

# **Army Education Branch ALDP Course Cpl (Corporal) Certificate**

Completion Pack October 2024  
Version 7

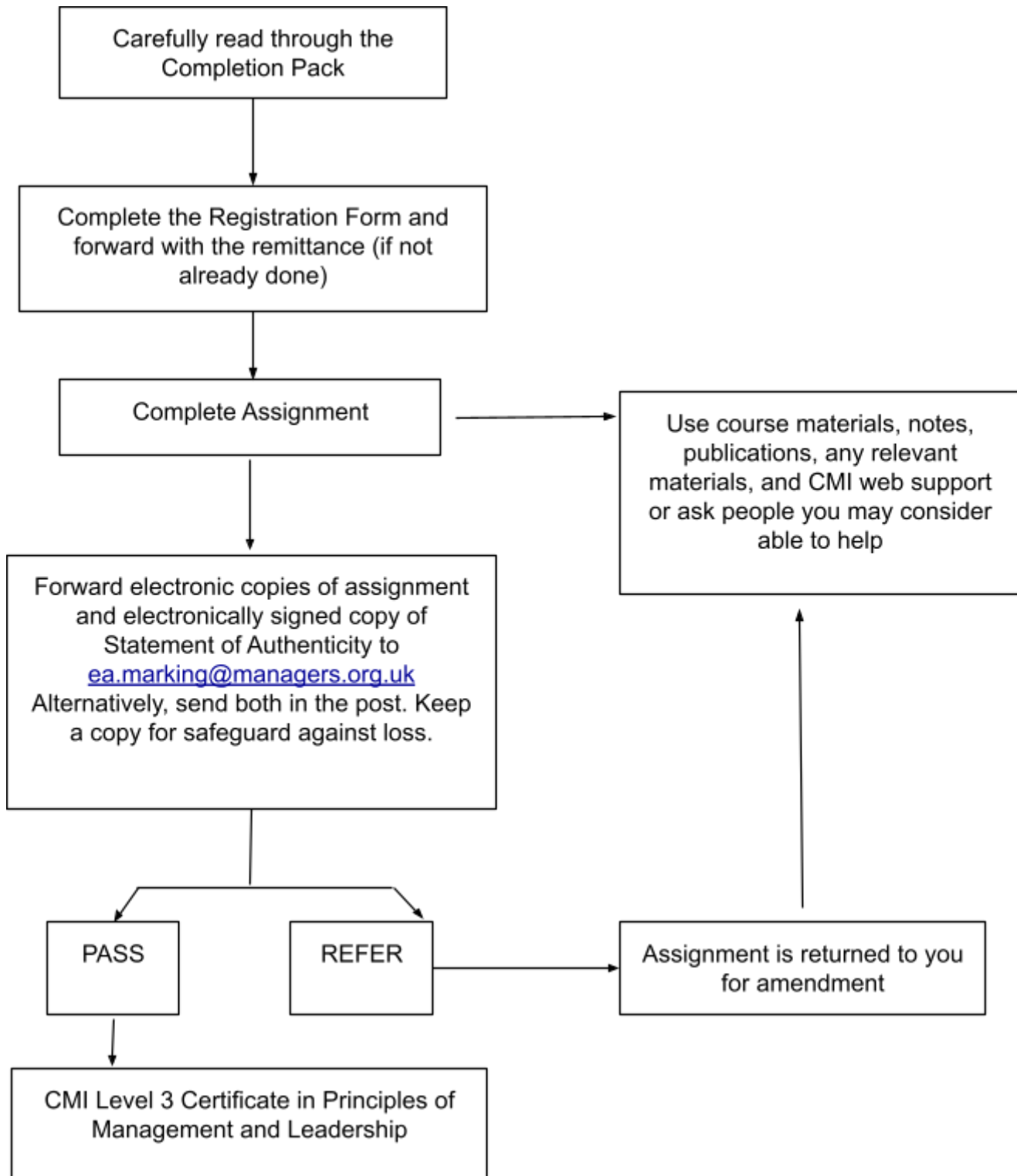
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## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

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 Certificate in Principles of Management and Leadership.

- The CMI Level 3 Certificate in Principles of Management and Leadership can be achieved by completing and submitting the following assignments (301 & 306) that total 130 TQT/minimum of 13 credits.

