

City & Guilds Level 3 Award and Certificate in Leadership and Management Development (8720-11/21)

Version 1.0 (August 2026)

Qualification Handbook

Qualification at a glance

Subject area	15.3 Business management
City & Guilds number	8720
Age group approved	16–18, 18+, 19+
Entry requirements	N/A
Assessment	Assignment
Grading	Pass/fail
Approvals	Full approval Fast track approval
Support materials	SmartScreen, Assignment Pack
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Award in Leadership and Management Development	8720-11	610/7553/X	36	46
City & Guilds Level 3 Certificate in Leadership and Management Development	8720-21	610/7554/1	95	121

Version and date	Change detail	Section
V1.0 August 2026	Initial version	All

Contents

Qualification at a glance	2
Contents	4
1 Introduction	6
Structure	7
Total Qualification Time (TQT)	9
2 Centre requirements	10
Approval	10
Resource requirements	11
Quality assurance	11
Learner entry requirements	12
Age restrictions	12
Access arrangements, reasonable adjustments and special consideration	12
3 Delivering the qualification	13
Initial assessment and induction	13
Inclusion and diversity	13
Sustainability	13
Artificial Intelligence (AI)	14
Support materials	14
Suggested learning resources	14
4 Assessment	15
Assessment of the qualification	15
Assessment strategy	15
Time constraints	15
Recognition of prior learning (RPL)	15
5 Units	16
Structure of the units	16
Guidance for delivery of the units	16
Unit 301 Developing effective leadership skills	17
Unit 302 Managing own personal and professional development	19
Unit 303 Supporting others and managing their performance	21

Unit 304	Using coaching techniques to develop others	23
Unit 305	Leading projects	25
Unit 306	Change management within an organisational context	27
Unit 307	Problem solving and decision making within an organisational context	29
Unit 308	Managing conflict	31
Unit 309	The organisation and its environment	33
Unit 310	Effective communication in an organisational context	35
Unit 311	Developing an effective team	37
Unit 312	Workplace legislation and compliance	39
Appendix 1	Sources of general information	41

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are designed for current or aspiring managers who wish to develop their understanding of leadership and management. They develop learners' understanding of leadership and management theories and principles; learners can then apply what they have learned to their own work supporting them in becoming more effective leaders. They can demonstrate their progress through assessed assignments and, where possible, evidence practical application within their workplace. Award: supports learners to develop their understanding of the core aspects of leadership and management at Level 3, providing a short, focused period of learning and assessment. Certificate: supports learners looking to build a fuller understanding beyond the core aspects of leadership and management, offering the opportunity to focus on areas of particular interest or relevant to their desired progression route, eg project management, people management.
What do the qualifications cover?	These qualifications cover key topic areas, such as developing effective leadership skills, performance management, leading projects, change management, managing conflict and effective communication.
What opportunities for progression are there?	The qualifications allow learners to progress in their career or to the following ILM qualifications: • Level 3 Award in Leadership and Management Skills • Level 3 Certificate in Leadership and Management Skills • Level 3 Diploma in Leadership and Management Skills • Level 3 Extended Diploma in Leadership and Management Skills • Level 4 Award in Leadership and Management • Level 4 Certificate in Leadership and Management • Level 4 Diploma in Leadership and Management

Structure

To achieve the **City & Guilds Level 3 Award in Leadership and Management Development**, learners must achieve: Unit 301 and a minimum of **two** other units from the available optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve mandatory unit:			
301	Developing effective leadership skills	14	2
Optional units:			
Learners must achieve two units from the optional units.			
302	Managing own personal and professional development	13	1
303	Supporting others and managing their performance	13	1
304	Using coaching techniques to develop others	11	1
305	Leading projects	13	2
306	Change management within an organisational context	14	2
307	Problem solving and decision making within an organisational context	15	2
308	Managing conflict	11	1
309	The organisation and its environment	12	1
310	Effective communication in an organisational context	11	1
311	Developing an effective team	11	1
312	Workplace legislation and compliance	12	1

