

RAF Cosford Specialism Management Training 2 Level 5 Award

Completion Pack October 2024 Version 5

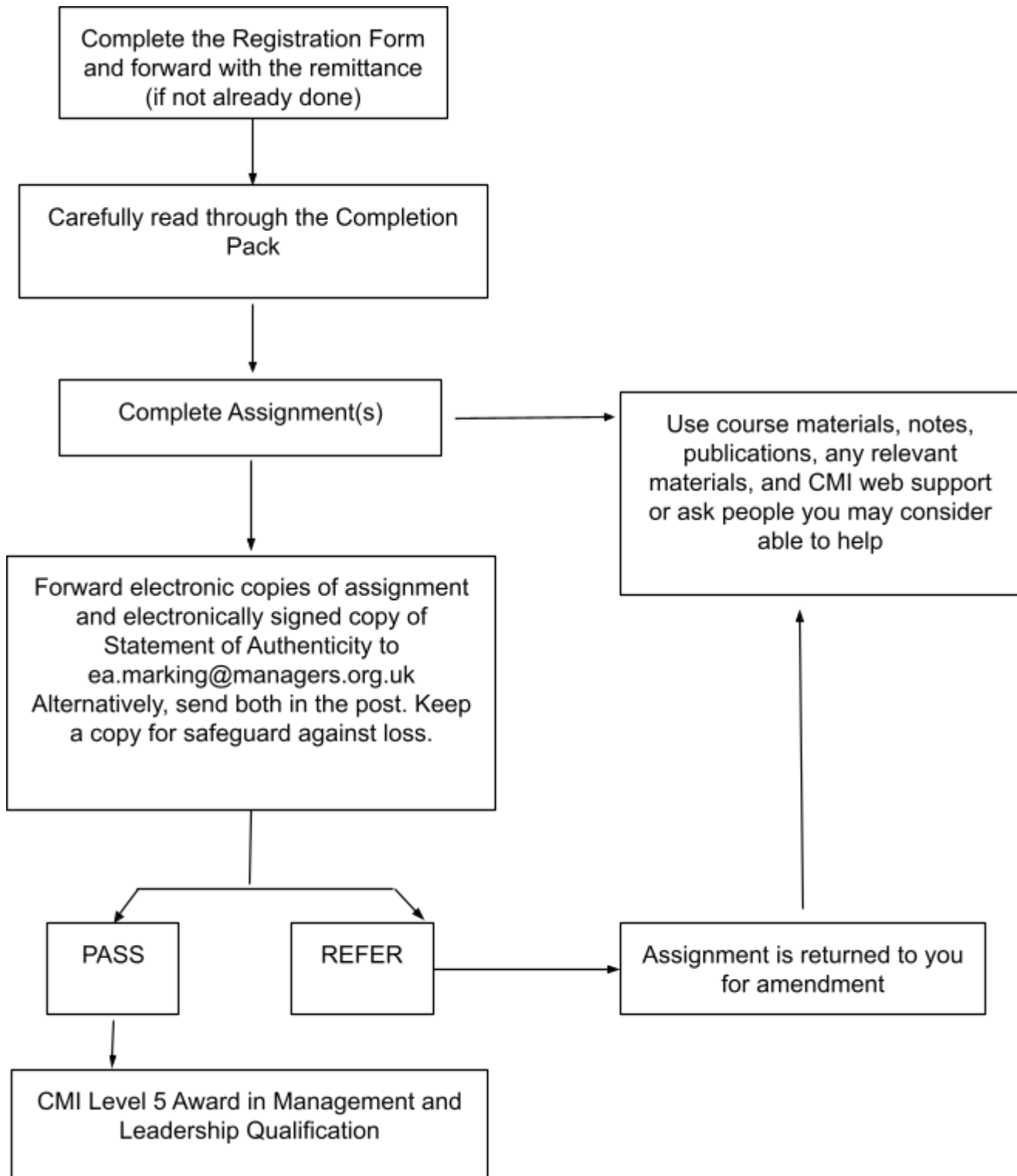
BLANK PAGE

(INSIDE COVER)

CONTENTS

Completion Process Overview	03
Introduction	04
Support for Gaining CMI Qualification	05
Unit Completion	06
Qualification Registration	07
Submission of Assignment	07
Assessment Guidance for Learners	08
Assessment Guidance	08
Plagiarism & Collusion	08
Appendices	09
Confidentiality	09
Word Count Policy	09
Reference & Professionalism	09
Instructions & Information for Learners	09
Assignment Briefs	11
Statement of Authenticity	23
Qualification Unit 518, 519	24

COMPLETION PROCESS OVERVIEW - QUALIFICATION



INTRODUCTION

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

- The CMI Level 5 Award in Management and Leadership consists of completing one of the following units 518 or 519 that total 40 TQT/minimum of 4 credits.