**To acquire the CMI Level 3 Certificate in Principles of Management and Leadership, you must complete and submit the following assignments (301 & 306), 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 Certificate 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 Certificate 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

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 two unit assignments to obtain the CMI Level 3 Certificate in Principles of Management and Leadership.

Guidance on completing the assignment(s) 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 3 Certificate in Principles of Management and Leadership</b>	<b>Credits</b>	<b>Actions</b>
Unit 301 - Principles of Management and Leadership	7	<ul style="list-style-type: none"><li>• Register for the Qualification</li><li>• Complete assignment(s)</li><li>• Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity</li><li>• Keep a copy for safeguard against loss</li></ul>
Unit 306 - Principles of Equality, Diversity and Inclusive Working Practice	6	

## 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 Certificate 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](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, 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](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 your full name, P number and unit number. Electronic assignments should be sent to [ea.marking@managers.org.uk](mailto: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  $\pm 10\%$ . 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, 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

<b>Learner name:</b>		<b>Learner no:</b>		<b>Centre name:</b>	
<b>Date:</b>		<b>Batch no:</b>		<b>Qualification:</b>	

<b>Learner statement of authenticity:</b>	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.
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<b>Signed:</b>		<b>Date:</b>	
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<b>Centre statement of authenticity:</b>	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.		
<b>Name:</b>		<b>Job Title:</b>	
<b>Signed:</b>		<b>Date:</b>	

## 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)

INSERT YOUR ANSWER HERE:

## 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)

INSERT YOUR ANSWER HERE:

## 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)

INSERT YOUR ANSWER HERE:

## 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)

INSERT YOUR ANSWER HERE:

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	
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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	<i>Taking responsibility</i>	
2	<i>Inclusivity</i>	
3	<i>Agility</i>	

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

<ul style="list-style-type: none"> <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> <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>• 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> <li>• Evidence shows an understanding of different perspectives</li> <li>• Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace</li> <li>• Evidence used from external sources has been correctly referenced</li> <li>• Evidence is directly attributable to the learner</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and is current (within 5 years)</li> </ul>
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**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.
- 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

<b>Learner name:</b>		<b>Learner no:</b>		<b>Centre name:</b>	
<b>Date:</b>		<b>Batch no:</b>		<b>Qualification:</b>	

<b>Learner statement of authenticity:</b>	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.
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<b>Signed:</b>		<b>Date:</b>	
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<b>Centre statement of authenticity:</b>	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.		
<b>Name:</b>		<b>Job Title:</b>	
<b>Signed:</b>		<b>Date:</b>	

## 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

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
<i>Direct discrimination</i>	
<i>Indirect discrimination</i>	
<i>Less favourable treatment</i>	
<i>Bullying and harassment</i>	
<i>Victimisation</i>	
<i>Stereotyping</i>	
<i>Bias (conscious and unconscious)</i>	

Inclusive working practices	
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## 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 AC1.2 Summarise the legal and organisational requirements for equality and diversity and the Indicative Content for this AC)

**INSERT YOUR ANSWER HERE**

**Legal requirement**

1	
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**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 AC1.3 Discuss the potential consequences of failing to meet legal and organisational requirements 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

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### 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
<i>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.</i>	
<i>A member of staff has a diagnosed long term physical health need.</i>	
<i>Individuals from under-represented groups (gender/age/ethnicity) are failing to gain first line manager/team leader roles within an organisation.</i>	

There is an increase in the number of customers for whom English is not their first language.	
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### TASK 3C

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

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### 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 [AC4.2 Summarise how \*\*challenges\*\* to implementing equality, diversity and inclusive working practice may be overcome](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

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

## 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 [AC5.1 Explain the \*\*benefits\*\* of challenging discriminatory practices of staff and colleagues](#) 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 [AC5.2 Discuss how discriminatory behaviour can be \*\*challenged\*\*](#) 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
<ul style="list-style-type: none"><li>• The submission is incomplete</li><li>• Tasks are incomplete</li><li>• Not all assessment criteria have been met</li><li>• No examples are used or the examples given do not match the requirements of the assessment criteria</li><li>• Evidence is<ul style="list-style-type: none"><li>• Unclear</li><li>• Technically incorrect or inaccurate</li><li>• Biased</li><li>• Unprofessional language</li><li>• Poorly structured and presented</li><li>• Ideas are underdeveloped</li></ul></li></ul>	<ul style="list-style-type: none"><li>• All tasks have been completed</li><li>• All assessment criteria have been met</li><li>• Examples given are well chosen and match the requirements of the assessment criteria</li><li>• Evidence is<ul style="list-style-type: none"><li>• Well written and presented</li><li>• Contains a breadth of examples</li><li>• Accurate</li><li>• Current (e.g. use of up to date legislation)</li><li>• Authentic</li><li>• Inclusive</li><li>• Coherent</li></ul></li></ul>

