

# LEARNER'S GUIDE

## CMIE Management School



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## CONTACT DETAILS

CMI Customer Support: Lynda Smith

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**Please contact your Customer Support for any queries on registration, change of address, etc.**

CMIE Management School Partner Service Coordinator: Sandra Otchere

Tel No: 01536 207358

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**Please contact the Partner Service Coordinator regarding any complaints, assignment submission queries, extensions etc.**

CMIE Management School Programme Director: Michelle De Bank Burgess

Tel No: 07860 860942

Email address: [michelle.debank-burgess@managers.org.uk](mailto:michelle.debank-burgess@managers.org.uk)

**Please contact the Programme Director regarding complaints.**

### **CMIE Assignment Inbox**

[cmie.assignments@managers.org.uk](mailto:cmie.assignments@managers.org.uk)

Please submit your assignment to this inbox (unless agreed otherwise with your assessor/programme lead) you can also contact this inbox with any general queries relating to your assignment.



## INTRODUCTION TO CMI

We are the only Chartered professional body in the UK dedicated to promoting the highest standards in management and leadership excellence. We have more than 120,000 members. That means because management matters to you, it matters to us.

We are the only Chartered body in the UK that awards management and leadership qualifications, and the only body that awards Chartered Manager, the hallmark of any professional manager. We literally set the standards that others must aspire to.

If you are a manager, when you join CMI you're making a statement about your standards and determination to continue to develop your management skills.

Helping managers achieve our qualifications, and assessing training and development needs, is just a small part of our offer to employers.

With this powerful mandate from the management community you can be sure that your voice will be heard at top tables in government, education and business. When we speak, they listen.

### **Our vision and mission**

#### **Our vision**

The vision that inspires us is a world where we see:

"Better led and better managed organisations"

#### **Our mission**

To increase the number and standard of professionally qualified managers and leaders.



## PURPOSE OF GUIDE

This guide has been developed to support you in your role as a Learner, providing clear guidelines and information about CMIE procedures; we understand that writing assignments can feel like a daunting prospect but the information contained within this guide will help explain what we expect from you and what you can expect from us.



## CMI AWARDING BODY

CMI is a specialist Awarding Body that offers a wide range of qualifications in Management and Leadership and Coaching and Mentoring. CMI has three regulators: Ofqual in England, the Welsh Government in Wales and the Scottish Qualification Authority (SQA) in Scotland.

We are regulated as an organisation and are monitored on areas such as governance, conflicts of interest, availability of adequate resources and arrangements, identification and management of risks, management of incidents, malpractice and maladministration.

Being a regulated organisation means that we have rules and regulations to adhere to. This means that you can be assured that the qualification processes and procedures are both robust and rigorous. We take quality very seriously.



## WHO'S WHO

### **The Assessor**

The role of an Assessor is to decide whether a Learner has demonstrated competence, provided evidence, knowledge and understanding against **all** assessment criteria (AC). Their main responsibility is to make clear and concise assessment decisions on the work you have submitted. Feedback to you will be both supportive and developmental. It will state clearly whether or not an assessment criteria has been passed or referred.

Depending on your programme set up your programme lead may also be your assessor. They will have been approved by CMI Awarding Body as holding a recognised assessor qualification. If this is not the case your assessor will be a CMIE assessor, this may also be the individual who is delivering your programme.

