

# Army Career Manager Course

Completion Pack: Version 3  
Published October 2024

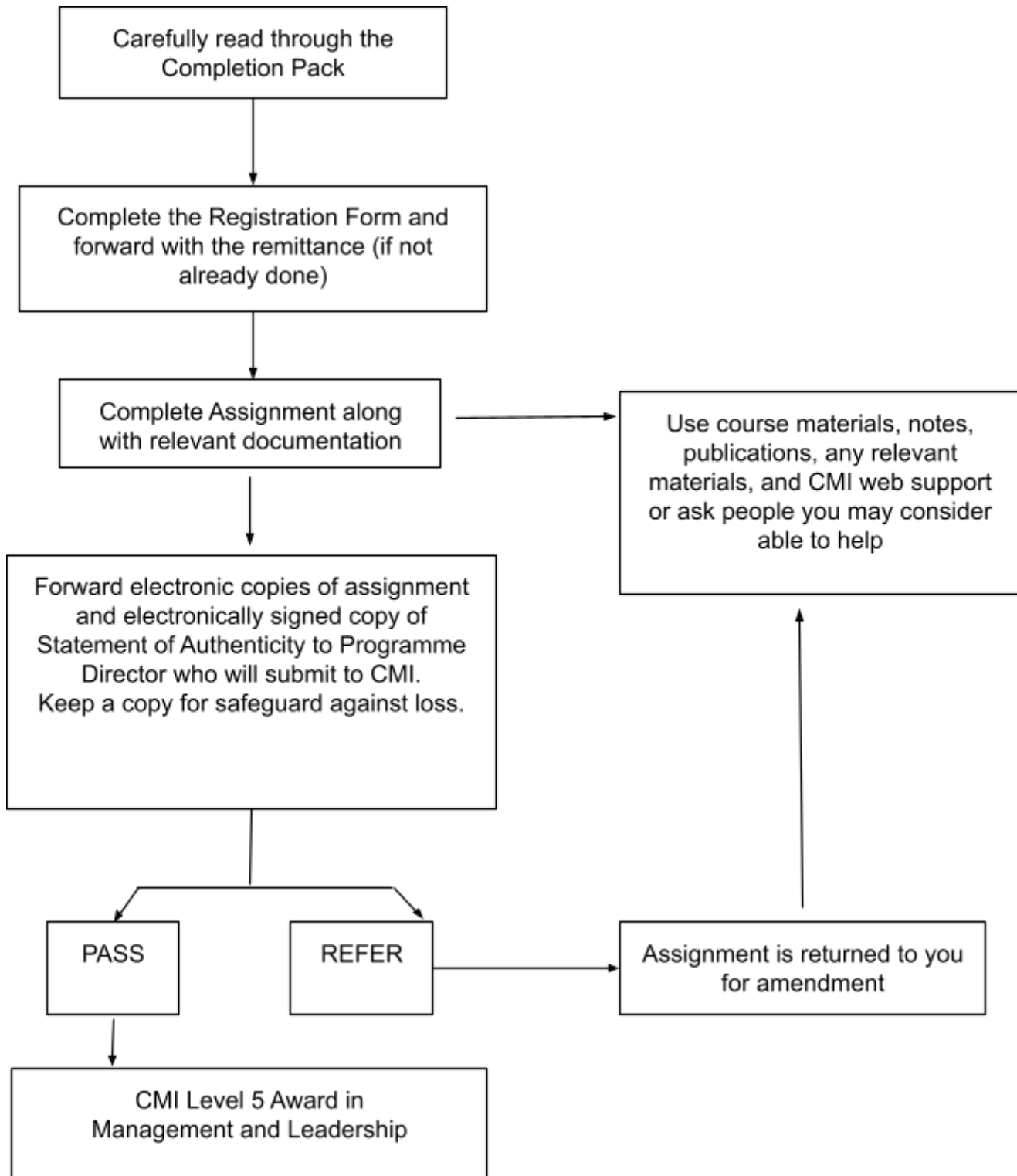
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## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of the MOD service courses with a view to recognising them against nationally recognised qualifications. CMI has fully recognised that your Army Career Manager Course meets some of the requirements for the CMI Level 5 Award in Management and Leadership.

- The CMI Level 5 Award in Management and Leadership comprises unit 508 that totals 40 TQT.

Note: You may register for this qualification but this must be clearly indicated on the Registration Form. Combining qualifications will increase personal cost, though this may be substantially reduced if SLCs can be used.