To acquire the CMI Level 5 Award in Management and Leadership, you must complete and submit one of the following assignments (518, or 519), comprising a number of tasks, and contained in this completion pack).

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

Qualification Registration Duration

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

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

There are no refunds for lapsed candidates.

SUPPORT FOR GAINING CMI QUALIFICATIONS

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

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

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

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

How do I get started and access my learning resources?

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

Once logged in to ManagementDirect, use the following steps to access support for Unit 518 or 519:

Unit 518 or 519:

- Opening Screen - Click on Qualification Support* for CMI Level 5 Award in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 518 or 519:
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

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

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

Unsure about anything?

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

UNIT COMPLETION REQUIREMENTS

You are required to complete one of the following units 518 or 519 to obtain the CMI Level 5 Award in Management and Leadership.

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

CMI Level 5 Award in Management and Leadership (complete 1 unit)	Credits	Actions
Unit 518 Managing Risk	6	<ul style="list-style-type: none">• Register for the Qualification• Complete assignment(s)• Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity• Keep a copy for safeguard against loss
Unit 519 Managing Quality and Continuous Improvement	6	

QUALIFICATION REGISTRATION

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

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Award in Management and Leadership

Submission directly to CMI Marking Services

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

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 or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to ea.marking@managers.org.uk

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

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

WORD COUNT POLICY

In total, please refer to the assignment briefs for the assignment word count. Learners must comply with the required word count, within a margin of $\pm 10\%$. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

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

REFERENCING & PROFESSIONALISM

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

INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the

Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

UNIT 518

Assignment Brief: Managing Risk

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

INTRODUCING ASSESSMENT BRIEF CMI 518

Being equipped with the knowledge, skills and behaviours to manage change in a variety of organisational settings is essential if an individual and their organisation are to succeed. Assessment brief **CMI 518** has been designed to enable learners to evidence their ability to evaluate types and reasons for change within organisations and be able to select and apply change models in different organisational settings. Learners will demonstrate their understanding of not only how to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 518** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a report entitled: <i>The scope of business risk management in organisations</i>	LO1 Understand the scope of business risk management	1.1 Evaluate business risks in relation to the organisation, its customers and suppliers	Approx. 1800 words
			1.2 Analyse the governance of risk within organisations	
			1.3 Examine categories of risk used within different organisational settings	
			1.4 Analyse organisational methods for managing and quantifying risk	
2a	Write a proposal to the senior management team which sets out your chosen approach/approaches for managing business risk	LO2 Understand the process for managing business risk	2.1 Analyse the processes for identifying, assessing and ranking business risk	Approx. 1200 words
			2.2 Analyse the process for managing a business risk	
			2.3 Examine approaches for mitigating a business risk	
2b	Write a report entitled: Methods for implementing and communicating business risks	LO2 Understand the process for managing business risk	2.4 Analyse methods for implementing business risk management	Approx. 1000 words
			2.5 Assess methods for reporting identified risks to stakeholders	

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 5. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and sub headings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

THE SCOPE OF BUSINESS RISK MANAGEMENT

Understanding the principles of risk management within an organisational context and setting is dependent on an organisation's internal and external environment. These factors influence how an organisation responds to and manages risk in terms of its governance and management decision making. Managers need to be able to apply relevant risk management theories, principles and models in different contexts and situations. Risk could be managed as a process to be followed and/or a response to one off events.

A manager who has an in-depth understanding of the principles of business risk management will have the know-hows to apply their understanding to a variety of organisational settings and risk contexts.

SCENARIO A

DKM&X is a large industrial company based in the UK that manufactures tools and equipment. Its primary market is in the UK, but it also sells to European based companies and the US.

