

# **RAF Aviator Command Squadron (ACS) JMLC Level 3 Award**

Completion Pack | October 2024 | Version 5

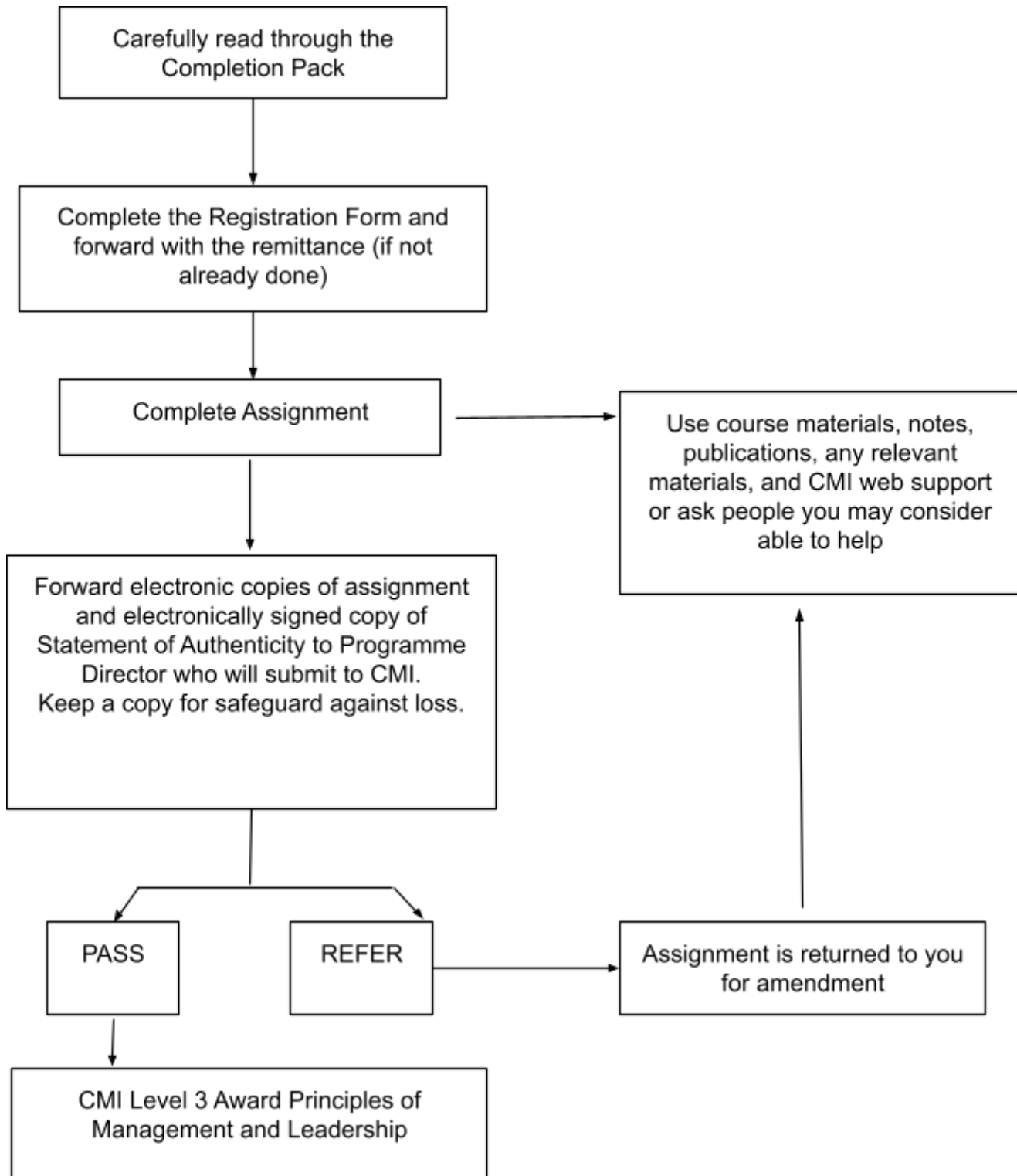
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## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of the MOD service courses with a view to recognising them against nationally recognised qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 3 Award in Principles of Management and Leadership.

- The CMI Level 3 Award in Principles of Management and Leadership comprises one of the following units 303, 304, 310, 315 or 321 to a minimum of 40 TQT.

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

**To acquire the CMI Level 3 Award in Principles of Management and Leadership, you must complete and submit one of the following assignments (303, 304, 310, 315 or 321), comprising a number of tasks, as contained in this completion pack.**

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

### Qualification Registration Duration

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

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

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

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 303, 304, 310, 315, 321

- Opening Screen - Click on Qualification Support\* for Level 3 Award in Principles of Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 303, 304, 310, 315, 321
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

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

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

### **Unsure about anything?**

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

## UNIT COMPLETION REQUIREMENTS

You are required to complete one unit assignment to obtain the 'standalone' CMI Level 3 Award in Principles of Management and Leadership.

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

<b>CMI Level 3 Award in Principles of Management and Leadership</b>	<b>Credits</b>	<b>Actions</b>
Unit 303 - Managing Individuals to be Effective in their Role	5	<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 304 - Principles of Communication in the Workplace	5	
Unit 310 - Supporting Teams and Individuals Through Change	5	
Unit 315 - Principles of Health and Safety in a Work Setting	6	
Unit 321 - 1 Managing Own Personal and Professional Development	5	

## QUALIFICATION REGISTRATION

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

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 3 Award in Principles of 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 2000-2500 words. Learners must comply with the required word count, within a margin of +10%. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

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

## REFERENCING & PROFESSIONALISM

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

## 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 – Royal Fleet Auxiliary (RFA) - 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 303

#### Assignment Brief: Managing Individuals to be Effective in their Role

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 303: Managing Individuals to be Effective in their Role**. 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 303** 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 303** 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.
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	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

High performing individuals impact on the performance of teams and the organisation. The aim of this assessment booklet is to enable managers to evidence their understanding of how to use their knowledge, skills and abilities to support individuals, not only to perform well, but to exceed expectations.

### TASK 1: Understanding an individual's work role and responsibilities

*The starting point to being effective in a management position is to fully understand the roles and responsibilities of the individuals you manage.*

*To complete Tasks 1a and b you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

#### TASK 1A

Using examples, explain the different **sources of information** which state an individual's work role and responsibilities.

*(Refer to AC1.1 Explain the **sources of information** which state an individual's work role and responsibilities and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

#### TASK 1B

Explain **THREE (3) reasons** for assessing the knowledge, skills and behaviours of an individual in their work role.

*(Refer to AC1.2 Explain the **reasons** for assessing an individuals' knowledge, skills and behaviours in a work role and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

1	
2	
3	

### TASK 2: Setting objectives with individuals

*Objective setting enables individuals to understand the expectations of their role giving them an understanding of what needs to be done to succeed and make a positive contribution to the team.*

## SCENARIO A

You are managing a small team of six (6) people within a large organisation. Your team has responsibility for delivering customer service and comprises individuals with a range of skills and experience. They carry out their work in the same location and you have regular contact with them.

