

# **Junior Division Centre - Junior Officers Tactical Awareness Course (JOTAC)**

Completion Pack October 2024  
Version 7

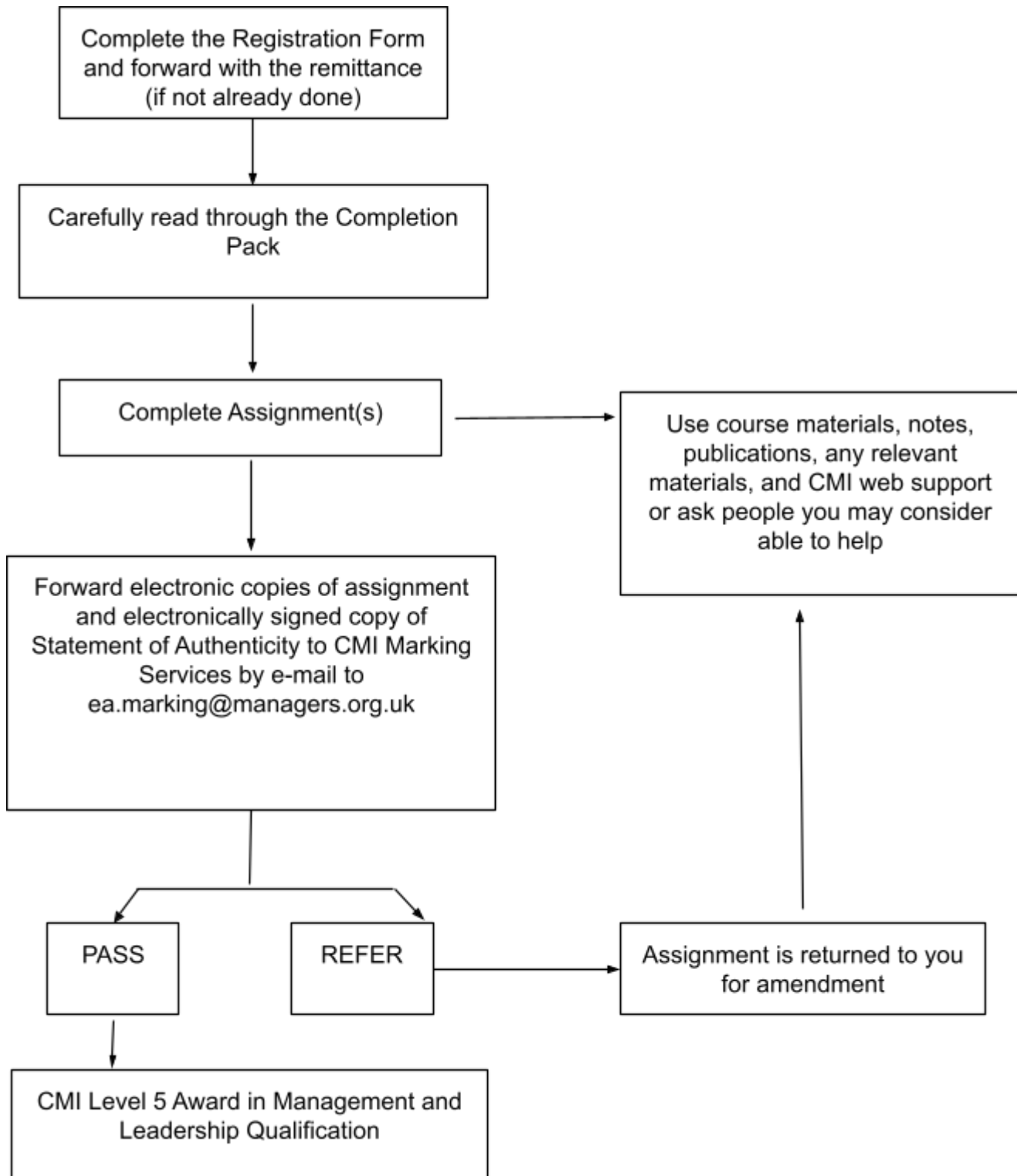
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## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 5 Award in Management and Leadership.

