

CMI LEVEL 5 AWARD IN MANAGING EQUALITY, DIVERSITY AND INCLUSION

(RQF) Syllabus | March 2023 | Version 3



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INTRODUCTION

About the Qualifications

» QUALIFICATION OBJECTIVE

This qualification is aimed at practising or aspiring managers and leaders who are typically accountable to a senior manager or business owner. It is aimed at enabling practising or aspiring managers to understand the business case for equality, diversity and inclusion and the role of managers in creating inclusive cultures.

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

- Operations Manager
- Divisional Manager
- Departmental Manager
- Regional Manager
- Specialist Manager

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 Delivering Diversity Paper
- 4 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 accreditation, which confirms that this is a fundable qualification on the 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
5A31	CMI Level 5 Award in Managing Equality, Diversity and Inclusion	603/3314/5

» KEY DATES

These qualifications are accredited from 1st July 2018 and the operational start date in CMI Centres is 1st July 2018. The accreditation ends on 30th June 2025.

» PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within CMI's suite of qualifications, including using this unit to progress on to the CMI Level 5 Certificate in Management and Leadership or CMI Level 5 Diploma in Management and Leadership. Learners who complete Unit 506 in this qualification will be able to transfer this unit to these qualifications.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 6 Qualifications in Management and Leadership with the goal of becoming a Chartered Manager.

» ENTRY & RECRUITMENT

These qualifications can be offered to Learners from age 18. 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 Rules of Combination

CMI Level 5 Award in Managing Equality, Diversity and Inclusion

Learners must complete one mandatory unit – worth a total of **50** TUT hours, 5 credits – to achieve this qualification. The Total Qualification Time (TQT) for this qualification is 50 hours, of which there are 19 hours of Guided Learning (GLH).

Unit No	Unit Title	GLH	TUT	CRD
Theme: Developing Capabilities, Delivering Results, Driving Best Practice				
Organisational Performance – Delivering Results (Day to Day Activities)				
506	Managing Equality, Diversity and Inclusion	19	50	5

QUALIFICATION DELIVERY

Information for Centres

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 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.

For 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. For further guidance on RPL and exemptions can be found in CMI RPL policy. Please [click here](#).

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:

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 patterns may be use to assess each unit. Further details are provided in the ‘Recommendations for Assessment’ section of each unit specification.

		Written account/ assignment	Report	Scenario/ Case Study	Guide	Reflective Practice/Own Experience
506	Managing Equality, Diversity and Inclusion	x	x	x	x	x

Group assessment is not a recognised assessment method for this qualification. Learners must provide evidence 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 5. The guideline word count for units within this qualification is **3500-4000** words. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy.

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.

Learners' work can be submitted up to three times, in the event of referrals. If the assessment remains referred after three attempts, it will be escalated to the Quality Manager and further submissions will be invoiced at the current fee.

Further information on this service and the units for which is available appears on the CMI website.



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

mde.managers.org.uk/members

It's fast, comprehensive and free to members

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

- 220 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 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

Structures and Specifications

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

- 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 webinar 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 the Apprenticeship Standard for Operations/Departmental Manager ST0385/01
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to frameworks such as the Apprenticeship Standard and National Occupational 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.

» UNIT SUMMARY

Developing capabilities, delivering results, driving best practice

Organisational Performance – Delivering Results (day to day activity)

506 Managing Equality, Diversity and Inclusion

Effective management of equality and diversity not only benefits staff and stakeholders, it can positively impact on an organisation's achievement. This unit has been designed to enable the learner to analyse the requirements for managing, monitoring and reporting on equality, diversity and inclusion. It focuses on the skills required to lead by example and how to adapt leadership styles to support others to see the benefits of inclusive practice. On successful completion of the unit, learners will be armed with the

