equality, Diversity and Inclusion	3500-4000

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

» EXTERNAL MARKING

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to Fee's Guide for current pricing.

» APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by a CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

Where an assessment decision has been made by CMI (via External Marking or Moderation) a Learner or a Centre may log a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

CMI SERVICES

Supporting CMI Qualifications

» CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learner's studies dependant on successfully completing an assessment with CMI.

» CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.
A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

» STUDY RESOURCES

ManagementDirect
https://members.md.cmi.org.uk

It's fast, comprehensive and free to members

ManagementDirect is an online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 231 Management Checklists and 64 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 eBooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer member's access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work. Our online CPD scheme enables you to record your learning objectives, the activities you have undertaken and encourages you to assess its impact in your role as a manager. It also allows you to print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

UNIT

Summary

Foundations for Excellence	
715 Strategic Approaches to Equality, Diversity and Inclusion	The aim of this unit is to enable leaders to develop an in-depth understanding of equality, diversity and inclusion at a strategic level. Leaders will have the opportunity to critically assess structural inequality within an organisational and societal context. They will discuss approaches to comply with legal and good practice requirements and to appraise the influence of equality, diversity and inclusion on strategic objectives. The unit culminates in leaders being given the opportunity to develop strategic priorities for equality, diversity and inclusion.

Ofqual unit number	D/617/6874
RQF level	7
Guided learning hours	24
Total unit time	80
Credits	8
Aims of unit	There is a moral, financial and legal business case for excellent practice in equality, diversity and inclusion in an organisational context. Ensuring it is led effectively at a strategic level requires knowledge, understanding, skills, behaviours and tenacity to keep pace with the momentum of change. Strategically, equality, diversity and inclusion matters. An understanding of the topic not only impacts on the success of strategic objectives but it mitigates risk and enables a culture of support and wellbeing to thrive.
	The aim of this unit is to enable leaders to develop an in-depth understanding of equality, diversity and inclusion at a strategic level. Leaders will have the opportunity to critically assess structural inequality within an organisational and societal context. They will discuss approaches to comply with legal and good practice requirements and to appraise the influence of equality, diversity and inclusion on strategic objectives. The unit culminates in leaders being given the opportunity to develop strategic priorities for equality, diversity and inclusion.
Keywords	Equality, diversity, inclusion, inequality, legislation, moral, financial, business-case, assessment, priorities, impact, success.

Learning outcome 1
Understand equality, diversity and inclusion at a strategic level
Assessment criteria
1.1 Critically assess structural inequality within an organisational and societal context
1.2 Discuss approaches to legal and good practice requirements for equality, diversity and inclusion in an organisational context
1.3 Critically appraise the influence of equality, diversity and inclusion on the strategic objectives of an organisation
1.4 Present the business case for good practice in equality, diversity and inclusion
Indicative content
1.1 Structural inequality: Systemic, institutional barriers (e.g. policies, procedures, operations and culture) (Macpherson report 1999). Criteria, practices and processes. Methods of entry to organisations. Opportunities for progression (e.g. Glass ceiling). Attitudes, beliefs, perceptions and unconscious bias. Impact of disadvantage across two or more protected characteristics (intersectional discrimination) (e.g. LGBTQ+ disabled people). Over/under-representation in workforce and service user profile. Disproportionate outcomes for staff or service users. Profile of senior level staff.

Organisational context: Purpose, governance (e.g. public, private, third sector). Legal status of the organisation. Organisational structure. Organisational culture. Type (operational, local, international, global, project/programme based, departmental and strategic business unit).

Societal context: Local, regional, national. Patterns and trends in inequality (e.g. employment, housing, criminal justice, health, housing, educational attainment, hate crime, migration). Sector-specific issues. Criminal Justice (e.g. Lammy Report, 2017). Changing attitudes and trends, positive and negative i.e. recognition of wider gender identities vs increases in hate crime.

1.2 Approaches: Policy development and implementation. Equality analysis (impact assessment). Consistent involvement and engagement of 'experts by experience'. Data and information management (gathering, monitoring, recording). Reporting requirements (i.e. gender pay gap, race disparity audits). Disseminating, publishing outcomes (GDPR, 2018). Benchmarking (comparison against national statistics, past performance, sector, competitor performance). Embedding equality, diversity and inclusion into operational practice. Development of strategic priorities and equality objectives. Learning and development programmes which embed equality, diversity and inclusion. Commissioning and procurement of services (e.g. Public sector duty).

