

# Defence Diversity and Inclusion Adviser - D&I (A) Course

Completion Pack October 2024  
Version 9

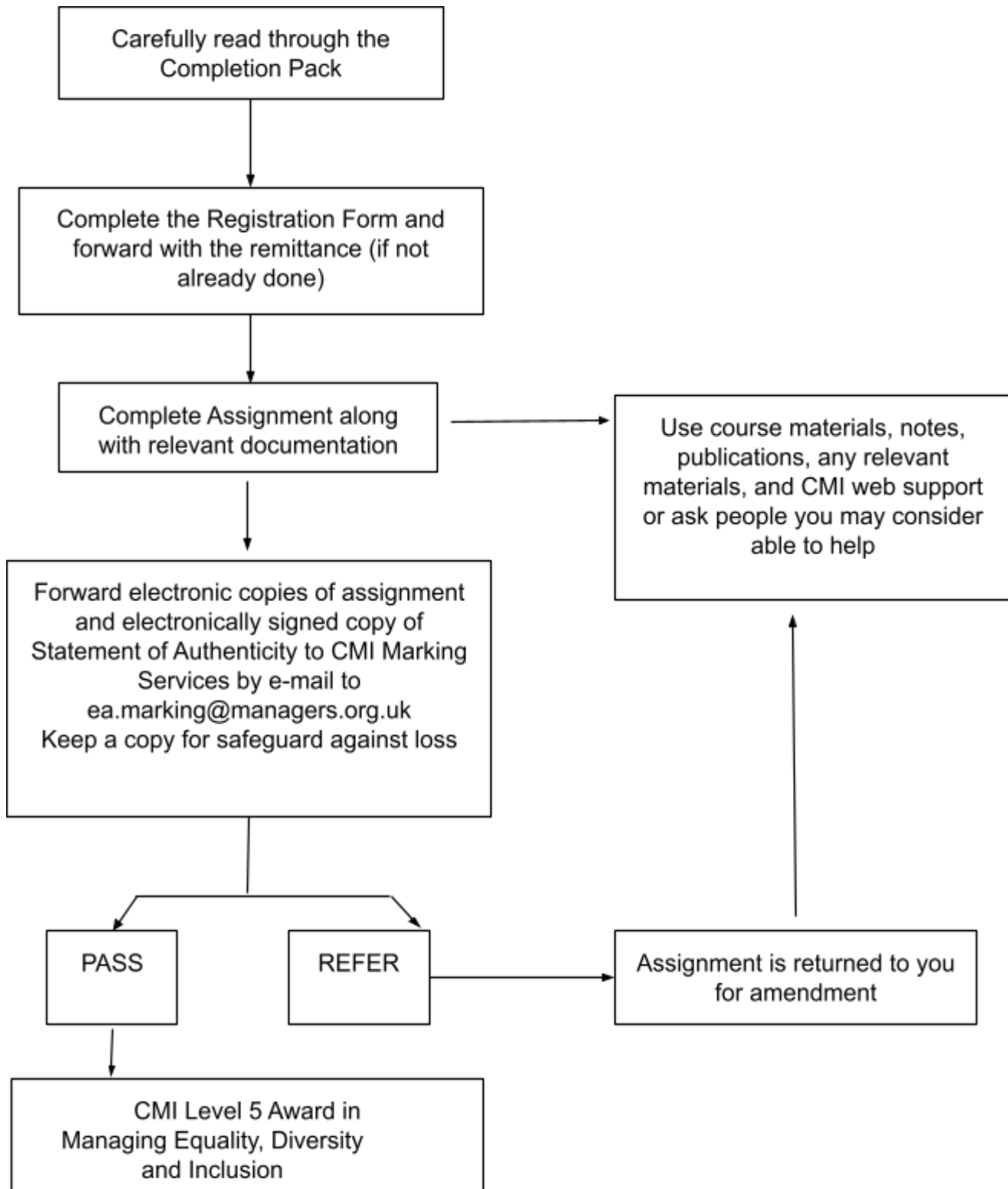
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## CONTENTS