### **CMI Internal Verification (IV)**

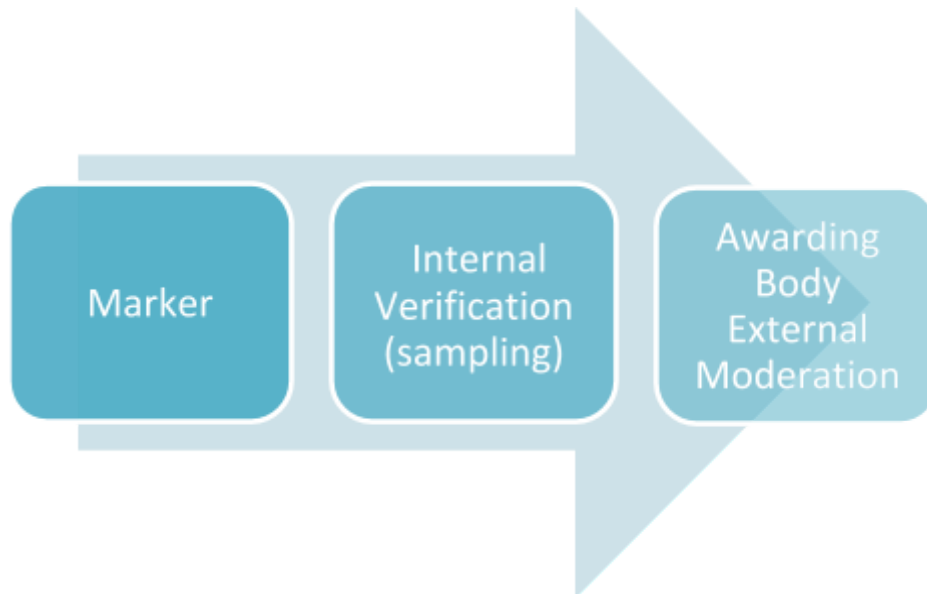
We have several quality checks in place to make sure that we are adhering to the regulators stringent expectations.

It is our responsibility to ensure the assessment of assignments are carried out in accordance with awarding body guidelines whilst checking for fairness and consistency.

## CMI Awarding Body Moderator

Moderators are responsible for reviewing the learner's work, assessor feedback and the Internal Verifier's work. Only once the Moderator is satisfied all of the above meet the required CMI standard will it be signed off for certification.

### Process at a glance:



We hope that you will be happy with all aspects of quality assurance process but if you do have concerns we encourage you to speak with your Programme Lead in the first instance, if required your Programme Lead will refer you to CMIE's Appeals Policy. This will provide information on how to formally raise your concerns.

### » HOW LONG WILL IT TAKE TO MARK MY ASSIGNMENT?

We always aim to get your results back to you as soon as we can, however we have to be satisfied that we have carried out all the necessary quality checks. We have put in place service level agreements (SLAs) so you know when to expect your feedback.

#### Marking

From receipt of the assignment assessors have **4-6** weeks to mark and send in the result and feedback to CMIE inbox.

## Referrals

If upon receiving your feedback you have been referred by the assessor you have **three** weeks to resubmit your assignment.

Once you have resubmitted your assignment your assessor has **4-6** weeks to re-mark a referral and send back to the CMIE Inbox.

For further information on referrals please see page 8.

## Moderation

Once an assignment has been marked it may be selected for moderation by the Awarding Body. The moderator has an SLA of **three** weeks.

## » ASSIGNMENT FEEDBACK

### Assessment Decision

Assignment feedback will be either marked as a Pass or Refer. No percentages are given.

### Feedback

All Assessors will first send their feedback to the CMIE inbox where it will be recorded. All assignment and feedback results forwarded to you, will be deemed 'subject to moderation'.

**At no stage in the marking process are the assessors permitted to inform the learners of their results.**

If you have any queries regarding the content of your feedback this should be addressed to CMIE via the CMIE Inbox.

## » DEADLINES

You may have set deadline for your assignment submission. It is important that you begin your research and preparation in good time before your assignment submission date. However, if there are extenuating circumstances that mean you are not going to be able to submit on time you should speak to your programme lead

and or Partner Service Coordinator as soon as possible to see if an extension is possible.

## » REFERRALS

If your assignment has been referred by your assessor it will automatically be sampled by an IV/moderator. This will cause a slight delay in receiving your feedback. This is to make absolutely sure that our quality team are in agreement on the referral before asking you to complete further work.

The feedback you receive on your referred ACs will be constructive and focussed, enabling you to successfully amend your assignment. If you feel unsure about the feedback you have been given you should contact CMIE via the CMIE inbox.

Look upon referrals as an opportunity to continue your learning.

You will have **three** weeks to resubmit and return to CMIE Inbox. If you are unable to meet this deadline then contact CMIE to arrange an extension.