To achieve the **City & Guilds Level 3 Certificate in Leadership and Management Development**, learners must achieve: Unit 301 and a minimum of **seven** other units from the available optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve mandatory unit:			
301	Developing effective leadership skills	14	2
Optional units:			
Learners must achieve seven units from the optional units.			
302	Managing own personal and professional development	13	1
303	Supporting others and managing their performance	13	1
304	Using coaching techniques to develop others	11	1
305	Leading projects	13	2
306	Change management within an organisational context	14	2
307	Problem solving and decision making within an organisational context	15	2
308	Managing conflict	11	1
309	The organisation and its environment	12	1
310	Effective communication in an organisational context	11	1
311	Developing an effective team	11	1
312	Workplace legislation and compliance	12	1

Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning (GLH)
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Note: the calculation of credit values in this qualification is based on the total unit time.

1 credit = 10 total notional hours.

Title and level	GLH	TQT
City & Guilds Level 3 Award in Leadership and Management Development	36	46
City & Guilds Level 3 Certificate in Leadership and Management Development	95	121

2 Centre requirements

Approval

Full approval

To offer these qualifications, centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Fast-track approval

If your centre is approved to offer any of the following then you can apply for fast-track approval for the new 8720 suite using the fast-track approval form, available from the City & Guilds website:

- 8600 Level 3 Award in Leadership and Management
- 8600 Level 3 Certificate in Leadership and Management
- 8606 Level 3 Certificate in Principles of Leadership and Management
- 8410 Level 3 Diploma for Managers
- 8411 Level 3 Diploma for Team Leaders
- 8309 Level 3 Award in Management of Volunteers
- 8309 Level 3 Certificate in Management of Volunteers

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the full qualification approval process. The centre is responsible for checking that fast-track approval is still current at the time of application.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Resource requirements

Centre staffing

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

Technical competence

- Staff must be occupationally competent or possess technical expertise equivalent to the level of training being delivered.
- Their experience should reflect current industry standards and practice.

Professional experience

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

Training delivery

- They must have a proven track record of delivering training.

Assessment competence

- They must have proven prior experience of conducting assessments.

Continuing professional development (CPD)

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

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 using:

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

In order to carry out the quality assurance role, internal quality assurers (IQAs) must:

- 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.

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:

- 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.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are approved for learners aged 16 or above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of these qualifications and 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 the need for 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**

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credits they have accumulated which are relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

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 fostering 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. Mitigations could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy used and considering 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.

Artificial Intelligence (AI)

City & Guilds has published a **Position Statement on AI** including guidance on its use. This is designed to help learners, tutors and assessors to complete non-exam assessments (NEAs), coursework and other internal assessments successfully. Staff delivering these qualifications must ensure familiarity with the statement.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assignment Pack	www.i-l-m.com

SmartScreen is a City & Guilds tutor and learner support website. For details about SmartScreen support for this product please check the SmartScreen area of the City & Guilds website **SmartScreen | City & Guilds**

Suggested learning resources

The following resources could be used to support learning in all the subject areas:

- studying membership of The Institute of Leadership
- e-journals – Sage, EBSCO
- professional body learning resources
- company and industry sector reports.

4 Assessment

Assessment of the qualification

Candidates must successfully complete one assignment for each unit.

Further information can be found in the Assignment Pack.

Assessment strategy

City & Guilds has written the following assignments to use with these qualification(s):

- the Assignment Pack from the ILM website.

Time constraints

The following must be applied to the assessment of these qualifications:

- qualification registration is valid for three years.

Recognition of prior learning (RPL)

RPL means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and must be sector specific.

Further information can be found in the Centre document library, under the Sources of general information section of this handbook.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- Guided Learning Hours (GLH)
- credit value
- unit aim
- assessment method
- Learning Outcomes (LOs), which are comprised of a number of Assessment Criteria (ACs)
- range statements

Guidance for delivery of the units

These qualifications comprise of a number of units. A unit describes what is expected of a competent person in particular aspects of their job.

Each unit is divided into LOs which describe in further detail the skills and knowledge that a candidate should possess.

Each LO has a set of ACs (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a LO and its ACs by setting out the various circumstances in which they are to be applied.