DKM&X has a wide range of internal and external stakeholders. This includes staff, departments, shareholders, partners, regulators, suppliers and customers such as individuals, companies/manufacturers (in sectors such as automotive, aerospace, general engineering, construction as well as retail outlets).

The company has a number of strategic business units (SBUs) and departments including a design shop, consultancy services, training and support, distribution, workshop, an administrative and management centre and customer service hub.

The governance of risk within DKM&X includes management boards and committees, there are specified lines of authority and accountability, management policies and procedures in relation to risk management and a programme of mandatory staff development.

DKM&X has a committed approach to identifying, quantifying and managing risk. The business risks faced by the organisation could include failures relating to processes, suppliers and customers, events such as accidents and scenario based risk (i.e. political/economic changes), as well as business as usual activities (BAU).

TASK 1

Basing your response on the scenario above, your own experience of managing risk in the workplace or using examples from organisations you know well or have researched:

You are required to write a **report** entitled ‘*The scope of business risk management in organisations*’.

Using examples, the report must:

- i. Evaluate **business risks** that may occur in relation to an organisation, the organisation’s customers and suppliers (AC1.1)
- ii. Analyse the **governance** of risk within organisations (AC1.2)
- iii. Examine a minimum of **THREE (3) categories** of risk used within different organisational settings (AC1.3)
- iv. Analyse **TWO (2) methods** organisations use for managing and quantifying risk (AC1.4)

Guidance for completion of Task 1

- *Within the report you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You are encouraged to base your response on the scenario or consider the use of good practice examples from an organisation you know well or have researched.*
- *You may include reference to relevant theoretical principles/models/frameworks as appropriate.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

THE PROCESS FOR MANAGING BUSINESS RISK

Some organisations manage risks using a set of formalised processes. This is primarily the case for organisations operating in highly regulated industry areas (i.e. oil and gas, health and social care). Alternatively, other

organisations manage risk based on the technical and management knowledge and experience of its managers. Regardless of the type of organisation, there needs to be a coherent process for managing business risk.

TASK 2A

Basing your response of the scenario on page 13, your own experience of managing business risk or using well chosen examples from an organisation you know well or have researched:

You are required to write a **proposal** to the senior management team which sets out your chosen approaches for managing business risk for a department, business function or project of your choice.

Using well chosen examples, the proposal must include an:

- i. Analysis of the processes you could use for **identifying, assessing and ranking** business risk (AC2.1)
- ii. Analysis of the process you have selected for **managing** a business risk (AC2.2)
- iii. Examination of the different approaches that could be used to **mitigate** an identified business risk (AC2.3)

Guidance for completion of Task 2a

- You may base your response on the scenario on page 13, your own experience of managing business risk or using well chosen examples from an organisation you know well or have researched.
- Your response should set out your chosen approaches for managing business risk for a department, business function or project of your choice.
- Within the proposal you should include sub headings. You may choose to include tables and diagrams (as appropriate to support your discussion).
- For AC2.2 you may choose to present your answer using your organisation's process or a narrative and/or a flow diagram.
- You may include reference to relevant theoretical principles/models/frameworks as appropriate.
- Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

TASK 2B

It is essential that there is a coherent plan for implementing business risk management and communicating these risks to its stakeholders.

You are required to write a **report** entitled 'Methods for implementing and communicating business risks'.

Using examples, the report must:

- i. Analyse **THREE (3) methods** that can be used to implement business risk management (AC2.4)
- ii. Assess **THREE (3) methods** for **reporting** identified risks to stakeholders (AC2.5)

Guidance for completion of Task 2b

- You may base your response on the scenario on page 13, your own experience of managing business risk or using well chosen examples from an organisation you know well or have researched.
- Within the proposal/report you should include sub headings. You may choose to include tables and diagrams (as appropriate).
- You may include reference to relevant theoretical principles/models/frameworks as appropriate.
- Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

UNIT 519

Assignment Brief: Managing Quality and Continuous Improvement

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

INTRODUCING ASSESSMENT BRIEF CMI 519

Quality may be defined as excellence, capacity, grade, worth or meeting customer expectations. Whilst the definition for quality can easily be found in a dictionary it is much harder to develop and maintain.