Legal and regulatory requirements: Legislative framework (Equality Act, 2010). Protected characteristics. Types of discrimination. Prohibited conduct. Rights and responsibilities of employers and employees. Interrelationship with other legal and regulatory frameworks. Human Rights Act (1999). Gender Recognition Act 2004. Prevent Strategy (2011). Modern Slavery Act (2015). Domestic Abuse & Violence Bill (consultation in draft, 2018). Equal Pay Act (1970). The Equality Act 2010 (Gender Pay Gap Information). Regulations 2017. General Data Protection Regulation (GDPR) (2018). Acts relating to languages and national identity in the UK such as: Welsh Language Act (2018). Welsh Language Measure (2016). Gaelic Language (Scotland Act, 2005).

Organisational context: Public sector (public sector equality duties). Private sector. Voluntary sector.

1.3 Influence of equality, diversity and inclusion: Involvement, co-production and engagement with experts by experience. Legal and regulatory requirements. Assessment and mitigation of risks and benefits. Specific equality objectives and targets. Development of good practice. Identification of opportunities. Support and development for self-organised/representative groups (i.e. staff networks).

Strategic objectives: Embedding equality, diversity and inclusion into overarching aims and objectives of an organisation (e.g. Closure or relocation of a business. Development of a new product or service. Acquisition of a new I.T. system. Development of a new operating model). Development of specific equality, diversity and inclusion objectives (e.g. recruitment, retention, career development).

1.4 Present business case:

Moral business case: Duty of care (staff, customers, community). Valuing individuals and collective contributions. Social corporate responsibility as part of community to reduce discrimination and offer opportunities to all. Impact on organisational culture. Impact on mental health and wellbeing. The Case for Equality, Diversity and Inclusion (Kirton et al. 2014). Valuing Diversity (Griggs, 1995). Super-diversity (Vertovec, 2007).

Financial business case: Reduced risk of employment tribunal costs. Reduced sickness absence. Increased productivity. Increased revenue (increased service take-up or market share (e.g. Pink/Grey pound). Reputational impact. (Diversity Matters, McKinsey, 2015). Link between accreditation and new markets/opportunities (e.g. Stonewall top 100s, Equality Mark. Investors in Diversity Award). Reduced recruitment costs through retention of talent. Turning adversity into competitive advantage (Sutanto, 2010).

Legal business case: Avoid breaches of law. Meet requirements for reporting/publishing. Avoid ECHR enforcement action. Minimisation of reputational/financial damage.

Learning outcome 2
Know how to develop strategic priorities for equality, diversity and inclusion
Assessment criteria
2.1 Select and appraise data and information to inform strategic priorities of an organisation 2.2 Develop strategic priorities for equality, diversity and inclusion within an organisational context 2.3 Develop a strategy to embed strategic priorities for equality, diversity and inclusion within an organisation
Indicative content
2.1 Data and information (Qualitative and quantitative): Staff/service user satisfaction surveys. Consultation data (e.g. focus groups, exit surveys). Customer/service user profile (e.g. overall representation, contact/take up, complaints, outcomes). Workforce data by protected characteristic (e.g. overall representation, grade, grievance/disciplinary, recruitment and retention). Intersectional analysis (i.e. experiences of black women). External data and information: National reports (e.g. Stonewall reports into LGBTQ+ experiences). Equality Commission reports. Published statistical data (e.g. ONS data on local/regional profile, employment, housing, hate crime). *2.2 Development of strategic priorities:*   *Critical assessment of evidence base*: research; involvement and consultation; data. Identify organisational gaps and opportunities. Risks and benefits of proposed activity. Development of specific equality objectives and targets to address gaps (e.g. empirical targets such as percentage improvements to increase involvement, employment, participation. Research in specific issues allied to equality, diversity, inclusion). Inclusion of meaningful user involvement/co-design and delivery (e.g. experts by experience, individuals/groups directly affected by issue).   - Development of a framework to monitor and review equality objectives and targets (e.g. milestones, deliverables, responsibilities).   - Equality analysis (equality impact assessment) embed into organisational practice. Review of policies or approaches. Collaborative approach to analysis.   *2.3 Strategy to embed strategic priorities for equality, diversity and inclusion:* Operational planning. Development of individual/team objectives. Identify roles, responsibilities and accountabilities. Leadership approaches. Role modelling. Learning and development. Monitoring activities at strategic and operational levels (e.g. involvement of people by protected characteristic). Visibly championing and celebrating equality diversity and inclusion (e.g. sharing stories as a senior leader). Promoting events to mark key diversity dates (e.g. Time to Talk, International Women's Day, Black History Month). Seek accreditation to appropriate standard frameworks (e.g. Stonewall top 100s, Equality Mark. Investors in Diversity Award).
Recommendations for assessment
Learners may approach the assessment in several ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only. 1. The learner may be asked to write a **report** on organisational design and development 2. The learner may be asked to develop a **proposal** for organisational design and development 3. The learner may produce a **reflective account** on their work-based practice to evidence their knowledge and understanding of organisational design and development **Further guidance** It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment.