Range statements must be fully covered during delivery to ensure learners are exposed to the complete scope of the LO. However, assessment activities may sample across the range to confirm consistent competence rather than requiring assessment of every individual item.

Unless minimum evidence requirements are explicitly stated in the marking checklist, candidates are required to evidence the full range as outlined in the unit handbook.

Supporting information provides guidance regarding the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 301

Developing effective leadership skills

Level:	3
GLH:	14
Credit value:	2
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand key leadership skills and approaches used in the workplace. Learners will explore the difference between leadership and management, leadership styles and emotional intelligence. Learners will then apply this knowledge to select and justify leadership styles, using emotional intelligence to support leadership communication and motivate others.

Learning outcome

The learner will:

LO1 Understand leadership skills

Assessment criteria

The learner can:

AC1.1 Explain the difference between leadership and management

AC1.2 Describe different **leadership styles** and their key features

AC1.3 Explain factors that influence the choice of leadership style in different situations

AC1.4 Explain the ways leaders can motivate others

AC1.5 Describe the **characteristics of emotional intelligence**

AC1.6 Explain why emotional intelligence is important for effective leadership

Range

AC1.2 Leadership styles:

- authoritarian (autocratic), participative (democratic), delegative (laissez-faire).

AC1.5 Characteristics of emotional intelligence:

- self-awareness, empathy, self-regulation, social awareness, self-motivation.

Learning outcome

The learner will:

LO2 Be able to apply effective leadership skills

Assessment criteria

AC2.1 Select effective leadership styles that support positive team working

AC2.2 Justify leadership style choices in leadership practice

AC2.3 Apply an appropriate leadership style to manage issues in leadership practice

AC2.4 Apply emotional intelligence to leadership communication

AC2.5 Apply emotional intelligence to motivate others in leadership practice

Unit 302

Managing own personal and professional development

Level:	3
GLH:	13
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand personal and professional development in leadership. Learners will consider leadership skills, continuous development and development planning. Learners will then complete self-assessment activities to identify development needs, set SMART goals and determine methods for reviewing progress towards development objectives.

Learning outcome

The learner will:

LO1 Understand own personal and professional development in leadership

Assessment criteria

The learner can:

AC1.1 Describe the skills required to be an effective leader

AC1.2 Explain what is meant by personal and professional development

AC1.3 Explain how continuous personal and professional development improves leadership effectiveness

AC1.4 Evaluate the **activities** that contribute to personal and professional development

AC1.5 Describe the **key components** of a Personal and Professional Development Plan (PPDP)

AC1.6 Explain how the **SMART** framework is used to set goals and objectives

Range

AC1.4 Activities:

- training/learning, mentoring, self-reflection, job shadowing, gathering feedback, networking, coaching.

AC1.5 Key components:

- goals, actions, relevance to role, how progress will be measured, review/completion dates, personal evaluation/reflection, alignment with organisational objectives.

AC1.6 SMART:

- specific, measurable, achievable, relevant, time bound.

Learning outcome

The learner will:

LO2 Be able to identify personal and professional development needs

Assessment criteria

The learner can:

AC2.1 Identify strengths and areas for development through self-assessment

AC2.2 Prioritise development needs based on their impact on leadership effectiveness

AC2.3 Select appropriate personal and professional development activities to address development needs

AC2.4 Set SMART goals and objectives to support own leadership development

AC2.5 Explain methods for measuring progress against development objectives

Unit 303

Supporting others and managing their performance

Level:	3
GLH:	13
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand the principles of performance management and how leaders support others to achieve performance expectations. Learners will explore key performance management processes, the role of feedback and the impact of wellbeing on individual performance. Learners will then use this knowledge to review performance, give constructive feedback, address underperformance supportively and recognise signs of reduced wellbeing that may affect performance.

Learning outcome

The learner will:

LO1 Understand how to support others and manage performance

Assessment criteria

The learner can:

AC1.1 Explain what is meant by performance management

AC1.2 Explain the purpose of performance management in supporting performance

AC1.3 Describe key **performance management processes** used in organisations

AC1.4 Explain the importance of setting clear performance expectations

AC1.5 Explain the role of feedback in performance management

AC1.6 Explain how **wellbeing** can impact performance at work

AC1.7 Describe ways leaders can support wellbeing to maintain performance

Range

AC1.3 Performance management processes:

- setting expectations, monitoring performance, reviewing performance, providing effective feedback, managing underperformance.