Assessment brief **CMI 519** looks at the challenge of developing quality within organisations. It focuses on embedding continuous improvement into working practices. On successful achievement of this unit learners will understand the scope and purpose of quality management, approaches, tools and techniques for managing quality and how to judge its success.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 519** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

ASSESSMENT TASKS AND WORD COUNT

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1a	Write an account on the scope and purpose of quality management within organisations	LO1 Understand the scope and purpose of quality management within organisations	1.1 Evaluate the scope and purpose of quality management within organisations	Approx. 750 words
			1.2 Analyse organisational structures for managing quality	
1b	Write a good practice guide entitled: <i>Stakeholder influence and the impact of quality management systems on an organisation's activities</i>		1.3 Examine the influence of stakeholders in quality management	Approx. 750 words
			1.4 Analyse the impact of quality management systems on an organisation's activities	
2a	Write an account which evaluates approaches for managing and maintaining quality	LO2 Understand approaches for managing quality	2.1 Evaluate approaches for managing and maintaining quality	Approx. 650 words

2b	Write an account on tools and techniques used in quality management within an organisational setting		2.2 Evaluate the tools and techniques used in quality management within an organisational setting	Approx. 650 words
3	Write a report entitled: <i>The application of continuous improvement within organisations</i>	LO3 Understand the application of continuous improvement within organisations	3.1 Justify the use of short and long term strategies for continuous improvement	Approx. 750 words
			3.2 Evaluate the process for embedding continuous improvement within an organisational setting	
4a	Write an account on how the effectiveness of quality management within an organisational context can be assessed	LO4 Know how to judge the success of quality management	4.1 Discuss how the effectiveness of quality management within an organisational context can be assessed	Approx. 500 words
4b	Write an account to evaluate the use and purpose of a scorecard method to judge the success of quality management		4.2 Evaluate the use and purpose of a scorecard method to judge the success of quality management	Approx. 450 words

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 5. The amount and volume of work for this unit should be broadly comparable to a word count of **4000-4500** 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 sub headings; diagrams, charts and graphs; reference list or bibliography; reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work. Please see the CMI Assessment Guidance Policy for further guidance

THE SCOPE AND PURPOSE OF QUALITY MANAGEMENT WITHIN ORGANISATIONS

Structures for managing quality are dependent on an organisation's structure, size, organisational maturity, purpose, objectives and stakeholder groups. The combination of factors informs and influences approaches to quality management and an organisation's choice of quality management system. It is essential for managers to develop a detailed understanding of the scope and purpose of quality management so its principles can be applied in the work setting.

SCENARIO

DKM&X is a large industrial company based in the UK that manufactures tools and equipment. Its primary market is in the UK but it also sells to European-based companies and the US. It has a wide range of internal and external stakeholders including staff, customers, business functions, departments, shareholders, partners, regulators and suppliers.

The company has various strategic business units and departments including a design shop, distribution centre, workshop, administrative and management centre and customer service centre.

DKM&X has built a reputation on quality and as such is committed to ensuring this is embedded in all its business activities.

The objectives for the coming year which have been set by the Management Board for DKM&X are to:

- Provide high quality goods and services which meet and exceed recognised international and organisational standards.
- Build the organisation's reputation by achieving Investors in People (Gold) and enter the ranks of the top 100 UK employers.

A short term strategy for the organisation is to make better use of quality management tools and techniques and the long term organisational strategy is to embed quality management as an overall approach and ethos for learning.

TASK 1A

You are required to write an **account** on the scope and purpose of quality management within organisations.

The account must use examples to:

- Evaluate the **scope and purpose** of quality management within organisations (AC1.1)
- Analyse different organisational **structures** used for managing quality (AC1.2)

Guidance for completion of Task 1a

- Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- You may base your response on the scenario above, your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.
- Your discussion should be underpinned with relevant models, references and theoretical principles.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

TASK 1B

You are required to create a **good practice guide** entitled 'Stakeholder influence and the impact of quality management systems on an organisation's activities'. The good practice guide will be used by other managers in the organisation.