- The CMI Level 5 Award in Management and Leadership comprises the following unit 525 that total 50 TQT/minimum of 5 credits.

**To acquire the CMI Level 5 Award in Management and Leadership, you must complete and submit the following assignment (525), comprising a number of tasks, and contained in this completion pack.**

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a 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.**

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

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

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

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

How do I get started and access my learning resources?

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

Once logged in to ManagementDirect, use the following steps to access support for Unit 525:

Unit 525

- Opening Screen - Click on Qualification Support\* for CMI CMI Level 5 Award in Management and Leadership.
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 525
- 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 525 unit assignment to obtain the CMI Level 5 Award in Management and Leadership.

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

CMI Level 5 Award in Management and Leadership	Credits	Actions
Unit 525 - Using Reflective Practice to Inform Personal and Professional Development	5	<ul style="list-style-type: none"><li>• Register for the Qualification</li><li>• Complete assignment</li><li>• Submit electronic copies of assignment including signed copy of Statement of Authenticity</li><li>• Keep a copy for safeguard against loss</li></ul>

## QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Award in Management and Leadership.

Submission directly to CMI Marking Services

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

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs\_P123456\_Unit\_number\_submission number.

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

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

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

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

**REFERRAL:** If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

**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 2500-3000 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, P number, and the unit number - 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.

## ASSIGNMENT BRIEF

### UNIT 525

## Assignment Brief: Using Reflective Practice to Inform Personal and Professional Development

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

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

### INTRODUCTION

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the work place. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified.

Assessment brief **CMI 525** has been designed to enable learners to evidence their ability to understand the value of reflective practice, and how reflection can be used as the basis of a meaningful personal and professional development.

### THE VALUE OF REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

*Reflective practice is an essential management tool that supports the development of a manager's knowledge, skills and behaviours in the workplace and delivers benefits to both the individual and the organisation. Learning through doing and reflecting on the outcome of any activity is at the heart of continuous self-improvement and development.*

*Although it can often be difficult to find time to reflect, the process is an invaluable skill which if carried out with an open mind and a willingness to learn can reap benefits throughout an individual's career.*

### TASK 1

For an organisation you know well or have researched, you are required to create a **briefing paper** to be shared with other managers as part of the launch of a talent development programme.

The briefing paper is entitled '*The use of reflective practice in personal and professional development*' and must use examples to:

- i. Analyse the importance of **continuous personal** and **professional development** in achieving organisational objectives (AC1.1)
- ii. Evaluate the use of **reflective practice** in personal and professional development (AC1.2)
- iii. Evaluate **approaches** to reflective practice (AC1.3)

**Guideline word count:**

Approx 1000 words

### Guidance for completion of Task 1

- *The briefing paper should include sub headings. You may choose to include tables and diagrams (as appropriate).*
- *Your discussion should be underpinned with relevant theoretical principles.*
- *You may include good practice examples from an organisation you know well or have researched.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## APPLYING REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

*Being able to reflect on your own practice is a skill which may not come easily, but can be developed. As you progress reflection becomes an integral part of how you work and develop throughout your career.*

### TASK 2A

Using the principles of reflection, evaluate your own **performance** in the workplace (AC2.1).

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 documented activity in the workplace to evaluate your performance against the requirements of your role as a manager (i.e. a skill scan or a preparatory document in readiness for a performance review) you may submit this documentation as work based evidence for Task 2a.

- Include the document(s) in the Work Based Evidence section of the evidence booklet for this unit (separate document). Evidence must not exceed SIX (6) A4 PAGES.

