

City & Guilds Level 2 Award, Certificate and Diploma in Developing Leadership and Team Skills

(8722-11/21/31)

Version 1.0 (January 2026)

Qualification Handbook

Qualification at a glance

| | |
|---------------------------------------|--------------------------------------|
| Subject area | 15.3 Business Management |
| City & Guilds number | 8722 |
| Age group approved | 16-18, 18+, 19+ |
| Entry requirements | N/A |
| Assessment | Portfolio of evidence |
| Grading | Pass/fail |
| Approvals | Fast-track approval |
| Support materials | SmartScreen, Portfolio 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 2 Award in Developing Leadership and Team Skills | 8722-11 | 610/6867/6 | 30 | 65 |
| City & Guilds Level 2 Certificate in Developing Leadership and Team Skills | 8722-21 | 610/6868/8 | 120 | 245 |
| City & Guilds Level 2 Diploma in Developing Leadership and Team Skills | 8722-31 | 610/6872/X | 195 | 395 |

| Version and date | Change detail | Section |
|------------------|-----------------|---------|
| 1.0 January 2026 | Initial version | All |

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1 Introduction

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

| Area | Description |
|---|--|
| Who are the qualifications for? | <p>These qualifications are primarily for learners who are employed and have additional responsibilities in their current roles. They will be seeking to progress into early leadership and management positions.</p> <p>Award: introduces essential leadership and management topics. Ideal for learners seeking a shorter course, this qualification has been designed to engage and motivate and could lead to further learning at Level 2.</p> <p>Certificate: offers learners a solid foundation in leadership and management topics at this level, with the flexibility to tailor their learning journey to suit specific interests and experience. Designed to support smooth progression to further Level 2 study or progression on to Level 3, the qualification focuses on practical skills that can be evidenced through everyday activities, making it both achievable and manageable alongside existing workloads.</p> <p>Diploma: offers the most comprehensive coverage of leadership and management topics at this level, with the depth needed to support progression to Level 3 study. Its strong emphasis on leadership content makes it particularly effective for learners aiming to move into leadership roles. The qualification's flexible structure allows learners to tailor their pathway by selecting optional units that reflect their specific roles, interests and career aspirations.</p> |
| What do the qualifications cover? | <p>These qualifications introduce foundational skills and knowledge for managing people and processes, while also exploring key principles of leadership.</p> |
| What opportunities for progression are there? | <p>The qualifications allow learners to progress in their career or to the following ILM qualifications:</p> <ul style="list-style-type: none">• Level 3 Award in Leadership and Management Skills• Level 3 Certificate in Leadership and Management Skills |

| Area | Description |
|------|---|
| | <ul style="list-style-type: none"> • Level 3 Diploma in Leadership and Management Skills • Level 3 Extended Diploma Leadership and Management Skills. |

Structure

To achieve the **City & Guilds Level 2 Award in Developing Leadership and Team Skills**, learners must achieve: 201 and one other unit from the available optional units

| City & Guilds unit number | Unit title | GLH | Credit |
|---------------------------|------------|-----|--------|
| | | | |

Mandatory units:

Learners must achieve **all** mandatory units.

| | | | |
|-----|---|----|---|
| 201 | Personal and professional development as a senior team member | 15 | 3 |
|-----|---|----|---|

Optional units:

Learners must achieve **one** unit from the optional units.

| | | | |
|-----|--|----|---|
| 202 | Supporting team performance | 15 | 3 |
| 203 | Responding to disagreements in the workplace | 15 | 3 |
| 204 | Supporting the motivation of a team | 15 | 3 |
| 205 | Equity, diversity and inclusion in the workplace | 15 | 3 |
| 206 | Supporting organisational improvements | 15 | 3 |
| 207 | Problem solving | 15 | 3 |
| 208 | Decision making using data | 15 | 3 |
| 209 | The organisation and its environment | 15 | 3 |
| 210 | Record keeping and information management in the workplace | 15 | 3 |
| 211 | Health, safety and wellbeing in the workplace | 15 | 3 |

| | | | |
|-----|--|----|---|
| 212 | Effective communication | 15 | 3 |
| 213 | Communication tools and techniques in the workplace | 15 | 3 |
| 214 | Understanding stakeholders and meeting stakeholder needs | 15 | 3 |
| 215 | Providing support to external stakeholders | 15 | 3 |