|   |    |
|---|----|
| Completion Process Overview             | 03 |
| Introduction                            | 04 |
| Support for Gaining CMI Qualification   | 05 |
| Unit Completion                         | 06 |
| Qualification Registration              | 06 |
| Submission of Assignment                | 06 |
| Assessment Guidance for Learners        | 07 |
| Assessment Guidance                     | 07 |
| Plagiarism & Collusion                  | 07 |
| Appendices                              | 08 |
| Confidentiality                         | 08 |
| Word Count Policy                       | 08 |
| Reference & Professionalism             | 08 |
| Instructions & Information for Learners | 08 |
| Assignment Brief                        | 10 |
| Statement of Authenticity               | 18 |
| Qualification Unit 506                  | 19 |

## 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 Defence Diversity and Inclusion Adviser - D&I (A) Course meets some of the requirements for the CMI Level 5 Award in Managing Equality, Diversity and Inclusion.

- The CMI Level 5 Award in Managing Equality, Diversity and Inclusion comprises the following unit 506 that totals 50 TQT (Total Qualification Time)/ minimum 5 credits.

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 Managing Equality, Diversity and Inclusion, you must complete and submit the following assignment (506), comprising a number of tasks, as 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 recommended 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.**

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 506:

Unit 506

- Opening Screen - Click on Qualification Support\* for Level 5 Award in Managing Equality, Diversity and Inclusion.
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 506
- Select 'Mapped Resources to Learning Outcomes' 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' Level 5 Award in Managing Equality, Diversity and Inclusion.

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.

| <b>CMI Level 5 Award in Management and Leadership</b>  | <b>Credits</b> | <b>Actions</b>  |
|--|----------------|---|
| Unit 506 - Managing Equality, Diversity and Inclusion. | 5              | <ul style="list-style-type: none"><li>• Register</li><li>• Submit evidence of course completion through submission of JPA print out</li><li>• Complete assignment</li></ul> |

## QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit 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 Managing Equality, Diversity and Inclusion.

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

The main body of the email should include the following: full 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.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,  
Awarding Body,  
Management House,  
Cottingham Road,  
Corby,  
Northamptonshire NN17 1TT.

**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 you 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

### *Submission directly to CMI EA Marking*

All work must be submitted in a single electronic document (.doc file). The document must be marked with the learner's name, P number and unit number. Electronic assignments should be sent to the Programme Director.

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

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, Defence Diversity and Inclusion Adviser - D&I (A) Course with Defence Leadership Centre D&I(A) Course 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 506

#### Assignment Brief: Managing Equality, Diversity and Inclusion

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 506: Managing Equality, Diversity and Inclusion**. 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 506** 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 506** 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 Managing Equality, Diversity and Inclusion syllabus.

## AIM OF THE ASSESSMENT BOOKLET

Effective management of equality and diversity not only benefits staff and stakeholders, it has the power to impact on an organisation's achievement.

Assessment brief **CMI 506** has been designed to enable the learner to analyse the requirements for managing, monitoring and reporting on equality, diversity and inclusion (including the use of equality action planning). 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 within the workplace.

## ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 506** 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 |
|----|--|--|--|----------------------|
| 1a | Written <b>account</b> on legal and organisational approaches to equality, diversity and inclusion   | LO1 Understand legal and organisational approaches to equality, diversity and inclusion                    | AC 1.1 Examine the impact of <b>legislative requirements</b> on <b>organisations</b> with respect to equality, diversity and inclusion | Approx. 550 words    |
|    |  |  | AC 1.3 Evaluate organisational <b>approaches</b> to promoting equality, diversity and inclusion to all staff and stakeholders          |                      |
| 1b | Written proposal entitled:<br><br><i>The business case for equality, diversity and inclusion</i>   | LO1 Understand legal and organisational approaches to equality, diversity and inclusion                    | AC1.2 Justify the <b>business case</b> for equality, diversity and inclusion   | Approx. 350 words    |
| 2  | <b>Creation of a good practice guide</b> entitled:<br><br><i>The role and responsibilities of a manager in relation to equality, diversity and inclusion</i> | LO2 Understand the role and responsibilities of a manager in relation to equality, diversity and inclusion | AC 2.1 Analyse the <b>role and responsibilities</b> of a manager in relation to equality, diversity and inclusion                      | Approx. 1200 words   |
|    |  |  | AC 2.2 Specify the <b>language and behaviours</b> required by a  |                      |

