



Technical specifications for

City & Guilds Level 2

Award for Young Leaders (8004)

Version: 1.2 (May 2026)

Version and date	Change detail	Section
1.0 November 2015		
1.1 November 2018		
1.2 May 2026	Removal of Extended Award	Throughout
	Addition of access arrangements, CASS, sustainability sections and Appendix 1, sources of general information	Qualification specific requirements, Appendix 1

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Note: This is a qualification specific document and should always be read in conjunction with the Supporting Notes for ILM VRQs document available at www.i-l-m.com or from ILM Customer Services (customer@i-l-m.com) and the ILM Customer Handbook.

Qualification Purpose and Aim

Who is this qualification for?

The Level 2 Award for Young Leaders is for individuals aged between 14 and 24 years who are engaged with others in formally structured learning communities or environments. The aim is to formalise the learning for young learners and help them develop a range of skills and behaviours, including leadership, self-management and mentoring. An additional aim is to help them appreciate the benefits they both gain and give by undertaking a course of social action (volunteering).

The development of these skills and associated behaviours will provide a valuable platform for the next steps in their career or education path.

Benefits for individuals

- Learn core leadership and self-management skills and behaviours
- Develop an understanding and a set of core skills in the role of mentoring
- Improve personal accountability and motivation
- Gain an understanding of how volunteering (social action) benefits both the individual and the community
- Have evidence through a reflective journal of individual development
- Gain a solid foundation of core personal skills that will support the next stages in career or education progression
- Get a nationally recognised qualification
- Support and enhance the completion of other established recognised pathways such as:
 - Community or Junior Sports Leaders Awards Level 1 or 2
 - Business employees volunteering in the community
 - Community Education programmes
 - Queen's Scout Award
 - V50 or VImpact Awards
 - Adults volunteering
 - Duke of Edinburgh's Award
 - GCSEs, A Levels or NVQs
 - Learning Champion training
 - Qualifications for Volunteer Skills for Life Assistants
 - Cadet groups
 - 14 years plus learners in full-time education seeking routes to enhance their CV.

Benefits for leaders or educators of young people

- Provide a framework through which young people will develop essential lifelong personal skills and behaviours.
- Provide an opportunity to gain a nationally recognised qualification that will offer a pathway to further educational or personal development.

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Progression Routes

If in an appropriate environment or situation, successful learners may be able to progress to other qualifications such as:

- Level 2 Award in Leadership and Team Skills
- Level 2 Award in Mentoring
- Level 2 Certificate in Leadership and Team Skills
- Level 3 Award in Leadership & Management.

Qualifications Specific Occupational Competency Requirements

Centres must ensure they have competent and suitably qualified staff involved in the teaching, learning and assessment of ILM qualifications.

Generic occupational competency requirements are listed in the *Supporting Notes for ILM VRQs* document which can be downloaded from the ILM website.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

To carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- adhere to the requirements set out in the centre handbook
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

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External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- adhere to the requirements set out in the centre handbook
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres using systematic sampling
- provide feedback to centres and to City & Guilds.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this/these qualification(s) and its/their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

Inclusion and diversity

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City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Qualifications Structures and Details

Level 2 Award for Young Leaders

Qualification Accreditation No:	601/7709/3
Credit Value:	Min of 3 credits
Induction:	1 hour
Tutorial Support:	2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above. Minimum is 15 GLH and maximum is 20 GLH.
Duration:	To be completed in 3 years from the date of registration.
Rules of Combination:	Learners are required to attain a minimum of 3 credits but no more than 4 credits overall by completing the mandatory unit plus one other unit from the Optional group. Please refer to the overview of unit's table.
Assessments:	Criterion assessment applies to all units within this qualification (i.e. the learner must adequately evidence each assessment criterion). For further details see the ILM recommended mark sheet for each unit.