To achieve the **City & Guilds Level 2 Certificate in Developing Leadership and Team Skills**, learners must achieve: 201 and seven other units from the available optional units

| City & Guilds unit number | Unit title | GLH | Credit |
|---------------------------|------------|-----|--------|
|---------------------------|------------|-----|--------|

Mandatory units:

Learners must achieve **all** mandatory units.

| | | | |
|-----|---|----|---|
| 201 | Personal and professional development as a senior team member | 15 | 3 |
|-----|---|----|---|

Optional units:

Learners must achieve **seven** units from the optional units.

| | | | |
|-----|--|----|---|
| 202 | Supporting team performance | 15 | 3 |
| 203 | Responding to disagreements in the workplace | 15 | 3 |
| 204 | Supporting the motivation of a team | 15 | 3 |
| 205 | Equity, Diversity and Inclusion in the workplace | 15 | 3 |
| 206 | Supporting organisational improvements | 15 | 3 |
| 207 | Problem solving | 15 | 3 |
| 208 | Decision making using data | 15 | 3 |
| 209 | The organisation and its environment | 15 | 3 |
| 210 | Record keeping and information management in the workplace | 15 | 3 |

| | | | |
|-----|--|----|---|
| 211 | Health, safety and wellbeing in the workplace | 15 | 3 |
| 212 | Effective communication | 15 | 3 |
| 213 | Communication tools and techniques in the workplace | 15 | 3 |
| 214 | Understanding stakeholders and meeting stakeholder needs | 15 | 3 |
| 215 | Providing support to external stakeholders | 15 | 3 |

To achieve the **City & Guilds Level 2 Diploma in Developing Leadership and Team Skills**, learners must achieve: 201 and 12 other units from the available optional units

| City & Guilds unit number | Unit title | GLH | Credit |
|---------------------------|------------|-----|--------|
|---------------------------|------------|-----|--------|

Mandatory units:

Learners must achieve **all** mandatory units.

| | | | |
|-----|---|----|---|
| 201 | Personal and professional development as a senior team member | 15 | 3 |
|-----|---|----|---|

Optional units:

Learners must achieve **12** units from the optional units.

| | | | |
|-----|--|----|---|
| 202 | Supporting team performance | 15 | 3 |
| 203 | Responding to disagreements in the workplace | 15 | 3 |
| 204 | Supporting the motivation of a team | 15 | 3 |
| 205 | Equity, Diversity and Inclusion in the workplace | 15 | 3 |
| 206 | Supporting organisational improvements | 15 | 3 |
| 207 | Problem solving | 15 | 3 |
| 208 | Decision making using data | 15 | 3 |
| 209 | The organisation and its environment | 15 | 3 |

| | | | |
|-----|--|----|---|
| 210 | Record keeping and information management in the workplace | 15 | 3 |
| 211 | Health, safety and wellbeing in the workplace | 15 | 3 |
| 212 | Effective communication | 15 | 3 |
| 213 | Communication tools and techniques in the workplace | 15 | 3 |
| 214 | Understanding stakeholders and meeting stakeholder needs | 15 | 3 |
| 215 | Providing support to external stakeholders | 15 | 3 |

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. These activities take 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 2 Award in Developing Leadership and Team Skills | 30 | 65 |
| City & Guilds Level 2 Certificate in Developing Leadership and Team Skills | 120 | 245 |
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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 8725 suite using the fast-track approval form, available from the City & Guilds website:

- 8000 Level 2 Award in Leadership and Team Skills
- 8003 Level 2 Award in Effective Team Member Skills
- 8000 Level 2 Certificate in Leadership and Team Skills
- 8002 Level 2 Certificate in Team Leading
- 8003 Level 2 Certificate in Effective Team Member Skills
- 8620 Level 2 Diploma in Team Leading.

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.

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

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 of 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 verified and moderated assessments, 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.

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 qualifications.

External quality assurance for the qualifications 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 by the use of 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 qualifications 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 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 qualifications

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 credit they have accumulated which is 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 \(cityandguilds.com\)](#)

Sustainability

City & Guilds is 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 \(cityandguilds.com\)](#)

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.

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.

Please refer to the Level 2 Portfolio Pack about the use of AI when generating the portfolio of evidence.

Support materials

The following resources are available for these qualifications:

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

SmartScreen is 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 of 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 qualifications

Candidates must:

- have a completed portfolio of evidence.

Centres should ensure that the evidence selected is sufficient, meeting the full requirements of the unit content – Learning Outcome (LO), Assessment Criteria (AC) or range, as appropriate – and meeting any evidence requirements that may be specified.