Resubmissions that are deemed a referral for a second time will be looked at on a case by case basis.

## » ASSIGNMENT USEFUL INFORMATION

All Assignments should contain a front page including:

- Name
- Learner/Membership No
- Unit number and title
- Word count – by Task

### **Assessment Criteria**

It is paramount that all of the assessment criteria (AC) are addressed in the assignment in order to achieve the qualification. ACs need to be used as headings in your assignments, assignments that do not follow this format will be returned unmarked for amendments. This request will not be counted as a referral; however, if your **resubmission** fails to have the correct format then it will be treated as a referral. Please note the task is designed to give context only; generally for those in aspiring manager roles.



## **Word Count**

Word count should be adhered to with a 10% allowance either way. If the word count on your assignment is too low or too high or the word count is not clearly shown on the front page it will be returned by the assessor unmarked requesting amendments. This will not be counted as a referral; however, if your resubmission word count is still too low/high following the amendments then it will be treated as a referral.

The word count for the introduction and conclusion, titles and bibliography is not to be included in the overall assignment word count. The introduction and conclusions should collectively be no more than 800 words.

Word counts should be clearly stated on the front page of the assignment.

## **Appendices**

The use of attachments or appendices is discouraged. Information that is essential to your assignment in order to meet assessment criteria should always be included within the main body of the assignment. Assessors and moderators are NOT required to mark any appendices.

When work is submitted to the Awarding Body for Sampling, appendices will NOT be moderated.

## **Bibliography**

A bibliography is a list of all the materials that have been consulted while writing your assignments that you have not included in your reference list. Although you may have consulted a range of books, articles and websites whilst preparing to write your assignment, the content of these might not have been included in the actual text.

The bibliography should be compiled in the same way as the reference list and should appear after the reference list.

## **Assignment Structure and Size**

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

Assignments should be no more than 4MB and should be submitted on a Word.doc, **PDFs will not be accepted** and they will be returned to you.

**\*Assessors will use their discretion when reviewing the content of tables, it may be evident that you have used this format to reduce word count; equally you may have used a table as the best layout when answering an AC e.g. to**

**show direct comparisons. For ACs that begin with the command verbs such as ‘Explain’ and ‘Discuss’ it is not expected to see the answer in table format.**

### **Drafts Assignment Submissions**

CMI Management School **does not** support the practice of learners asking assessors to review draft submissions.

### **Assessment Submission Forms**

All assignments should be submitted alongside an Assessment Submission Form. No assignments will be accepted without a signed copy of this form.

The submission form is a requirement from the Awarding Body and confirms that all work is your own.

See Appendix 1 at the end of this document.

### **Referencing**

It is important that you remember to always correctly reference any work that you have sourced from your research whilst completing your assignment, this includes all models, theories and concepts.

Whilst we are not prescriptive on exactly how you reference we would recommend you use the Harvard Referencing System which is the most commonly recognised. You will find some useful examples online. Ultimately as long as the assessor can see that you have attributed the work that is not your own to its original source (and this source can be easily located from the information you provide) this will be acceptable.

If you fail to correctly reference your work you could potentially be investigated for potential plagiarism which could mean you are left unable to complete your qualification.

### **Malpractice**

All instances of alleged collusion and/or plagiarism will be treated according to CMI Management School’s Malpractice and Maladministration Policy.

Malpractice can occur in:

- The preparation and authentication of assignments
- Conduct during an internal assessment
- Conduct during an external assessment

Examples of malpractice include:

- Plagiarism - failure to acknowledge sources properly and/or the submission of another person's work as if it were your own
- Collusion with others when an assessment must be completed by individuals
- Copying from another Learner (including using ICT to do so)
- Impersonation - assuming the identity of another Learner or having someone assume your identity during an assessment
- Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence.

If you are found to have committed malpractice you will be placed under investigation and potentially you will not be able to complete your qualification and your CMI membership will be revoked.