Scenario A can be used to answer Tasks 2a, b and c. Alternatively, you may choose to use well-chosen examples from an organisation you know well or have researched.

### TASK 2A

Explain **THREE (3) methods** you would use to set **objectives** for the individuals in your team.

(Refer to [AC2.1 Explain the \*\*methods\*\* used to set \*\*objectives\*\* for individuals](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE:

1	
2	
3	

### TASK 2B

Explain how you would assess an individual's **capability** to achieve the objectives set.

(Refer to [AC2.2 Explain how to assess an individual's \*\*capability\*\* to achieve objectives](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE:

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### TASK 2C

Individuals in a team take ownership of their objectives when they feel they have been fully involved in the process to set and agree them.

Outline the **process** you would use to involve individuals you manage in agreeing clear work objectives.

(Refer to [AC2.3 Outline the \*\*process\*\* for involving individuals in agreeing clear objectives](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE:

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### TASK 3: Supporting individuals to perform well

*Supporting and motivating individuals to perform well is essential to enabling them to achieve their full potential.*

*To complete Task 3a you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

#### TASK 3A

From the following list choose **THREE (3) support methods** and outline how these can enable individuals to perform well.

<i>Informal and formal personal and professional development</i>	<i>Delegation and allocation of responsibility</i>	<i>Setting clear expectations</i>	<i>Reviewing progress</i>	<i>Constructive feedback</i>
<i>Supervision</i>	<i>Coaching</i>	<i>Mentoring</i>	<i>Training</i>	<i>Development activities</i>

*(Refer to AC3.1 Outline a range of **support methods** to enable individuals to perform well and the Indicative Content for this AC)*

#### COMPLETE THE TABLE

	<b>Support method</b>	<b>Outline how the method enables individuals to perform well</b>
1		
2		
3		

#### SCENARIO B

*You have just started managing a new team. The work the team carries out is very repetitive and process driven. The work isn't very exciting and whilst targets are met, these are never exceeded.*

*There are seven team members, four of which have worked for the company for more than ten years and despite having the ability to progress, have chosen to stay in the team as it suits their personal circumstances.*

*There have been recurrent problems recruiting the seventh team member and recently a talented new recruit left after a few months as the role didn't match their expectations. Their replacement starts on Monday.*

*You need to consider how to motivate and incentivise the individuals in the team to perform well whilst being objective in the decisions you make.*

Scenario B can be used to answer Task 3b, 3c and 3d. Alternatively, you may choose to use well-chosen examples from an organisation you know well or have researched.

### TASK 3B

Using examples, identify **TWO (2) approaches for motivating** the individuals in their work role.

(Refer to AC3.2 Identify **approaches for motivating** individuals in their work role and the Indicative Content for this AC)

COMPLETE THE TABLE

	Approaches for motivating individuals in their work role
1	
2	

### TASK 3C

Explain how the achievement of individuals can be **incentivised**.

(Refer to AC3.3 Explain how an individual's achievement can be **incentivised** and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

### TASK 3D

Individuals have a right to be treated fairly and without bias, yet it can be human nature to favour individuals you manage over others, and make decisions or judgements which are not based on fact.

Using examples, explain the importance of managing individuals **objectively**.

(Refer to AC3.4 Explain the importance of managing individuals **objectively** and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

### TASK 4: Assessing outcomes against objectives

There are a wide range of approaches and tools which may be used to assess an individual's outcomes against objectives.



To complete each task you are encouraged to use well-chosen examples to illustrate how the use of tools and approaches for measuring performance/outcomes can be applied in the workplace.

## TASK 4A

Knowing how to assess outcomes against objectives is essential to judge the effectiveness of an individual's performance.

Complete the following table by summarising how each of the **tools** listed can be used to review an individual's performance.

(Refer to AC4.1 Summarise the tools that may be used to review an individual's performance and the Indicative Content for this AC)

### COMPLETE THE TABLE

Tools	Summary
<i>Appraisal</i>	
<i>Personal development review</i>	
<i>360 degree feedback</i>	
<i>Customer feedback</i>	
<i>Observation</i>	

## TASK 4B

To complete this task you are required to outline **approaches** to measuring outcomes against objectives. You can either:

- identify a set objective within in an area of work with which you are familiar

OR

- use **ONE (1)** of the suggested objectives outlined below

<b>Example 1: Call handling</b>	<i>Calls must be answered within three rings</i>
<b>Example 2: Customer service</b>	<i>Enquiries must be answered promptly and courteously by you or, if you do not know the answer, you must pass the customer on to a knowledgeable colleague</i>
<b>Example 3: Production</b>	<i>Wastage must be reduced by 5 percent within the next three months</i>
<b>Example 4: Administration</b>	<i>Re-ordering of supplies must be completed within the allocated budget</i>

<b>Example 5: Finance</b>	<i>A report showing weekly costs must be sent to the head of department at the end of every month</i>
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(Refer to [AC4.2 Outline approaches to measuring outcomes against objectives](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

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## TASK 5: Managing the underperformance of individuals

*Managers must not shy away from tackling the underperformance of individuals within their team. However, it is important for a first line manager to understand legal and organisational policies and procedures and to know how to manage underperformance.*

### SCENARIO C

*You have recently been appointed as a manager and are responsible for FOUR (4) staff members. You soon become aware that one individual seems to be very demotivated. They are reluctant to contribute to team meetings and have missed a number of important deadlines. Most recently, they have started to arrive late for work. Some team members have also noticed the change in behaviour.*

*Scenario C can be used to answer Task 5. Alternatively, you may choose to use well-chosen examples based on research or your experience of managing performance in the workplace.*

### TASK 5

Explain **THREE (3)** ways to manage the underperformance of an individual within the limits of your own authority.

(Refer to [AC 5.1 Explain how to manage the underperformance of an individual within the limits of own authority](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

1	
2	
3	

### REFERENCING AND BIBLIOGRAPHY

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

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## UNIT 304

### Assignment Brief: Principles of Communication in the Workplace

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 304: Principles of Communication in the Workplace**. 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 304** 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 304** 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.
--	----------------------	---

<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 accessible 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

As the range of communication tools used by an organisation continues to grow, and new technologies emerge, managers are faced with the challenge of how to select and use different tools to ensure that communication is effective, timely and has impact. The aim of this unit is to equip managers with the

knowledge and skills to select and use a range of workplace communication methods. These must be measurable and tailored to the needs of the target audience.

## TASK 1: Channels and types of communication used in the workplace

*This task provides the manager with an understanding of the importance of effective communication in the workplace, the channels that could be used and the impact of legal and organisational policies on their use.*

*To complete tasks 1a, b, c and d you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

### TASK 1A

In your own words, explain the **importance** of effective communication in the workplace.