The learner is encouraged to select and present well-chosen information and examples to evidence they sufficiently understand the assessment criteria.

Relationship with CMI Professional Standard – Stage 5 Fellow	
This unit is mapped to:	
Interpersonal Excellence	● Providing purpose and direction
	● Developing people and capabilities
	● Building relationships and networks
Organisational Performance	● Managing resource and risk
	● Achieving results

Relationship with other frameworks and occupational standards		
This unit is mapped to the following requirements of the Apprenticeship Standard for the Senior Leader Master's Degree Apprenticeship (ST0480/01):		

Standard	Knowledge	Skills
A. Strategy	A4 Diversity A7 The external environment, social, technological and policy implications	A11 Undertake research and critically analyse and interpret complex information
B. Innovation	B3 Drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability	
C. Enterprise and risk	C2 Regulatory environments, leag, H&S and wellbeing and compliance requirements	C9 Apply principles relating to Corporate Social Responsibility, Governance/Regulatory compliance
E. Engaging employees	E3 Create an inclusive culture, encouraging diversity and difference	
F. Leading and developing people	F2 How to build engagement and develop high performance, agile and collaborative cultures	F7 Build constructive working relationships across teams, using matrix management where required
H. Behaviours	H4 Valuing difference - engaging with all; is ethical and demonstrates inclusivity; recognising diversity, championing enabling cultural inclusion, empowers and motivates to inspire and support others	

Suggested reading/web resource materials

Recommended Reading
- Kirton, G. and Greene, A-M. (2016). The Dynamics of Managing Diversity. A Critical Approach. 4th ed. Abingdon, Oxon: Routledge.

Textbooks/eBooks
- Abramovich, G. and Mercer Traavik, L.E. (2017). Support for diversity practices in Norway: Depends on who you are and whom you have met. *European Management Journal,* 35 (4), 454-463.
- Barr, D. and Campbell, C. (2011). *Ethics in Decision-Making. (Good Practice Guide).* London: Institute of Business Ethics.
- Buchanan, D. and Huczynski, A. (2016). Organizational Behaviour an Introductory Text. 9th ed. Harlow: Prentice Hall.
- Fujimoto, Y., Härtel, C. and Azmat, F. (2013). Towards a diversity justice management model: integrating organizational justice and diversity management. *Social Responsibility Journal,* [online] 9(1), 148–166. available from https://doi.org/10.5465/256486 [15 August 2018].
- Goyal, S. (2009). Diversity in the Workplace. *HRM Review* [online]. available from http://thestrategist.in/wp-content/uploads/2014/11/HRM-REVIEW_Dimension-of-Diversity.pdf [15 August 2018].
- Kumra, S. and Manfredi, S. (2012). *Managing Equality and Diversity: Theory and Practice*. Oxford: OUP.
- Malone, T. (2019). *Equality, Diversity & Inclusion: A practical guide: Terminology, Communities and Dignity*.
- Moss-Racusin, C.A., Dovidio, J.F., Brescoll, V.L., Graham, M. and Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences for the United States of America,* 109(41): 16474–16479.
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- Shaban, A. (2016). Managing and Leading a Diverse Workforce: One of the Main Challenges in Management. *Procedia - Social and Behavioural Sciences* [online] 230 (2016) 76–84. available from https://doi.org/10.1016/j.sbspro.2016.09.010 [15 August 2018].
- Sutanto, M. (2009). Turning Diversity into Competitive Advantage: A Case Study of Managing Diversity in the United States of America. *Jurnal Manajemen Dan Kewirausahaan* [online] 11(2) 154-160. available from https://doi.org/10.9744/jmk.11.2.pp.%20154-160 [15 August 2018].
- Wentling, R. and Palma-Rivas, N. (1997). Diversity in the Workforce: A Literature Review. *Diversity in the Workforce Series Report #1* ERIC [online]. Available from https://eric.ed.gov/?id=ED414473 [15 August 2018].