|   |   |  |  |                    |
|---|---|--|--|--------------------|
|   |   |  | manager in leading by example  |                    |
|   |   |  | AC 2.3 Evaluate <b>leadership styles</b> which support practice improvement in relation to equality, diversity and inclusion   |                    |
|   |   |  | AC 2.4 Assess <b>approaches</b> for managing individuals and teams which lack commitment to equality, diversity and inclusion  |                    |
| 3 | <b>Report</b> entitled:<br><br><i>'Approaches to supporting equality, diversity and inclusion within an organisation'</i> | LO3 Know how to develop and implement plans which support equality, diversity and inclusion within an organisation | AC 3.1 Assess the process for developing a <b>plan</b> which supports equality, diversity and inclusion within an organisation | Approx. 1900 words |
|   |   |  | AC 3.2 Analyse the purpose and <b>methods</b> of gathering data and information to inform a plan                               |                    |
|   |   |  | AC 3.3 Recommend <b>approaches to implementing</b> a plan  |                    |
|   |   | LO4 Know how to monitor and report on equality, diversity and inclusion  | AC 4.1 Recommend <b>methods for monitoring</b> outcomes against targets to promote continuous improvement                      |                    |
|   |   |  | AC 4.2 Examine <b>methods for reporting</b> outcomes to staff and stakeholders   |                    |

### 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.

## LEGAL AND ORGANISATIONAL APPROACHES TO EQUALITY, DIVERSITY AND INCLUSION

*A manager who has an in-depth understanding of the legal and organisational approaches to equality, diversity and inclusion will be able to apply its principles effectively in a variety of organisational settings.*

### TASK 1

Write an **account** on legal and organisational approaches to equality, diversity and inclusion which use examples to:

- Examine the impact of **legislative requirements** on public and private organisations with respect to equality, diversity and inclusion (AC1.1)
- Evaluate **THREE (3)** organisational **approaches** to promoting equality, diversity and inclusion to staff and stakeholders (AC1.3)

#### Guidance for completion of Task 1a

- Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- You are encouraged to base your response on your own experience of managing equality, diversity and inclusion in the workplace or use good practice examples from an organisation you know well or have researched.*
- You are not required to include reference to all legislative requirements, rather focus on the main requirements or legislation (i.e. the rights and responsibilities of the organisation to staff and stakeholders, the use of reasonable adjustment, monitoring and reporting).*
- You may include good practice examples from an organisation you know well or have researched.*
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

### TASK 1B

Write a concise **proposal** entitled 'The business case for equality, diversity and inclusion' which uses good practice examples to justify the **business case** for equality, diversity and inclusion (AC1.2)

#### Guidance for completion of Task 1b

- *The proposal should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You are encouraged to base your response on your own experience of managing equality, diversity and inclusion in the workplace or use good practice examples from an organisation you know well or have researched.*
- *You are not required to write a business case to address this assessment criterion.*
- *You may include good practice examples from an organisation you know well or have researched.*
- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## THE ROLE AND RESPONSIBILITIES OF A MANAGER IN RELATION TO EQUALITY, DIVERSITY AND INCLUSION

*Managers have a wide variety of responsibilities in relation to equality, diversity and inclusion which are formally stipulated by the organisation for which they are employed.*

*Beyond the requirements of the role, they also need to be able to lead by example, especially in the language and behaviour they use, and in the style of leadership selected.*

### TASK 2

You are required to create a **good practice guide** entitled '*The role and responsibilities of a manager in relation to equality, diversity and inclusion*'. The good practice guide will be used by other managers in the organisation.