*(Refer to AC1.1 Explain the **importance** of effective communication in the workplace and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

### TASK 1B

Identify **channels** of communication used in the workplace.

*(Refer to AC1.2 Identify **channels** of communication used in the workplace and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

### TASK 1C

Using examples, assess the strengths and weaknesses of **THREE (3) types** of communication used in the workplace.

*(Refer to AC1.3 Assess strengths and weaknesses of different **types** of communication used in the workplace and the Indicative Content for this AC)*

COMPLETE THE TABLE

	Communication type	Strengths	Weaknesses
1			
2			

3			
---	--	--	--

## TASK 1D

Summarise **TWO (2) legal requirements** and **TWO (2) organisational policies** that affect the use of the different types of communication in the workplace.

(Refer to AC1.4 Summarise legal requirements and organisational policies that affect the use of the different types of communication in the workplace and the Indicative Content for this AC)

### COMPLETE THE TABLE

Legal Requirements	
1	
2	
Organisational policies	
1	
2	

## TASK 2: The communication cycle

*This task focuses on the communication cycle, barriers to communication and how these can be overcome.*

*To complete tasks 2a and b you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

### TASK 2A

Explain the **communication cycle** and its application in the workplace. *You may include a diagram to support your answer for this task.*

(Refer to AC2.1 Explain the communication cycle and its application in the workplace and the Indicative Content for this AC)

### INSERT YOUR ANSWER HERE

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### INTERVIEW

*"It is a challenge to communicate with others in a busy office. The environment is often noisy, there isn't much privacy and there are constant interruptions from colleagues.*

*Using email can be problematic. Data and information volumes are overwhelming which isn't helped by being needlessly copied into emails sent. The tone of some emails is very abrupt and this is mirrored by the*

unprofessional way some in the office use to talk to one another. Recently a member of the team was given a warning for their use of inappropriate language and the way they had mimicked a customer's accent.

I am sure we could communicate more effectively as a team, there is some interesting new technology that would be great to try."

A. Manager 2017

To complete Task 2b, use this transcript of an interview with a manager who works in a large team in an open plan office. Alternatively, you may wish to base your response on a team you know well or have researched.

## TASK 2B

Explain **THREE (3) barriers** to effective communication that may occur when communicating and explain how these can be **overcome**.

(Refer to [AC2.2 Explain barriers to effective communication](#); [AC 2.3 Explain ways to overcome barriers to communication](#) and the Indicative Content for this AC)

### COMPLETE THE TABLE

	Barriers to communication	Ways to overcome the communication barrier
1		
2		
3		

## TASK 3: Planning communication for a target audience

This task has been designed to enable you to plan communication with a target audience.

### MINI SCENARIOS

<b>Mini scenario 1</b>	You are required to present a case for employing additional staff to an audience of middle managers.
<b>Mini scenario 2</b>	You are required to introduce a new working process to your team of four staff. Three team members work on site, one team member works remotely.
<b>Mini scenario 3</b>	You are required to present a case for employing additional staff to an audience of middle managers.
<b>Mini scenario 4</b>	You have an appointment to meet with a potential new customer who is interested in the goods and services your organisation offers.
<b>Mini scenario 5</b>	You want to have a confidential discussion with a member of your team regarding the opportunity for them to mentor a new member of staff.

To complete this Task you are required to choose **ONE (1)** of the mini-scenarios shown above. Alternatively, you may choose to use an example of how you plan communication with a target audience in your own area of work.

### TASK 3

Using an example, explain the **planning** process for communicating with a **target audience**.

(Refer to [AC3.1 Explain the \*\*planning\*\* process for communicating with a \*\*target audience\*\*](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

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### TASK 4: Measure the effectiveness of communication with a target audience

It is important to measure the effectiveness of communication with a target audience to judge the success of the approach used.

To complete this Task you may base your response on the example selected for Task 3. Alternatively, you may choose to base your response on your own example of how you plan communication with a target audience in your own area of work.

### TASK 4

Assess **THREE (3)** ways of **measuring** the effectiveness of communication with a target audience.

(Refer to [AC4.1 Assess ways of \*\*measuring\*\* the effectiveness of communication with a target audience](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

1	
2	
3	

### REFERENCING AND BIBLIOGRAPHY

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

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## UNIT 310

### Assignment Brief: Supporting Teams and Individuals Through Change

#### LEARNER INSTRUCTIONS

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 **310: Supporting Teams and Individuals Through Change**. 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 310** 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 310** 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.
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## 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.
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--	----------------------	---

<b>Signed:</b>		<b>Date:</b>	
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<b>Name:</b>		<b>Job Title:</b>	
<b>Signed:</b>		<b>Date:</b>	

## GUIDELINE WORD COUNT

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## AIM OF THE ASSESSMENT BOOKLET

Change is inevitable if an organisation is to maintain competitiveness and currency of practice. Managers are constantly asked to implement change to respond to commercial pressures, legal or organisational requirements, efficiencies or improvements. Success often depends on the support given by managers to staff. The aim of this unit is to enable managers to lead people positively through change. This is achieved by implementing plans which identify ways to make change successful, and gaining the support and trust of individuals and teams.

### TASK 1: Understand change within organisations

*Managers are constantly asked to implement change and this requires an understanding of the nature of change and how people respond and deal with it.*

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

#### TASK 1A

Using examples, identify **THREE (3) reasons for change** in an organisation.

*(Refer to [AC1.1 Identify reasons for change in an organisation](#) and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

1	
2	
3	

#### TASK 1B

Using examples, explain the main **types of change** that may occur in an organisation.

*(Refer to [AC1.2 Explain types of change that may occur in an organisation](#) and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

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## TASK 1C

Summarise **THREE (3) individual and team reactions** to change.

(Refer to AC1.3 Summarise individual and team reactions to change and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE:

1.	
2.	
3.	

## TASK 2: Supporting individuals and teams through change

*It is important for managers to promote the benefits of change and be able to be able to support teams and individuals through change by identifying and overcoming barriers.*

### SCENARIO

*You manage a small team of six (6) people within a large organisation.*

*It has been announced that a new IT system is being introduced, which will impact the work of everyone in your team. The current system has been in use for some time and while your team members complain about how slow it is, they are also very familiar with the system.*

*The new IT system is being introduced to improve efficiency and to bring the system up-to-date, in line with other similar organisations in your sector, and the team will need to undergo training to use the new system.*

*This scenario can be used to answer Tasks 2a, b, c and 3a and b. Alternatively, you may base your response on a change you currently manage or have managed.*

### TASK 2a

Explain how you would promote the **benefits** of change to individuals and teams.

(Refer to AC2.1 Explain how to promote the benefits of change to individuals and teams and the Indicative Content for this AC)

INSERT YOUR ANSWER  
HERE:

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## TASK 2b

Identify at least **THREE (3) barriers** to change for individuals and teams and discuss **approaches** you could take to help overcome these.