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 and must not exceed SIX (6) A4 pages.*

**Option 2:** Complete the skills and competencies assessment form found on pages 7-11.

#### Guideline word count:

Approx 500 words (applies to summary using principles of reflection)

If presenting, Work Based Evidence it must not exceed SIX (6) A4 pages

### Guidance for completion of Task 2a

- *Select your preferred option for completing the task. If you select Option 1 and plan to include work based evidence please ensure the evidence includes an evaluation of your own performance which is able to meet the requirements of AC2.1.*
- *If required, the CMI template can be adapted or extended.*
- *The assessment may be presented in a format of your choice, one used by your own organisation or using the CMI template provided.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

**OPTION 1: WORK BASED EVIDENCE**

*IF YOU CHOOSE THIS OPTION COPY AND PASTE THIS EVIDENCE TABLE INTO THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THE ASSIGNMENT BRIEF.*

**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.

*Provide a brief statement which summarises the outcomes of the questionnaire. The statement must use principles of reflection to evaluate your own performance in the workplace to meet the requirements of AC 2.1.*

**Please indicate how you have presented evidence for this task (please tick box):**

Document uploaded to Work Based Evidence section of the evidence booklet

Documents are provided separately to the evidence booklet.  
Document name(s):

**OPTION 2: COMPLETE THE QUESTIONNAIRE**

*IF YOU CHOOSE THIS OPTION COPY AND PASTE THIS EVIDENCE TABLE INTO THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THE ASSIGNMENT BRIEF.*

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.

Leading and managing others	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
	Communicate organisational vision and goals effectively to others				
	Lead and manage multiple and remote teams				
	Lead and manage team leaders				
	Adapt leadership style to suit different situations				

	Lead a team to achieve outcomes				
	Support development through coaching and mentoring				
	Motivate individuals in their work role				
	Enable and support high performance working				
	Recruit and develop people				
	Lead and manage change				
	Recognise diversity and equality				
	Use performance management techniques				
	Delegate effectively to enable delivery through others				

Building relationships	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
	Use approaches to partner, stakeholder and supplier relationship management				
	Use negotiating and influencing skills				
	Network effectively				
	Working collaboratively with others inside and outside of the organisation				
	Identify and share good practice				
	Manage conflict				
	Build trust with others				
	Use specialist advice and support to delivery against plans				

Communication	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
	Use verbal communication to communicate effectively				
	Use non-verbal communication effectively				
	Use digital communication techniques				
	Demonstrate good interpersonal skills				
	Provide management information and reports based on the collation, analysis and interpretation of data				
	Recognise and overcome barriers to communication				
	Chair meetings				
	Present using a range of media				
	Use active listening skills				

Operational management	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
	Input into strategic planning				
	Create and deliver operational plans in line with organisational objectives				
	Manage resources effectively				
	Set targets and monitor performance				
	Drive continuous improvement				
	Use contingency planning techniques				

	Develop sales and marketing plans				
	Recognise and overcome barriers to change				
	Demonstrate commercial awareness				
	Identify and shape new opportunities				
	Use operational business planning techniques				
	Monitor progress to deliver against plans				

	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	Set up and manage a project				
	Use project management tools and techniques				
	Use process management techniques				
	Manage risk				
	Plan, organise and manage resources to deliver outcomes				
	Monitor progress				

Decision making	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	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				
	Understands the impact of organisational values and ethics on decision making				
	Use management systems and technology to support decision making				

Finance	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	Manage and monitor budgets				
	Undertake financial forecasting				
	Provide financial reports				
	Consider financial implications of decisions				

Personal effectiveness	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	Demonstrate emotional intelligence				
	Use time management tools and techniques				
	Manage multiple tasks, pressure and changing priorities				
	Use problem solving and decision making techniques				
	Seek and act on feedback from others				

	Adapt style to meet changing needs				
	Manage own workload effectively				
	Reflect on own performance, working style and its impact on others				
	Undertake critical analysis and evaluation to support decision making				
	Demonstrate resilience and accountability				
	Show determination when managing difficult situations				

#### EVALUATION OF ASSESSMENT:

*Provide a brief statement which summarises the outcomes of the questionnaire. The statement must use principles of reflection to evaluate your own performance in the workplace to meet the requirements of AC 2.1.*

### TASK 2b

Basing your response on your own work experience, you are required to write a **reflective account** entitled 'The impact my working style has on others in the workplace' (AC2.2)

The reflective account must include reference to a minimum of **ONE (1)** recognised **working style** and include examples of how the working style has impacted on others (i.e. individuals or teams).