Overview of Units

Ref	Unit Title	Level	CV*	GLH**
Mandatory Group				
8004-203	Developing Self-Leadership and Resilience for Young People (Mandatory)	2	2	10
Optional Group				
8004-200	Developing Awareness of Equality and Diversity	2	1	5
8004-201	Developing Leadership Skills for Young People	2	2	10
8004-202	Developing Mentoring Skills for Young People	2	2	10
8004-204	Developing Skills to Work as a Volunteer	2	2	10

*Credit Value. **Guided Learning Hours

Unit specifications for the Level 2 Award for Young Leaders

Title:	Developing Self-Leadership and Resilience for Young People	
Level:	2	
Credit value:	2	
Unit guided learning hours	10	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand the use of effective self-leadership to achieve identified goals	1.1 List the skills of self-leadership 1.2 Explain how effective self-leadership and resilience will help you achieve goals	
2. Develop self-leadership skills	2.1 Set SMART personal objective(s) to achieve goals 2.2 List things that will either help you or prevent you from achieving your objective(s) 2.3 Show how you have motivated yourself to achieve your objective(s) 2.4 Use problem-solving skills to help you achieve objective(s) 2.5 Show resilience by coping in a positive way when things don't go to plan 2.6 Show how you sought help from others when things didn't go to plan	
3. Reflect on self-leadership	3.1 Self-assess your performance in self-leadership and showing resilience	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to develop an understanding of the self-leadership and resilience required by an individual.	
Additional Guidance about the Unit		
Indicative Content:		

1	<ul style="list-style-type: none"> • Role, nature and skills of self-leadership including self-motivation, self-reward • Solving problems, constructive thought patterns, handling emotions and stress • Developing resilience by coping positively with setbacks and challenges
2	<ul style="list-style-type: none"> • Setting personal SMART objectives • Supervised practice to develop the ability to apply knowledge and skills of self-leadership and resilience
3	<ul style="list-style-type: none"> • Good practice in reviewing own performance • Principles of self-assessment

Title:	Developing Awareness of Equality and Diversity	
Level:	2	
Credit value:	1	
Unit guided learning hours	5	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand equality and diversity	1.1	Explain what is meant by 'promoting equality'
	1.2	Explain what is meant by 'respecting diversity'
	1.3	Explain why equality and diversity are important in your community
2. Understand how equality and diversity affects their community	2.1	Describe at least four different behaviours that should be combated as they lead to discrimination
	2.2	Identify actions that individuals should take to promote equality and the valuing of diversity within their community
3. Reflect on awareness of equality and diversity	3.1	Self-assess your performance in promoting equality and valuing diversity
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to develop an awareness of their role to promote equality and diversity and the development of behaviours to support this.	
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> • Definitions of equality and diversity and their relevance to the community • Promoting equality • Valuing diversity 	
2	<ul style="list-style-type: none"> • Examples of good practice in equality and diversity • Discriminatory behaviour including harassment, bullying and victimisation • Examining personal values, attitudes and prejudices 	
3	<ul style="list-style-type: none"> • Good practice in reviewing own performance • Principles of self-assessment 	

Title:	Developing Leadership Skills for Young People	
Level:	2	
Credit value:	2	
Unit guided learning hours	10	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand the meaning of leadership	1.1 Identify what leaders do that makes them effective	
2. Develop own leadership skills	2.1 Set and communicate a SMART objective for a team	
	2.2 Involve team members in decisions on how to achieve an objective	
	2.3 Support team members in their tasks	
	2.4 Take actions to develop positive team relationships, motivation and trust	
3. Reflect on leadership skills development	3.1 Self-assess and peer-assess your leadership performance	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to develop an understanding of the meaning and nature of leadership.	
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> • Characteristics of an effective leader • Leading a team – action-centred approaches to individual, team and task • Influencing others • Dealing with conflict • Potential impacts on individuals and outputs/performance 	
2	<ul style="list-style-type: none"> • Development and appropriate use of leadership skills • Supervised practice or simulation to develop the ability to apply knowledge and skills of leadership 	
3	<ul style="list-style-type: none"> • Good practice in reviewing own performance • Principles of self-assessment 	