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

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

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

### Section 1 -

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

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

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

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
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 <b>governance</b> of different <b>types of organisations</b>
Indicative Content	
<p><b>Governance</b> 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.</p> <p><b>Types of organisations</b> may include but are not limited to Public Limited Companies (PLCs), limited companies, partnerships, third sector (voluntary/not for profit/charities), sole traders.</p>	
Assessment Criteria	
1.2	Explain the <b>factors</b> which influence an organisation's culture
Indicative Content	
<p><b>Factors</b> 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</p>	
Assessment Criteria	
1.3	Explain the <b>purpose</b> of organisational mission, vision and value statements

<b>Indicative Content</b>	
<b>Purpose</b> may include but is not limited to clarification of organisational purpose and focus, informs direction, guides employee behaviours, inspires.	
<b>Assessment Criteria</b>	
1.4	Outline the <b>purpose</b> of organisational strategies
<b>Indicative Content</b>	
<b>Purpose</b> 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.	
<b>Learning Outcome 2</b>	
<b>Understand the management role</b>	
<b>Assessment Criteria</b>	
2.1	Summarise the <b>role</b> of the manager
<b>Indicative Content</b>	
<b>Role</b> 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.	
<b>Assessment Criteria</b>	
2.2	Explain the role of the manager in <b>communicating</b> organisational strategy to individuals and teams
<b>Indicative Content</b>	
<b>Communicating</b> may include but is not limited meetings (team and one-one), work plans, training, digital and leading by example.	
<b>Assessment Criteria</b>	
2.3	Explain levels of <b>accountability and authority</b> in the management role
<b>Indicative Content</b>	
<b>Accountability and authority</b> with reference to level of decision making, reporting structure, managing staff, resources, access to information/data/budget.	
<b>Assessment Criteria</b>	
2.4	Outline the <b>legal</b> and <b>organisational frameworks</b> which apply to the management role
<b>Indicative Content</b>	



<p><b>Legal</b> 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.</p> <p><b>Organisational frameworks</b> refers to how to use HR systems and processes to ensure legal requirements and may include but are not limited to <i>HR systems and processes</i> 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; <i>policies and standards</i> including health, safety, well-being and security, equality and diversity, data protection, communication, procurement, quality, customer service charters and policies, quality standards.</p>	
<b>Learning Outcome 3</b>	
<b>Understand the application of management and leadership approaches</b>	
<b>Assessment Criteria</b>	
3.1	Explain the differences between <b>management</b> and <b>leadership</b>
<b>Indicative Content</b>	
<p><b>Management</b> focuses on completion of tasks and activities and the outputs these produce.</p> <p><b>Leadership</b> focuses on people and how they are led. This includes but is not limited to motivating, delegating, inspiring, engaging.</p>	
<b>Assessment Criteria</b>	
3.2	Summarise recognised <b>management and leadership approaches</b>
<b>Indicative Content</b>	
<p><b>Management and leadership approaches</b> include but are not limited to Hersey and Blanchard Situational Leadership (1969), Tannenbaum &amp; Schmidt Leadership Continuum (1958), Lewin Styles of Leadership (1939), Adair's Action-Centred Leadership (1979), Blake and Mouton Grid (c.1950s).</p>	
<b>Assessment Criteria</b>	
3.3	Explain how management and leadership approaches can be applied and adapted in different work based <b>situations</b>
<b>Indicative Content</b>	
<p><b>Situations</b> may include but are not limited to business as usual, crisis and emergency, one to one, large group/team.</p>	
<b>Learning Outcome 4</b>	
<b>Understand the knowledge, skills and behaviours to be an effective manager</b>	
<b>Assessment Criteria</b>	
4.1	Explain the <b>knowledge and skills</b> required to be an effective manager
<b>Indicative Content</b>	

