Army Education Branch ALDP Course Cpl (Corporal) Award

Completion Pack October 2024
Version 6

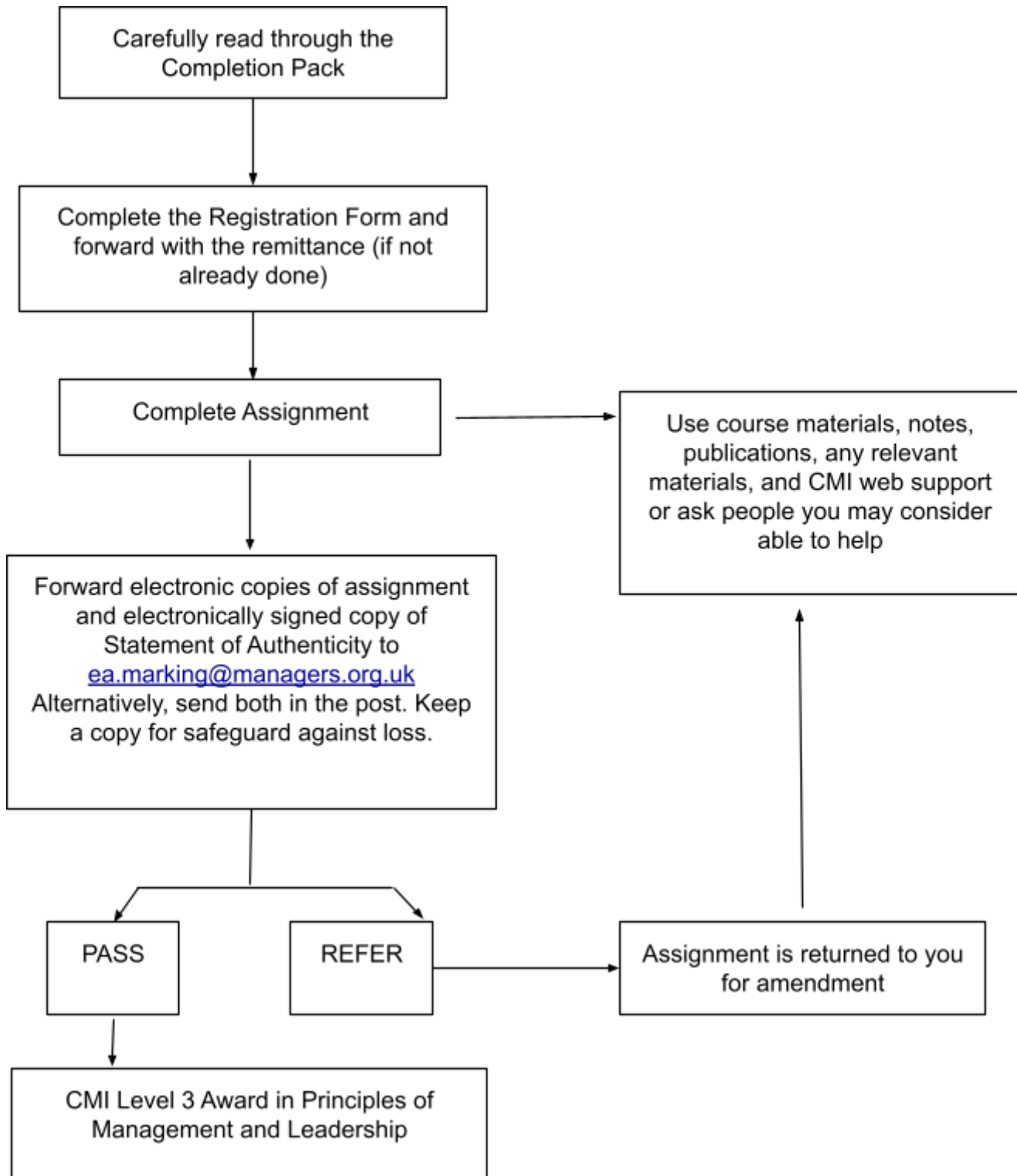BLANK PAGE

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CONTENTS

COMPLETION PROCESS OVERVIEW - Qualification

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┌─────────────────────────────┐
│   Carefully read through the│
│        Completion Pack      │
└─────────────────────────────┘
              │
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┌─────────────────────────────┐
│ Complete the Registration   │
│ Form and forward with the   │
│ remittance (if not          │
│ already done)               │
└─────────────────────────────┘
              │
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┌─────────────────────────┐          ┌──────────────────────────────┐
│   Complete Assignment   │─────────▶│ Use course materials, notes, │
└─────────────────────────┘          │ publications, any relevant   │
              │                       │ materials, and CMI web support│
              ▼                       │ or ask people you may consider│
┌─────────────────────────────┐      │       able to help           │
│ Forward electronic copies of│      └──────────────────────────────┘
│ assignment and electronically│                    ▲
│ signed copy of              │                    │
│ Statement of Authenticity to│                    │
│ ea.marking@managers.org.uk  │                    │
│ Alternatively, send both in │                    │
│ the post. Keep a copy for   │                    │
│ safeguard against loss.     │                    │
└─────────────────────────────┘                    │
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    ┌────────┐   ┌────────┐    ┌────────────────────────────┐
    │  PASS  │   │ REFER  │───▶│ Assignment is returned to you│
    └────────┘   └────────┘    │      for amendment          │
         │                     └────────────────────────────┘
         ▼
┌─────────────────────────────┐
│ CMI Level 3 Award in        │
│ Principles of Management    │
│ and Leadership              │
└─────────────────────────────┘
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The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising it against the following regulated professional qualification. CMI has fully recognised that your course meets some of the requirements for the CMI Level 3 Award in Principles of Management and Leadership.

● The CMI Level 3 Award in Principles of Management and Leadership comprises one of the following units 301, 306 or 321 that total 40 TQT/minimum of 4 credits.

To acquire the CMI Level 3 Award in Principles of Management and Leadership, you must complete and submit 1 of the following assignments (301, 306 or 321), 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 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

Unit 301
- Opening Screen - Click on Qualification Support* for Level 3 Award in Principles of Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 301
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Unit 306
- Opening Screen - Click on Qualification Support* for Level 3 Award in Principles of Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 306
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Unit 321
- Opening Screen - Click on Qualification Support* for Level 3 Award in Principles of Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 321
- 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

UNIT COMPLETION REQUIREMENTS

You are required to complete one unit assignment to obtain the CMI Level 3 Award in Principles of 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 3 Award in Principles of Management and Leadership	Credits	Actions
Unit 301 - Principles of Management and Leadership	7	● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 306 - Principles of Equality, Diversity and Inclusive Working Practice	6	
Unit 321 - Managing Own Personal and Professional Development	5	

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 by phone). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 3 Award in Principles of First Line Management

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

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, CMI 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 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 your full name, P number and unit number. Electronic assignments should be sent to ea.marking@managers.org.uk

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 2000-2500 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.