Title:	Developing Mentoring Skills for Young People	
Level:	2	
Credit value:	2	
Unit guided learning hours	10	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand the young leader's role in mentoring	1.1	Outline the role of the mentor when mentoring young people
	1.2	List the skills a mentor needs
2. Develop mentoring skills for young people	2.1	Prepare for a minimum of two mentoring sessions
	2.2	Mentor for a total of at least two hours
	2.3	Use questioning and listening techniques in your mentoring sessions
	2.4	Give feedback to the person you are mentoring to help their learning
	2.5	Show how to develop trust in the mentoring relationship
3. Reflect on mentoring skills development	3.1	Self-assess your mentoring performance
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to develop an understanding of the role and nature of mentoring when working with young people.	
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> Nature and role of mentoring young people Personal factors which can inhibit responsiveness to mentoring (e.g. previous experiences, expectations, attitudes to being mentored) Confidentiality, data protection 	
2	<ul style="list-style-type: none"> Planning for mentoring Questioning and listening skills Giving and receiving feedback Importance of trust in the mentoring relationship Ways to handle mentees' personal problems arising during mentoring sessions 	

	<ul style="list-style-type: none">• Supervised practice to develop the ability to apply knowledge and skills of mentoring
3	<ul style="list-style-type: none">• Good practice in reviewing own performance• Principles of self-assessment

Title:	Developing Skills to Work as a Volunteer	
Level:	2	
Credit value:	2	
Unit guided learning hours	10	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1. Understand the benefits and responsibilities of volunteering		1.1 Identify the benefits for the individual of volunteering 1.2 Identify the responsibilities the volunteer has when volunteering
2 Develop volunteering skills		2.1 Carry out a volunteering role to the required standards, targets and deadlines 2.2 Comply with the policies, procedures and codes of conduct that apply to the volunteering role 2.3 Use appropriate communication methods to meet volunteering responsibilities, including informing others of progress 2.4 Ask for help or advice when necessary and make use of feedback when appropriate
3 Reflect on the benefits of volunteering and the personal development achieved		3.1 Self-assess your performance as a volunteer
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to develop an understanding of the volunteering opportunities available, the benefits for the individual and the skills required
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> Volunteering and voluntary organisations The benefits of volunteering Working as a volunteer within an organisation – roles and responsibilities Leadership and management and the need for each of them Characteristics of a leader and how these are developed 	
2	<ul style="list-style-type: none"> Finding out about volunteering Becoming a volunteer 	

	<ul style="list-style-type: none">• Supervised practice to develop the ability to apply knowledge and skills to work as a volunteer
3	<ul style="list-style-type: none">• Good practice in reviewing own performance• Principles of self-assessment

Unit Assessments for the Level 2 Award for Young Leaders

General Assessment information

Learners are required to complete a portfolio of evidence showing how they have achieved the learning outcomes and satisfied the assessment criteria associated with the units. The centre should arrange for each learner to have access to a centre-appointed tutor, assessor or mentor throughout the programme to provide one-to-one guidance on assessment, support with development and, if appropriate, evidence for their portfolio.

The evidence sources are likely to include a variety of the following:

- Learner's personal reports on describing actions taken, rationale for decisions made, etc.
- Assessor observations recorded and included in the portfolio
- Professional discussions
- Witness testimony, including peer testimony
- Learner reports or projects
- Worksheets
- Case studies
- Records of oral and written questioning
- Presentation materials
- Audio or film clips

Further assessment guidance is provided for each unit, but assessors may use other methods provided they satisfy the quality requirements. All units follow a similar structure:

- Learning outcome 1: knowledge and understanding
- Learning outcome 2: practical application
- Learning outcome 3: reflection and looking to future development

The types of evidence used are likely to reflect the different outcomes. Knowledge and understanding may be assessed through oral or written questioning, or presentations. Practical application may be assessed through learner reports or projects, assessor observations, witness testimony and/or audio/film clips.

Reflection may be assessed through professional discussions, presentations or learner reports. This is not an exhaustive list, however, and centres may use other forms of evidence provided they are appropriate to the needs of the learners and can be assessed in line with ILM quality requirements.