- Examine the **influence of stakeholders** on an organisation's approach to quality management (AC1.3)
- Analyse the impact of **quality management systems** on an organisation's activities (AC1.4)

Guidance for completion of Task 1b

- Within the good practice guide you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- You may base your response on the scenario (page 4), your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.
- AC1.4 requires you to look at more than one quality management system as part of your analysis.
- Your discussion should be underpinned with relevant theoretical principles and models.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

APPROACHES FOR MANAGING QUALITY

It is important for all managers to understand approaches for managing and maintaining quality, as well as the tools and techniques that can be used within different contexts (i.e. business as usual, development of new products and services, projects and programmes of work). With more than 50 analytical tools and techniques that can be applied to quality management, selecting the right one can be a challenge. Managers who understand the range of approaches for managing quality will be able to select the best approach/approaches to meet organisational needs.

TASK 2a

From the list shown below write an **account** and select **TWO (2) approaches** evaluating how these can be used to manage and maintain quality (AC2.1)

Six Sigma (Motorola, 1986)	Statistical Process Control (SPC)
LEAN methods	Total Quality Management (TQM)
An organisation's own approach, philosophy or ethos	

Guidance for completion of Task 2a

- The account should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- You may base your response on the scenario (page 4), your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.
- Your discussion should be underpinned with relevant theoretical principles and models.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

TASK 2b

You are required to write an **account**. From the table shown below select **TWO (2) tools and techniques** and use well chosen examples to evaluate their use in quality management within an organisational setting (AC2.2)

Diagnostic (sense making) techniques	Analytical techniques		Presentation techniques	Manufacturing techniques
<i>Influence diagrams</i>	<i>Failure mode and critical analysis (FMECA)</i>	<i>SWOT analysis</i>	<i>Histograms, pie and bar charts</i>	<i>Tool room metrology (fit, finishes, tolerances, parts and assemblies)</i>
<i>Rational Decision Making (Kepner and Tregoe, 1965)</i>	<i>Six Thinking Hats (De Bono, 1986)</i>	<i>Root Cause Analysis (5 Whys)</i>	<i>Variance analysis</i>	<i>Design for Manufacturing and Assembly Techniques (DFMA)</i>
<i>Soft Systems Methodology (SSM)</i>	<i>Fishbone Analysis (Ishikawa, 1968)</i>	<i>Design of Experiments (DoE)</i>	<i>Data analysis and visualisation</i>	<i>Overall Equipment Effectiveness (OEE)</i>
<i>Appreciative Enquiry (Cooperrider and Srivastva, 1980s)</i>	<i>The Seven Wastes (7 Mudras)</i>	<i>Pareto Principles (Juran, c. 1937)</i>	<i>Statistical Process Control (SPC)</i>	<i>Mistake proofing</i>
<i>Delphi technique, mind mapping and brainstorming</i>	<i>Quality Function Deployment (QFD)</i>	<i>PDCA (Plan, do, check, Act) (Deming, c. 1950s)</i>	<i>Cost of Poor Quality (CoPQ)</i>	<i>Visual management</i>
	<i>Kano Model (Kano, 1980)</i>	<i>SixSigma: Voice of the Customer (Motorola, 1986)</i>		<i>KANBAN boards</i>
				<i>Value engineering</i>

Guidance for completion of Task 2b

- The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- You may base your response on the scenario (page 3), your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.
- Your response should be underpinned with relevant models, references and theoretical principles.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

THE APPLICATION OF CONTINUOUS IMPROVEMENT WITHIN ORGANISATIONS

Continuous improvement in its simplest form can be observed by the use of quality tools and techniques. Alternatively, continuous improvement can be viewed as a long term strategy and approach to organisational learning.

Short term strategies can be dramatic with fast, big steps leading to immediate improvement. Long term strategies may include many small incremental steps. These strategies impact on people, process and culture.

TASK 3

Basing your response on the scenario on page 3, your own experience of managing quality in the workplace or using well chosen examples from an organisation you know well or have researched:

Write a **report** entitled '*The application of continuous improvement within organisations*'

The report must be presented in **TWO (2)** sections:

A. Short and long term strategies for continuous improvement

i. Using examples, justify the use of **short** and **long term** strategies for continuous improvement within an organisation (AC3.1)

B. The process for embedding continuous improvement

ii. Using examples, you are required to evaluate the **process** for embedding continuous improvement within an organisational setting (AC3.2)

Guidance for completion of Task 3

- *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on the scenario on page 3, your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.*
- *Your response should be underpinned with relevant models, references and theoretical principles.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

JUDGING THE SUCCESS OF QUALITY MANAGEMENT

It is essential to be able to judge the success of quality management. There are a number of different ways this can be carried out. The success of quality management can be assessed by using metrics, standards of quality, business impact, levels of waste and costs, suitability and application of policies, procedures and processes. Another popular approach is to use scorecard methods.