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, your Centre name – Britannia Royal Naval College - 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 301

Assignment Brief: Principles of Management and Leadership

Click here to download the Assignment Brief.

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 301: Principles of Management and Leadership**. 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 301** 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 301** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for Team Leader/Supervisor

Completing the assessment booklet

- The assessment 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 assignment 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 assessment 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 assessment 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 3 in Principles in Management and Leadership Syllabus.

LEARNER INFORMATION

Learner name:		Learner no:		Centre name:	
Date:		Batch no:		Qualification:	

Learner statement of authenticity:	I confirm that the attached completed assignment is all my own work, and does not include any work completed by anyone other than myself. I have completed the assignment in accordance with the Institute's approved instructions.

	Tick here to opt out	I consent for this assignment to be used for assessment standardisation and where appropriate, for the dissemination of good practice, on the understanding that the content is anonymised.

Signed:		Date:	

Centre statement of authenticity:	On behalf of <CENTRE NAME>, I confirm that the above mentioned learner is registered at the centre on a Chartered Management Institute (CMI) programme of study. The candidate is, to the best of my knowledge, the sole author of the completed assignment.		
Name:		Job Title:	
Signed:		Date:	

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 3. The amount and volume of work for this unit should be broadly comparable to a word count of 2000-2500 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 the learners work.

Please see the CMI Assessment Guidance Policy for further guidance.

AIM OF THE ASSESSMENT BOOKLET

Being equipped with the knowledge, skills and behaviours to manage and lead effectively is essential if an individual and their organisation are to succeed. This assessment booklet has been designed for managers to evidence their knowledge and understanding of how organisations operate, the application of management and leadership approaches, and how these can be applied in the work role.

TASK 1: Governance of organisations

The ability to understand how organisations operate begins with an understanding of how they are governed.

TASK 1

Being equipped with the knowledge, skills and behaviours to manage and lead effectively is essential if an individual and their organisation are to succeed. This assessment booklet has been designed for managers to evidence their knowledge and understanding of how organisations operate, the application of management and leadership approaches, and how these can be applied in the work role.

Organisations are governed in different ways. Complete the table below giving **THREE** (3) examples of different **types of organisations** (e.g. Public Sector, Private Limited Companies (PLCs), third sector or voluntary/not for profit, sole traders etc) and explain how each one is **governed**.

(Refer to AC1.1 Outline the governance of different types of organisation and the Indicative Content for this AC)

COMPLETE TABLE

	Organisation type	**Explanation**
1		
2		
3		

TASK 2: How organisations operate

The strategy, culture, mission, vision and values of an organisation will impact on how it operates.

> *To complete tasks 2a, b and c you are encouraged to use examples based on an organisation you know well or have researched.*

TASK 2 A

Explain the **factors** which influence an organisation's culture.

*(Refer to AC1.2 Explain the **factors** which influence an organisation's culture and the Indicative Content for this AC)*

TASK 2B

Explain the **purpose** of organisational mission, vision and value statements.

(Refer to AC1.3 Explain the **purpose** of organisational mission, vision and value statements *and the Indicative Content for this AC)*

TASK 2C

Outline the **purpose** of organisational strategies.

(Refer to AC1.4 Outline the **purpose** of organisational strategies *and the Indicative Content for this AC)*

TASK 3: The role of the manager

Within organisations it is important to recognise that different titles are given to managers' roles such as team leader, supervisor or first line manager.

To complete tasks 3a, b and c you need to base your answer on the role of a manager who has responsibility for managing a group of staff in an organisation or occupational area you know well or have researched.

TASK 3A

For a chosen organisation or occupational area, summarise the **role** of the manager.

(Refer to AC2.1 Summarise the **role** of the manager *and the Indicative Content for this AC*

TASK 3B

Explain, using examples, the role of the manager in **communicating** organisational strategy to the individuals and teams they manage.

(*Refer to* AC2.2 Explain the role of the manager in **communicating** organisational strategy to individuals and teams *and the Indicative Content for this AC)*

| INSERT YOUR ANSWER HERE: |

TASK 3C

Explain, using examples, the levels of **accountability and authority** a manager has within a chosen organisation or occupational area.

(*Refer to* AC2.3 Explain levels of **accountability and authority** in the management role *and the Indicative Content for this AC)*

| INSERT YOUR ANSWER HERE: |

TASK 3D

Outline **THREE (3) legal** and **organisational frameworks** which a team leader/supervisor/first line manager would need to apply in the management role.

(Refer to AC2.4 Outline the **legal** and **organisational frameworks** which apply to the management role *and the Indicative Content for this AC)*

| INSERT YOUR ANSWER HERE: |

| 1 | |

2	
3	

TASK 4: Application of management and leadership approaches

To be an effective leader, you need to understand the various approaches to leadership so that you are able to use the right approach in different situations or circumstances.

TASK 4A

In your own words, explain the differences between **management** and **leadership**.

*(Refer to AC3.1 Explain the differences between **management** and **leadership** and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

TASK 4B

The ability to apply management and leadership approaches to a variety of work based situations is an essential management skill.

Complete the table below by summarising **THREE (3) management and leadership approaches**. For each approach, explain how it can be applied and adapted to respond to different work based situations (e.g. business as usual, crisis and emergency, one to one, large group/team).

*(Refer to AC3.2 Summarise recognised **management and leadership approaches**; AC3.3 Explain how management and leadership approaches can be applied and adapted in different work based **situations** and the Indicative Content for these ACs)*

COMPLETE TABLE

	Summary of management and leadership approach	Explain how the approach can be applied and adapted to this work-based situation
1		
2		
3		

TASK 5: Knowledge, skills and behaviours of an effective manager

The ability to understand and apply knowledge, skills and behaviours to be effective in a management role leads to success.

TASK 5A

Explain **SIX (6) knowledge and skills** you believe are required to be an effective manager.