The assessor is required to make an assessment decision, based on the evidence provided, as to whether the learner has met all the learning outcomes and assessment criteria. There are no marks allocated and the assessment decision is either 'passed' or 'insufficient evidence at present'. In the latter case, learners should be given feedback indicating what further evidence is required.

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Unit 200 Developing awareness of equality and diversity

This unit is designed to enable learners to develop an awareness of their role to promote equality and respect diversity and the development of behaviours to support this.

Learning outcome 1 - Understand equality and diversity

The purpose of this learning outcome is to enable learners to gain a basic understanding of the terms 'promoting equality' and 'respecting diversity' and of the behaviours associated with supporting this. How this relates to the issues facing their local community should be stressed and centres may decide to focus in more detail on those issues that are particularly relevant to their learners.

Learners should be able to explain the terms 'promoting equality' and 'respecting diversity' and the associated behaviours. They should also be able to explain why equality and diversity are important in their community (ACs 1.1 and 1.2).

Learning outcome 2 - Understand how equality and diversity affects their community

The learner is required to complete a study of the behaviours identified in learning outcome 1. This should be based on at least some of the following:

- Personal observations from their own experience
- Case studies
- Video clips
- Interviews with, or presentations by, members of the local community possessing expertise in this field

Role playing could also be included. It is also suggested that this study should include a peer group discussion in which experiences are shared.

Using this study, the learner needs to satisfy the outcome by describing at least four different behaviours that should be combated as they lead to discrimination and identifying and briefly describing a number of actions that individuals should take to promote equality and the valuing of diversity within their community (ACs 2.1 and 2.2).

Learning outcome 3 - Reflect on awareness of equality and diversity

In the final outcome the learner needs to complete a self-assessment on their performance in promoting equality and valuing diversity. What actions they intend to take in future should also be included (AC 3.1).

Unit 201 Developing leadership skills for young people

This unit is designed to enable learners to develop an understanding of the meaning and nature of leadership.

Learning outcome 1 - Understand the meaning of leadership

The purpose of this learning outcome is to enable learners to gain a basic understanding of leadership and those skills and behaviours associated with effective leadership including:

- Characteristics of an effective leader
- Leading a team – action-centred approaches to individual, team and task
- Influencing others
- Dealing with conflict

Centres may however decide to include further skills and behaviours that they feel are appropriate to their learners. Learners should be able to briefly describe the skills and what is meant by 'effectiveness' (AC 1.1).

Learning outcome 2 - Develop own leadership skills

The learner is required to participate in a team activity in which they adopt a leadership role. This can be a real-life situation or the leadership of an activity that forms part of a development programme designed by the centre. The learner should set and clearly communicate to the team an objective that satisfies the SMART requirements (AC 2.1).

SMART is normally defined as:

- S = Specific
- M = Measurable
- A = Achievable
- R = Realistic
- T = Time-bound

The objective chosen could be, but does not have to be, linked to the requirements of other units.

To satisfy the remainder of this learning outcome the learner needs to provide evidence of how they have provided leadership for their team by involving team members in decisions on how to achieve the objective, supported team members in their tasks, and taken actions to develop positive team relationships, motivation and trust (ACs 2.2, 2.3, 2.4).

Learning outcome 3 - Reflect on leadership skills development

In the final outcome the learner needs to complete both a self-assessment and peer group assessment and describe what went well, what went less well, and how they would act differently in the future (AC 3.1).

Unit 202 Developing mentoring skills for young people

This unit is designed to enable learners to develop an understanding of the role and nature of mentoring when working with young people.

Learning outcome 1 - Understand the young leader's role in mentoring

The purpose of this learning outcome is to enable learners to gain a basic understanding of the nature and role of mentoring young people, including:

- Personal factors which can inhibit responsiveness to mentoring (e.g. previous experiences, expectations, attitudes to being mentored)
- The importance of confidentiality, data protection
- Planning for mentoring
- Questioning and listening skills
- Giving and receiving feedback
- The importance of trust in the mentoring relationship
- Ways to handle mentees' personal problems arising during mentoring sessions

Centres may, however, decide to include additional mentoring skills and behaviours that they feel are appropriate to their learners. Learners should be able to briefly describe the role of the mentor and the skills required and why they are necessary (ACs 1.1 and 1.2).