AC1.6 Wellbeing:

- stress levels, resilience, motivation/engagement, work–life balance, mental health, physical health.

Learning outcome

The learner will:

LO2 Be able to support others and manage performance

Assessment criteria

AC2.1 Apply performance management processes to review performance

AC2.2 Use **constructive feedback techniques** to support performance improvement

AC2.3 Develop **supportive approaches** for addressing underperformance

AC2.4 Identify indicators of reduced wellbeing that may impact performance

AC2.5 Recommend wellbeing support strategies to maintain performance

AC2.2 Constructive feedback techniques:

- Situation Behaviour Impact (SBI), Sandwich

AC2.2 Supportive approaches:

- skills gap analysis, mentoring, shadowing, training

Unit 304

Using coaching techniques to develop others

Level:	3
GLH:	11
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to help learners understand how coaching techniques can support the development of others. Learners will explore coaching techniques including questioning, listening, feedback and reflection, and how these support individuals to learn, develop and identify their own solutions. They will then apply this knowledge to select appropriate coaching approaches, use effective questioning and listening techniques, and encourage reflection in others to support their development.

Learning outcome

The learner will:

LO1 Understand how coaching techniques can support the development of others

Assessment criteria

The learner can:

AC1.1 Explain the **coaching techniques** used by leaders to support the development of others

AC1.2 Explain the **key factors to consider** when using coaching techniques to support the development of others

AC1.3 Explain how **questioning techniques** can be used effectively to support the development of others

AC1.4 Explain the importance of using **appropriate listening techniques** to support the development of others

AC1.5 Explain the benefits of encouraging others to use **reflection** to identify their own solutions

Range

AC1.1 Coaching techniques:

- questioning, active listening, encouraging reflection, supporting others to identify their own solutions.

AC1.2 Key factors to consider:

- individual needs, communication styles, experience/knowledge, willingness to engage.

AC1.3 Questioning techniques:

- asking open, probing, reflective and clarifying questions.

AC1.4 Appropriate listening techniques:

- summarising, paraphrasing, checking understanding.

AC1.5 Reflection:

- thinking about actions, considering outcomes, identifying improvements.

Learning outcome

The learner will:

LO2 Be able to support the development of others

Assessment criteria

The learner can:

AC2.1 Select appropriate coaching techniques to support the development of others

AC2.2 Apply effective questioning techniques to support the development of others

AC2.3 Apply appropriate listening techniques to support the development of others

AC2.4 Support others to identify their own solutions using reflection

Unit 305

Leading projects

Level:	3
GLH:	13
Credit value:	2
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand key principles of project management and how projects are planned, delivered, monitored and evaluated. Learners will explore the project lifecycle, project roles and responsibilities and the use of project management tools to support project delivery. Learners will then apply this knowledge to use appropriate project management approaches, identify project requirements, consider resources, risks and issues and use measures to support monitoring and evaluation of project outcomes.

Learning outcome

The learner will:

LO1 Understand project management

Assessment criteria

The learner can:

AC1.1 Explain the **key stages in the project lifecycle**

AC1.2 Describe **key roles** and responsibilities within a project team

AC1.3 Describe how **project management tools** are used to plan and deliver projects

AC1.4 Explain how **resources** are managed within a project

AC1.5 Describe common project risks and issues that can impact project outcomes

AC1.6 Explain how project success is measured and evaluated

Range

AC1.1 **Key stages in the project lifecycle:**

- initiation, planning, execution, monitoring and control, closure and evaluation.

AC1.2 Key roles:

- Project Sponsor, Project Manager, Project Team Member, Specialists/Subject Matter Experts.

AC1.3 Project management tools:

- business case/project brief, Project Initiation Document (PID), Work Breakdown Structure (WBS), Gantt chart, SMART objectives, RACI matrix, risk analysis.

AC1.4 Resources:

- people, budget, time, equipment/technology.