(Refer to [AC2.2 Identify barriers to change for individuals and teams](#); [AC2.3 Discuss approaches to overcoming barriers to change](#) and the Indicative Content for this AC)

COMPLETE THE TABLE:

	Barrier to change	Approach to overcoming barrier to change
1.		
2.		
3.		

## TASK 2c

People tend to adapt to change more easily when they are given information to enable them to understand the need for change and have been involved in the planning process.

Outline **THREE (3) methods** for supporting individuals and the team through the change.

(Refer to [AC2.4 Outline methods of supporting individuals and teams through change](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE

1.	
2.	
3.	

## TASK 3: How to implement and monitor change

*It is important for a manager to approach change in a planned way. This means having a process for its implementation and a plan for how the change will be monitored and reviewed.*

*To answer Tasks 3a and b you may base your response on the scenario on page 5 of this assessment booklet or on a change you currently manage or have managed.*

## TASK 3a

Explain the **process** for implementing the change.

(Refer to [AC3.1 Explain the process for implementing change](#) and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE:

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### TASK 3b

Explain how to **monitor and review** the implementation of change.

*(Refer to AC3.2 Explain how to **monitor and review** the implementation of change and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

### TASK 4: The role of effective management and leadership in the change process

*The management of change requires great skill and professionalism to ensure that people take ownership of the change and accept the new arrangements willingly.*

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

### TASK 4

Write an account which explains the role of **effective management and leadership** throughout the change process.

*(Refer to AC3.3 Explain the role of **effective management and leadership** throughout the change process and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

### REFERENCE AND BIBLIOGRAPHY

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

**LEARNER INSTRUCTIONS**

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 315: Principles of Health and Safety in a Work Setting**. 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 315** 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 315** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://members.md.cmi.org.uk>. Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
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<b>Date:</b>		<b>Batch no:</b>		<b>Qualification:</b>	

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## AIM OF THE ASSESSMENT BOOKLET

Health and safety is important as it protects the well-being of employees and customers. There are serious, legal, financial, and reputational consequences if neglected. The aim of this unit is to equip managers with an understanding of their statutory and organisational responsibilities in making the workplace safer.

### TASK 1: The purpose and benefits of health and safety in the workplace

*An important task for managers is to be able to explain the purpose and benefits of safety in the workplace.*

*To complete Tasks 1a and b you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

#### TASK 1A

In your own words, explain the **purpose** of health and safety in the workplace.

*(Refer to AC1.1 Explain the **purpose** of health and safety in the workplace and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

#### TASK 1B

Complete the table below by explain the **benefits** of health and safety for individuals, the team and the organisation.

*(Refer to AC1.2 Explain the **benefits** of health and safety and the Indicative Content for this AC)*

COMPLETE THE TABLE:

<i>Individuals</i>	
<i>Team</i>	
<i>Organisation</i>	

### TASK 2: Legal requirements in relation to health and safety in the workplace

*In this task, you are required to evidence your understanding of legal requirements in relation to health and safety in the workplace.*

*To complete Tasks 2a and b you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

## TASK 2a

Research **FIVE (5)** pieces of current health and safety **legislation** and explain the **obligations** each piece of legislation places on an organisation, using the table below.

*NB: The first three pieces of legislation have been pre-selected for you.*

*(Refer to AC2.1 Explain the **obligations** health and safety **legislation** places on an organisation and the Indicative Content for this AC)*

COMPLETE THE TABLE::

	Legislation	Obligation the legislation places on an organisation
1.	<b>The Health and Safety at Work Act, 1974*</b> <i>*Including subsequent amendments/change</i>	
2.	<b>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013 (RIDDOR)*</b> <i>*Including subsequent amendments/change</i>	
3.	<b>Control of Substances Hazardous to Health Regulations, 2002 (COSHH)*</b> <i>*Including subsequent amendments/change</i>	
4.		
5.		

## TASK 2b

There is a range of legislation which has been developed for specific industries/occupations to safeguard staff and/or customers. Examples include background checks for people providing care and support for vulnerable people and setting minimum age requirements for using equipment or selling alcohol.

Using examples, outline **TWO (2) supplementary legal requirements** which apply to different industry sectors.

*(Refer to AC2.2 Outline the **supplementary legal requirements** which apply to different industry sectors and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

1.	
2	

### TASK 3: The risk assessment process

*It is important for a manager to understand the risk assessment process, in order to manage and improve health and safety in the workplace.*

*To complete Task 3a you are encouraged to use well-chosen examples from an organisation/team you know well or have researched.*

#### TASK 3a

In your own words, explain the difference between a **hazard** and a **risk**.

*(Refer to [AC3.1 Explain the difference between a hazard and a risk](#) and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE:

#### SCENARIO

**Site development for DKM&X:** DKM&X is a large industrial company that manufactures tools and equipment. The company operates on a shift system and is fully operational six days of the week.

450 staff are based at its UK headquarters. The company has various departments including a design shop, distribution centre, workshop, administrative and management offices, canteen and reception. The site is currently being expanded to increase production and contractors are actively re-developing the offices whilst business continues as usual.

The timeline for completing the expansion of the site is looming and there is a great deal of concern that the deadline for completion will not be met.

You lead a small team within the distribution centre. Your team consists of full time and part time staff with different working patterns. A key part of your role is to manage the safe working practices of your team.

*To complete Tasks 3b, 4a and 4b you may choose to use this scenario to support your answer. Alternatively, you may choose to use well-chosen examples of how to conduct a risk assessment that has been carried out in an organisation/team you know well or have researched.*

#### TASK 3b

Explain how to conduct a work based **risk assessment**.

*(Refer to [AC3.2 Explain how to conduct a work based risk assessment](#) and the Indicative Content for this AC)*

INSERT YOUR ANSWER HERE

## TASK 4: How to respond effectively to a health and safety emergency

It is important to plan for health and safety emergencies to ensure that these can be effectively managed.

To complete Tasks 4a and 4b you may choose to use the scenario on page 8 to support your answer. Alternatively, you may choose to use well-chosen examples of how to respond effectively to a workplace health and safety emergency in an organisation/team you know well or have researched.

### TASK 4a

Using examples, identify **THREE (3)** workplace health and safety emergencies that could cause a threat to life.

(Refer to AC4.1 Identify a range of workplace health and safety emergencies and the Indicative Content for this AC)

INSERT YOUR ANSWER HERE:

1.	
2.	
3.	

### TASK 4b

It is important to take appropriate action to manage an emergency when it occurs and once it has ended.

Explain the **immediate action** required by you as the manager in response to **ONE (1)** emergency identified in task 4a and summarise the **next steps** you would take following the incident.