## BEFORE YOU SUBMIT

You may be quite comfortable writing reports or documents. It's also possible that you haven't written an essay since leaving full-time education, and the thought of writing an assignment fills you with dread

Don't worry; writing the assignment is only part of the learning process during a CMI programme. The workshop, the reading you do, and any conversations you have with colleagues and line managers, or your workshop facilitator about some of the ideas you have encountered are just as important.

<b>Start by reading the question</b>	<p>It may sound obvious, but some candidates write pages before they consider the needs of the question. Read it through with your colleagues in your workshop group, and ask your facilitator if you have any questions.</p> <p>Each assignment is divided into Tasks, and in answering the task you need to cover the Assessment Criteria. They are always related to the task, and are numbered. You can find them below each task.</p>
<b>What do you need?</b>	<p>Do you have all the information you need? If not, where will you find it? Do you need to do some more background reading? Where will that be? Online, or a workbook? Do you need to do some desk research or compile a questionnaire? Sounds like you may need a work plan.</p>
<b>How much time do you have?</b>	<p>Generally the CMI course will suggest Guided Learning Hours (GLH), and these are the average number of hours it takes a typical learner to complete a workshop and an assignment. You may take longer, or you may work more quickly. That rather depends on you, and your learning preferences. Either way, it is likely you will have a deadline to meet, and you will need to plan how you are going to complete an assignment and submit it on time. Again, it sounds like you may need a work plan.</p>
<b>Keep it simple</b>	<p>Write about what you do, and what you have learned. How do the two join together? Ensure your answer covers the key points in the task and the assessment criteria. Use examples from your own workplace (current or previous employment).</p>
<b>Once you've read a question, think about what model, tool or framework you might need.</b>	<p><b>If a question asks you to “evaluate internal and external factors that could influence a change in how you manage resources”, then consider how you could approach that question. Could you write lists of factors that influence how resources are managed? Yes, probably, but how would you structure it, and could you link it to a model from a workbook and your learning? How about a PESTLE analysis? You could create a table to reflect the PESTLE headings (one row for each aspect) and it</b></p>

	<p>would ensure you covered both internal and external factors. Great, all you need now is to reference the source for the PESTLE model.</p> <p>This approach will save you time and effort and will work better than writing pages of words and then trying to retrospectively include a model later on, only to find that you have exceeded the word count.</p>
<b>Talk to other people</b>	How are you finding this task? Is it taking longer than you thought? Talk to colleagues on your programme. What have they found, or learned, or are they doing anything differently to you? Talk to your course facilitator if you are stuck.
<b>Reflect on how it went. What could you change for next time?</b>	The conclusion for each assignment encourages you to reflect on the process of the assignment, as well as the topic content. Think about what you could do differently next time. Write less, allow more time, talk to more people?

### Other considerations

<b>Template in Word</b>	As all your assignments need to be submitted in Word, it may help to create an assignment template or use the template provided– featuring a header and footer, with your name, page numbers and CMI membership number. This will help to ensure that you meet all the practical aspects of assignment submission.
<b>Command verbs</b>	These are the directions in the task, such as ‘Evaluate’ or ‘Identify’. Whilst these definitions might appear obvious, the CMI lists almost 70 command verbs! It is worth ensuring that you clearly understand what each command verb means during the workshop, what’s required, and any other details during the discussion that takes place about the assignment task. Please see page 17.
<b>Structure/format/style</b>	Follow the structure of the tasks, and use the same numbering system, titles, etc. Write in the first person, as it’s usually about you, and your experience of dealing with the topic. Use short sentences, bullet points, diagrams, charts, tables and pictures where appropriate. If you have long passages of unbroken text, you are probably overdoing it a little and need to edit.
<b>Be selective</b>	The word count usually means that you must make a choice about what you put in and what you leave out. You simply won't have room to write everything you have learned about ‘giving feedback’ or ‘situational leadership’ or ‘dealing with conflict’. Don't worry, the learning is not wasted – it's still in your head and

	the important thing is that you have covered more than you need to answer the assessment criteria. Be prepared to edit your answers, and be ruthless!
<b>Introduction and Conclusion</b>	You have up to 300 words for your introduction and up to 500 words for your conclusion.
<b>Cover page</b>	A simple cover page to feature: your name, CMI membership number, date of submission, word count for each task.
<b>Naming your assignment</b>	Surname & Unit Number (e.g. Smith 5001). As you can probably imagine, CMI receives lots of assignments called 'CMI Assignment'...