**To acquire the CMI Level 5 Award in Management and Leadership, you must complete and submit the following assignment (508), comprising a number of tasks, and contained in this completion pack.**

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a team leading management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

### Qualification Registration Duration

Qualification Structure	Period of Registration
Award	Up to 12 Months
Certificate	Up to 36 Months
Diploma	Up to 36 Months
Extended Diploma	Up to 36 Months

**It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).**

**There are no refunds for lapsed candidates.**

## SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?

1. Click [here](#) to set your password
2. Follow the on-screen instructions
3. Click [here](#) to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for Unit 508:

Unit 508

- Opening Screen - Click on Qualification Support\* for Level 5 Award in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 508
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

\*If you do not have a link to Qualification Support please contact the team (see below)

### Unsure about anything?

Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or [mod.qualifications@managers.org.uk](mailto:mod.qualifications@managers.org.uk)

## UNIT COMPLETION REQUIREMENTS

You are required to complete one unit assignment to obtain the 'standalone' CMI Level 5 Award in Management and Leadership.

Guidance on completing the assignment and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

CMI Level 5 Award in Management and Leadership	Credits	Role	Actions
Unit 508 - Principles of Developing a Skilled and Talented Workforce	4	Serving Soldiers	<ul style="list-style-type: none"><li>• Register</li><li>• Submit: Evidence of course completion through submission of JPA</li><li>• Complete assignment</li></ul>

## QUALIFICATION REGISTRATION

If you have not already done so, you need to register for each of your selected qualifications. All registration forms must be accompanied by evidence that you have successfully completed your Army Career Manager Course (copy of the relevant section of your end of course certificate signed off by an officer of SO2 rank), and the requisite remittance (cheque or credit card details). Send this to the CMI at the address shown on the form.

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Award in Management and Leadership

Once you have completed an assignment, you must forward it to the Programme Director along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page), who will submit. The assignment must not exceed a file size of 5MB. File name should include the following: name, P number, unit and submission number i.e. Assignment Blogs\_P123456\_Unit\_number\_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

**PASS:** If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

**REFERRAL:** If your assignment does not meet the pass standard, it will be returned to the centre with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed one further re-submission (i.e. 2 in total).

**Following two Referrals for your assignment, a Resubmission Fee of £20 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk) or call 01536 207496 option 1.**

## ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

## ASSESSMENT GUIDANCE

All work must be submitted in a single electronic document (.doc file). The document must be marked with the learners name, number and unit number. Electronic assignments should be sent to the Programme Director who will submit.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

## PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.



## APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

## CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

## WORD COUNT POLICY

In total, it is required that your assignment should be between 3500-4000 words. Learners must comply with the required word count, within a margin of +10%. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

## REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

## INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, learner number, the unit number, Army Personnel Centre - and a brief description of the context in which the assignment was undertaken. You may include a title page if you

wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed. CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

### UNIT 508

#### Assignment Brief: Principles of Developing a Skilled and Talented Workforce

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 508: Principles of Developing a Skilled and Talented Workforce**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

#### Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 508** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 508** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect <https://members.md.cmi.org.uk> Please note that if you have a customised site the link will differ, please contact your Centre for clarification.

#### Completing the evidence booklet

- The evidence booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the evidence booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

#### Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 5 in Management and Leadership syllabus.

## AIM OF THE ASSESSMENT BOOKLET

Having a skilled and talented workforce is fundamental if an organisation is to succeed. As responsibility for individual and team development becomes increasingly devolved to managers, it is essential they have the knowledge, skills and capabilities to ensure development needs are successfully met.

Assessment brief **CMI 508** has been designed to enable the learner to understand the role of the manager in workforce development, and the scope and purpose of development activities. They will also have the opportunity to explore innovative approaches for delivering workforce development and how well-chosen learning and development activities can contribute to a talent management strategy.

## ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 508** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a <b>report</b> entitled: <i>The benefits of developing a skilled and talented workforce</i>	LO1 Understand the benefits of developing a skilled and talented workforce	1.1 Assess the <b>impact</b> of workforce development on organisations	Approx. 1000 words
			1.2 Examine the impact of workforce development on an organisation's external <b>stakeholders</b>	
			1.3 Discuss the <b>benefits</b> of workforce development for individuals and teams	
2	Write a <b>briefing paper</b> entitled: <i>Factors which influence workforce development</i>	LO2 Understand the factors which influence workforce development	2.1 Examine the impact of <b>legal</b> and <b>organisational factors</b> on workforce development	Approx. 1350 words
			2.2 Analyse the <b>role</b> of the manager in workforce development	
			2.3 Analyse the <b>challenges and barriers</b> to workforce development	
			2.4 Evaluate <b>methods</b> for overcoming challenges and barriers to workforce development	
3	Write a <b>report</b> entitled:	LO3 Understand the scope of learning and	3.1 Analyse <b>factors</b> which influence the selection of	Approx. 1000 words

	<i>The scope of learning and development as part of a workforce development strategy</i>	development as part of a workforce development strategy	learning and development activities	
			3.2 Assess the scope of <b>learning and development activities</b> in workforce development	
			3.3 Evaluate the use of <b>technology</b> in delivering workforce development	
4	Write a <b>good practice guide</b> entitled: <i>Methods to measure and sustain the impact of workforce development</i>	LO4 Know how to measure the impact of workforce development	4.1 Examine <b>methods</b> for measuring the impact of workforce development	Approx. 650 words
			4.2 Analyse <b>methods to sustain</b> the impact of workforce development	

### Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief: an introduction to a job role, organisation or department, index or contents pages, headings and subheadings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

## BENEFITS OF DEVELOPING A SKILLED AND TALENTED WORKFORCE

*It is imperative for managers to understand the impact of workforce development on organisations and stakeholders as well as the benefits for individuals and teams.*

*A manager who has an in-depth understanding of talent development will have the knowledge to develop and retain individuals and teams in a variety of organisational settings.*

## SCENARIO A

*You are a manager with responsibilities for learning and development in an organisation which makes a range of luxury goods.*

*Currently, the organisation operates as a trade-only supplier, but the new Director has ambitious plans to expand its business. There are plans to launch a new product line which will be sold directly to the general public via retail outlets, a printed catalogue and the company's own website.*

*The organisation is planning to commit a significant budget to this expansion and the range will be marketed and sold using direct sales, building affiliate partnerships with well known online retailers, as well as building the organisation's profile using social media.*

*The directorate is open to innovative ideas and is keen to engage the staff fully with this initiative and has stated that a skilled and talented workforce will be required to realise the organisation's ambitions.*

*You have been asked to lead a programme of new training opportunities for your department. As a minimum, the learning and development must meet the needs of:*

- *new staff who will need to be on-boarded*
- *existing staff who will need to develop the technical ability to fulfil new or changing roles*
- *team leaders who will be required to lead their teams through a period of change*
- *all team members who must be trained to comply with legal and regulatory frameworks*

## SCENARIO B

*You are a manager of a large department in the public sector offering services and support to customers.*

*Following a detailed internal review and a public consultation to reduce costs, the services and support offered to customers will be streamlined. This will be achieved by working in close partnership with a number of charitable organisations and the implementation of new technology, which will enable customers to access services and support with greater ease and efficiency.*

*In response to the impending changes, a new department has been formed. The department will consist of a group of existing staff, who will be moving into new roles within the department, as well as two newly appointed staff members and a school leaver who has an apprenticeship contract.*

*A skilled and talented workforce is required to maintain service standards and achieve ambitious targets set by the senior leadership team.*

*As a result, you have been asked to lead a programme of new training opportunities for your department. As a minimum, the learning and development must meet the needs of:*

- *new staff who will need to be on-boarded*
- *existing staff who will need to develop the technical ability to fulfil new roles*
- *team leaders who will be required to lead their teams through a period of change*
- *team members who must be trained to comply with legal and regulatory frameworks and understand the role of the organisation's partners*

## TASK 1

You are required to write a **report** entitled '*The benefits of developing a skilled and talented workforce*'.

The report must be presented in **THREE (3)** sections.

### A. The impact of workforce development on organisations

To complete this section of the report, you are required to use examples to assess the **impact** of workforce development on organisations (AC1.1)

### B. The impact of workforce development on an organisation's external stakeholders

To complete this section of the report, you are required to examine the impact of workforce development on **TWO (2)** of an organisation's external **stakeholders** (AC1.2)

### C. The benefits of workforce development for individuals and teams

To complete this section of the report, you are required to discuss **THREE (3) benefits** of workforce development for individuals and teams (AC1.3).