	knowledge required to develop and implement an action plan, and monitor its outcomes to make continuous improvement.
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506	Managing Equality, Diversity and Inclusion
Ofqual unit number	K/616/3206
RQF level	5
Guided learning hours	19
Credit	5
Total unit time	50
Aims of unit	Equality, diversity and inclusion are important drivers of organisational performance, benefiting staff and stakeholders. This unit will enable managers to understand the business case for equality, diversity and inclusion and the role of managers in creating inclusive cultures. It focuses on the skills required for inclusive leadership and how to adapt leadership styles to support others in seeing the benefits of inclusion. The learner will be able to analyse the requirements for managing, planning, implementing, monitoring and reporting on equality, diversity and inclusion initiatives.
Keywords	Legislative requirements, policy, strategy and commitment, business case, promotion of equality, diversity and inclusion, language and behaviours, leadership styles, manage challenges, equality action plan, communication, data gathering, monitoring, continuous improvement, reporting.
Learning outcome 1	
Understand legal and organisational approaches to equality, diversity and inclusion	
Assessment criteria	
1.1 Examine the impact of legislative requirements on organisations with respect to equality, diversity and inclusion 1.2 Justify the business case for equality, diversity and inclusion 1.3 Evaluate organisational approaches to promoting equality, diversity and inclusion to staff and stakeholders	
Indicative content	

1.1 **Legislative** requirements may include but are not limited to public versus private duties, equality impact assessment, reporting requirements (including Gender Pay Gap reporting), practical measures, compliance with the Equality Act 2010, protected characteristics. It includes identifying those who are more likely to be discriminated against and how organisations can protect those from direct or indirect discrimination, harassment and victimisation.

Organisations include public, private and third sector.

1.2 **Business case** refers to benefits and advantages of organisational commitment, tangible (e.g. quantitative: access to and retention of talent, performance, innovation, cost benefits, staff and customer retention, stakeholder returns) and intangible (e.g. qualitative: reputation, engagement, positive working environment) benefits, evidence of impact proven by published research and internal data.

1.3 **Approaches** may include but are not limited to reviewing existing EDI policy, culture audits, coaching, mentoring and sponsorship; access to development opportunities and the role of internal communication; awards, newsletters, blogs, discussion forums, social media, case studies, role models and champions.

Learning outcome 2

Understand the role and responsibilities of a manager in relation to equality, diversity and inclusion

Assessment criteria

- 2.1 Analyse the **role and responsibilities** of a manager in relation to equality, diversity and inclusion
- 2.2 Specify the **language and behaviours** required of a manager in leading by example
- 2.3 Evaluate **leadership styles** which support practice improvement in relation to equality, diversity and inclusion
- 2.4 Assess **approaches** for managing individuals and teams which lack commitment to equality, diversity and inclusion

Indicative content

2.1 **Role and responsibilities** may include but are not limited to living by example and embodying organisational values; mentoring diverse talent in your team; balanced recruitment / selection (diverse interview panels); performance management and reward decisions; promotion decisions; supporting flexible working; monitoring relevant processes; preventing discrimination and harassment and challenging poor behaviour; promoting equality, diversity and inclusion, implementing policy and procedure, developing best practice.

2.2 **Language and behaviours** may include but are not limited to inclusive language, respectful communication, impartial and non-judgemental treatment of others, fair and consistent decision-making, valuing differences, questioning own biases, being an ally for marginalised groups (allyship), conflict resolution, and managing change.

2.3 **Leadership styles** may include but are not limited to Leadership Styles (Goleman, 2002), Inclusive Leadership (Charlotte Sweeney and Fleur Bothwick, 2016), Authentic Leadership (Goffee and Jones, 2011), Transformational Leadership (Bass and Riggio, 2005), Managerial Grid (Blake and Moulton, 1991), Five Factors of Excellent Leadership (Kouzes and Posner, 2002).

2.4 **Approaches** may include but are not limited to informal and formal approaches, addressing individual beliefs and opinions, overcoming custom and practice issues, dealing with conscious and unconscious bias, challenging poor practice, promoting culture change training and awareness, using real life events, supporting colleagues and employees.