(Refer to AC4.2 Explain the immediate action required of by the manager in response to an emergency, AC4.3 Summarise the next steps in response to an emergency and the Indicative Content for these ACs)

COMPLETE THE TABLE:

<b>Identify emergency</b> NB: you must use <b>ONE (1)</b> emergency identified in task 4a	
<b>Explain the immediate action required</b>	
<b>Summary of the next steps in response to identified emergency</b>	

### REFERENCE AND BIBLIOGRAPHY

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

--

## UNIT 321

### Assignment Brief: Managing Own Personal and Professional Development

#### LEARNER INSTRUCTIONS

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

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 321: Managing Own Personal and Professional Development**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

#### Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 321** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 321** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://members.md.cmi.org.uk>. Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
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Please see the CMI Assessment Guidance Policy for further guidance.

## AIM OF THE ASSESSMENT BOOKLET

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

### TASK 1: Benefits of personal and professional development

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

#### TASK 1a

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

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

INSERT YOUR ANSWER HERE:

#### TASK 1b

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

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

INSERT YOUR ANSWER HERE:

1.	
2.	
3.	

### TASK 1c

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

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

INSERT YOUR ANSWER HERE:

1.	
2.	
3.	

### TASK 2: Informing personal and professional development

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

#### TASK 2a

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

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

INSERT YOUR ANSWER HERE:

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#### TASK 2b

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

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

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

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

COMPLETE THE TABLE:

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



2.		
----	--	--

### TASK 2c

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

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

COMPLETE THE TABLE:

	Legal requirement	Implication on personal and professional development
1.		
2.		

### TASK 3: Identifying opportunities for personal and professional development

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

#### TASK 3a

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

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

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

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

COMPLETE THE TABLE:

	Method for personal and professional development	Strengths	Weaknesses	Resource implications
1.				
2.				
3.				

### TASK 3b

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

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

INSERT YOUR ANSWER HERE:

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

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

#### TASK 4a

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

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

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

- Include the document(s) in the Work Based Evidence section of this assessment booklet (see page 22).

OR

- Provide your evidence as separate document(s) outside of this assessment booklet.

*NB: Where separate documents are provided they must not exceed 10MB in size and must be saved as PDF documents.*

**Option 2:** Complete the skills and competencies assessment form found on page 12-14.

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

#### OPTION 1: WORK BASED EVIDENCE

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

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

## OPTION 2: COMPLETE THE QUESTIONNAIRE

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

This questionnaire outlines a range of management skills and competencies.

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

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

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

	Recognise achievement and good behaviour				
--	--	--	--	--	--

	<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>
Building relationships	Build trust with others				
	Negotiate with and influence others				
	Manage conflict and have challenging conversations				
	Identify and share good practice				
	Use written communication to share ideas				

	<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>
Communication	Use verbal communication to communicate effectively				
	Use digital technologies (e.g. webinars, social media platforms etc) to communicate with others in the organisation				
	Collate and analyse data and information and create reports				
	Recognise and overcome barriers to communication				
	Chair meetings				
	Clearly communicate organisational strategy to others				

	<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>
Operational management	Organise, prioritise and allocate work				
	Deliver against operational plans				
	Use resources effectively				
	Set achievable goals for myself and others				
	Monitor progress to deliver against plans				
	Plan and deliver activities against a project plan				

	<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>
Project management	Organise and manage resources				
	Manage risk				
	Use project management tools effectively				
	Make decisions using information from the team and others				
	Organise and manage resources				

	<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>
--	------------------------	---	--	---	--

Decision making	Identify challenges and solutions				
	Use problem solving techniques				
	Take corrective actions when faced with problems				
	Know when to escalate issues/problems				
	Apply organisation governance (policies and procedures) to make decisions				

	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
Finance	Explain the purpose of a budget				
	Monitor and control a budget				
	Deliver value for money				

	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
Personal effectiveness	Seek and act on feedback from others				
	Adapt style to meet changing needs				
	Manage own workload effectively				
	Use time management techniques				
	Manage pressure and changing priorities				

	Demonstrate resilience and accountability				
	Show determination when managing difficult situations				
	Set an example to others				

#### SUMMARY OF ASSESSMENT:

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

#### TASK 4b

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

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

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

- Include the document(s) in the Work Based Evidence section of this assessment booklet (see page 22).

OR

- Provide your evidence as separate document(s) outside of this assessment booklet.

*NB: Where separate documents are provided they must not exceed 10MB in size and must be saved as PDF documents.*

**Option 2:** Using the findings from the assessment of your skills and competencies completed in task 4a, create a personal and professional development plan using the CMI template on page 16.

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

#### OPTION 1: WORK BASED EVIDENCE

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

<b>Please indicate how you have presented evidence for this</b>		Document uploaded to Work Based Evidence section (page 21) of this assessment booklet
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task (please tick box):		Documents are provided separately to this assessment booklet. Document name(s):
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## OPTION 2: COMPLETE THE TEMPLATE

### Personal and professional development plan

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

### TASK 4c

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

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

INSERT YOUR ANSWER HERE:

### REFERENCE AND BIBLIOGRAPHY

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



## STATEMENT OF AUTHENTICITY

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

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

### Section 1 -

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

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

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

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

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

Learner Signature*	
Date (DD/MM/YYYY)	

*\*Please note electronic signatures are accepted*

<b>Ofqual unit number</b>	M/615/8878
<b>RQF level</b>	3
<b>Guided learning hours</b>	19
<b>Total unit time</b>	50
<b>Credits</b>	5
<b>Aims of unit</b>	High performing individuals impact on the performance of teams and the organisation. The aim of this unit is to develop the manager's understanding of how to confidently use their knowledge, skills and abilities to support individuals, not only to perform well, but to exceed expectations.
<b>Keywords</b>	Individual skills and knowledge, role and responsibilities, set objectives and work plans, capability, resources and support, skills of a manager, manage performance, provide feedback, review performance, measure outcomes, high performers, motivation.

<b>Learning Outcome 1</b>	
<b>Understand an individual's work role and responsibilities</b>	
<b>Assessment Criteria</b>	
1.1	Explain the <b>sources of information</b> which state an individual's work role and responsibilities
<b>Indicative Content</b>	
<b>Sources of information</b> may include but are not limited to job description, person specification, team and individual objectives.	
<b>Assessment Criteria</b>	
1.2	Explain the <b>reasons</b> for assessing an individuals' knowledge, skills and behaviours in a work role
<b>Indicative Content</b>	
<b>Reasons</b> may include but is not limited to supporting and developing individuals to achieve personal and professional objectives, planning and allocating work, gap analysis, identify learning and development needs.	
<b>Learning Outcome 2</b>	
<b>Know how to set objectives with individuals</b>	
<b>Assessment Criteria</b>	
2.1	Explain the <b>methods</b> used to set <b>objectives</b> for individuals
<b>Indicative Content</b>	