Learning outcome 2 - Develop mentoring skills for young people

The learner is required to complete a minimum of two hours of mentoring, preferably with one or two mentees. The learner should be provided with the support of an experienced mentor as their mentoring supervisor who will provide an observation (if appropriate) and discuss with the learner their mentoring activity, including providing feedback and advice on any problems they encounter.

The learner should plan their mentoring and complete a suitable record of their mentoring activity and should show their awareness of the need for confidentiality (ACs 2.1 and 2.2).

To satisfy the remainder of this outcome the learner needs to provide evidence to show how they have applied mentoring skills, including the use of questioning and listening techniques, giving feedback to the person being mentored to help their learning, and actions taken to develop trust in the mentoring relationship (ACs 2.3, 2.4, 2.5).

Learning outcome 3 - Reflect on mentoring skills development

In the final outcome the learner needs to complete a self-assessment on their mentoring skills in which they describe what went well, what went less well, and how they would act differently in the future (AC 3.1).

Unit 203 Developing self-leadership and resilience for young people

This unit is designed to enable learners to develop an understanding of the self-leadership and resilience required by an individual.

Learning outcome 1 - Understand the use of effective self-leadership to achieve identified goals

The purpose of this learning outcome is to enable learners to gain a basic understanding of self-leadership and resilience and those skills and behaviours that can assist them in the achievement of objectives(s), such as:

- Setting personal SMART objectives
- Self-motivation and self-reward
- Problem solving
- Thinking creatively
- Thinking constructively
- Reflecting on own performance in order to improve

Centres may, however, decide to include further self-leadership and resilience skills and behaviours that they feel are appropriate to their learners. Learners should be able to describe briefly the skills and explain why they are necessary to achieve their goals (ACs 1.1 and 1.2).

Learning outcome 2 - Develop self-leadership skills

The learner is required to set one or more personal SMART objectives (AC 2.1). This could include a skill they would like to learn, or a task or an activity they would like to complete. However, there are many other options that could be chosen.

It is suggested that this should be discussed with the peer group or tutor to ensure that the objective satisfies the SMART requirements. This discussion should also assist the learner in deciding what will help them to achieve this objective and what might hinder that achievement (AC 2.2).

SMART is normally defined as:

- S = Specific
- M = Measurable
- A = Achievable
- R = Realistic
- T = Time-bound

The personal objectives chosen could be, but do not have to be, linked to the requirements of other units.

To satisfy the remainder of this outcome the learner needs to provide evidence to show how they have worked towards and completed their personal objective(s). They need to show specifically how they have applied their self-leadership skills (AC 2.1, 2.2, 2.3) and how they have shown resilience in overcoming difficulties by creative thinking, problem solving and identifying and seeking appropriate support and information (AC 2.4, 2.5, 2.6).

Learning outcome 3 - Reflect on self-leadership

In the final outcome the learner needs to complete a self-assessment in which they describe what went well, what went less well and how they would act differently in the future (AC 3.1).

Unit 204 Developing skills to work as a volunteer

This unit is designed to enable learners to develop an understanding of the volunteering opportunities available in their local community, the benefits for the individual that can be gained from volunteering and the skills required.

Learning outcome 1 - Understand the benefits and responsibilities of volunteering

The purpose of this learning outcome is to enable learners to gain a basic understanding of the role of volunteering. This should include the nature of voluntary organisations and some the types of voluntary organisation they will find in their local community.

The learner needs to be able to identify the benefits that volunteering offers for the individual and to identify the responsibilities the volunteer takes on (AC 1.1. and 1.2).

Centres may, however, decide to include in their programme further details on the volunteer's role that they feel are appropriate to their learners.