<p><b>Knowledge and skills</b> 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.</p>	
<p><b>Assessment Criteria</b></p>	
4.2	Summarise the <b>behaviours</b> required to be an effective manager
<p><b>Indicative Content</b></p>	
<p><b>Behaviours</b> 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)</p>	
<p><b>Assessment Criteria</b></p>	
4.3	Explain the <b>impact</b> of knowledge, skills and behaviours on the team, colleagues and customers
<p><b>Indicative Content</b></p>	
<p><b>Impact</b> 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.</p>	

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 <b>terminology</b> used in the context of equality and diversity
Indicative Content	
<b>Terminology</b> 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 <b>legal</b> and <b>organisational requirements</b> for equality and diversity
Indicative Content	
<b>Legal</b> 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. <b>Organisational requirements</b> 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 <b>consequences</b> of failing to meet legal and organisational requirements
Indicative Content	
<b>Consequences</b> 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).	

<b>Learning Outcome 2</b>	
<b>Understand equality, diversity and inclusive working practices in own area of responsibility</b>	
<b>Assessment Criteria</b>	
2.1	Explain the <b>principles</b> which underpin inclusive working practices
<b>Indicative Content</b>	
<b>Principles</b> 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.	
<b>Assessment Criteria</b>	
2.2	Outline the <b>behaviours</b> which promote inclusion in the workplace
<b>Indicative Content</b>	
<b>Behaviours</b> may include but are not limited to honest, impartial, fair, consistent, open, participative and enabling, approachable, trustworthy, respectful, considerable, supportive, non-judgemental.	
<b>Assessment Criteria</b>	
2.3	Discuss the <b>benefits</b> of inclusive working practices
<b>Indicative Content</b>	
<b>Benefits</b> may include but are not limited to reputation, productivity, employee satisfaction, loyalty, engagement, improved customer experience.	
<b>Learning Outcome 3</b>	
<b>Know how to support equality, diversity and inclusive working practices within own area of responsibility</b>	
<b>Assessment Criteria</b>	
3.1	Discuss how issues which affect inclusive working practices can be <b>identified</b>
<b>Indicative Content</b>	
<b>Identified</b> may include but is not limited to observation, response to legal requirements, a complaint, a work directive or quality improvement.	
<b>Assessment Criteria</b>	
3.2	Explain the <b>types of support</b> that can be given to individuals with <b>diverse needs</b>
<b>Indicative Content</b>	
<b>Types of support</b> 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.	

<b>Diverse needs</b> 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	
<b>Assessment Criteria</b>	
3.3	Explain a <b>process</b> for implementing equality, diversity and inclusive working practices
<b>Indicative Content</b>	
<b>Implementing</b> may include but is not limited to consulting with staff, sharing objectives, rolling out new working practices.	
<b>Learning Outcome 4</b>	
<b>Understand how to monitor and manage equality, diversity and inclusive working practices within own area of responsibility</b>	
<b>Assessment Criteria</b>	
4.1	Identify methods for <b>monitoring</b> equality, diversity and inclusive working practices
<b>Indicative Content</b>	
<b>Monitoring</b> may include but is not limited to assessment against targets, observed practice, audits, levels of compliments and complaints, staff and customer surveys.	
<b>Assessment Criteria</b>	
4.2	Summarise how <b>challenges</b> to implementing equality, diversity and inclusive working practice may be <b>overcome</b>
<b>Indicative Content</b>	
<b>Challenges</b> may include but are not limited to individual's beliefs and opinions, ingrained working practices, bias, and lack of motivation.	
<b>Overcome</b> 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.	
<b>Learning Outcome 5</b>	
<b>Know how to challenge discrimination in own area of responsibility</b>	
<b>Assessment Criteria</b>	
5.1	Explain the <b>benefits</b> of challenging discriminatory practices of staff and colleagues
<b>Indicative Content</b>	
<b>Benefits</b> in relation to relationships between the organisation, team and customers.	
<b>Assessment Criteria</b>	
5.2	Discuss how discriminatory behaviour can be <b>challenged</b>

Indicative Content	
<b>Challenged</b> 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 <b>limits of authority</b> when challenging discrimination
Indicative Content	
<b>Limits of authority</b> may include but are not limited to job role, level of responsibility within organisation, organisation practices and procedures, scale of discrimination	