When supporting learners to develop and select appropriate evidence for the portfolio, centres should consider where and how evidence may be generated or mapped holistically to cover multiple assessment criteria, learning outcomes or units.

Further information can be found in the Portfolio Pack.

| Assessment types | | | |
|------------------|---|--|--|
| Unit | Title | Assessment method | Where to obtain assessment materials |
| 201 | Personal and professional development as a senior team member | Portfolio of evidence Centre-devised, internally set and marked assessment | www.i-l-m.com www.cityandguilds.com |
| 202 | Supporting team performance | | |
| 203 | Responding to disagreements in the workplace | | |
| 204 | Supporting the motivation of a team | | |
| 205 | Equity, diversity and inclusion in the workplace | | |
| 206 | Supporting organisational improvements | | |
| 207 | Problem solving | | |
| 208 | Decision making using data | | |
| 209 | The organisation and its environment | | |

| | | | |
|-----|--|--|--|
| 210 | Record keeping and information management in the workplace | | |
| 211 | Health, safety and wellbeing in the workplace | | |
| 212 | Effective communication | | |
| 213 | Communication tools and techniques in the workplace | | |
| 214 | Understanding stakeholders and meeting stakeholder needs | | |
| 215 | Providing support to external stakeholders | | |

Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

An exception to this is Unit 211 'Health, safety and wellbeing in the workplace' in which a simulation-based activity is permitted for learners who are unable to demonstrate learning outcome 2 (LO2) through naturally occurring work activities.

Further information can be found in the Portfolio Pack.

Portfolio of evidence

Candidate and centres may decide to use either a paper-based or an electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios

City & Guilds has developed a set of recording forms for new and existing centres to use as appropriate. Recording forms are available in the Portfolio Pack.

Centres may use these forms or devise or customise alternative forms, which must be approved for use by the EQA(s), before they are used by candidates and assessors at the centres.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – It must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- workplace documentation or records eg work plans and schedules, meeting agendas or minutes, communication records, training materials
- video clips (maximum duration = 15 minutes)
- projects
- reflective accounts/logs
- assessment observation
- witness testimonies.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

For more detailed guidance on generating evidence for the portfolio, please refer to the Portfolio Pack.

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.

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
- Learning Outcomes (LOs), which are comprised of a number of Assessment Criteria (ACs)
- range statements
- supporting information (eg evidence requirements, unit guidance, suggested learning resources, books, websites).

Guidance for delivery of the units

These qualifications comprise a number of units. A unit describes the expectations for a 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 an LO and its ACs by setting out the various circumstances in which they are to be applied.

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.

Minimum evidence requirements may be included where the level of required assessment evidence is not fully evident from the assessment criteria and range – for example, where assessment criteria may need to be demonstrated on more than one occasion.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit helps learners to understand why personal and professional development is important to a senior team member and explore the different activities that can support their growth.</p> <p>Learners will identify areas for personal development, create a development plan and take action to improve their performance, reflecting on their own improvement.</p> |

Learning outcome

The learner will:

LO1 Understand personal and professional development

Assessment criteria

The learner can:

AC1.1 Explain why personal and professional development is important in a senior team member role

AC1.2 Describe different **activities** that contribute to personal and professional development

AC1.3 Explain the **key components** of Personal Development Plans (PDPs)

Range

AC1.2 Activities:

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

AC1.3 Key components:

- goals and/or objectives, actions, relevance to role, how progress will be measured, review/completion dates.

Learning outcome

The learner will:

LO2 Be able to prepare for personal and professional development

Assessment criteria

The learner can:

AC2.1 Review own strengths and areas for improvement as a senior team member

AC2.2 Identify clear development goals that are relevant to a senior team member

AC2.3 Prepare personal development plans (PDPs)

Learning outcome

The learner will:

LO3 Be able to carry out and record personal and professional development activities

Assessment criteria

The learner can:

AC3.1 Carry out development actions identified in Personal Development Plans (PDPs)

AC3.2 Monitor and record progress against Personal Development Plans (PDPs)

AC3.3 Reflect on how development has improved own performance in the senior team member role

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.1 Learners must explain the importance of both personal and professional development.

AC2.2 A minimum of **two** clear development goals that are relevant to a senior team member should be identified.

AC2.3 Learners must prepare a PDP that includes clear goals, actions to achieve goals and/or objectives, relevance to role, how progress will be measured, timescales and any resources required.