Learning outcome 2 - Develop volunteering skills

The learner is required to identify a volunteering opportunity and to carry out a volunteering role to the required standards, targets and deadlines. The ILM does not specify how long this should be carried out for as this will depend on the programme the centre has designed.

The volunteering role chosen could be, but does not have to be, linked to the requirements of other units.

To satisfy the remainder of this outcome the learner needs to provide evidence to show they understand and have complied with the policies, procedures and codes of conduct that apply to their volunteering role. They should also provide evidence that shows their use of appropriate communication methods to meet volunteering responsibilities, including informing others of progress, and they are required to demonstrate how they have asked for help or advice when necessary and made use of feedback when appropriate (ACs 2.2, 2.3, 2.4, 2.5).

Learning outcome 3 - Reflect on the benefits of volunteering and the personal development achieved

In the final outcome the learner needs to complete a self-assessment in which they describe what went well, what went less well, and how they would act differently in the future. This should focus on the benefits of volunteering they have gained and the personal development achieved (AC 3.1).

Mark sheets for the Unit Assessments

Unit 200 Developing awareness of equality and diversity

Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

Centre Number:		Centre Name:	
Learner Registration No:		Learner Name:	
Learning Outcome / Section 1: Understand equality and diversity			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 1.1 Explain what is meant by 'promoting equality'	Answer or portfolio reference:		
			Pass or Referral
AC 1.2 Explain what is meant by 'respecting diversity'	Answer or portfolio reference:		

		Pass or Referral
AC 1.3 Explain why equality and diversity are important in your community	Answer or portfolio reference:	
		Pass or Referral
Learning Outcome / Section 2: Understand how equality and diversity affects their community		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 2.1 Describe at least four different behaviours that should be combated as they lead to discrimination	Answer or portfolio reference:	
		Pass or Referral

AC 2.2 Identify actions that individuals should take to promote equality and the valuing of diversity within their community	Answer or portfolio reference:		
			Pass or Referral
Learning Outcome / Section 3: Reflect on awareness of equality and diversity			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 3.1 Self-assess your performance in promoting equality and valuing diversity	Answer or portfolio reference:		
			Pass or Referral
Assessor's Decision		Quality Assurance Use	
Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of Assessor: Date:	Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of QA: Date of QA check:

Unit 201 Developing leadership skills for young people

Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

Centre Number:		Centre Name:	
Learner Registration No:		Learner Name:	
1 Learning Outcome / Section 1: Understand the meaning of leadership			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 1.1 Identify what leaders do that makes them effective	Answer or portfolio reference:		
			Pass or Referral

Learning Outcome / Section 2: Develop own leadership skills		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 2.1 Set and communicate a SMART objective for a team	Answer or portfolio reference:	
		Pass or Referral
AC 2.2 Involve team members in decisions on how to achieve an objective	Answer or portfolio reference:	
		Pass or Referral
AC 2.3 Support team members in their tasks	Answer or portfolio reference:	

		Pass or Referral
AC 2.4 Take actions to develop positive team relationships, motivation and trust	Answer or portfolio reference:	
		Pass or Referral
Learning Outcome / Section 3: Reflect on leadership skills development		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 3.1 Self-assess and peer assess your leadership performance	Answer or portfolio reference:	
		Pass or Referral
Assessor's Decision		Quality Assurance Use
Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of Assessor: Date:	Outcome (<i>delete as applicable</i>): PASS / REFERRAL Signature of QA: Date of QA check:

Unit 202 Developing mentoring skills for young people

Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

Centre Number:		Centre Name:	
Learner Registration No:		Learner Name:	
Learning Outcome / Section 1: Understand the young leader's role in mentoring			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 1.1 Outline the role of the mentor when mentoring young people	Answer or portfolio reference:		
			Pass or Referral
AC 1.2 List the skills a mentor needs	Answer or portfolio reference:		
			Pass or Referral

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Version 1.2 (May 2026)

Learning Outcome / Section 2: Develop mentoring skills for young people		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 2.1 Prepare for a minimum of two mentoring sessions	Answer or portfolio reference:	
		Pass or Referral
AC 2.2 Mentor for a total of at least two hours	Answer or portfolio reference:	
		Pass or Referral