#### Guidance for completion of Task 1

- *Within the report you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on either Scenario A or Scenario B on page 13, your own experience of developing a skilled and talented workforce or using good practice examples from an organisation you know well or have researched.*
- *NB: your discussion for AC1.3 must consider benefits of workforce development for individuals and teams.*
- *Your discussion should be underpinned with relevant theoretical principles.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

## FACTORS WHICH INFLUENCE WORKFORCE DEVELOPMENT

*It is important that a manager has an understanding of their role in managing workforce development, approaches to identifying and managing challenges and barriers and the impact of legal and organisational factors on workforce development.*

### TASK 2

As part of the organisation's strategy to develop a talent management programme, you have been asked to produce a **briefing paper** entitled '*Factors which influence workforce development*'.

The briefing paper will be used by managers in the organisation to support the development of their teams and must be presented in **THREE (3)** sections:

#### A. The impact of legal and organisational factors on workforce development

To complete this section of the briefing paper, you are required to examine the impact of **ONE (1) legal factor** and **TWO (2) organisational factors** on workforce development (AC2.1)

#### B. The role of the manager in workforce development

To complete this section of the briefing paper, you are required to analyse the **role** of the manager in workforce development (AC2.2)

#### C. Managing challenges and barriers to workforce development

To complete this section of the briefing paper, you are required to use examples to:

- Analyse **TWO (2) challenges and TWO (2) barriers** to workforce development (AC2.3)
- Evaluate **TWO (2) methods** for overcoming challenges and barriers to workforce development (AC2.4)

### Guidance for completion of Task 2

- *The briefing paper should include sub headings. You may choose to use diagrams (as appropriate) to support your discussion.*
- *You may base your response on either Scenario A or Scenario B on page 13, your own experience of developing a skilled and talented workforce or use good practice examples from an organisation you know well or have researched.*
- *You may choose to use a table to support your answer for ACs 2.3 and 2.4.*
- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## THE SCOPE OF LEARNING AND DEVELOPMENT AS PART OF A WORKFORCE DEVELOPMENT STRATEGY

*It is important for a manager to understand the scope of learning and development activities in workforce development and the factors which influence their selection.*

### TASK 3

Basing your response on the scenario, or the development of a skilled and talented workforce in an organisation you know well or have researched:

You are required to write a **report** entitled '*The scope of learning and development as part of a workforce development strategy*'.

Use examples to:

- Analyse **THREE (3) factors** which influence the selection of learning and development activities (AC3.1)
- Assess the scope of **learning and development activities** in workforce development (AC3.2)
- Evaluate the use of **technology** in delivering workforce development (AC3.3)

### Guidance for completion of Task 3

- *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on either Scenario A or Scenario B on page 13, your own experience of developing a skilled and talented workforce or use good practice examples from an organisation you know well or have researched.*
- *Your discussion should be underpinned with relevant models, references and theoretical principles.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*



## MEASURING THE IMPACT OF WORKFORCE DEVELOPMENT

*Measuring the impact of any development is as important as the activity itself. Research has shown that effective development always takes account of the desired outcome and the evaluation process before the activity is started. Resources spent without a clear outcome in mind would be a reckless activity. It is therefore essential for managers to have the skills to evaluate any chosen learning and development activity.*

### TASK 4

As part of the organisation's workforce development strategy you have been asked to contribute to the development of the evaluation strategy.

You have been asked to write a **good practice guide** entitled '*Methods to measure and sustain the impact of workforce development*'.

The proposal should use examples to:

- i. Examine **TWO (2) methods for measuring** the impact of workforce development (AC4.1)
- ii. Analyse **TWO (2) methods to sustain** the impact of workforce development (AC4.2)

#### Guidance for completion of Task 4

- *The proposal should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on either Scenario A or Scenario B on page 13, your own experience of developing a skilled and talented workforce or use good practice examples from an organisation you know well or have researched.*
- *You may include reference to relevant theoretical principles/models/frameworks as appropriate.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## ASSESSMENT GUIDANCE

Refer	Pass
<ul style="list-style-type: none"><li>• The submission is incomplete</li><li>• Tasks are incomplete</li><li>• Not all assessment criteria have been met</li><li>• No examples are used or the examples given do not match the requirements of the assessment criteria</li><li>• Evidence is<ul style="list-style-type: none"><li>• Unclear</li><li>• Technically incorrect or inaccurate</li></ul></li></ul>	<ul style="list-style-type: none"><li>• All tasks have been completed</li><li>• All assessment criteria have been met</li><li>• Examples given are well chosen and match the requirements of the assessment criteria</li><li>• Evidence is<ul style="list-style-type: none"><li>• Well written and presented</li><li>• Contains a breadth of examples</li><li>• Accurate</li></ul></li></ul>