<p><b>Methods</b> may include but are not limited to SMART (specific, measurable, achievable, realistic and time bound) objectives, organisational requirements, plans, project plans, appraisals, and personal development plans.</p> <p><b>Objectives</b> may be linked to organisational or personal outcomes.</p>	
<b>Assessment Criteria</b>	
2.2	Explain how to assess an individual's <b>capability</b> to achieve objectives
<b>Indicative Content</b>	
<p><b>Capability</b> may include but is not limited to experience, skills, knowledge, capacity and development needs</p>	
<b>Assessment Criteria</b>	
2.3	Outline the <b>process</b> for involving individuals in agreeing clear objectives
<b>Indicative Content</b>	
<p><b>Process</b> may include but is not limited to open communication, listening, questioning, negotiating, check understanding, recording agreement.</p>	
<b>Learning Outcome 3</b>	
<b>Know how to support individuals to perform well</b>	
<b>Assessment Criteria</b>	
3.1	Outline a range of <b>support methods</b> to enable individuals to perform well
<b>Indicative Content</b>	
<p><b>Support methods</b> may include but are not limited to informal and formal personal and professional development, set clear expectations, delegation and allocation of responsibility, review progress, supervision, coaching, mentoring, training, development activities, constructive feedback (Transactional Analysis, Berne, c.1950).</p>	
<b>Assessment Criteria</b>	
3.2	Identify <b>approaches for motivating</b> individuals in their work role
<b>Indicative Content</b>	
<p><b>Approaches for motivating</b> may include but are not limited to encouragement, praise, recognition, clear and respectful communication.</p>	
<b>Assessment Criteria</b>	
3.3	Explain how an individual's achievement can be <b>incentivised</b>
<b>Indicative Content</b>	
<p><b>Incentivised</b> may include but is not limited to financial reward, other benefits, opportunities for development and promotion.</p>	
<b>Assessment Criteria</b>	

3.4	Explain the importance of managing individuals <b>objectively</b>
<b>Indicative Content</b>	
<b>Objectively</b> may include judging on evidence, treating individuals fairly, according to need, observing professional boundaries, inclusive approach, no favourites, no reward for poor performance.	
<b>Learning Outcome 4</b>	
<b>Know how to assess outcomes against the objectives</b>	
<b>Assessment Criteria</b>	
4.1	Summarise the <b>tools</b> that may be used to review an individual's performance
<b>Indicative Content</b>	
<b>Tools</b> may include but are not limited to appraisal, personal development review, 360 degree feedback, customer feedback, observation.	
<b>Assessment Criteria</b>	
4.2	Outline <b>approaches</b> to measuring outcomes against objectives
<b>Indicative Content</b>	
<b>Approaches</b> may include but is not limited to key performance indicators (KPIs), outputs, project and progress reports, internal audit, quality measures, metrics, benchmarks, inspection, surveys.	

Ofqual unit number T/615/8879

RQF level 3

Guided learning hours 18

Total unit time 50

Credits 5

**Aims of unit** As the range of communication tools used by an organisation continues to grow, and new technologies emerge, managers are faced with the challenge of how to select and use different tools to ensure that communication is effective, timely and has impact. The aim of this unit is to equip managers with the knowledge and skills to select and use a range of workplace communication methods. These must be measurable and tailored to the needs of the target audience.

**Keywords** Communication types, channels, objectives, audience, methods, stages, communication cycle, transmit, respond, feedback, process, planning, effectiveness, communication tools, barriers, legislation and regulation, formal and informal communication.

Learning Outcome 1	
Know the channels and types of communication used in the workplace	
Assessment Criteria	
1.1	Explain the <b>importance</b> of effective communication in the workplace
Indicative Content	
<b>Importance</b> with reference to the individual, team and organisation	
Assessment Criteria	
1.2	Identify <b>channels</b> of communication used in the workplace
Indicative Content	
<b>Channels</b> may include but are not limited to formal and informal, face to face, telephone, electronic, digital media, oral, visual, written, mass media, real time, pre-recorded.	
Assessment Criteria	
1.3	Assess strengths and weaknesses of different <b>types</b> of communication used in the workplace
Indicative Content	
<b>Types</b> may include but are not limited to written: letters, memos, reports, newsletters, noticeboards; verbal: telephone calls, video conferencing, briefings and meetings, presentations; digital: intranet, emails, blogs, instant	

messaging, discussion forums, social media posts and comments, live chat, web chat, avatars, skype, electronic forms, apps, podcasts and webinars.	
<b>Assessment Criteria</b>	
1.4	Summarise <b>legal requirements</b> and <b>organisational policies</b> that affect the use of the different types of communication in the workplace
<b>Indicative Content</b>	
<p><b>Legal requirements</b> may include but are not limited to Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Equality Act 2010, Communications Act 2003, Digital Economy Act 2016. Learners may also make reference to other local laws as relevant.</p> <p><b>Organisational policies</b> may include but are not limited to communications policies, brand guidelines, house style, digital communication policies and procedures, standard responses, whistleblowing.</p>	
<b>Learning Outcome 2</b>	
<b>Understand the communication cycle</b>	
<b>Assessment Criteria</b>	
2.1	Explain the <b>communication cycle</b> and its application in the workplace
<b>Indicative Content</b>	
<b>Communication cycle</b> may include but is not limited to sender, receiver, encoding, decoding, message, barriers, feedback (Schramm, 1954; Shannon and Weaver, 1948).	
<b>Assessment Criteria</b>	
2.2	Explain <b>barriers</b> to effective communication
<b>Indicative Content</b>	
<b>Barriers</b> may include but are not limited to tangible e.g. environment, noise, technology, time, timing, resources, language, type or channel of communication, interference, timing, compliance, lack of control; intangible, volume e.g. confidence in individuals or participants, cultural, prejudice, bias, emotional.	
<b>Assessment Criteria</b>	
2.3	Explain <b>ways to overcome</b> barriers to communication
<b>Indicative Content</b>	
<b>Ways to overcome</b> may include but are not limited to listening to and observing the audience, reducing distractions, speaking more clearly, active listening, restating or adjusting language, changing pace.	
<b>Learning Outcome 3</b>	
<b>Be able to plan communication for a target audience</b>	
<b>Assessment Criteria</b>	
3.1	Explain the <b>planning</b> process for communicating with a <b>target audience</b>

Indicative Content	
<p><b>Planning</b> may include but is not limited to identify the target audience and their needs, aims and objectives, clarify message purpose, cost, data security, suitability, timeliness, choose appropriate communication channel, plan the message content, check for accuracy and completeness, identify call to action.</p> <p><b>Target audience</b> may include but is not limited to groups or individuals, team members, colleagues, other departments, managers, customers, suppliers, partners</p>	
Learning Outcome 4	
Know how to measure the effectiveness of communication with a target audience	
Assessment Criteria	
4.1	Assess ways of <b>measuring</b> the effectiveness of communication with a target audience
Indicative Content	
<p><b>Measures</b> may include but are not limited to personal: unprompted reactions, asking for feedback, checking understanding, call monitoring; written: surveys, response data, monitoring progress; digital: web tracking services, click through, polls, stamps, kudos, web forms, authentication, metrics.</p>	

Ofqual unit number T/615/8901

RQF level 3

Guided learning hours 17

Total unit time 50

Credits 5

**Aims of unit** Change is inevitable if an organisation is to maintain competitiveness and currency of practice. Managers are constantly asked to implement change to respond to commercial pressures, legal organisational requirements, efficiencies or improvements. Success often depends on the support given by managers to staff. The aim of this unit is to enable managers to lead people positively through change. This is achieved by implementing plans which identify ways to make change successful, and gaining the support and trust of individuals and teams.