(Refer to AC4.1 Explain the **knowledge and skills** required to be an effective manager *and the Indicative Content for this AC)*

COMPLETE TABLE

	Knowledge/skill	Explanation
1		
2		
3		
4		
5		
6		

TASK 5B

During the development of the new Trailblazer Apprenticeship standard, employers identified four behaviours (taking responsibility, being inclusive and agile and acting professionally) required to be an effective manager. In your own words, summarise each of the management **behaviours** listed in the table below.

(Refer to AC4.2 Summarise the **behaviours** required to be an effective manager *and the Indicative Content for this AC)*

COMPLETE TABLE

	Behaviour	Summary
1	*Taking responsibility*	
2	*Inclusivity*	
3	*Agility*	

4	*Professionalism*	

TASK 5C

Using well-chosen examples, explain the **impact** a manager's knowledge, skills and behaviours can have on teams, colleagues and customers.

(Refer to AC4.3 Explain the **impact** of knowledge, skills and behaviours on the team, colleagues and customers *and the Indicative Content for this AC)*

COMPLETE TABLE

	Group	Impact of manager's knowledge, skills and behaviours
1	Teams	
2	Colleagues	
3	Customers	

REFERENCING AND BIBLIOGRAPHY

Use the box below to cite any external sources used in your assessment:

ASSESSMENT GUIDANCE

Refer	Pass

● The submission is incomplete
 	
● Tasks are incomplete
 	
● Not all assessment criteria have been met
 	
● No examples are used or the examples given do not match the requirements of the assessment criteria
 	
● Evidence is
   ● Unclear
	● All tasks have been completed
	
	● All assessment criteria have been met
	
	● Examples given are well chosen and match the requirements of the assessment criteria
	
	● Evidence is
	   ● Well written and presented
	   ● Contains a breadth of examples

- Technically incorrect or inaccurate - Biased - Unprofessional language - Poorly structured and presented - Ideas are underdeveloped - Lacks sufficient detail to show understanding of the topic - The application of concepts, models and theories to the management and leadership role or workplace is unclear - Evidence is not directly attributable to the learner - External sources of information are not acknowledged - 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)	- Accurate - Current (e.g. use of up to date legislation) - Authentic - Inclusive - Coherent - Credible - Technically correct - Evidence shows an understanding of different perspectives - Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace - Evidence used from external sources has been correctly referenced - Evidence is directly attributable to the learner - 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)

Assignment Brief: Principles of Equality, Diversity and Inclusive Working

Click here to download the Assignment Brief.

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 306: Principles of Equality, Diversity and Inclusive Working**. 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 306** 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 306** 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.
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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 3 in Principles in Management and Leadership Syllabus.

LEARNER INFORMATION

Learner name:		Learner no:		Centre name:	
Date:		Batch no:		Qualification:	

Learner statement of authenticity:	I confirm that the attached completed assignment is all my own work, and does not include any work completed by anyone other than myself. I have completed the assignment in accordance with the Institute's approved instructions.

	Tick here to opt out	I consent for this assignment to be used for assessment standardisation and where appropriate, for the dissemination of good practice, on the understanding that the content is anonymised.

Signed:		Date:	

Centre statement of authenticity:	On behalf of <CENTRE NAME>, I confirm that the above mentioned learner is registered at the centre on a Chartered Management Institute (CMI) programme of study. The candidate is, to the best of my knowledge, the sole author of the completed assignment.
Name:		Job Title:	
Signed:		Date:	

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Please see the CMI Assessment Guidance Policy for further guidance.

AIM OF THE ASSESSMENT BOOKLET

Treating colleagues, customers and stakeholders with dignity and respect enables relationships to develop and thrive. This unit focuses on how to develop inclusive working practices in line with organisational and legal frameworks. This will not only improve the productivity and well being of staff, but impact positively on the whole customer experience.

TASK 1: Legal and organisational frameworks for inclusivity, equality and diversity

Knowing the legal and organisational frameworks for inclusivity, equality and diversity and the terminology used to define it, is an essential requirement for all managers.

To complete this task you are encouraged to use well-chosen examples from an organisation or occupational area you know well or have researched.

TASK 1A

Complete the table below by giving a brief definition for each **term** listed. You may use well-chosen examples to support the definitions as appropriate.

(Refer to AC1.1 Define the key **terminology** used in the context of equality and diversity *and the Indicative Content for this AC)*

COMPLETE TABLE

Terminology	Definition
Direct discrimination	
Indirect discrimination	
Less favourable treatment	
Bullying and harassment	
Victimisation	
Stereotyping	
Bias (conscious and unconscious)	

Inclusive working practices	

TASK 1B

Organisations are duty bound to ensure that the legal requirements for equality and diversity are met.

Summarise **ONE (1) legal requirement** and **THREE (3) organisational requirements** for equality and diversity in the workplace.

(Refer to <u>AC1.2 Summarise the **legal** and **organisational requirements** for equality and diversity</u> *and the Indicative Content for this AC)*

*I**NSERT YOUR ANSWER HERE**

Legal requirement

1	

Organisational requirements

1	
2	
3	

TASK 1C

The failure to comply with legislation and organisational requirements for equality and diversity in the workplace can result in serious consequences. Litigation is one consequence that might occur.

Using examples, discuss **THREE (3)** potential **consequences** (to an individual/organisation) that can result from the failure to meet legal and organisational requirements for equality and diversity.

(Refer to <u>AC1.3 Discuss the potential **consequences** of failing to meet legal and organisational requirements</u> *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

1	
2	
3	

TASK 2: Understanding equality, diversity and inclusive working practices in own area of responsibility

It is important for individuals and teams to understand the principles and behaviours which underpin inclusive working practice.

SCENARIO

As a manager you are expected to embed equality, diversity and inclusive working practices in your own area of responsibility. You are required to deliver a team briefing on equality and diversity which is tailored to the needs of those you manage. The briefing must include the key principles which underpin inclusive working practices, the behaviours which promote inclusion in the workplace and the benefits of inclusive working practice.

This scenario can be used to answer Task 2a, b and c. Alternatively, you may choose to use well-chosen examples (as appropriate) from an organisation you know well or have researched.

TASK 2A

In preparation for the team briefing write an explanation of the key **principles** which underpin inclusive working practices.

(Refer to AC2.1 Explain the **principles** which underpin inclusive working practices *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

TASK 2B

Outline the **behaviours** which promote inclusion in the workplace.

(Refer to AC2.2 Outline the **behaviours** which promote inclusion in the workplace *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

TASK 2C

Discuss **THREE (3) benefits** inclusive working practice can bring to a team.