AC 2.3 Use questioning and listening techniques in your mentoring sessions	Answer or portfolio reference:	
		Pass or Referral
AC 2.4 Give feedback to the person you are mentoring to help their learning	Answer or portfolio reference:	
		Pass or Referral
AC 2.5 Show how to develop trust in the mentoring relationship	Answer or portfolio reference:	
		Pass or Referral
Learning Outcome / Section 3: Reflect on mentoring skills development		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC

AC 3.1 Self-assess your mentoring performance	Answer or portfolio reference:		
			Pass or Referral
Assessor's Decision		Quality Assurance Use	
Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of Assessor: Date:	Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of QA: Date of QA check:

Unit 203 Developing self-leadership and resilience for young people

Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

Centre Number:		Centre Name:	
Learner Registration No:		Learner Name:	
Learning Outcome / Section 1: Understand the use of effective self-leadership to achieve identified goals			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 1.1 List the skills of self-leadership	Answer or portfolio reference:		
			Pass or Referral
AC 1.2 Explain how effective self-leadership and resilience will help you achieve goals	Answer or portfolio reference:		
			Pass or Referral

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 Version 1.2 (May 2026)

Learning Outcome / Section 2: Develop self-leadership skills		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 2.1 Set SMART personal objective(s) to achieve goals	Answer or portfolio reference:	
		Pass or Referral
AC 2.2 List things that will either help you or prevent you from achieving your objective(s)	Answer or portfolio reference:	
		Pass or Referral

<p>AC 2.3 Show how you have motivated yourself to achieve your objective(s)</p>	<p>Answer or portfolio reference:</p>	
		<p>Pass or Referral</p>
<p>AC 2.4 Use problem-solving skills to help you achieve objective(s)</p>	<p>Answer or portfolio reference:</p>	
		<p>Pass or Referral</p>
<p>AC 2.5 Show resilience by coping in a positive way when things don't go to plan</p>	<p>Answer or portfolio reference:</p>	
		<p>Pass or Referral</p>

AC 2.6 Show how you sought help from others when things didn't go to plan	Answer or portfolio reference:	
		Pass or Referral

Learning Outcome / Section 3: Reflect on self-leadership			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 3.1 Self-assess your performance in self-leadership and showing resilience	Answer or portfolio reference:		
			Pass or Referral
Assessor's Decision		Quality Assurance Use	
Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of Assessor: Date:	Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of QA: Date of QA check:

Unit 204 Developing skills to work as a volunteer

Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

Centre Number:		Centre Name:	
Learner Registration No:		Learner Name:	
Learning Outcome / Section 1: Understand the benefits and responsibilities of volunteering			
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>		Assessor feedback on AC
AC 1.1 Identify the benefits for the individual of volunteering	Answer or portfolio reference:		
			Pass or Referral
AC 1.2 Identify the responsibilities the volunteer has when volunteering	Answer or portfolio reference:		
			Pass or Referral

Learning Outcome / Section 2: Develop volunteering skills		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 2.1 Carry out a volunteering role to the required standards, targets and deadlines	Answer or portfolio reference:	
		Pass or Referral
AC 2.2 Comply with the policies, procedures and codes of conduct that apply to the volunteering role	Answer or portfolio reference:	
		Pass or Referral
AC 2.3 Use appropriate communication methods to meet volunteering responsibilities, including informing others of progress	Answer or portfolio reference:	

		Pass or Referral
AC 2.4 Ask for help or advice when necessary and make use of feedback when appropriate	Answer or portfolio reference:	
		Pass or Referral
Learning Outcome / Section 3: Reflect on the benefits of volunteering and the personal development achieved		
Assessment Criteria (AC)	<i>To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.</i>	Assessor feedback on AC
AC 3.1 Self-assess your performance as a volunteer	Answer or portfolio reference:	
		Pass or Referral

Assessor's Decision		Quality Assurance Use	
Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of Assessor: Date:	Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of QA: Date of QA check:

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this document. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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