**Keywords** Reasons for change, types of change, individual responses, promote benefits, identify and overcome barriers to change, support team members, implement change, effective leadership, monitor change, innovation, new ways of working, efficiencies and savings.

Learning Outcome 1	
Understand change within organisations	
Assessment Criteria	
1.1	Identify <b>reasons for change</b> in an organisation
Indicative Content	
<b>Reasons for change</b> may include but are not limited to improvement to products or services, growth of the organisation, factors in the business environment such as technical changes, new legislation or changes in customer expectations, reduction in resources, efficiency savings, internal re-organisation.	
Assessment Criteria	
1.2	Explain <b>types of change</b> that may occur in an organisation
Indicative Content	
<b>Types of change</b> may include small or large changes, planned or unplanned, influenced by internal or external forces, continuous, transformational.	
Assessment Criteria	
1.3	Summarise <b>individual and team reactions</b> to change
Indicative Content	



<b>Individual and team reactions</b> may include but are not limited to positive responses - curiosity, readiness, willingness to get involved, excitement, acceptance; negative responses – anxiety, confusion, fear, anger, threat, denial, distrust, disillusionment, hostility, indifference.	
<b>Learning Outcome 2</b>	
<b>Understand how to support individuals and teams through change</b>	
<b>Assessment Criteria</b>	
2.1	Explain how to promote the <b>benefits</b> of change to individuals and teams
<b>Indicative Content</b>	
<b>Benefits</b> may include but are not limited to opportunities for personal development, promotion, increased or new responsibilities, flexible working, improved products or services.	
<b>Assessment Criteria</b>	
2.2	Identify <b>barriers</b> to change for individuals and teams
<b>Indicative Content</b>	
<b>Barriers</b> may include but are not limited to resisting the power structure, feeling threatened by the process, lack of knowledge and understanding, poor communication, trust, fearing the unknown, resistance from employees, splinter groups, logistical and resource barriers such as remote working or shift work.	
<b>Assessment Criteria</b>	
2.3	Discuss <b>approaches</b> to overcoming barriers to change
<b>Indicative Content</b>	
<b>Approaches</b> may but are not limited to include explanations, checking understanding, answering questions, seeking advice and information, providing consistent messages, seeking ideas, allocating responsibility, suggestions, engaging with individuals and whole team, negotiation, involvement of senior management (Kotter (1995) 8 Steps to Transformation, Lewin (c.1947) Unfreeze-Change-Refreeze Model; Scott (2003) Fierce Conversations).	
<b>Assessment Criteria</b>	
2.4	Outline <b>methods</b> of supporting individuals and teams through change
<b>Indicative Content</b>	
<b>Methods</b> may include but are not limited to one to one discussions, counselling, team meetings, coaching, development activities, information and advice from human resources specialists or senior managers, (Goleman (1995) Emotional Intelligence; Kubler Ross (c.1960) Change Transition Curve).	
<b>Learning Outcome 3</b>	
<b>Know how to implement and monitor change</b>	
<b>Assessment Criteria</b>	
3.1	Explain the <b>process</b> for implementing change

<b>Indicative Content</b>	
<b>Process</b> may include but is not limited to use of plans, timescales, objectives, resources, milestones, identifying roles and responsibilities, pilot initiatives, training, development activities.	
<b>Assessment Criteria</b>	
3.2	Explain how to <b>monitor and review</b> the implementation of change
<b>Indicative Content</b>	
<b>Monitor and review</b> may include but is not limited to progress reporting, key performance indicators, quality or other measures, feedback, budget reports, customer surveys.	
<b>Assessment Criteria</b>	
3.3	Explain the role of <b>effective management and leadership</b> throughout the change process
<b>Indicative Content</b>	
<b>Effective management and leadership</b> may include but is not limited to motivation, encouragement, communication, emotional intelligence, commitment to change, support, fairness, inclusive approach, constructive feedback, reward and recognition, putting aside personal beliefs and opinions.	

Ofqual unit number H/615/8909

RQF level 3

Guided learning hours 24

Total unit time 60

Credits 6

**Aims of unit** Health and safety is important as it protects the well-being of employees and customers. There are serious, legal, financial, and reputational consequences if neglected. The aim of this unit is to equip managers with an understanding of their statutory and organisational responsibilities in making the workplace safer

**Keywords** Legal requirements, guidelines, policies, procedures, purpose, benefits, hazard, risk assessment, damage.

Learning Outcome 1	
Understand the purpose and benefits of health and safety in the workplace	
Assessment Criteria	
1.1	Explain the <b>purpose</b> of health and safety in the workplace
Indicative Content	
<b>Purpose</b> may include but is not limited to moral, ethical, financial and legal obligations, expectations of employer and employee, behaviours, working practices, protection of assets, reputation.	
Assessment Criteria	
1.2	Explain the <b>benefits</b> of health and safety
Indicative Content	
<b>Benefits</b> in relation to individuals, team and the organisation.	
Learning Outcome 2	
Understand legal requirements in relation to health and safety in the workplace	
Assessment Criteria	
2.1	Explain the <b>obligations</b> health and safety <b>legislation</b> places on an organisation
Indicative Content	