(Refer to AC2.3 Discuss the **benefits** of inclusive working practices *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

1	
2	
3	

TASK 3A

In your own words, discuss how you would **identify** issues which affect inclusive working practices.

(Refer to AC3.1 Discuss how issues which affect inclusive working practices can be **identified** *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

TASK 3B

Complete the table below by explaining the **types of support** that can be given to individuals with the following diverse needs.

(Refer to AC3.2 Explain the **types of support** that can be given to individuals with **diverse needs** *and the Indicative Content for this AC)*

COMPLETE THE TABLE

Support need/issue	Explanation of support that could be given
A member of staff has a mental health diagnosis and is suffering from anxiety. *It is beginning to impact on their ability to meet set outcomes.*	
A member of staff has a diagnosed long term physical health need.	
Individuals from under-represented groups (gender/age/ethnicity) are failing to gain first line manager/team leader roles within an organisation.	

There is an increase in the number of customers for whom English is not their first language.	

Explain a **process** you would use to implement equality, diversity and inclusive working practices in a team.

(Refer to AC3.3 Explain a **process** for implementing equality, diversity and inclusive working practice *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

TASK 4: Monitoring and managing equality and diversity within own area of responsibility

Managing and monitoring equality and diversity is an activity that must be ongoing to ensure continued success. A key role of the manager is to identify and manage challenges which could impact on the implementation of equality, diversity and inclusive working practice.

To complete this task you are encouraged to use well-chosen examples from an organisation or occupational area you know well or have researched.

TASK 4A

Identify **TWO (2)** methods for **monitoring** equality, diversity and inclusive working practices and give reasons for your choice.

(Refer to AC4.1 Identify methods for **monitoring** equality, diversity and inclusive working practices *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

1	
2	

TASK 4B

An individual's belief and opinions, bias, and the lack of motivation to apply principles of equality, diversity and inclusive working practice can have a negative impact on the successful implementation of equality and diversity in the workplace.

Complete the table below by summarising how you would overcome each **challenge** proactively.

(Refer to <u>AC4.2 Summarise how **challenges** to implementing equality, diversity and inclusive working practice may be **overcome**</u> *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

Challenges	Approach to overcome challenge
An Individual's beliefs and opinions	
Bias	
Lack of motivation to apply principles of equality, diversity and inclusive working practice	

TASK 5: Challenging Discrimination

It is important for a manager to know the benefits to the organisation, team and customers of challenging discriminatory practices and the actions that need to be taken (within their limits of authority) when challenging discrimination.

To complete this task you are encouraged to use well-chosen examples from an organisation or occupational area you know well or have researched.

TASK 5A

Explain the **benefits** to the organisation, team and customers of challenging discriminatory practices of staff and colleagues.

(Refer to <u>AC5.1 Explain the **benefits** of challenging discriminatory practices of staff and colleagues</u> *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

TASK 5B

When discriminatory behaviour is observed by a member of staff it is the responsibility of the manager to challenge this.

Using examples, discuss how you would **challenge** discriminatory behaviour in the workplace.

(Refer to <u>AC5.2 Discuss how discriminatory behaviour can be **challenged**</u> *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

TASK 5C

Limits of authority are often set within an organisation according to a person's job role, level of responsibility, organisation practices and procedures.

Explain how **limits of authority** can impact on the way a manager challenges discrimination.

(Refer to AC5.3 Explain **limits of authority** when challenging discrimination *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

REFERENCING AND BIBLIOGRAPHY

Use the box below to cite any external sources used in your assessment:

ASSESSMENT GUIDANCE

Refer	Pass
- The submission is incomplete - Tasks are incomplete - Not all assessment criteria have been met - No examples are used or the examples given do not match the requirements of the assessment criteria - Evidence is - Unclear - Technically incorrect or inaccurate - Biased - Unprofessional language - Poorly structured and presented - Ideas are underdeveloped	- All tasks have been completed - All assessment criteria have been met - Examples given are well chosen and match the requirements of the assessment criteria - Evidence is - Well written and presented - Contains a breadth of examples - Accurate - Current (e.g. use of up to date legislation) - Authentic - Inclusive - Coherent

- Lacks sufficient detail to show understanding of the topic - The application of concepts, models and theories to the management and leadership role or workplace is unclear - Evidence is not directly attributable to the learner - External sources of information are not acknowledged - 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)	- Credible - Technically correct - Evidence shows an understanding of different perspectives - Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace - Evidence used from external sources has been correctly referenced - Evidence is directly attributable to the learner - 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)

Assignment Brief: Managing Own Personal and Professional Development

Click here to download the Assignment Brief.

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 321: Managing Own Personal and Professional Development**. 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 321** 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 321** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for Team Leader/Supervisor.

Completing the assessment booklet

- The assessment 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 assignment 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 assessment 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 assessment 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 3 in Principles in Management and Leadership Syllabus.

Learner name:		Learner no:		Centre name:	
Date:		Batch no:		Qualification:	

Learner statement of authenticity:	I confirm that the attached completed assignment is all my own work, and does not include any work completed by anyone other than myself. I have completed the assignment in accordance with the Institute's approved instructions.

	Tick here to opt out	I consent for this assignment to be used for assessment standardisation and where appropriate, for the dissemination of good practice, on the understanding that the content is anonymised.

Signed:		Date:	

Centre statement of authenticity:	On behalf of <CENTRE NAME>, I confirm that the above mentioned learner is registered at the centre on a Chartered Management Institute (CMI) programme of study. The candidate is, to the best of my knowledge, the sole author of the completed assignment.
Name:		Job Title:	
Signed:		Date:	

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 3. The amount and volume of work for this unit should be broadly comparable to a word count of **2000-2500** 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 the learners work.

Please see the CMI Assessment Guidance Policy for further guidance.

In order to meet the demands of an ever changing workplace, individuals need to ensure they continue to update and develop their knowledge and skills. Planning for personal and professional development ensures greater opportunities for success. The purpose of the unit is to support the manager to identify the benefits of engaging in personal and professional development. By using the knowledge gained, a meaningful development plan will be created to support them to become an effective manager in the workplace.

TASK 1: Benefits of personal and professional development

Personal and professional development has benefits for both the individual and the organisation. This task prompts you to develop a better understanding of personal and professional development by considering the differences and similarities between the two terms and then go on to consider the benefits to both the individual and the organisation.

TASK 1A

In your own words, identify the **differences and similarities** between personal and professional development.

(Refer to AC1.1 Identify the **differences and similarities** between personal and professional development *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

TASK 1B

Explain **THREE (3) benefits** of personal and professional development for an individual.