#### Guideline word count:

Approx 500 words

#### Guidance for completion of Task 2b

- Your own 'work experience' refers to work in paid or unpaid/voluntary employment or working with others at College or University or within an extra-curricular club or team.
- Your reflective account should be focused on your own development and not on others.
- Your discussion should be underpinned with relevant theoretical principles.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

### TASK 2c

Having assessed your current skills and competencies, you are now in a position to consider your development needs and development opportunities available to meet personal and professional objectives.

You are required to write an **account** on your own development needs and development opportunities. The account must include an:

- i. Analysis of your **development needs** for current and future roles (AC2.3)
- ii. Examination of **development opportunities** to meet personal and professional objectives (AC2.4)

**Guideline word count:**

Approx 1000 words

### Guidance for completion of Task 2c

- *Your written account should be focused on your own development and not on others.*
- *You may include application to research*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## TASK 2d

Create a **personal and professional development plan**, with a minimum of **THREE (3)** and a maximum of **SIX (6)**, measurable objectives. (AC2.5)

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 the evidence booklet for this unit (separate document)

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 and must not exceed SIX (6) A4 pages.*

**Option 2:** Create a personal and professional development plan using the CMI template on page 15.

**Work Based Evidence must not exceed SIX (6) A4 pages**

### Guidance for completion of Task 2d

- *The personal and professional development plan may be presented in a format of your choice, one used by your own organisation or using the CMI template provided.*
- *If required, the CMI template can be adapted or extended.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

**OPTION 1: WORK BASED EVIDENCE**

ALL EVIDENCE MUST BE PRESENTED IN THE EVIDENCE BOOKLET. COMPLETE THE WORK BASED EVIDENCE TABLE IN THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THIS ASSIGNMENT BRIEF.

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

<b>Please indicate how you have presented evidence for this task (please tick box):</b>	<input type="checkbox"/>	Document uploaded to Work Based Evidence section of the evidence booklet
	<input type="checkbox"/>	Documents are provided separately to the evidence booklet. Document name(s):

**OPTION 2: COMPLETE THE TEMPLATE**

ALL EVIDENCE MUST BE PRESENTED IN THE EVIDENCE BOOKLET. COMPLETE THE TEMPLATE SHOWN IN THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THIS ASSIGNMENT BRIEF.

Using the details from your personal reflections you can now start to develop a personal and professional development plan. You should develop a plan with a minimum of 3 and a maximum of 6 Development Aims. You should aim to have a minimum of 1 short term aim e.g. up to one month, 1 medium term aim, e.g. up to 6 months and 1 longer term aim e.g. 12 months or more from the start of the plan.

**Personal and Professional Development Plan**

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes

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 under-developed</li> <li>• Lacks sufficient detail to show understanding of the topic</li> </ul> </li> <li>• The application of different perspectives, approaches or schools of thought is unclear or inappropriate</li> <li>• Little or no evaluation of evidence has taken place</li> <li>• The ability to make judgments and solve complex problems has not been evidenced</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 are not current (within 5 years)</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> <li>• Credible</li> <li>• Technically correct</li> </ul> </li> <li>• Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them.</li> <li>• Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes.</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 are current (within 5 years)</li> </ul>

## STATEMENT OF AUTHENTICITY

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

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

### Section 1 -

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

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

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

<b>Qualification</b>	
<b>Unit Number and Title</b>	
<b>Centre Name</b>	
<b>Learner Name</b>	
<b>Learner CMI Number</b>	
<b>Date Submitted</b>	

I ..... confirm that the work submitted is my own and that I am the sole author of this completed assignment and the following has been checked prior to submission

Requirement Prior to Submission	Learner Sign to Confirm
The assessment criteria have been used as headings or I have indicated/sign-posted within my work where I feel each assessment criteria has been demonstrated	
Word count is shown on the front sheet and is within the CMI guidelines and I understand that if this is exceeded, it may be returned, unmarked, for editing	
All answers relating to the Assessment Criteria are contained within the body of the text and appendices have not been used	
The work has been checked for spelling and grammar	
All work that is <u>not</u> my own has been referenced using a formal system of referencing	
Learner name and CMI membership number is identified on each page within the assignment (header or footer) and that each page is numbered	

## CMI 525 USING REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

**Ofqual unit number** F/616/3244

**RQF level** 5

**Guided learning hours** 16

Total unit time 50

Credits 5

**Aims of unit** Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the work place. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for ongoing development can be identified. The aim of the unit is to equip learners with the understanding of the value of reflective practice, and how reflection can be used as the basis of a meaningful personal and professional development.