TASK 4A

Guidance for completion of Task 4a

- *The account should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on the scenario on page 3, your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.*
- *Your response should be underpinned with relevant models, references and theoretical principles.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

TASK 4B

You are required to write an **account**. From the list shown below, use well-chosen examples to evaluate the use and purpose of a **scorecard method** to judge the success of quality management . You may use other relevant methods you are familiar with (AC4.2).

<i>Investors in People (IiP)</i>	<i>Balanced Scorecard (Kaplan and Norton, 1992)</i>
<i>European Foundation for Quality Management (EFQM)</i>	<i>Baldrige Award</i>

Guidance for completion of Task 4b

- *The account should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on the scenario (page 4), your own experience of managing quality in the workplace or good practice examples from organisations you know well or have researched.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

ASSESSMENT GUIDANCE

Refer	Pass
<ul style="list-style-type: none"> • The submission is incomplete • Tasks are incomplete • Not all assessment criteria have been met • No examples are used or the examples given do not match the requirements of the assessment criteria • Evidence is <ul style="list-style-type: none"> • Unclear • Technically incorrect or inaccurate • Biased • Unprofessional language • Poorly structured and presented • Ideas are under-developed • Lacks sufficient detail to show understanding of the topic 	<ul style="list-style-type: none"> • All tasks have been completed • All assessment criteria have been met • Examples given are well chosen and match the requirements of the assessment criteria • Evidence is <ul style="list-style-type: none"> • Well written and presented • Contains a breadth of examples • Accurate • Current (e.g. use of up to date legislation) • Authentic • Inclusive • Coherent • Credible • Technically correct • Evidence shows understanding and application of different perspectives, approaches or

<ul style="list-style-type: none"> • The application of different perspectives, approaches or schools of thought is unclear or inappropriate • Little or no evaluation of evidence has taken place • The ability to make judgments and solve complex problems has not been evidenced • Evidence is not directly attributable to the learner • External sources of information are not acknowledged • Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years) 	<p>schools of thought and the reasoning behind them.</p> <ul style="list-style-type: none"> • Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes. • Evidence used from external sources has been correctly referenced • Evidence is directly attributable to the learner • Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STATEMENT OF AUTHENTICITY

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

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

Section 1 -

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

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

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

Section 2 -

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

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

Learner Signature*	
Date (DD/MM/YYYY)	

**Please note electronic signatures are accepted*

Ofqual unit number R/616/3233

RQF level 5

Guided learning hours 23

Total unit time 60

Credits 6

Aims of unit Business outcomes are optimised when risks are identified and managed effectively. This unit has been designed to equip learners with an understanding of the scope and purpose of business risk management. This includes an evaluation of the types of business risks, the governance and approaches for managing these effectively, and how risk management can be implemented successfully within organisations.

Keywords Business risk, risk governance, assessing, ranking, mitigating risk, risk management, implementation, communication.

Learning Outcome 1	
Understand the scope of business risk management	
Assessment Criteria	
1.1	Evaluate business risks in relation to the organisation, its customers and suppliers
Indicative Content	
Business risk includes but is not limited to internal process failures, supplier failures, customer failures, events e.g. accidents, acts of God, terrorism, scenario based risk (relevant to organisation/sector impact of changes i.e. political/economic), risks and opportunities (business or commercial).	
Assessment Criteria	
1.2	Analyse the governance of risk within organisations
Indicative Content	
Governance includes but is not limited to ISO31000 management boards, committees, leadership and management systems, lines of authority and accountability, trustees, special interest groups, human resource management policies and procedures, staff development, risk reward culture, financial considerations, operational management processes and procedures for collection of data and information, risk and issues logs, risk management policies and procedures, technical considerations e.g. ICT systems, upgrades and applications, infrastructure and security (including cyber security).	
Assessment Criteria	
1.3	Examine categories of risk used within different organisational settings