(Refer to AC1.2 Explain the **benefits** of personal and professional development for the individual *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

1	
2	
3	

TASK 1C

Identify **THREE (3) benefits** to the organisation of individuals undertaking personal and professional development.

(Refer to AC1.3 Identify the **benefits** to an organisation of individuals undertaking personal and professional development *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

1	
2	
3	

TASK 2: Informing personal and professional development

In an ever changing workplace, individuals need to ensure that they continue to update their knowledge and skills. This task looks at how organisations support the personal and professional development of staff and how requirements for personal and professional development may be driven by legal requirements and/or professional bodies/associations.

TASK 2A

Using examples, explain how organisations **support** the personal and professional development of staff.

(Refer to AC2.1 Explain how organisations **support** personal and professional development *and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

TASK 2B

There are a wide variety of professional bodies/associations that support and/or stipulate requirements for personal and professional development in different industries/sectors.

An example of a stipulation is a licence to practice in an occupational role. An example of support is to encourage individuals to keep abreast of new developments through a range of membership activities.

Using the table below select **TWO (2) professional bodies/associations** and identify how personal and professional development is supported and stipulated.

(Refer to AC2.2 Identify how **professional bodies/associations** support and stipulate requirements for personal and professional development *and the Indicative Content for this AC*)

COMPLETE THE TABLE:

	Professional body or association	Identify how professional development is supported and stipulated
1		
2		

Using the table below, summarise **TWO (2)** implications that **legal requirements** (such as the requirement for mandatory training or occupational specific qualifications in different industry sectors) have on personal and professional development.

(*Refer to* AC2.3 Summarise the implications of **legal requirements** on personal and professional development *and the Indicative Content for this AC*)

COMPLETE THE TABLE:

	Legal requirement	Implication on personal and professional development
1		
2		

TASK 3: Identifying opportunities for personal and professional development

There are a range of different methods that can be undertaken for personal and professional development. The choice of method depends on a range of factors including individual preferences and resource implications driven by availability of finance and time. This task considers the methods that can be undertaken to develop the individual and how to choose the most appropriate method.

TASK 3A

Scenario: To progress in a management role, it has been identified that you need to undertake further personal and professional development to develop your skills and knowledge in your occupational area.

To help you and your manager choose the appropriate method for personal and professional development:

● Compare the strengths and weaknesses of **THREE (3) different methods** for personal and professional development
● Explain the **resource implications** (time, cost/budget, people) of each of the methods you have identified.

(*Refer to* AC3.1 Compare **different methods** for undertaking personal and professional development; AC3.2 Explain the **resource implications** of different methods of personal and professional development *and the Indicative Content for these ACs*)

COMPLETE THE TABLE:

	Method for personal and professional development	*Strengths*	*Weaknesses*	*Resource implications*
1				

2				
3				

TASK 3B

Explain how you would **choose** the most appropriate method for personal and professional development.

(*Refer to* AC3.3 Explain how to **choose** the most appropriate method for personal and professional development *and the Indicative Content for this AC*)

INSERT YOUR ANSWER HERE:

TASK 4: Creating and monitoring a personal and professional development plan

For an individual to develop and grow personally and professionally a personal and professional development plan is a critical tool. This task prompts you to step back to assess your skills and competencies, consider your personal and professional objectives, create a personal and professional development plan and explain how your goals and objectives will be monitored over time.

TASK 4A

Before creating a personal and professional development plan, you need to assess your current skills and competencies against the requirements of your role and organisational objectives.

There are **TWO (2)** options for answering this task. You only need to select **ONE (1)** option.

Option 1: If you have already completed a similar exercise in the workplace as part of your appraisal and/or personal development planning activity, using a recognised diagnostic or assessment tool, you may present a copy of the findings to address this task.

● Include the document(s) in the Work Based Evidence section of this assessment booklet.
OR
● Provide your evidence as separate document(s) outside of this assessment booklet.
NB: Where separate documents are provided they must not exceed 10MB in size and must be saved as PDF documents.

Option 2: Complete the skills and competencies assessment form.

(*Refer to* AC4.1 Assess current **skills and competencies** against role requirements and organisational objectives using recognised **tools and techniques** *and the Indicative Content for this AC*)

OPTION 1: WORK BASED EVIDENCE

Description of work based evidence:	
Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.	

Summary:	
Please provide a brief summary statement of how this work based evidence meets the requirements of this task.	

Please indicate how you have presented evidence for this task (please tick box):		Document uploaded to Work Based Evidence section (page 21) of this assessment booklet
		Documents are provided separately to this assessment booklet. Document name(s):

OPTION 2: COMPLETE THE QUESTIONNAIRE

(Refer to AC4.1 Assess current **skills and competencies** against role requirements and organisational objectives using recognised **tools and techniques** *and the Indicative Content for this AC)*

This questionnaire outlines a range of management skills and competencies.

Complete the questionnaire and decide on your level of competence in each area, giving yourself a score from 0-3 (3 – able to do this without any support through to 0 – you cannot do this or it is not applicable to your current role). Each line should only contain one score.

When you have completed your assessment, write a summary of your top **THREE (3)** strengths and areas for development.

	I am able to…	3 – I am competent and able to do this without any support	2 – I am confident but require some support and guidance to do this	1 – I am unsure and need support and guidance to do this	0 – I cannot do this or it is not applicable to my current role
Leading and managing others	Lead and manage others				
	Lead a team to achieve outcomes				
	Coach others to succeed				
	Motivate individuals in their work role				
	Support and develop others in the workplace				
	Actively listen to others to build				

	relationships				
	Provide constructive feedback to others				
	Behave ethically				36
	Manage change				
	Conduct appraisals and reviews				
	Recognise achievement and good behaviour				
Building relationships	Build trust with others				
	Negotiate with and influence others				
	Manage conflict and have challenging conversations				
	Identify and share good practice				
	Use written communication to share ideas				
	Build trust with others				
Communication	Use verbal communication to communicate effectively				
	Use digital technologies (e.g. webinars, social media platforms etc) to communicate with others in the organisation				
	Collate and analyse data and information and create reports				
	Recognise and overcome barriers to communication				
	Chair meetings				
	Clearly communicate				

	organisational strategy to others				
	Use verbal communication to communicate effectively				
	Use digital technologies (e.g. webinars, social media platforms etc) to communicate with others in the organisation				
Operational management	Organise, prioritise and allocate work				
	Deliver against operational plans				
	Use resources effectively				
	Set achievable goals for myself and others				
	Monitor progress to deliver against plans				
	Plan and deliver activities against a project plan				
Project Management	Organise and manage resources				
	Manage risk				
	Use project management tools effectively				
	Make decisions using information from the team and others				
Decision making	Identify challenges and solutions				
	Use problem solving techniques				
	Take corrective actions when faced with problems				

	Know when to escalate issues/problems				
	Apply organisation governance (policies and procedures) to make decisions				
Finance	Explain the purpose of a budget				
	Monitor and control a budget				
	Deliver value for money				
Personal effectiveness	Seek and act on feedback from others				
	Adapt style to meet changing needs				
	Manage own workload effectively				
	Use time management techniques				
	Manage pressure and changing priorities				
	Demonstrate resilience and accountability				
	Show determination when managing difficult situations				
	Set an example to others				

SUMMARY OF ASSESSMENT:

Summary of top **THREE (3)** strengths and THREE (3) areas for development.

