



Qualification Update

Webinar 2

Portfolio Approaches

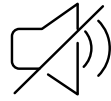
19th November 2025

Housekeeping



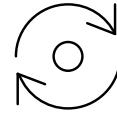
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Everyone is on mute

Everyone is on mute



Questions & polls

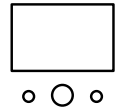
Please add your questions into the question function on the control panel. Will we endeavour to answer all questions although will follow up with the usual Q&A with the webinar recording.

Will combine questions from webinar 1 & 2



Captioning

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Let's take a look at what is happening today

Agenda

- 1 Introductions
- 2 Our Leadership & Management offer
- 3 Proposed assessment approach
- 4 Keeping up to date
- 5 Roadshows
- 6 Upcoming events and keeping up to date



Your speakers today



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ILM Leadership & Management *offer*

Leadership & Management
Level 2, 3 & 5

The “what”

New suite of Leadership & Management qualifications

The Headlines

Brand-new suite of Leadership & Management qualifications at Level 2, 3 & 5 which will go live in January 2026.

- New Award, Certificate, Diploma and Extended Diploma sized qualifications
- Refreshed content, ensuring current topics are included which reflect the changing role of leaders and managers
- Move to a portfolio of evidence assessment method to allow for more flexibility in evidence types.





The “why”

Supporting Modern Leaders & Managers

Qualifications that meet the needs of modern leaders & managers

Refreshing our much-loved suite of Leadership & Management qualifications to support learners in meeting the demands of the changing workplace.

The modern workplace has changed significantly over recent years and is evolving at a rapid pace. We’re working on new ILM qualifications that equip learners with practical, future-ready skills and knowledge needed to be effective in today’s workplace.

An assessment approach that is accessible for learners with differing needs and flexible enough to support learners in a wide range of working environments.

The “how”

What's *new*?

More focussed product offer

- Clearer qualification offer with a rationalised unit offer at each level

Refreshed and updated content

- Unit content update to provide the skills and knowledge needed to tackle the challenges faced by modern leaders and managers
- All units contain a mix of knowledge and skills to ensure consistent and comparable outcomes
- Alignment to current management and leadership standards at each level, ensuring knowledge and skills meet employer expectations
- Flexibility provided by a range of optional units at each level

Accessibility

- Simplified documentation, guidance and requirements
- Clearer language to avoid ambiguity

Assessment

- Move to Portfolio of Evidence supports a more flexible approach to assessment
- Allows different evidence types to be used from across a wide range of sectors

New Assessment approach



Move to a Portfolio of Evidence

Assessment Approach

The new qualifications will be assessed using a portfolio of evidence.

- The purpose of moving to this assessment method is to provide a more flexible approach to assessment:
- Allows for a range of different evidence types to be used including written assignments, work-based product evidence, professional discussions.
- Provides more flexibility to suit different learner needs
- Evidence types can be flex to suit different learner environments
- Supports authenticity in an increasing AI world.

We will provide a range of supporting resources including a Portfolio Pack to support evidence gathering and the creation of portfolios.



Move to a Portfolio of Evidence

What is a portfolio of evidence?

A '**collection of evidence**' that has been created through the course of **normal work activities** that **holistically** demonstrates knowledge and skills developed throughout the qualification.

Evidence helps to **demonstrate** understanding and **application** of the assessment criteria

- Application of knowledge learnt
- Acquisition and demonstration of skills

Non-confidential work outputs created or significantly contributed to by the candidate.

Demonstrate practical application of skills (e.g., plans, reports, agendas, training materials).

Move to a Portfolio of Evidence

The benefits of Portfolio assessment

Advantages of portfolios as a method of learning and assessment

Portfolios

- encourage learners to become accountable and responsible for their own learning (i.e., self-directed, active, peer-supported, adult learning).
- can accommodate diverse learning styles
- allows use of a range of different evidence types 'flexible assessment'
- can monitor and assess students' progress over time
- can assess performance, with practical application of theory, in real-time work-based settings (i.e., authentic assessment).
- have high face validity, content validity, and construct validity
- integrate learning and assessment
- promote creativity and problem solving
- supports authenticity (AI challenges)
- Core ILM principles of Knowing, Doing and Being



Considerations for the portfolio

The qualification is designed for candidates who are in work, so most portfolio evidence should come from naturally occurring workplace activities.

Candidates will need to understand:

- how to build and maintain their portfolio
- what each unit requires
- what evidence is needed and where it can be generated in day-to-day work
- how to align a single piece of evidence to multiple criteria

Tutors / assessors should support candidates to identify:

- natural opportunities within their job role to gather evidence
- when and where specific assessment criteria can be met
- opportunities for **holistic evidence generation** across units
- it may be useful to create a **timetable or plan for evidence collection**, aligned to unit delivery and assessment points.





Considerations for the portfolio

If suitable evidence **cannot** be naturally generated in the workplace:

- Tutor / assessors should refer to the unit guidance for appropriate alternative activities
- structured tasks may be set to generate valid evidence (will be available in Guidance on Typical Evidence in the Portfolio Pack)

When setting tasks or activities, providers must ensure evidence is:

- valid
- current
- Authentic

Candidates are responsible for **collating and organising** their own portfolio.

This encourages active engagement in their learning, supports reflection, and provides visibility of progress.