### Compulsory requirements

<b>Task/Assessment Criteria (ACs)</b>	The task is designed only to give context to the learners, it is paramount that all of the assessment criteria (AC) are addressed in the assignment in order to achieve the qualification. Please remind learners that ACs need to be used as headings in their assignments.
<b>Appendices</b>	Appendices are to be discouraged. Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report." If it's really important – use a picture.
<b>Word count</b>	"All CMI assignments come with a guideline word count, there is a 10% leniency on this guideline. Any assignments submitted for marking that are over or under this guideline (by more or less than 10%) should be referred back to the learner for amending. For example, word count of 500-800 words would equate to 450 words as a minimum and 880 words as a maximum.
<b>Submission</b>	You are required to submit one non-returnable copy of each assessment. These must be emailed to the assignment mailbox, ensuring you have kept a duplicate copy for yourself. Please ensure that all documents are in Word, there are no pictures, attachments or other documentation attached to the submission. If the documents are too large (4Mb and above), they will be rejected – causing a delay in the receipt and marking of your work.

<b>Reference to study materials</b>	You should illustrate and justify your argument with reference to the study materials, to other sources of learning and to your own experience in the workplace. It is expected that you should also demonstrate independence of thought and provide a reflection on your learning as part of the development of a self-critical approach and commitment to lifelong learning.” Essentially, if you’ve simply written an account of what you do now, then you probably won’t pass. You must try to include a model, tool or framework in each task (one or two is usually enough), and provide a reference for each. You should also try to illustrate your answer with a workplace example.
<b>References</b>	<b>Harvard style, as shown in the Pathways Workbook. Remember (Author, Year) in the text, with detailed reference at the end. Example is: Covey S, Seven Habits of Highly Effective People, 1984, Heinemann UK. You can call it References, Bibliography or Reading List – just make sure it’s included, and no, the references are not included in the word count!</b>
<b>Referrals</b>	If the assignment marker or CMI internal verifier fails your assignment, you will receive an email with some guidance comments on what needs to be revised. It’s always best to contact your facilitator and talk through the comments, so that you are clear on what needs to be done. “Assignments that are re-submitted following a referral need to have all of the amendments made in red. This is to help the marker to identify the changes easily, if the amendments are not made in red these should be returned to the learner.

You will find that writing the assignment becomes easier as you go through the programme. Don't lose heart or give up. It's all part of the learning process!

Below is a list of the Command Verbs within the assignments and their definitions.

Command Verb	Definition
<b>Analyse</b>	Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.
<b>Apply</b>	Put into operation or use. Use relevant skills/knowledge/ understanding appropriate to context
<b>Assess</b>	Offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts
<b>Carry out</b>	To undertake an activity of a practical nature
<b>Compare</b>	Identify similarities and differences
<b>Conduct</b>	To do or carry out
<b>Consider</b>	To think carefully about especially before making a decision
<b>Construct</b>	To build or form by putting together parts
<b>Contrast</b>	Identify differences
<b>Create</b>	To originate, e.g. to produce a solution to a problem
<b>Critically Review</b>	Critical review (sometimes called a critique, critical commentary, critical appraisal, and critical analysis) is a detailed commentary on and critical evaluation of a text.
<b>Define</b>	State or describe the nature, scope or meaning
<b>Demonstrate</b>	Show in an explicit way
<b>Describe</b>	Give an account, including all the relevant characteristics, qualities, or events
<b>Design</b>	Plan and presentation of ideas to show the layout/function/workings/object/system/process
<b>Determine</b>	Find out, decide, e.g. what is relevant. To find a solution by following a set of procedures or to obtain a numerical value by carrying out a series of calculations
<b>Develop</b>	Progress/expand/initialise from a starting point
<b>Devise</b>	To plan or invent a procedure/system/mechanism