The good practice guide must use examples to:

- Analyse the **role and responsibilities** of a manager in relation to equality, diversity and inclusion (AC2.1)
- Specify the **language and behaviours** required of a manager in leading by example (AC2.2)
- Evaluate **TWO (2) leadership styles** which support practice improvement in relation to equality, diversity and inclusion (AC2.3)
- Assess **approaches** for managing individuals and teams which lack commitment to equality, diversity and inclusion (AC2.4)

#### Guidance for completion of Task 2

- *The good practice guide may be presented in a format of your choice (i.e. narrative, table, report, or article) and include sub headings. You may choose to include tables and diagrams (as appropriate).*
- *In preparation to complete this task, take time to reflect on and research the role and responsibilities of a manager in relation to equality, diversity and inclusion*
- *You are **not required** to include every role and responsibility of a manager, rather select those you feel are essential for the role.*

- You are encouraged to base your response on your own experience of managing equality, diversity and inclusion in the workplace or use good practice examples from an organisation you know well or have researched.
- You are encouraged to use good practice examples from an organisation you know well or have researched.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

## DEVELOPING PLANS WHICH SUPPORT EQUALITY, DIVERSITY AND INCLUSION AND MONITORING AND REPORTING ON ITS SUCCESS

*This assessment task has been designed to enable managers to focus on the process for developing and implementing a plan which supports equality, diversity and inclusion. It also focuses on the requirements to monitor and report on equality and diversity outcomes.*

*Please note: It is important to recognise approaches to planning differ between organisations; however the process will likely remain the same. In some organisations the plan to support equality, diversity and inclusion will be presented as a standalone document, in other organisations, it will be embedded into a wider organisational plan or strategy.*

### SCENARIO

*You work for a large organisation which is committed to providing quality services and support to its customers. The organisation has a large number of internal and external stakeholders which includes staff, trustees, management boards, customers, charitable groups, regulators and suppliers. It receives some income from government grants and public providers such as the NHS and Private Finance Initiatives (PFI). As part of these funding agreements, the organisation has to evidence that it upholds the principles of equality, diversity and inclusion as well as complying with legislative requirements.*

*The senior management team has made the decision to initiate a new project to improve the organisations commitment to equality, diversity and inclusion. Specific areas which will need to be reviewed include:*

- *The collection and use of diversity data*
- *Career progression for Black, Asian and Minority Ethnic (BAME) staff*
- *The diversity of management teams*
- *The quality and impact of staff training on equality, diversity and inclusion*
- *The content of marketing materials*
- *Access to services and support for all its customers (including those with a physical disability)*

*The senior management team is committed to developing a new action plan to support this initiative. They are also open to considering new approaches for monitoring and reporting on equality, diversity and inclusion.*



## TASK 3

You are required to write a report entitled 'Approaches to supporting equality, diversity and inclusion within an organisation'. The proposal may be based on the scenario outlined on page 5 or an organisation you know well or have researched.

The report must be presented in two sections:

### Section 1: Developing and implementing plans which support equality, diversity and inclusion within an organisation

With reference to examples:

- i. Assess the process for developing a **plan** which supports equality, diversity and inclusion within an organisation (AC3.1)
- ii. Analyse the purpose and **methods** of gathering data and information to inform a plan (AC3.2)
- iii. Recommend **TWO (2) approaches to implementing** a plan (AC3.3)

### Section 2: Monitoring and reporting on equality, diversity and inclusion

With reference to examples:

- iv. Recommend **TWO (2) methods for monitoring** outcomes against targets to promote continuous improvement (AC4.1)
- v. Examine a minimum of **TWO (2) methods for reporting** outcomes to staff and stakeholders (AC4.2)

#### Guidance for completion of Task 3

- *Select the basis of the report, you may base the report on the scenario given or an organisation you know well or have researched.*
- *The report may be presented in a format of your choice and should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You are encouraged to use good practice examples to illustrate your understanding of planning.*
- *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></ul> | <ul style="list-style-type: none"><li>• All tasks have been completed</li><li>• All assessment criteria have been met</li></ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <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> <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> </ul> </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>• 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> <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> </ul> </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> |
|--|--|