Types of Evidence

A rich mix of different types of evidence which might include

- Written assignments / assessments
- Performance reviews
- Project plans and documentation
- Reports
- Minutes of meetings
- Demonstrations
- Presentations
- Research projects
- Reflective Accounts / Logs / Journals
- PDF, EXCEL, Video Audio Files, PowerPoints (with notes visible)
- Witness testimonies
- Audio/Video Files



Holistic evidence gathering

What Holistic Evidence Can Look Like

- A single project, task, or case study that demonstrates several skills or learning outcomes.
- Can be across multiple AC's and across units
- Observation records covering a full activity from start to finish.
- Reflective accounts that reference decisions, behaviours, and outcomes across criteria.
- Videos, audio recordings, or photos that show a process rather than only the final output.
- Work products (emails, reports, plans, schedules) that naturally meet more than one requirement.
- Professional discussions that allow the learner to articulate linked knowledge and understanding.

Holistic Evidence – Key Principles

- Collect evidence that naturally arises from real tasks rather than creating artificial activities.
- Aim for evidence that covers multiple criteria at once instead of isolating each one individually.
- Show competence through integrated practice, not disconnected snippets of work.
- Ensure the learner's evidence reflects authentic workplace performance.

Holistic evidence gathering

Quality Checks for Holistic Evidence

- **Validity:** Does the evidence clearly meet the required outcomes?
- **Authenticity:** Is the work genuinely completed by the learner?
- **Sufficiency:** Does it provide enough breadth and depth across the criteria?
- **Currency:** Is the evidence recent and relevant to current practice?
- **Reliability:** Would another assessor reach the same judgement?

How to Gather Holistic Evidence

- Map existing workplace tasks against multiple learning outcomes before collecting evidence.
- Choose activities that allow the learner to demonstrate a **range** of competencies.
- Use combined methods (e.g., observation + questioning + work product) to show breadth and depth.
- Encourage learners to reflect on how tasks interrelate and the impact of their actions.
- Capture evidence as you go to preserve authenticity and accuracy.

Holistic evidence gathering



Benefits of Using a Holistic Approach

- Reduces duplication and workload for both learners and tutor / assessors.
- Creates a clearer, more cohesive portfolio story.
- More accurately reflects real-world practice and performance.
- Makes assessment decisions more robust and efficient

Example of holistic evidence gathering

Unit 313 requires learners to **‘plan and lead a meeting in a workplace context’**

Evidence may be produced through other unit activities, especially where information must be communicated to a team.

Unit 303: LO2 – **communicating and setting SMART objectives with a team**

Evidence of delivering a single team meeting could meet assessment criteria in both:

- **unit 303 (LO2, 2.1, 2.2)**
- **unit 313 (LO2, 2.1-2.4)**

The evidence could be a record of the meeting such as an observation, a testimony, a meeting recording.



Example of holistic evidence gathering

Unit 303

LO2 Be able to monitor the performance of the team

The learner can:

- AC2.1 Communicate performance expectations to the team
- AC2.2 Set SMART objectives for the team aligned with organisational goals

Unit 313

LO2 Be able to plan and lead meetings in a workplace context

The learner can:

- AC2.1: Prepare agendas and supporting materials for formal workplace meetings
- AC2.2 Lead meetings, ensuring clear communication, timekeeping and inclusive participation
- AC2.3 Follow agreed procedures for opening, managing and closing meetings.
- AC2.4 Record meeting outcomes accurately using formal documentation



What guidance and templates will be available.

Examples of templates the pack will include

- Matrix
- Portfolio guidance
- Guidance on typical evidence
- Types of evidence
- Holistic evidence gathering/ integration of evidence across units (where possible)
- Authentic evidence gathering (plagiarism, AI etc.)
- Provision of templates (not mandated) to support learners, aid consistency and reduce centre burden, e.g. Self-reflection templates, PDP/PPDP templates and centres e.g. observation record form.

Centre staffing requirements



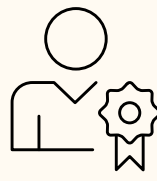
Centre staffing

- Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They must have:



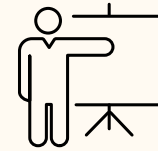
Technical Competence

- Be occupationally competent or possess technical expertise equivalent to the level of training being delivered.
- Experience should reflect current industry standards and practice.



Professional Experience

- Must have current and relevant experience in the specific subject area being delivered and assessed.



Training Delivery

- Proven track record of delivering training.



Continuing Professional Development (CPD)

- Centres are expected to support their staff in ensuring that their knowledge of the occupational area remains current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

*Keeping up to date and
events*

Roadshows: *Bringing our qualifications to you*

Early 2026 we will arrange a series of Face-to-Face events to go through the detail of the new qualifications across the UK.

Dates and venues will be confirmed



Coming soon
Face-to-Face event
announcement



Take a look at...

Upcoming ILM Customer updates for 2026

Date: Monday 19 January

Time: 12:00pm – 1:15pm BST

[Registration](#)

Date: Thursday 23rd April

Time: 9.00am – 10:15am BST

Booking link to follow

Date: Thursday 7 July

Time: 9.00am – 10:15am BST

Booking link to follow

Date: Thursday 14th October

Time: 9.00am – 10:15am BST

Booking link to follow

Recordings of all past webinars, customer updates and slides can be found on the website.

[ILM Event Recordings](#)

[Keeping you informed with our customer webinars and updates |](#)

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We would like to say...

Thank you

About ILM

ILM, part of City & Guilds, is the UK's leading provider of practical leadership, management, and coaching qualifications. Spanning Levels 2 to 7 and awarded by The City and Guilds of London Institute, ILM's specialist suite supports learners at every career stage. ILM also offers expert assessment, learning content, and accreditation services.

We believe great leaders can come from anywhere. That's why ILM focuses on developing real-world, work-based skills - empowering individuals to lead with confidence and impact. By helping people unlock their potential, ILM enables organisations to build confident, capable managers who drive performance, engagement, and long-term success.

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