TASK 4B

Create a **personal and professional development plan** to meet agreed objectives.

There are **TWO (2)** options for answering this task. You only need to select **ONE (1)** option.

Option 1: If you have already completed a personal and professional development plan in the workplace, you may present a copy of the findings to address this task.

● Include the document(s) in the Work Based Evidence section of this assessment booklet.
OR
● Provide your evidence as separate document(s) outside of this assessment booklet.
NB: Where separate documents are provided they must not exceed 10MB in size and must be saved as PDF documents.

Option 2: Using the findings from the assessment of your skills and competencies completed in task 4a, create a personal and professional development plan using the CMI template.

(Refer to AC4.2 Create a **personal and professional development plan** to meet agreed objectives *and the Indicative Content for this AC)*

OPTION 1: WORK BASED EVIDENCE

Description of work based evidence: *Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.*	
Summary: *Please provide a brief summary statement of how this work based evidence meets the requirements of this task.*	

Please indicate how you have presented evidence for this task (please tick box):		Document uploaded to Work Based Evidence section (page 21) of this assessment booklet
		Documents are provided separately to this assessment booklet. Document name(s):

Personal and professional development plan

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes
Which specific skill, knowledge or behaviour I want to improve upon?	*What training and/or development activity do I plan to undertake to achieve this aim?*	*When will I achieve this aim by?* *Is this a short, medium or long term aim?*	*Who will organise this?*	*What resources (e.g. people, equipment, materials, money) do I need to complete this activity?*	*How will my performance improve or what changes will be made to how I work?*

TASK 4C

Explain how the personal and professional development plan presented in task 4b will be **monitored**.

(*Refer to* AC4.3 Explain how the personal and professional development plan will be **monitored** *and the Indicative Content for this AC*)

INSERT YOUR ANSWER HERE:

REFERENCE AND BIBLIOGRAPHY

Use the box below to cite any external sources used in your assessment:

Refer	Pass

● The submission is incomplete
 	
● Tasks are incomplete
 	
● Not all assessment criteria have been met
 	
● No examples are used or the examples given do not match the requirements of the assessment criteria
 	
● Evidence is
   ● Unclear
   ● Technically incorrect or inaccurate
   ● Biased
   ● Unprofessional language
   ● Poorly structured and presented
   ● Ideas are underdeveloped
   ● Lacks sufficient detail to show understanding of the topic
 	
● The application of concepts, models and theories to the management and leadership role or workplace is unclear
 	
● Evidence is not directly attributable to the learner
 	
● External sources of information are not acknowledged
 	
● 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)
	● All tasks have been completed
	
	● All assessment criteria have been met
	
	● Examples given are well chosen and match the requirements of the assessment criteria
	
	● Evidence is
	   ● Well written and presented
	   ● Contains a breadth of examples
	   ● Accurate
	   ● Current (e.g. use of up to date legislation)
	   ● Authentic
	   ● Inclusive
	   ● Coherent
	   ● Credible
	   ● Technically correct
	
	● Evidence shows an understanding of different perspectives
	
	● Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace
	
	● Evidence used from external sources has been correctly referenced
	
	● Evidence is directly attributable to the learner
	
	● 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)

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 **Data Privacy Policy**	**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 not 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	T/504/8999
RQF level	3
Guided learning hours	33
Total unit time	68
Aims of unit	Being equipped with the knowledge, skills and behaviours to manage and lead effectively is essential if an individual and their organisation are to succeed. This unit has been designed for learners who want to develop or sharpen their professional edge and enhance personal effectiveness. The unit focuses on the ways organisations operate. The application of management and leadership approaches and how these can positively impact on own role, lead to improved performance, and support teams, colleagues and customers. The aim of the unit CMI 301 is to introduce the foundations for managers, which will be developed throughout all the level 3 units.
Keywords	Roles, responsibilities, skills, attributes, behaviours, leadership, management, develop and improve, factors for success, mission, vision, values, governance.

Learning Outcome 1
Understand how organisations operate
Assessment Criteria
1.1   Outline the **governance** of different **types of organisations**
Indicative Content
Governance may include but is not limited to its legal framework/structure such as shareholders, trustees, investors, boards, process for ensuring authority, decision making and accountability.   **Types of organisations** may include but are not limited to Public Limited Companies (PLCs), limited companies, partnerships, third sector (voluntary/not for profit/charities), sole traders.
Assessment Criteria
1.2   Explain the **factors** which influence an organisation's culture
Indicative Content
Factors refer to culture, equality, diversity and inclusion and may include but are not limited to size, business environment, organisational structure, function, labour force, governance, purpose, historical background
Assessment Criteria
1.3   Explain the **purpose** of organisational mission, vision and value statements

Indicative Content
Purpose may include but is not limited to clarification of organisational purpose and focus, informs direction, guides employee behaviours, inspires.

Assessment Criteria	
1.4	Outline the **purpose** of organisational strategies

Indicative Content
Purpose refers to the organisational strategy, the development of this and how relates to operational plans and is dependent on the type and function of the organisation. May include but is not limited to how the organisation plans to achieve its goals, and meet stakeholder needs.

Learning Outcome 2
Understand the management role

Assessment Criteria	
2.1	Summarise the **role** of the manager

Indicative Content
Role may include but is not limited to tasks and responsibilities to be undertaken in the role, position, relationships, inter-dependencies with the directorate, managers, functional areas, teams, colleagues, customers, suppliers and contractors.

Assessment Criteria	
2.2	Explain the role of the manager in **communicating** organisational strategy to individuals and teams

Indicative Content
Communicating may include but is not limited meetings (team and one-one), work plans, training, digital and leading by example.