<ul style="list-style-type: none"> <li>• Biased</li> <li>• Unprofessional language</li> <li>• Poorly structured and presented</li> <li>• Ideas are underdeveloped</li> <li>• Lacks sufficient detail to show understanding of the topic</li> <li>• The application of concepts, models and theories to the management and leadership role or workplace is unclear</li> <li>• Evidence is not directly attributable to the learner</li> <li>• External sources of information are not acknowledged</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and is not current (within 5 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Current (e.g. use of up to date legislation)</li> <li>• Authentic</li> <li>• Inclusive</li> <li>• Coherent</li> <li>• Credible</li> <li>• Technically correct</li> <li>• Evidence shows an understanding of different perspectives</li> <li>• Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace</li> <li>• Evidence used from external sources has been correctly referenced</li> <li>• Evidence is directly attributable to the learner</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and is current (within 5 years)</li> </ul>
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## STATEMENT OF AUTHENTICITY

Click [here](#) to download the Statement of Authenticity form.

This statement must be completed and electronically attached to the completed assessment submitted to CMI. Any pieces of work that do not have this signed statement/declaration are inadmissible and will be returned to the Centre.

### Section 1 -

Qualification Title	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	

I \_\_\_\_\_ confirm that the work submitted is my own and that I am the sole author of this completed assessment and Sections 1 & 2 of this form have been checked and completed before submission. I have referenced/acknowledged any sources of information and Artificial Intelligence (AI) tools used in the submission; in line with the Qualification Handbook, [CMI's Assessment Guidance Policy](#) and [CMI's Plagiarism, Collusion and Artificial Intelligence \(AI\) Statement](#).

I consent to this assessment, or any extract from it, to be anonymised following which it may be used for assessment standardisation and, where appropriate, for the dissemination of good practice. The assessment will be kept in accordance with GDPR, if you have any concerns regarding this, please refer to our <a href="#">Data Privacy Policy</a>	Tick here to opt-out	
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### Section 2 -

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
<b>I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.</b>	

I understand that a false declaration is a form of malpractice.

Learner Signature*	
Date (DD/MM/YYYY)	

*\*Please note electronic signatures are accepted*

**Ofqual unit number** M/616/3210

**RQF level** 5

**Guided learning hours** 16

**Total unit time** 40

**Aims of unit** Having a skilled and talented workforce is fundamental if an organisation is to succeed. As responsibility for individual and team development becomes increasingly devolved to managers, it is essential they have the knowledge, skills and capabilities to ensure development needs are successfully met. This unit has been designed to enable the learner to understand the role of the manager in workforce development, and the scope and purpose of development activities. They will also have the opportunity to explore innovative approaches for delivering workforce development and how well chosen learning and development activities can contribute to a talent management strategy.

**Keywords** Skills, talent, development, benefits, impact, organisational and legal frameworks, technology, strategy, innovative

Learning Outcome 1	
Understand the benefits of developing a skilled and talented workforce	
Assessment Criteria	
1.1	Assess the <b>impact</b> of workforce development on organisations
Indicative Content	
<b>Impact</b> may include but are not limited to agility and greater flexibility, improved quality, benchmarking, improved outcomes from inspection audits e.g. BSI and IIP, improved customer satisfaction, positive cost benefit analysis, improved environmental impact, ROI, financial stability.	
Assessment Criteria	
1.2	Examine the impact of workforce development on an organisation's external <b>stakeholders</b>
Indicative Content	
<b>Stakeholders</b> may include but are not limited to customers, suppliers and partners, potential employees, customers, suppliers, regulatory organisations, general public, shareholders.	
Assessment Criteria	
1.3	Discuss the <b>benefits</b> of workforce development for individuals and teams
Indicative Content	