**Keywords** Professional development, reflection, continuous, performance, working style, opportunities, planning, professional practice, currency of practice, licence to practice, development needs, learning and development.

Learning Outcome 1	
Understand the value of reflective practice to inform personal and professional development	
Assessment Criteria	
1.1	Analyse the importance of <b>continuous personal</b> and <b>professional development</b> in achieving organisational objectives
Indicative Content	
<p><b>Continuous</b> may include but is not limited to life-long learning, maintain currency of skills and knowledge, effectiveness, impact, achievement.</p> <p><b>Personal</b> knowledge and skills that may not relate to a current or future work role e.g. learning a language, mindfulness, fitness and sport.</p> <p><b>Professional</b> may include but are not limited to knowledge and skills that directly relate to a current or future work role e.g. a job-related qualification, professional membership or status, on job training (Pedler, Burgoyne, Boydell (2007), Mullins (2013), Torrington et al (2008)).</p>	
Assessment Criteria	
1.2	Evaluate the use of <b>reflective practice</b> in personal and professional development
Indicative Content	
<p><b>Reflective practice</b> may include but is not limited to self-management, develop insights, reflexivity, decision making in different situational contexts, critical reflection to assess skills, competencies, behaviours of professionalism, self-awareness, mental toughness (Lyons, 2015), Emotional Intelligence (Goleman, 1995).</p>	
Assessment Criteria	
1.3	Evaluate <b>approaches</b> to reflective practice
Indicative Content	



<b>Approaches</b> may include but are not limited to learning cycle, deep and surface learning, appraisal including self and peer review, 360 degree, methods of setting goals and reviewing progress, group and individual learning, (Model of Structured Reflection, Johns, 1994), Reflective Cycle (Gibbs, 1995), Learning Cycle (Kolb, 1984).	
<b>Learning Outcome 2</b>	
<b>Know how to apply reflective practice to inform personal and professional development</b>	
<b>Assessment Criteria</b>	
2.1	Evaluate own <b>performance</b> in the workplace using principles of reflection
<b>Indicative Content</b>	
Own <b>performance</b> refers to knowledge, skills/competencies, behaviours including Emotional Intelligence (Goleman, 1995) against short, medium and long term requirements of the role, organisational objectives and professional standards.	
<b>Assessment Criteria</b>	
2.2	Reflect on own <b>working style</b> and its impact on others in the workplace
<b>Indicative Content</b>	
<b>Working style</b> may also include but is not limited to Team Roles (Belbin, 1981), Type Indicator (Myers Brigg, 1943), Transactional Analysis (Berne, c.1950), Drivers (Kasozzi and Dehaan, 2014), Co-worker relationships (McIntyre, 2011), behavioural profiling and assessments e.g. DISC (Tate, 2014), Team Wheel (Margerison and McCann, 1989).	
<b>Assessment Criteria</b>	
2.3	Analyse <b>development needs</b> for current and future roles
<b>Indicative Content</b>	
<b>Development needs</b> refer to knowledge, skills and behaviours.	
<b>Assessment Criteria</b>	
2.4	Examine <b>development opportunities</b> to meet short, medium and long term objectives
<b>Indicative Content</b>	
<b>Development opportunities</b> refer to learning styles and may include but are not limited to formal and informal, social and collaborative learning, on the job and off the job, face to face, blended or online learning, coaching and mentoring.	
<b>Assessment Criteria</b>	
2.5	Create a <b>personal development plan</b> with measurable objectives
<b>Indicative Content</b>	

**Personal development plan** refers to short, medium and long term time bound objectives, development needs, resources, support, development opportunities, review and evaluation methods.