AC3.1 & AC3.2 Learners must use the PDP prepared in LO2 to cover the requirements of these ACs.

Unit guidance

Personal development is defined as growth in the knowledge and skills that enhance overall quality of life and self-awareness, eg confidence and communication.

Professional development is defined as the knowledge and skills needed for a job or career, eg training and industry knowledge.

AC2.3 PDP must be agreed with an appropriate person, eg a manager, supervisor or mentor.

Learners may use the City & Guilds PDP template in the Level 2 Portfolio Pack to support evidence, although its use is optional.

Learners may use the City & Guilds self-reflection log template in the Level 2 approve to support evidence, although its use is optional.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit supports learners in developing the knowledge and skills required to contribute positively to team performance.</p> <p>Learners will explore the roles and responsibilities of team members and senior team members. They will understand how leadership behaviours contribute to achieving shared goals and apply principles of effective teamwork to build trust.</p> <p>Learners will also develop practical skills in giving instructions, providing support and delivering constructive feedback.</p> |

Learning outcome

The learner will:

LO1 Understand roles and responsibilities in supporting team performance

Assessment criteria

The learner can:

AC1.1 Describe the **different responsibilities** of a team member and a senior team member

AC1.2 Explain how a senior team member can support others to meet team goals

AC1.3 Explain the **key principles of effective teamwork**

AC1.4 Explain the **key principles of constructive feedback**

Range

AC1.1 **Different responsibilities:**

- team member: completing assigned tasks, following instructions, reporting issues/concerns to the appropriate person

- senior team member: supporting others to complete tasks, giving instructions, point of contact between team and management, resolving minor issues/concerns.

AC1.3 Key principles of effective teamwork:

- communication, cooperation, contribution.

AC1.4 Key principles of constructive feedback:

- clear, timely, specific, with both positive and negative elements.

Learning outcome

The learner will:

LO2 Be able to support team performance

Assessment criteria

The learner can:

AC2.1 Communicate effectively and respectfully with others

AC2.2 Give instructions to others in an appropriate way

AC2.3 Provide practical support to help others complete tasks

AC2.4 Give constructive feedback to others

Learning outcome

The learner will:

LO3 Be able to contribute to a positive team environment

Assessment criteria

The learner can:

AC3.1 Describe **behaviours that contribute to a positive team environment**

AC3.2 Describe **ways to build trust within a team**

AC3.3 Demonstrate actions that support cooperation within a team setting

AC3.4 Demonstrate actions that help build trust in a team setting

Range

AC3.1 Behaviours that contribute to a positive team environment:

- respectful communication, cooperation, positive attitude.

AC3.2 Ways to build trust within a team:

- accountability, honesty, respect, reliability.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.3 Learners should give practical support to at least **two** others to help complete tasks.

AC2.4 Learners should provide constructive feedback to at least **two** others.

AC3.3 Learners should demonstrate a minimum of two actions that support cooperation within a team setting.

AC3.4 Learners should demonstrate a minimum of two actions that help build trust in a team setting.

Unit guidance

Practical support can include providing guidance and resources.

Learners should take the knowledge gained in LO1 and LO2 and demonstrate the application of this knowledge in LO3.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit helps learners understand the ways in which effective teamwork supports positive working relationships and how disagreements can arise in team settings.</p> <p>Learners will develop the skills to respond appropriately to disagreements and reflect on their own behaviour.</p> |

Learning outcome

The learner will:

LO1 Understand effective teamwork

Assessment criteria

The learner can:

AC1.1 Explain why effective teamwork is important in the workplace

AC1.2 Describe **common barriers to effective teamwork**

AC1.3 Understand **common causes of disagreement** within the workplace

AC1.4 Describe **ways** senior team members can respond to disagreements within the workplace

Range

AC1.2 **Common barriers to effective teamwork:**

- communication issues, lack of co-operation, disagreement.

AC1.3 **Common causes of disagreement:**

- differences in working style/personality, unclear responsibilities, communication breakdown, unequal workload.

AC1.4 **Ways:**

- being impartial, encouraging open communication, active listening.

Learning outcome

The learner will:

LO2 Be able to respond appropriately to disagreements

Assessment criteria

The learner can:

AC2.1 Recognise signs of disagreement within the workplace

AC2.2 Demonstrate appropriate actions to help manage disagreements in the workplace

AC2.3 Seek information or support when disagreements cannot be resolved independently

Learning outcome

The learner will:

LO3 Be able to review personal contribution to disagreements

Assessment criteria

The learner can:

AC3.1 Reflect on personal experience of responding to disagreements

AC3.2 Identify ways to improve personal responses to disagreements

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

A minimum of **one** disagreement example is required for LO2 and LO3.