<b>Benefits</b> may include but are not limited to individual and team growth, enhanced team work, increased productivity, greater levels of engagement, wellbeing, succession planning (Larcker and Scott, 2014), increased motivation, greater risk management and planning for business continuity, greater resilience, flexibility, innovation and ideas generation, learning organisation.	
<b>Learning Outcome 2</b>	
<b>Understand the factors which influence workforce development</b>	
<b>Assessment Criteria</b>	
2.1	Examine the impact of <b>legal</b> and <b>organisational factors</b> on workforce development
<b>Indicative Content</b>	
<p><b>Legal</b> may include but is not limited to Equality Act 2010, Health and Safety Act 1974, General Data Protection Regulation (GDPR) 2018, Working Time Directive 1998, Immigration Act 2016, Trades Union Act 2016, Working Together to Safeguard Children 2013, licence to practice (relevant to specific industry sector requirements).</p> <p><b>Organisational factors</b> may include but are not limited to strategic/business direction and plans, talent management strategy (including succession planning), positive discrimination, response to initiatives (e.g. apprenticeships, internships, traineeships and returnships), corporate social responsibility (CSR) and ethics, conduct and capability, learning and development, induction and on-boarding, business continuity, risk management, compliance, health, safety, well-being and security, equality and diversity, data protection, communication, procurement, quality, customer service charters and policies, quality standards.</p>	
<b>Assessment Criteria</b>	
2.2	Analyse the <b>role</b> of the manager in workforce development
<b>Indicative Content</b>	
<b>Role</b> may include but is not limited to leader, coach, mentor, facilitator, budget holder, enabler, skills and behaviours developer, role model, resource provider.	
<b>Assessment Criteria</b>	
2.3	Analyse the <b>challenges and barriers</b> to workforce development
<b>Indicative Content</b>	
<b>Challenges and barriers</b> may include but are not limited to increasing participation, lack of motivation and engagement, maintaining business as usual, economic conditions, trading and operational working patterns, departmental interdependencies, costs versus benefits, political change, legal requirements, licences, culture, financial, time, location including transnational issues, competitive environment, ethical issues.	
<b>Assessment Criteria</b>	
2.4	Evaluate <b>methods</b> for overcoming challenges and barriers to workforce development
<b>Indicative Content</b>	
<b>Methods</b> may include but are not limited to consultation, encouraging involvement, communications, specialist teams, champions and advocates, building on existing systems and procedures, inclusion including working with a range of stakeholders, senior management commitment and leadership, creating ownership.	

<b>Learning Outcome 3</b>	
<b>Understand the scope of learning and development as part of a workforce development strategy</b>	
<b>Assessment Criteria</b>	
3.1	Analyse <b>factors</b> which influence the selection of learning and development activities
<b>Indicative Content</b>	
<p><b>Factors</b> may include but are not limited to workforce development strategy, resource implications, budget, number to be developed, time constraints, supports competency and standards frameworks, performance appraisal, forecasting, benchmarking, workforce and gap analysis, scenario planning.</p>	
<b>Assessment Criteria</b>	
3.2	Assess the scope of <b>learning and development activities</b> in workforce development
<b>Indicative Content</b>	
<p><b>Learning and development activities</b> may include but are not limited to formal and informal, social and collaborative learning, on and off the job, face to face, blended or online learning, group or individual learning, coaching and mentoring, secondments and temporary promotion/role change, self-directed/distance learning, job shadowing, team building activities, communities of practice, benchmarking against other industry sectors, quality circles.</p>	
<b>Assessment Criteria</b>	
3.3	Evaluate the use of <b>technology</b> in delivering workforce development
<b>Indicative Content</b>	
<p><b>Technology</b> may include but are not limited to webinars, blogs, social and collaborative platforms, MOOCs, gamification, e-learning and assessment, mobile learning.</p>	
<b>Learning Outcome 4</b>	
<b>Know how to measure the impact of workforce development</b>	
<b>Assessment Criteria</b>	
4.1	Examine <b>methods for measuring</b> the impact of workforce development
<b>Indicative Content</b>	
<p><b>Methods for measuring</b> may include but are not limited to customer feedback, line manager and peer feedback, formal measures/metrics (e.g. return on investment (ROI), Kirkpatrick's Four Levels of Training Evaluation (2006), skills assessments including tests and examinations, reduced turnover, improved engagement, employee voice and use of staff satisfaction studies and temperature checks</p>	
<b>Assessment Criteria</b>	
4.2	Analyse <b>methods to sustain</b> the impact of workforce development
<b>Indicative Content</b>	

**Methods to sustain** may include but are not limited to future work force plans and estimates, benchmarking, succession planning, reviewing and development policies, line manager involvement and support, incentives and measuring successes, regular validation and evaluation supporting continuous improvement.