Indicative Content	
<p>Categories may include but are not limited to market risk, operational risk, contractual, legal and regulatory risk, financial risk (including credit risk, liquidity risk), structural risk, skills gaps, technical risk, people, cultural and social risk, brand image, supplier and buyer risk, random events.</p>	
Assessment Criteria	
1.4	Analyse organisational methods for managing and quantifying risk
Indicative Content	
<p>Methods may include but are not limited to RAID (risks, assumptions, issues, dependencies) logs (PRICE2, c 2000), probability of occurrence and potential consequences e.g. likelihood and consequences risk matrices, financial management of risk, including future free cash flow, knowledge management approaches including competencies to manage business activities, competitor and environmental analysis, tasks and events, use of guidelines such as ISO 31000 (risk framework, principles and processes).</p>	
Learning Outcome 2	
Understand the process for managing business risk	
Assessment Criteria	
2.1	Analyse the processes for identifying, assessing and ranking business risk
Indicative Content	
<p>Identifying risk may include but is not limited to self-assessment, risk profiling, risk management meetings, guided workshops, benchmarking, industry and sector knowledge.</p> <p>Assessing may include but is not limited to reviewing the effectiveness of controls, procedures and governance, risk reporting and accountability, effectiveness of audit process, lines of authority and responsibility.</p> <p>Ranking may include but is not limited to benchmarking, score card methods, industry good practice, simple prioritisation methods, formal methods (e.g. Delphi and normal group techniques (NGT)).</p>	
Assessment Criteria	
2.2	Analyse the process for managing a business risk
Indicative Content	
<p>Managing may include but is not limited to monitoring and managing costs in respects of expected and unexpected loss, net social cost benefit, employing risk mitigation techniques, improving ICT systems and procedures, up-skilling staff, avoid high risks, monitoring risk using effective risk reporting, senior management involvement, stress testing, event analysis.</p>	
Assessment Criteria	
2.3	Examine approaches for mitigating a business risk
Indicative Content	
<p>Mitigating may include but is not limited to transferring risk, use of insurance policies, contingency planning, disaster planning, alternative risk transfer, risk avoidance, minimisation, prevention and prediction of risk.</p>	

Assessment Criteria	
2.4	Analyse methods for implementing business risk management
Indicative Content	
<p>Methods may include but are not limited to top down senior management influence, policy setting, implementation at operational/departmental/functional levels, bottom up processes, formal roles of governance (e.g. steering groups, committees, independent external auditors), risk management as a separate business function, or embedded within departments, RAID (risks, assumptions, issues, dependencies) logs PRINCE2, c 2000).</p>	
Assessment Criteria	
2.5	Assess methods for reporting identified risks to stakeholders
Indicative Content	
<p>Reporting may include but is not limited to issues, assumptions, risks, metrics (e.g. KPI's).</p> <p>Stakeholders may include but are not limited to internal: team members, line managers, senior managers, board members; external: potential employees, customers, suppliers, pressure groups, government agencies and regulatory organisations, general public; connected: shareholders, suppliers, partners, contractors.</p>	

Ofqual unit number D/616/3235

RQF level 5

Guided learning hours 22

Total unit time 60

Credits 6

Aims of unit Quality may be defined as excellence, capacity, grade, worth or meeting customer expectations. Whilst the definition for quality can easily be found in a dictionary it is much harder to develop and maintain. This unit looks at the challenge of developing quality within organisations. It focuses on embedding continuous improvement into working practices. On successful achievement of this unit learners will understand the scope and purpose of quality management, approaches, tools and techniques for managing quality and how to judge its success.