Performance in LO2 should be evidenced by observation, witness testimony, work product and/or supporting documentation.

AC2.1 Learners should identify a minimum of **two** signs of disagreement.

AC2.2 Learners should demonstrate a minimum of **two** actions to help manage a disagreement.

AC2.1, AC2.2, AC2.3 Evidence can be gained from same disagreement example, or through multiple examples of managing disagreements.

AC3.2 Learners should identify a minimum of **two** ways to improve personal responses to disagreements.

Self-reflection evidence for LO3 should **not** be used to evidence performance in LO2.

Unit guidance

Disagreement is defined as when two or more people have different opinions or ideas and do not agree.

AC2.2 Appropriate actions could include staying calm, being impartial, speaking to team members, active listening and acknowledging the disagreement.

Learners may use the City & Guilds self-reflection log template in the Level 2 Portfolio Pack to support evidence, although its use is optional.

| | |
|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit introduces the principles of motivation within a team in order to support the learners' emerging leadership behaviours.</p> <p>Learners will explore common motivational factors, the role of communication and recognition in encouraging performance and how to identify and respond to low motivation.</p> |

Learning outcome

The learner will:

LO1 Understand the principles of motivation in a team

Assessment criteria

The learner can:

AC1.1 Define the term motivation

AC1.2 Explain **common factors that affect team motivation** in the workplace

AC1.3 Describe the role of senior team members in supporting motivation within a team

AC1.4 Describe the impact of improving motivation on team performance and morale

Range

AC1.2 **Common factors that affect team motivation:**

- leadership, communication, goals/expectations, recognition, pay, working conditions, opportunity for growth.

Learning outcome

The learner will:

LO2 Be able to demonstrate ways to support team motivation

Assessment criteria

The learner can:

AC2.1 Use positive communication to encourage team effort and engagement

AC2.2 Recognise individual contributions in a way that supports motivation

AC2.3 Provide feedback to others that supports motivation and continued performance

Learning outcome

The learner will:

LO3 Be able to contribute to improved motivation in a team

Assessment criteria

The learner can:

AC3.1 Identify **signs that motivation may be low** within a team

AC3.2 Gather feedback from team members about motivation levels or concerns

AC3.3 Suggest realistic actions that could improve motivation in day-to-day work

AC3.4 Review the impact of actions taken to improve motivation within a team

Range

AC3.1 **Signs that motivation may be low:**

- lack of enthusiasm, poor attendance, increased disagreement, reduced productivity.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.2 Learners must recognise a minimum of **two** individual contributions that support motivation and continued performance.

AC2.3 Learners must provide feedback that supports motivation and continued performance to a minimum of **two** team members.

AC3.2 Learners must gather feedback from a minimum of **two** team members about motivation levels or concerns.

AC3.3 Learners must provide a minimum of **two** actions that could improve the motivation of a team in day-to-day work.

AC3.4 Learners must review the impact of actions taken in AC3.3.

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|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit introduces the principles of equity, diversity and inclusion (EDI) and supports learners in recognising their importance in the workplace.</p> <p>Learners will explore ways in which to identify and report unfair behaviour, understand the legal responsibilities of employers and employees under current EDI legislation and apply and promote inclusive behaviours in a team setting.</p> |

Learning outcome

The learner will:

LO1 Understand the principles of equity, diversity and inclusion

Assessment criteria

The learner can:

AC1.1 Define the terms equity, diversity and inclusion

AC1.2 Explain why equity, diversity and inclusion are important for individuals and organisations

AC1.3 Describe ways to demonstrate equity, diversity and inclusion in the workplace as a senior team member

Learning outcome

The learner will:

LO2 Understand equity, diversity and inclusion law

Assessment criteria

The learner can:

AC2.1 Explain the **types of discrimination** defined in current legislation

AC2.2 Identify a range of protected characteristics covered by current legislation

AC2.3 Identify the responsibilities of employers and employees under equity, diversity and inclusion legislation

Range

AC2.1 **Types of discrimination:**

- direct, indirect, bullying/harassment, victimisation.