Learning outcome

The learner will:

LO2 Be able to apply project management techniques

Assessment criteria

The learner can:

AC2.1 Create a project plan that follows the project lifecycle

AC2.2 Allocate roles and responsibilities within a project team

AC2.3 Use project management tools to support planning and delivery

AC2.4 Identify resources required for project delivery

AC2.5 Produce a project risk log to support effective project outcomes

AC2.6 Define measures to evaluate project success

Unit 306

Change management within an organisational context

Level:	3
GLH:	14
Credit value:	2
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand organisational change and the principles of change management. Learners will explore reasons for change, impacts on people and performance, barriers to change, leadership communication, and key change management models. Learners will then apply this knowledge to select change management approaches, plan strategies to manage resistance and recommend actions that support successful change.

Learning outcome

The learner will:

LO1 Understand the principles of change in organisations

Assessment criteria

The learner can:

AC1.1 Explain what is meant by organisational change

AC1.2 Explain what is meant by change management

AC1.3 Describe reasons why organisations implement change

AC1.4 Explain the impact of organisational change on people and performance

AC1.5 Describe common barriers to change

AC1.6 Explain **leadership communication approaches** used to support change

AC1.7 Outline the main features of **change management models**

Range

AC1.6 Leadership communication approaches:

- consistent, two-way, honest, clear, supportive.

AC1.7 Change management models:

- Lewin's Three Stage Model, Kotter's 8-step model, ADKAR Model.

Learning outcome

The learner will:

LO2 Be able to apply effective change management

Assessment criteria

The learner can:

AC2.1 Select a change management model to support organisational change

AC2.2 Justify the choice of change management model

AC2.3 Apply leadership communication approaches to support organisational change

AC2.4 Plan strategies to manage barriers to change

AC2.5 Recommend actions to reduce negative impacts of change on people and performance

Unit 307

Problem solving and decision making within an organisational context

Level:	3
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand structured approaches to problem solving and decision making in organisations. Learners will explore problem-solving approaches, formal models and tools, root cause methods, information sources and principles of effective decision making. Learners will then apply this knowledge to analyse organisational problems and recommend solutions.

Learning outcome

The learner will:

LO1 Understand approaches to problem solving and decision making in organisations

Assessment criteria

The learner can:

AC1.1 Explain the importance of problem solving within organisations

AC1.2 Describe different **approaches** to problem solving used in organisations

AC1.3 Explain the **formal models and tools** used to support problem solving

AC1.4 Describe how **structured methods** are used to identify the root cause of problems

AC1.5 Identify sources of information that support problem solving

AC1.6 Explain **key principles** of effective decision making within organisations

AC1.7 Describe **tools** used to support decision making within organisations

Range

AC1.1 Approaches:

- proactive, reactive, formal, informal.

AC1.2 Formal models and tools:

- PDCA (plan, do, check, act), 5 Whys.

AC1.3 Structured methods:

- fishbone diagram (Ishikawa), Pareto analysis.

AC1.6 Key principles:

- transparency, accountability, stakeholder involvement/impact, fairness, communication, fact/evidence based.

AC1.7 Tools:

- SWOT Analysis, PESTLE Analysis, decision matrix.

Learning outcome

The learner will:

LO2 Be able to apply approaches to problem solving and decision making in organisations

Assessment criteria

The learner can:

AC2.1 Select an approach to problem solving for an organisational problem

AC2.2 Use a formal model to analyse the cause of an organisational problem

AC2.3 Apply a root cause method to verify the main cause of an organisational problem

AC2.4 Recommend a solution using decision making principles

Unit 308

Managing conflict

Level:	3
GLH:	11
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to develop learners' understanding of workplace conflict, including its causes, impacts and a leader's role in managing it. Learners will explore key conflict management approaches and apply these to real workplace situations, using effective communication to support resolution and minimise negative effects on individuals, teams and organisational performance.