Learning outcome 3
Know how to develop and implement plans which support equality, diversity and inclusion within an organisation
Assessment criteria
<p>3.1 Assess the process for developing a plan which supports equality, diversity and inclusion within an organisation</p> <p>3.2 Analyse the purpose and methods of gathering data and information to inform a plan</p> <p>3.3 Recommend approaches to implementing a plan</p>
Indicative content
<p>3.1 Plan may be presented as a standalone document or its contents may be embedded into a wider organisational plan or strategy. It may include but is not limited to policy and procedures, consultation process, time-bound targets, establish communication strategy, review processes, audit process, impact measures.</p> <p>3.2 Methods may include but are not limited to progression data, organisational process metrics (e.g. recruitment and selection data), employee engagement, surveys, database reports, benchmarking.</p> <p>3.3 Approaches to implementing may include but are not limited to development of: leadership workshops to establish buy-in, policy and procedure, delivery of training and development, practical measures, involving staff and stakeholders, raising awareness, internal communication.</p>
Learning outcome 4
Know how to monitor and report on equality, diversity and inclusion
Assessment criteria
<p>4.1 Recommend methods for monitoring outcomes against targets to promote continuous improvement</p> <p>4.2 Examine methods for reporting outcomes to staff and stakeholders</p>
Indicative content
<p>4.1 Methods for monitoring may include but are not limited to representation and progression data, organisational process data, surveys, benchmarking activities, regional and national trends, quality standards, mystery shopper, analysis of customer and staff complaints, litigation, audits, and improvement targets.</p> <p>4.2 Methods for reporting may include but are not limited to internal reports, external diversity reports, newsletters and articles, briefings, motivational notices, case studies, blogs, social media.</p>
Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write an **account** or **assignment** on the principles of managing equality, diversity and inclusion in the workplace.
2. The learner may be asked to respond to a **scenario** based on how they would manage equality, diversity and inclusion.
3. Learners may write a **report** based on the principles of managing equality, diversity and inclusion.
4. The learner may draw upon their **own experience** of managing equality, diversity and inclusion within their own organisation.
5. They may present **work based evidence** (such as an action plan which is directly attributed to the learner) accompanied by reports/reflective accounts to meet each assessment criteria.
6. Learners may wish to create a **guide** on how to develop and promote equality, diversity and inclusion within an organisation.

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 other frameworks and occupational standards

This unit is mapped to the following requirements of the Apprenticeship Standard for Operations / Departmental Manager ST0385/01:

- D. Leading People
- E. Managing People
- F. Building Relationships
- G. Communication
- H. Self Awareness
- K. Behaviours

Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect

eModules

- [Diversity and Equality](#)
- [What Does Diversity in the Workplace Mean?](#)

External Web links

- [Equality and Human Rights Commission](#)
- [Equality Human Rights: Race Discrimination](#)
- [GOV.UK: Equality Act 2010: Guidance](#)
- [BITC: Race on the Agenda](#)
- [Stonewall: Inclusive Workplaces](#)
- [Employers Network for Equality & Inclusion](#)
- [CIPD: Inclusive Leadership](#)
- <https://www.emerald.com/insight/content/doi/10.1108/SD-04-2016-0053/full/html#loginreload>
- <https://hbr.org/2020/03/the-key-to-inclusive-leadership>

- <https://hbr.org/sponsored/2018/01/the-six-signature-traits-of-inclusive-leadership>

Relevant Theories, Frameworks and Models

- Blake and Moulton (1991) Managerial Grid
- Goleman (2002) Leadership Styles
- Kouzes and Posner (2002) Five Factors of Excellent Leaders
- Bass and Riggio (2005) Transformational Leadership

Further Reading

- Page, S.E (2017). The Diversity Bonus. Oxfordshire: Princeton University Press.
- Miller, F.A and Katz, J.H (2018). Safe Enough to Soar. Oakland, CA: Berrett-Koehler.
- Jana, T and Diaz Mehias, A (2018). Erasing Institutional Bias. How to Create Systemic Change for Organisational Inclusion. Oakland, CA: Berrett-Koehler.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

Please note: all references to legislation may be subject to subsequent changes, deletions and replacements.

ManagementDirect resources require CMI membership and a username and password.

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.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Credit (CDR)	CRD refers to Credits which are calculated as one credit is equal to 10 hours of TUT.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature of condition.
Guided Learning Hours (GLH)	The activity if a Learner in 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.
Immediate Guidance or Supervision	<p>the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –</p> <p>a) with the simultaneous physical present of the Learner and that person, or</p> <p>b) remotely by means of simultaneous electronic communication</p>
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Rule 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.
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.

APPENDIX 2

Assessment Activity Definitions

Activity	Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
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.
Profile	An outline giving a description of a role or organisation.
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
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 project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.

Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or events.

APPENDIX 3

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
Extend Qualification end date	Extend qualification	Version 3	March 2023
Included Assessment Activity Definitions	To help Centres and Learners complete the assessments		
Added credits values	Clarification for users	Version 2	23rd July 2020
TUT has been increased	Due to introduction of credits		
Review of Unit 506 Managing Equality, Diversity and Inclusion Indicative Content	In order to ensure that our qualifications remain contemporary, we asked a group of valued stakeholders to review the sources of information within this unit		
First publication		Version 1	30 th May 2018