<p><b>Obligations</b> may include but are not limited to written policies (e.g. evacuation procedures, smoking policy, accident reporting, procedures for reportable incidents (RIDDOR), lone working procedures, first aid, use of Personal Protective Equipment (PPE), use of VDU equipment, use of hazardous substances (COSHH regulations), manual handling guidelines), naming responsible people, displaying legal information, conducting risk assessments, accident prevention.</p> <p><b>Legislation</b> refers to may include but are not limited to The Health and Safety at Work Act (also referred to as HSWA, the HSW Act, the 1974 Act or HASAWA) and subsequent amendments and COSHH Regulations, 2002, the CLP Regulation 2009. Learners may also make reference to other local laws as relevant.</p>	
<b>Assessment Criteria</b>	
2.2	Outline the <b>supplementary legal requirements</b> which apply to different industry sectors
<b>Indicative Content</b>	
<p><b>Supplementary legal requirements</b> may include but are not limited to EU legislation, Working Time Directive 1998, industry specific regulation relating to a range of sectors such as Engineering and Construction, Health and Social Care, Energy and Utilities, Hospitality, Food and Beverage, Public Sector and Education, Armed Services, TV, Media and Arts, Transport and Communication, Professional Services and Consulting, Agriculture, Financial and Business Services and subsequent amendments.</p>	
<b>Learning Outcome 3</b>	
<b>Understand the risk assessment process</b>	
<b>Assessment Criteria</b>	
3.1	Explain the difference between hazard and <b>arisk</b>
<b>Indicative Content</b>	
<p><b>Hazard</b> refers to may include but is not limited to anything that may cause harm.</p> <p><b>Risk</b> may include but is not limited to the chance that somebody might be harmed, and how serious the harm might be.</p>	
<b>Assessment Criteria</b>	
3.2	Explain how to conduct a work based <b>risk assessment</b>
<b>Indicative Content</b>	
<p><b>Risk assessment</b> process may include but is not limited to identify hazards, decided who might be harmed and how, evaluate risks and decide on precautions, record significant findings, share output. identifying a potential hazard; calculating the potential risk; reporting the risk; mitigating the risk by contributing to action plans; removing a hazard which poses an immediate risk; correcting bad practice; keeping in touch with lone workers; supporting employees in completing risk assessments.</p>	
<b>Learning Outcome 4</b>	
<b>Know how to respond effectively to a workplace health and safety emergency</b>	
<b>Assessment Criteria</b>	
4.1	Identify a <b>range</b> of workplace health and safety emergencies
<b>Indicative Content</b>	

<p><b>Range</b> may include but is not limited to chemical spillages or release of other harmful substances, fire, flood, serious injury or ill-health and act of terrorism, incident(s) may arise from a threat to health and safety within or outside the workplace.</p>	
<p><b>Assessment Criteria</b></p>	
4.2	Explain the <b>immediate action</b> required of by the manager in response to an emergency
<p><b>Indicative Content</b></p>	
<p><b>Immediate action</b> may include but is not limited to the first steps in putting health and safety plans and procedures into action. Varies across organisation or situations but may involve preventing loss of life, getting people away from immediate danger, raising the alarm, calling the emergency services, using equipment like fire extinguishers and conducting a roll call.</p>	
<p><b>Assessment Criteria</b></p>	
4.3	Summarise the <b>next steps</b> in response to an emergency
<p><b>Indicative Content</b></p>	
<p><b>Next steps</b> may include but are not limited to informing managers, following instructions, ensuring a place of safety, debriefing colleagues and emergency services, completing documentation and contributing to an incident review</p>	

**Ofqual unit number** F/6158917

**RQF level** 3

**Guided learning hours** 20

**Total unit time** 50

**Credits** 5

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

**Keywords** Personal and professional development, benefits, organisation, support, opportunities, legal requirements, planning, monitor.

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

<b>Benefits</b> may include but are not limited to staff retention, engagement, productivity, competitiveness, customer satisfaction, compliance, succession planning.	
<b>Learning Outcome 2</b>	
<b>Understand how personal and professional development is informed</b>	
<b>Assessment Criteria</b>	
2.1	Explain how organisations <b>support</b> personal and professional development
<b>Indicative Content</b>	
<b>Support</b> may include but is not limited to finance, access, time, mentors and coaches, training opportunities.	
<b>Assessment Criteria</b>	
2.2	Identify how <b>professional bodies/associations</b> support and stipulate requirements for personal and professional development
<b>Indicative Content</b>	
<b>Professional bodies/associations</b> are organisations that seek to further a particular profession or trade and the interests of individuals and the public such as Royal Institution of Chartered Surveyors (RICS) for surveyors, The Royal College of Midwives (RCM), Institution of Civil Engineers (ICE) and Chartered Management Institute (CMI) for managers.	
<b>Assessment Criteria</b>	
2.3	Summarise the implications of <b>legal requirements</b> on personal and professional development
<b>Indicative Content</b>	
<b>Legal requirements</b> may include but are not limited to qualifications, accreditations or training that is required by an individual if they are to operate within that sector e.g. food hygiene, caring qualifications, teaching and medical qualifications.	
<b>Learning Outcome 3</b>	
<b>Know how to identify opportunities for personal and professional development</b>	
<b>Assessment Criteria</b>	
3.1	Compare <b>different methods</b> for undertaking personal and professional development
<b>Indicative Content</b>	
<b>Different methods</b> may include but are not limited to courses, qualifications, e-learning, mentoring, coaching, attending conferences, reading, self-directed research, on-job training, being a member of a community of practice, pod casts, webinars, resources of a professional body e.g. CMI ManagementDirect resources, TED talks.	
<b>Assessment Criteria</b>	
3.2	Explain the <b>resource implications</b> of different methods of personal and professional development
<b>Indicative Content</b>	

<b>Resource implications</b> may include but are not limited to finance, time, physical resources, personnel, availability.	
<b>Assessment Criteria</b>	
3.3	Explain how to <b>choose</b> the most appropriate method for personal and professional development
<b>Indicative Content</b>	
<b>Choose</b> may include but are not limited to current and future business and individual needs, learning style/preferences, access, timing, finance, line manager support.	
<b>Learning Outcome 4</b>	
<b>Know how to create and monitor a personal and professional development plan</b>	
<b>Assessment Criteria</b>	
4.1	Assess current <b>skills and competencies</b> against role requirements and organisational objectives using recognised tools and techniques
<b>Indicative Content</b>	
<p><b>Skills and competencies</b> refer to be how to be self-aware and understand inclusivity and unconscious bias, reflect on own performance and apply learning from feedback gained and may include but are not limited to leading people, managing people, building relationships (Emotional Intelligence, Goleman, 1995 ),being inclusive without unconscious bias, communicating with customers and stakeholders, active listening, managing operational (day to day) activities, projects, finance, using information and data, application of organisational and legal frameworks and ability to use HR and other organisational systems, understanding of the organisations strategy, culture, approaches to equality and diversity.</p> <p>Tools and techniques refer to feedback mechanisms and may include but are not limited to appraisals, 360/180o feedback, personality feedback (e.g. Myers Briggs, date), personal SWOT (strengths, weaknesses, opportunities and threats) analysis, gap analysis, self-assessment tools and questionnaires, learning styles analysis, Wheel of Change (Goldsmith, 2015).</p>	
<b>Assessment Criteria</b>	
4.2	Create a <b>personal and professional development plan</b> to meet agreed objectives
<b>Indicative Content</b>	
<b>Personal and professional development plan</b> refers to undertaking forward planning against short, medium and long term time bound (SMART) objectives, prioritising activities, development needs, resources, support, development opportunity, review and evaluation methods.	
<b>Assessment Criteria</b>	
4.3	Explain how the personal and professional development plan will be <b>monitored</b>
<b>Indicative Content</b>	
<b>Monitored</b> refers to using feedback mechanisms and reflecting on own performance and may include but are not limited to formal annual or periodic reviews, informal review, self-assessment, 360/180o reviews, peer review.	