Learning outcome

The learner will:

LO1 Understand workplace conflict

Assessment criteria

The learner can:

AC1.1 Describe what is meant by conflict in the workplace

AC1.2 Explain the importance of a leader's role in managing workplace conflict

AC1.3 Identify common causes of conflict in teams

AC1.4 Explain the **impact** of workplace conflict

AC1.5 Describe **conflict management approaches**

Range

AC1.4 **Impact:**

- on individuals, teams, organisational performance.

AC1.5 **Conflict management approaches:**

- Thomas–Kilmann (Competing, Collaborating, Compromising, Avoiding, Accommodating).

Learning outcome

The learner will:

LO2 Be able to apply conflict management approaches

Assessment criteria

The learner can:

AC2.1 Identify the cause of workplace conflict situations

AC2.2 Explain how effective communication can be used to support conflict resolution

AC2.3 Select appropriate conflict management approaches to manage workplace conflict

AC2.4 Justify how the selected conflict management approaches minimise the impact of workplace conflict

Unit 309

The organisation and its environment

Level:	3
GLH:	12
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand organisational environments and the factors that influence organisational performance and decision making. Learners will explore organisational sectors, internal and external influences, sustainable working practices, Net Zero and Corporate and Social Responsibility (CSR). Learners will then apply this knowledge to assess the impact of internal and external factors and recommend actions that support sustainability, Net Zero targets and CSR principles.

Learning outcome

The learner will:

LO1 Understand the organisational environment

Assessment criteria

The learner can:

AC1.1 Explain the purpose and aims of different **organisational sectors**

AC1.2 Describe **internal factors** that influence organisational performance

AC1.3 Describe **external factors** that influence organisational decisions

AC1.4 Explain how organisations demonstrate **sustainable working practices**

AC1.5 Explain the meaning of Net Zero in an organisational context

AC1.6 Explain the principles of Corporate and Social Responsibility (CSR)

Range

AC1.1 **Organisational sectors:**

- private sector, public sector, third/not-for-profit sector.

AC1.2 **Internal factors:**

- culture, structure, resources, workforce skills, leadership, internal processes.

AC1.3 **External factors:**

- political, economic, social, technological, legal, environmental.

AC1.4 **Sustainable working practices:**

- reducing waste, recycling and reuse, energy efficiency, reducing carbon emissions, sustainable sourcing, efficient use of resources.

Learning outcome

The learner will:

LO2 Be able to apply knowledge of organisational environments to support organisational decision making

Assessment criteria

The learner can:

AC2.1 Assess the impact of internal factors on organisational performance

AC2.2 Apply external environment analysis to identify influences on organisational decisions

AC2.3 Recommend sustainable working practices to support organisational sustainability

AC2.4 Propose actions that contribute towards Net Zero targets

AC2.5 Apply CSR principles to organisational decision making

Unit 310

Effective communication in an organisational context

Level:	3
GLH:	11
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand the principles and impact of effective workplace communication. They will explore communication types, active listening, communication barriers, influencing and negotiation. Learners will then apply this knowledge to use communication techniques appropriately, manage barriers, influence workplace outcomes and apply negotiation principles to reach agreement.

Learning outcome

The learner will:

LO1 Understand the principles and impact of effective workplace communication

Assessment criteria

The learner can:

AC1.1 Explain different types of **communication** and their purpose in workplace settings

AC1.2 Describe how effective communication contributes to successful workplace outcomes

AC1.3 Evaluate the impact of **communication barriers** on working relationships and team performance

AC1.4 Describe the **principles of active listening**

AC1.5 Explain the principles of **influencing** in workplace communication

AC1.6 Explain the principles of **negotiation** in workplace communication

Range

AC1.1 **Communication:**

- verbal, non-verbal, written, digital.

AC1.3 **Communication barriers:**

- tone, language, method, clarity.

AC1.4 **Principles of active listening:**

- paying full attention/non-verbal communication, summarising/paraphrasing, avoiding interruptions, making notes.

AC1.5 **Influencing:**

- persuasive language, adapting to suit audience, building rapport.

AC1.6 **Negotiation:**

- identifying shared interests, maintaining control, assertiveness, compromise, agreement.