Journals
- Equality, Diversity and Inclusion: An International Journal (Emerald): https://www.emeraldinsight.com/journal/edi
- International Journal of Law in Context
- https://www.cambridge.org/core/journals/international-journal-of-law-in-context
- Interdisciplinary Perspectives on Equality and Diversity
- http://journals.hw.ac.uk/index.php/IPED/

Useful External Weblinks

Websites such as those listed below are recommended sources of information as these are updated continuously in line with current developments in equality diversity and inclusion.

http://www.equalities.gov.uk/equality_act_2010.aspx

http://www.gov.uk

http://www.acas.org.uk

https://equalityhumanrights.com/en

LGBTQ+

https://www.stonewall.org.uk/lgbt-britain-health

https://www.stonewall.org.uk/lgbt-britain-home-and-communities

https://www.gov.uk/government/publications/recruiting-and-retaining-transgender-staff-a-guide-for-employers

Disability

https://www.equalityhumanrights.com/en/publication-download/research-report-88-barriers-employment-and-unfair-treatment-work-quantitative

https://www.equalityhumanrights.com/en/publication-download/hidden-plain-sight-inquiry-disability-related-harassment

https://www.equalityhumanrights.com/en/publication-download/being-disabled-britain-journey-less-equal

Race/ethnicity

https://race.bitc.org.uk/all-resources/research-articles/race-work-report

https://www.equalityhumanrights.com/en/publication-download/healing-divided-britain-need-comprehensive-race-equality-strategy

https://www.equalityhumanrights.com/en/advice-and-guidance/race-discrimination

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/686071/Revised_RDA_report_March_2018.pdf

Religion/belief

https://www.equalityhumanrights.com/sites/default/files/religion-or-belief-guide-to-the-law.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642220/Young_Muslims_SMC.pdf

Hate crime

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748598/hate-crime-1718-hosb2018.pdf

Pay gap

https://www.equalityhumanrights.com/sites/default/files/closing-the-gender-pay-gap_0.pdf

Overall picture in Britain

Business Case

https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters

ManagementDirect resources require CMI membership, and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

APPENDIX 1

Definitions

Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale
Case	An instance of a particular situation; an example of something occurring. To provide a 'case for' includes presenting a set of facts or arguments drawn up for review, discussion, decision making.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Conduct	Organise and perform a particular activity
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	To create something new, build, assemble, bring into existence, originate, innovate, create ideas, solutions.
Credits (CRD)	Credits are calculated as one credit is equal to 10 hours of TUT.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory
Define	To give a formal meaning
Develop	Elaborate, expand or progress an idea from a starting point building upon given information. Create something tangible or intangible.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account of a topic or issue using a range of views, opinions, and perspectives of a contrasting nature.

Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consideration of strengths and weaknesses, arguments for and against and/or similarities and differences. Review of evidence from different perspectives to make valid conclusions or reasoned judgements. Application of research or theories to support the evaluation when applicable.
Explain	To make something clear and understandable. Presentation of facts or ideas.
Examine	Inspect (something) thoroughly in order to determine its nature of condition.
Explore	Inquire into or discuss (a subject) in detail.
Formulate	To draw up, put together, detail, work out map out, such as a policy, plan, strategy, idea. Formulae as a method of solving a problem (i.e. mathematics, ways of working).
Guided Learning Hours (GLH)	The activity if a Learner is being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Identify	Ascertain the origin, nature or characteristics of something.
Immediate Guidance or Supervision	The guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training – a) with the simultaneous physical present of the Learner and that person, or b) remotely by means of simultaneous electronic communication
Implementation	The process of putting a decision or plan into effect, execution.
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc.) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a learner has the requirements some of the unit assessment criteria.
Prepare	To make or develop something ready which will happen in the future
Produce	To make, create or form something. Put together, assemble, leads to an outcome/result.
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for considerations by others,

Rationale	Presentation of key reasons or a logical basis for a course of action or belief.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Rules of Combination	A rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Total Qualification Time (TQT)	The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements – a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Unit Time (TUT)	The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.
Use	The action of using something for a particular purpose.
Written Account	A written document presenting knowledge of facts or events.

APPENDIX 2

Revisions to Document

The below table summarises any revisions made to this document since publication.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Removal of Certification and End Dates	The Operational End Date (last date to register learners), and Certification End Date (last date to certificate learners) are only set once the decision has been made by CMI to withdraw a qualification(s). **If these dates have not been 'set', this indicates the qualification(s) will continue to be live for the foreseeable future**.	Version 2	July 2024
	First publication	Version 1	1st April 2020