Assessment Criteria	
2.3	Explain levels of **accountability and authority** in the management role

Indicative Content
Accountability and authority with reference to level of decision making, reporting structure, managing staff, resources, access to information/data/budget.

Assessment Criteria	
2.4	Outline the **legal** and **organisational frameworks** which apply to the management role

Indicative Content

Legal may include but is not limited to Health and Safety at Work Act 1974, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Working Time Directive 1998, Equality Act 2010 and industry specific regulations. Learners may also make reference to other local laws as relevant.
Organisational frameworks refers to how to use HR systems and processes to ensure legal requirements and may include but are not limited to *HR systems and processes* including performance management, disciplinary and grievance, conduct and capability, recruitment, learning and development, reward, induction and on-boarding, talent management, dignity at work, absence and time management, workforce planning, payroll, performance management standards; *policies and standards* including health, safety, well-being and security, equality and diversity, data protection, communication, procurement, quality, customer service charters and policies, quality standards.

Learning Outcome 3
Understand the application of management and leadership approaches

Assessment Criteria	
3.1	Explain the differences between **management** and **leadership**

Indicative Content
Management focuses on completion of tasks and activities and the outputs these produce.
Leadership focuses on people and how they are led. This includes but is not limited to motivating, delegating, inspiring, engaging.

Assessment Criteria	
3.2	Summarise recognised **management and leadership approaches**

Indicative Content
Management and leadership approaches include but are not limited to Hersey and Blanchard Situational Leadership (1969), Tannenbaum & Schmidt Leadership Continuum (1958), Lewin Styles of Leadership (1939), Adair's Action-Centred Leadership (1979), Blake and Mouton Grid (c.1950s).

Assessment Criteria	
3.3	Explain how management and leadership approaches can be applied and adapted in different work based **situations**

Indicative Content
Situations may include but are not limited to business as usual, crisis and emergency, one to one, large group/team.

Learning Outcome 4
Understand the knowledge, skills and behaviours to be an effective manager

Assessment Criteria	
4.1	Explain the **knowledge and skills** required to be an effective manager

Indicative Content

Knowledge and skills refers to how to be self-aware, Emotional Intelligence (Goleman, 1995) and may include but are not limited to leading people, managing people, building relationships (emotional intelligence), communicating with customers and stakeholders, active listening, managing operational (day to day) activities, projects, finance, using information and data, application of organisational and legal frameworks and ability to use HR and other organisational systems, understanding of the organisations strategy, culture, approaches to equality and diversity.

Assessment Criteria	
4.2	Summarise the **behaviours** required to be an effective manager

Indicative Content
Behaviours may include but are not limited to ability to take responsibility (accountability, resilience, determination); inclusive (open, approachable, authentic, trustworthy, unconscious bias); agile (flexible, creative, positive, adaptable, innovative, enterprising); professional (fair, consistent, impartial, open, honest, ethical)

Assessment Criteria	
4.3	Explain the **impact** of knowledge, skills and behaviours on the team, colleagues and customers

Indicative Content
Impact refers to role modelling values and behaviours and may include but are not limited to reputation, productivity, job satisfaction, confidence, loyalty, engagement, improved customer experience.

Ofqual unit number	T/615/8882
RQF level	3
Guided learning hours	24
Total unit time	53
Aims of unit	Treating colleagues, customers and stakeholders with dignity and respect enables relationships to develop and thrive. This unit focuses on how to develop inclusive working practices in line with organisational and legal frameworks. This will not only improve the productivity and well being of staff, but impact positively on the whole customer experience.
Keywords	Equality, diversity, inclusive working, key terminology, legal requirements, principles, behaviours, benefits.

Learning Outcome 1
Know the legal and organisational frameworks for inclusivity, equality and diversity
Assessment Criteria
1.1   Define the key **terminology** used in the context of equality and diversity
Indicative Content
Terminology with reference to equality, diversity, direct and indirect discrimination, less favourable treatment, bullying and harassment, victimisation**,** stereotyping**,** bias (conscious and unconscious), inclusive working practices.
Assessment Criteria
1.2   Summarise the **legal** and **organisational requirements** for equality and diversity
Indicative Content
Legal may include refers to the Equality Act 2010, individuals covered by legislation, protected characteristics. Learners may also make reference to other local laws as relevant.   **Organisational requirements** refer to learning and development, recruitment, staff rights and responsibilities and codes of conduct. Duty to conduct impact assessments, develop equality action plans, report on findings and promote equality and diversity.
Assessment Criteria
1.3   Discuss the potential **consequences** of failing to meet legal and organisational requirements
Indicative Content
Consequences for individuals and organisations may include but are not limited to litigation, application of disciplinary procedures, reputational damage, financial impact, effect on productivity, quality, customer experience, staff relations (absence, staff turnover).

Learning Outcome 2
Understand equality, diversity and inclusive working practices in own area of responsibility

Assessment Criteria	
2.1	Explain the **principles** which underpin inclusive working practices

Indicative Content

Principles may include but are not limited to personal and collective obligation to treat others with dignity and respect, recognise and value difference, promote equality of opportunity and diversity within the workplace, challenge discriminatory practice.

Assessment Criteria	
2.2	Outline the **behaviours** which promote inclusion in the workplace

Indicative Content

Behaviours may include but are not limited to honest, impartial, fair, consistent, open, participative and enabling, approachable, trustworthy, respectful, considerable, supportive, non-judgemental.

Assessment Criteria	
2.3	Discuss the **benefits** of inclusive working practices

Indicative Content

Benefits may include but are not limited to reputation, productivity, employee satisfaction, loyalty, engagement, improved customer experience.

Learning Outcome 3
Know how to support equality, diversity and inclusive working practices within own area of responsibility

Assessment Criteria	
3.1	Discuss how issues which affect inclusive working practices can be **identified**

Indicative Content

Identified may include but is not limited to observation, response to legal requirements, a complaint, a work directive or quality improvement.

Assessment Criteria	
3.2	Explain the **types of support** that can be given to individuals with **diverse needs**

Indicative Content

Types of support may include but is not limited to formal: learning and development, performance reviews, target setting, supervision, grievance, observation of good practice from managers, peer support, coaching and mentoring, culture, reviews, one to one meetings; physical: aids and adaptation, specialist literature, IT applications.