<b>Discuss</b>	Give an account that addresses a range of ideas and arguments
<b>Distinguish</b>	To recognise the difference/s
<b>Evaluate</b>	Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence
<b>Examine</b>	To look at, inspect, or scrutinise carefully, or in detail. Investigate closely
<b>Explain</b>	To give account of the purposes or reasons
<b>Explore</b>	To find out about
<b>Identify</b>	Recognise, list, name or otherwise characterise
<b>Initiate</b>	To cause a process or action to begin
<b>Illustrate</b>	Make clear by using examples or provide diagrams
<b>Implement</b>	Put into action/use/effect
<b>Justify</b>	Present a reasoned case for actions or decisions made
<b>Outline</b>	A description setting out main characteristics/points
<b>Plan</b>	Consider, set out and communicate what is to be done
<b>Prepare</b>	To make something ready for use or consideration
<b>Present</b>	Produce an exposition/resumé for an audience, eg at the conclusion of the project to demonstrate what has been done and the outcome
<b>Process</b>	A systematic series of actions
<b>Produce</b>	To bring into existence. Give rise to by intellectual or creative ability: to make or manufacture
<b>Propose</b>	Put forward an idea, plan, suggestion for consideration by others
<b>Recommend</b>	Suggest/put forward as being appropriate, with reasons why
<b>Reflect</b>	Look back upon and appraise, relate to, e.g. to stated aims. Give contemplative, balanced consideration to an issue or action
<b>Relate</b>	Make or show a connection between
<b>Review</b>	Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not

<b>Suggest</b>	Give possible alternatives, produce an idea, put forward, e.g. an idea or plan, for consideration
<b>Summarise</b>	Present principle points without detail
<b>Synthesize</b>	To make by combining different things
<b>Undertake</b>	Take part in or carry out an activity
<b>Use</b>	Apply the information provided or apply prior learning. To put into service or action. Employ for a given purpose

## » COMPLAINTS POLICY

Whilst we do everything we can to make sure our assignment service is as robust as possible we do recognise that there may be circumstances where you may wish to raise concerns.

Appendix 2 contains a copy of our official Complaints Policy

## APPENDIX 1

**ASSESSMENT SUBMISSION: Unit Number:**

## 1. Confirmation of own work

I confirm that the above assessment, attached herewith, is all my own work and does not include any work completed by anyone other than myself.

## 2. Ethical approval

Throughout the programme you will be collecting data, analysing information; this may involve accessing company information, preparing questionnaires and structured interviews amongst other data collection methods. Ethical approval must be obtained prior to starting your research and data collection and this should be via your line/general manager. I have considered and discussed the above with my line/general manager, and accept that I am responsible for ensuring appropriate clearance where necessary.

Participants Name (please print).....

Participants signature..... Date.....

It is essential that you include the word count on the front of your assignment; this should include a breakdown of each section. Failure to do so will result in your assignment being returned unmarked.

THANK YOU FOR YOUR ASSISTANCE

## APPENDIX 2



### **CMIE Management School Complaints Policy and Procedure**

CMIE Management School is a Licensed Centre regulated by Ofqual, the qualification regulator for England and Northern Ireland. The Centre is committed to high levels of quality assurance and policies that are open, transparent and free from bias.

The CMIE Management Centre ensures complaints are dealt with quickly and efficiently avoiding the need for a formal written complaint wherever possible. However, should the matter necessitate a formal complaint, the procedures detailed in this document will be followed.

All complaints will be dealt with fairly and in a timely manner, and will be recorded so that analysis is facilitated.

Formal complaints should be sent in writing (by letter or email) and should state clearly the reason for the complaint. All complaints will be acknowledged speedily, recorded clearly, and resolved as quickly as possible and as practicable.

Please send all complaints to:

Michelle De Bank-Burgess  
CMIE Management School Programme Director  
CMI  
Management House  
Cottingham Road  
Corby  
Northants  
NN17 1TT

[michelle.debank-burgess@managers.org.uk](mailto:michelle.debank-burgess@managers.org.uk)