## 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 |  |
|--|----------------------|--|

### 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.  |  |
| I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.         |  |

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** K/616/3206

**RQF level** 5

**Guided learning hours** 19

**Total unit time** 50

**Credits** 5

**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. It will enable learners to 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 <b>legislative requirements</b> on <b>organisations</b> with respect to equality, diversity and inclusion |
| Indicative Content   |   |
| <p><b>Legislative</b> 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.</p> <p><b>Organisations</b> include public, private and third sector.</p> |   |
| Assessment Criteria  |   |
| 1.2  | Justify the <b>business case</b> for equality, diversity and inclusion  |
| Indicative Content   |   |

|   |   |
|---|---|
| <b>Business case</b> 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.  |   |
| <b>Assessment Criteria</b>  |   |
| 1.3   | Evaluate organisational <b>approaches</b> to promoting equality, diversity and inclusion to staff and stakeholders    |
| <b>Indicative Content</b>   |   |
| <b>Approaches</b> 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.  |   |
| <b>Learning Outcome 2</b>   |   |
| <b>Understand the role and responsibilities of a manager in relation to equality, diversity and inclusion</b>   |   |
| <b>Assessment Criteria</b>  |   |
| 2.1   | Analyse the <b>role and responsibilities</b> of a manager in relation to equality, diversity and inclusion            |
| <b>Indicative Content</b>   |   |
| <b>Role and responsibilities</b> 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. |   |
| <b>Assessment Criteria</b>  |   |
| 2.2   | Specify the <b>language and behaviours</b> required of a manager in leading by example                                |
| <b>Indicative Content</b>   |   |
| <b>Language and behaviours</b> 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.  |   |
| <b>Assessment Criteria</b>  |   |
| 2.3   | Evaluate <b>leadership styles</b> which support practice improvement in relation to equality, diversity and inclusion |
| <b>Indicative Content</b>   |   |
| <b>Leadership styles</b> 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).  |   |
| <b>Assessment Criteria</b>  |   |

|   |   |
|---|---|
| 2.4   | Assess <b>approaches</b> for managing individuals and teams which lack commitment to equality, diversity and inclusion  |
| <b>Indicative Content</b>   |   |
| <b>Approaches</b> 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. |   |
| <b>Learning Outcome 3</b>   |   |
| <b>Know how to develop and implement plans which support equality, diversity and inclusion within an organisation</b>   |   |
| <b>Assessment Criteria</b>  |   |
| 3.1   | Assess the process for developing a <b>plan</b> which supports equality, diversity and inclusion within an organisation |
| <b>Indicative Content</b>   |   |
| <b>Plan</b> 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                                  |   |
| <b>Assessment Criteria</b>  |   |
| 3.2   | Analyse the purpose and <b>methods</b> of gathering data and information to inform a plan                               |
| <b>Indicative Content</b>   |   |
| <b>Methods</b> may include but are not limited to progression data, organisational process metrics (e.g. recruitment and selection data), employee engagement, surveys, database reports, benchmarking.   |   |
| <b>Assessment Criteria</b>  |   |
| 3.3   | Recommend <b>approaches to implementing</b> a plan  |
| <b>Indicative Content</b>   |   |
| <b>Approaches to implementing</b> 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.   |   |
| <b>Learning Outcome 4</b>   |   |
| <b>Know how to monitor and report on equality, diversity and inclusion</b>  |   |
| <b>Assessment Criteria</b>  |   |
| 4.1   | Recommend <b>methods for monitoring</b> outcomes against targets to promote continuous improvement                      |
| <b>Indicative Content</b>   |   |

|  |   |
|--|---|
| <b>Methods for monitoring</b> 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. |   |
| <b>Assessment Criteria</b>   |   |
| 4.2  | Examine <b>methods for reporting</b> outcomes to staff and stakeholders |
| <b>Indicative Content</b>  |   |
| <b>Methods for reporting</b> may include but are not limited to internal reports, external diversity reports, newsletters and articles, briefings, motivational notices, case studies, blogs, social media.  |   |