	Diverse needs may include but are not limited to a person's mental and physical health, disability, gender, sexual orientation, religion, beliefs, education, language, level of understanding, skills and abilities, economic status, family responsibilities

Assessment Criteria	
3.3	Explain a **process** for implementing equality, diversity and inclusive working practices

Indicative Content	
Implementing may include but is not limited to consulting with staff, sharing objectives, rolling out new working practices.	

Learning Outcome 4
Understand how to monitor and manage equality, diversity and inclusive working practices within own area of responsibility

Assessment Criteria	
4.1	Identify methods for **monitoring** equality, diversity and inclusive working practices

Indicative Content
Monitoring may include but is not limited to assessment against targets, observed practice, audits, levels of compliments and complaints, staff and customer surveys.

Assessment Criteria	
4.2	Summarise how **challenges** to implementing equality, diversity and inclusive working practice may be **overcome**

Indicative Content
Challenges may include but are not limited to individual's beliefs and opinions, ingrained working practices, bias, and lack of motivation. **Overcome** may include but is not limited to communicating the need for inclusive practice, set performance objectives, share benefits, challenge poor practice, application of disciplinary procedure.

Learning Outcome 5
Know how to challenge discrimination in own area of responsibility

Assessment Criteria	
5.1	Explain the **benefits** of challenging discriminatory practices of staff and colleagues

Indicative Content
Benefits in relation to relationships between the organisation, team and customers.

Assessment Criteria	
5.2	Discuss how discriminatory behaviour can be **challenged**

Indicative Content
Challenged may include but is not limited to informal methods (such as advice) and formal methods such as application of disciplinary and grievance procedures.

Assessment Criteria	
5.3	Explain **limits of authority** when challenging discrimination

Indicative Content
Limits of authority may include but are not limited to job role, level of responsibility within organisation, organisation practices and procedures, scale of discrimination

Ofqual unit number	F/615/8917
RQF level	3
Guided learning hours	20
Total unit time	45
Aims of unit	In order to meet the demands of an ever changing workplace, individuals need to ensure they continue to update and develop their knowledge and skills. Planning for personal and professional development ensures greater opportunities for success. The purpose of the unit is to support the manager to identify the benefits of engaging in personal and professional development. By using the knowledge gained, a meaningful development plan will be created to support them to become an effective manager in the workplace.
Keywords	Personal and professional development, benefits, organisation, support, opportunities, legal requirements, planning, monitor.

Learning Outcome 1
Understand the benefits of personal and professional development
Assessment Criteria
1.1   Identify the **differences and similarities** between personal and professional development
Indicative Content
Differences and similarities may include but are not limited to the scope and purpose, business or non-business focus.
Assessment Criteria
1.2   Explain the **benefits** of personal and professional development for the individual
Indicative Content
Benefits may include but are not limited to ability to progress, self-fulfilment, greater productivity, greater engagement, job security, improved self-esteem, skills and behaviours, transferable skills, personal growth and motivation, greater wellbeing.
Assessment Criteria
1.3   Identify the **benefits** to an organisation of individuals undertaking personal and professional development
Indicative Content
Benefits may include but are not limited to staff retention, engagement, productivity, competitiveness, customer satisfaction, compliance, succession planning.

Learning Outcome 2
Understand how personal and professional development is informed

Assessment Criteria	
2.1	Explain how organisations **support** personal and professional development

Indicative Content
Support may include but is not limited to finance, access, time, mentors and coaches, training opportunities.

Assessment Criteria	
2.2	Identify how **professional bodies/associations** support and stipulate requirements for personal and professional development

Indicative Content
Professional bodies/associations are organisations that seek to further a particular profession or trade and the interests of individuals and the public such as Royal Institution of Chartered Surveyors (RICS) for surveyors, The Royal College of Midwives (RCM), Institution of Civil Engineers (ICE) and Chartered Management Institute (CMI) for managers.

Assessment Criteria	
2.3	Summarise the implications of **legal requirements** on personal and professional development

Indicative Content
Legal requirements may include but are not limited to qualifications, accreditations or training that is required by an individual if they are to operate within that sector e.g. food hygiene, caring qualifications, teaching and medical qualifications.

Learning Outcome 3
Know how to identify opportunities for personal and professional development

Assessment Criteria	
3.1	Compare **different methods** for undertaking personal and professional development

Indicative Content
Different methods may include but are not limited to courses, qualifications, e-learning, mentoring, coaching, attending conferences, reading, self-directed research, on-job training, being a member of a community of practice, podcasts, webinars, resources of a professional body e.g. CMI ManagementDirect resources, TED talks.

Assessment Criteria	
3.2	Explain the **resource implications** of different methods of personal and professional development

Indicative Content

	Resource implications may include but are not limited to finance, time, physical resources, personnel, availability.

Assessment Criteria	
3.3	Explain how to **choose** the most appropriate method for personal and professional development

Indicative Content	
	Choose may include but are not limited to current and future business and individual needs, learning style/preferences, access, timing, finance, line manager support.

Learning Outcome 4
Know how to create and monitor a personal and professional development plan

Assessment Criteria	
4.1	Assess current **skills and competencies** against role requirements and organisational objectives using recognised **tools and techniques**

Indicative Content
4.1 **Skills and competencies** refer to be how to be self-aware and understand inclusivity and unconscious bias, reflect on own performance and apply learning from feedback gained and may include but are not limited to leading people, managing people, building relationships (Emotional Intelligence, Goleman, 1995), being inclusive without unconscious bias, communicating with customers and stakeholders, active listening, managing operational (day to day) activities, projects, finance, using information and data, application of organisational and legal frameworks and ability to use HR and other organisational systems, understanding of the organisations strategy, culture, approaches to equality and diversity.
Tools and techniques refer to feedback mechanisms and may include but are not limited to appraisals, 360/180º feedback, personality feedback (e.g. Myers Briggs, date), personal SWOT (strengths, weaknesses, opportunities and threats) analysis, gap analysis, self-assessment tools and questionnaires, learning styles analysis, Wheel of Change (Goldsmith, 2015).

Assessment Criteria	
4.2	Create a **personal and professional development plan** to meet agreed objectives

Indicative Content
Personal and professional development plan refers to undertaking forward planning against short, medium and long term time bound (SMART) objectives, prioritising activities, development needs, resources, support, development opportunity, review and evaluation methods.

Assessment Criteria	
4.3	Explain how the personal and professional development plan will be **monitored**

Indicative Content
Monitored refers to using feedback mechanisms and reflecting on own performance and may include but are not limited to formal annual or periodic reviews, informal review, self-assessment, 360/180º reviews, peer review.