Keywords Quality management, stakeholders, structures, continuous improvement, purpose, procedures

Learning Outcome 1	
Understand the scope and purpose of quality management within organisations	
Assessment Criteria	
1.1	Evaluate the scope and purpose of quality management within organisations
Indicative Content	
Scope and purpose may include but are not limited to meeting and managing and customer expectations, contribute to compliance, efficiency, effectiveness, business performance.	
Assessment Criteria	
1.2	Analyse organisational structures for managing quality
Indicative Content	
Structures may include but are not limited to organisational structure and reporting lines (departmental, functional, matrix, special interest groups/quality improvement groups/quality circles, a job role), responsibilities within the structure for leading and managing continuous improvement, compliance, audits, performance and compliance against standards, management of projects and programmes.	
Assessment Criteria	
1.3	Examine the influence of stakeholders in quality management
Indicative Content	

<p>Influence may include but is not limited to different perspectives, motivations, priorities, working relationships, communication methods, power, authority.</p> <p>Stakeholders may include but are not limited to individuals, business functions, departments, partners, suppliers, customers (internal and external).</p>	
Assessment Criteria	
1.4	Analyse the impact of quality management systems on an organisation's activities
Indicative Content	
<p>Quality management systems may include but are not limited to policies, procedures, methods, work instructions and standards (mandatory, optional) local, industry (sector specific), international (e.g. International Organisation for Standardisation, ISO).</p>	
Learning Outcome 2	
Understand approaches for managing quality	
Assessment Criteria	
2.1	Evaluate approaches for managing and maintaining quality
Indicative Content	
<p>Approaches may include but are not limited to Six Sigma (Motorola, 1986), Statistical Process Control (SPC), LEAN methods, Total Quality Management (TQM) a shared organisation wide philosophy and ethos.</p>	
Assessment Criteria	
2.2	Evaluate the tools and techniques used in quality management within an organisational setting
Indicative Content	
<p>Tools and techniques may include but are not limited to Diagnostic (or sense making) techniques (e.g. influence diagrams, Rational Decision Making (Kepner and Tregoe, 1965), Soft Systems Methodology (SSM), Appreciative Enquiry (Cooperrider and Srivastva, 1980s), Delphi techniques, mind mapping and brainstorming);</p> <p>Analytical techniques (e.g. Failure Mode and Criticality Analysis (FMECA), SWOT analysis, Six Thinking Hats (De Bono, 1986), Root Cause Analysis (5 Whys), Fishbone Analysis (Ishikawa, 1968), Design of Experiments (DoE), The Seven Wastes (7 Mudras), Pareto Principles (Juran, date), Quality Function Deployment (QFD), Plan, Do, Check, Act PDCA (Deming, c.1950s), Kano Model (Kano, 1980), SixSigma: Voice of the Customer (date);</p> <p>Presentation techniques (e.g. histograms, pie charts and bar charts, variance analysis, data analysis and visualisation, Statistical Process Control (SPC), Cost of Poor Quality (CoPQ);</p> <p>Manufacturing techniques (e.g. fit, finish, tolerances, parts and assemblies, tool room metrology, mistake proofing; value engineering, Overall Equipment Effectiveness (OEE), De</p>	
Learning Outcome 3	
Understand the application of continuous improvement within organisations	
Assessment Criteria	

3.1	Justify the use of short and long term strategies for continuous improvement
Indicative Content	
<p>Short term may include but are not limited to dramatic and fast, big steps, breakthrough, intermittent, involves a select few, risks can be high, technological change can be to innovative.</p> <p>Long term may include but are not limited to small incremental steps, engages workforce, risk minimisation, impact on people, processes and culture.</p>	
Assessment Criteria	
3.2	Evaluate the process for embedding continuous improvement within an organisational setting
Indicative Content	
<p>Process may include but is not limited to Identify opportunities for short and long term improvements (e.g. build on success, respond to a problem, support customer need), identify long term goals and objectives, manage stakeholders involvement to get a perspective on priorities and how to improve customer growth and focus, identify and manage risk, set measurable objectives and key performance indicators/SMART objectives, develop improvement implementation plan and strategy (e.g. prototyping, parallel operations, big bang or p</p>	
Learning Outcome 4	
Know how to judge the success of quality management	
Assessment Criteria	
4.1	Discuss how the effectiveness of quality management within an organisational context can be assessed
Indicative Content	
<p>Assessed may include but are not limited to results and metrics, standards of quality, business impact, levels of waste and costs, suitability and application of policies, procedures and processes</p>	
Assessment Criteria	
4.2	Evaluate the use and purpose of a scorecard method to judge the success of quality management
Indicative Content	
<p>Scorecard methods may include but is not limited to Investors in People (IIP), Balanced Scorecard (Kaplan and Norton, 1992), European Foundation for Quality Management (EFQM), Baldrige Award.</p>	