Learning outcome

The learner will:

LO2 Be able to use effective communication techniques

Assessment criteria

The learner can:

AC2.1 Apply different communication types to meet workplace communication needs

AC2.2 Manage communication barriers to support effective working relationships

AC2.3 Use influencing techniques to achieve workplace communication outcomes

AC2.4 Apply negotiation principles to reach agreement in workplace communication

Unit 311

Developing an effective team

Level:	3
GLH:	11
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand how leaders can develop effective teams. Learners will explore key concepts including the characteristics of effective teams, the impact of different team types, team dynamics, stages of development, individual roles and the importance of trust and respect. Learners will then apply this knowledge to select actions to improve effectiveness, apply techniques to support team development, manage individual roles and promote trust and respect.

Learning outcome

The learner will:

LO1 Understand the principles of effective team working

Assessment criteria

The learner can:

AC1.1 Explain the **key characteristics** of effective teams

AC1.2 Explain how **different types of teams** impact effective working

AC1.3 Describe different stages of **team development**

AC1.4 Explain how **team dynamics** influence team effectiveness

AC1.5 Explain how **individual roles** contribute to team effectiveness

AC1.6 Explain the importance of **trust and respect** in team working

Range

AC1.1 Key characteristics:

- clear goals, shared purpose, effective communication, collaboration, accountability.

AC1.2 Different types of teams:

- virtual, face-to-face.

AC1.3 Team development:

- forming, storming, norming, performing (Tuckman's model of team development).

AC1.4 Team dynamics:

- relationships, communication patterns, behaviours, group interactions.

AC1.5 Individual roles:

- plant, resource investigator, coordinator, shaper, monitor evaluator, team worker, implementer, completer finisher, specialist (Belbin's team role theory).

AC1.6 Trust and respect:

- openness, honesty, reliability, valuing others, positive relationships.

Learning outcome

The learner will:

LO2 Be able to support effective team working

Assessment criteria

The learner can:

AC2.1 Select approaches to support effective working in different types of teams

AC2.2 Apply techniques to support team development

AC2.3 Manage individual roles within a team to support effective working

AC2.4 Promote trust and respect within a team

Unit 312

Workplace legislation and compliance

Level:	3
GLH:	12
Credit value:	1
Assessment method:	Assignment
Aim:	This unit aims to enable learners to understand key workplace legislation and compliance requirements, including health and safety, equity, diversity and inclusion (EDI), and data protection. Learners will explore employer and employee responsibilities, consequences of non-compliance, and the role of organisational governance in supporting legal compliance. Learners will then apply this knowledge to identify compliance actions, support inclusive practice, apply data protection principles, and recommend governance approaches that promote compliance.

Learning outcome

The learner will:

LO1 Understand legislation and compliance

Assessment criteria

The learner can:

AC1.1 Explain key principles of health and safety legislation relevant to the workplace

AC1.2 Explain responsibilities of employers and employees under health and safety law

AC1.3 Identify legislation that supports EDI in the workplace

AC1.4 Explain key principles of data protection legislation

AC1.5 Explain the **consequences** of failing to comply with health and safety, EDI and data protection legislation

AC1.6 Explain the role of organisational governance in supporting legal compliance

Range

AC1.5 Consequences:

- for organisations and individuals.

Learning outcome

The learner will:

LO2 Be able to apply workplace legislation to support compliance

Assessment criteria

The learner can:

AC2.1 Apply health and safety legislation principles to workplace compliance requirements

AC2.2 Outline actions that meet responsibilities under health and safety law

AC2.3 Identify inclusive practices that support compliance with EDI legislation

AC2.4 Apply data protection principles to workplace information handling

AC2.5 Recommend governance actions that support legal compliance

AC2.6 Assess potential consequences of non-compliance with workplace legislation

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 handbook. 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 **Working with ILM** section of the ILM 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.

Copyright

The content of this document is, unless otherwise indicated, © The City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The Standard Copying Conditions (see the City & Guilds website) also apply.

Contains public sector information licensed under the Open Government Licence v3.0.

Published by City & Guilds Limited, a company registered in England and Wales (company number 16513878)

City & Guilds
Giltspur House
5–6 Giltspur Street
London
EC1A 9DE

[cityandguilds.com/about-us](https://www.cityandguilds.com/about-us)