Learning outcome

The learner will:

LO3 Be able to work in an inclusive way

Assessment criteria

The learner can:

AC3.1 Demonstrate inclusive behaviour when working with others

AC3.2 Communicate in a way that supports individual differences

AC3.3 Contribute to **activities** that promote fairness and equity in the workplace

AC3.4 Explain how to recognise and report concerns about **unfair behaviour** in the workplace

Range

AC3.3 **Activities:**

- raising awareness, supporting individual colleagues who have protected characteristics, taking part in EDI initiatives.

AC3.4 **Unfair behaviour:**

- discrimination, bullying/harassment, unfair working practices.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.3 Learners must describe a minimum of **two** ways to demonstrate EDI in the workplace as a senior team member.

AC2.2 Learners must identify a minimum of **four** protected characteristics covered by current legislation.

AC2.3 Learners must identify a minimum of **two** responsibilities of employers and **two** responsibilities of employees under EDI legislation.

AC3.1 Learners must demonstrate a minimum of **two** inclusive behaviours when working with others.

AC3.3 Learners must contribute to a minimum of **two** activities that promote fairness and equity in the workplace.

Unit guidance

Learners must understand the principles of EDI and demonstrate the ability to ensure they can work in an inclusive way.

AC2.2 Although learners are only required to identify at least four protected characteristics, all protected characteristics must be covered during training.

AC3.1 Inclusive behaviours are defined as the ways people act to create an environment where everyone is treated fairly, has equal opportunities and feels included and supported.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit introduces the principles of organisational improvement and how individuals can contribute to changes that support better outcomes at work.</p> <p>Learners will explore how improvements are identified and implemented and will have the opportunity to contribute to or suggest ways to support improvements within their own role or team.</p> |

Learning outcome

The learner will:

LO1 Understand the principles of organisational improvement

Assessment criteria

The learner can:

AC1.1 Explain what is meant by organisational improvement

AC1.2 Identify the **reasons organisations seek to make improvements**

AC1.3 Describe ways that improvement can benefit an organisation

Range

AC1.2 Reasons organisations seek to make improvements:

- performance/efficiency, customer/user expectations, cost, compliance/regulation.

Learning outcome

The learner will:

LO2 Be able to contribute to the implementation of organisational improvements

Assessment criteria

The learner can:

AC2.1 Carry out tasks to support organisational improvements within own area of work

AC2.2 Communicate clearly with others when contributing to improvement activities

AC2.3 Identify the impact of organisational improvements in own area of work

Learning outcome

The learner will:

LO3 Be able to recommend organisational improvements

Assessment criteria

The learner can:

AC3.1 Identify working practices within own area of work that could be improved

AC3.2 Develop **proposals** for realistic improvements to working practices

AC3.3 Describe how suggested improvements could benefit the team or the organisation

Range

AC3.2 Proposals:

- actions, timeframes, resources required.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.3 Learners must describe a minimum of **two** ways that an improvement can benefit an organisation.

AC2.1 Learners must carry out a minimum of **two** tasks that support an organisational improvement within their own area of work.

AC2.2 Learners must communicate with a minimum of **two** others when contributing to improvement activities across LO2.

AC3.1 Learners must identify at least **one** working practice within own area of work that can be improved.

AC3.2 Learners must propose at least **one** realistic improvement to the working practice identified in AC3.1.

AC3.3 Learners must describe a minimum of **one** benefit of the improvement identified in AC3.2 to the team or organisation.

Unit guidance

Working practices are defined as established ways in which tasks and responsibilities are carried out in the workplace.

Realistic improvements must be achievable, practical and beneficial.

Organisational improvements could be a process change, system change or resource change within own organisation.

The impact of an organisational improvement can be identified in both positive terms (what has worked) and negative terms (the change not achieving what it set out to do or causing potential problems unforeseen at implementation).

To propose an improvement means to suggest a new idea, recommend a change or offer a solution to a problem.

| | |
|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit introduces the principles of problem solving in the workplace.</p> <p>Learners will explore common causes of problems, contribute to identifying and resolving problems and reflect on how their own actions affect outcomes.</p> <p>The unit supports learners in developing practical and responsible approaches to solving problems in a professional context.</p> |

Learning outcome

The learner will:

LO1 Understand problem solving in the workplace

Assessment criteria

The learner can:

AC1.1 Identify **common causes of workplace problems**

AC1.2 Outline the potential impact of unresolved problems in the workplace

AC1.3 Describe the **steps involved in a formal problem-solving process**

Range

AC1.1 **Common causes of workplace problems:**

- miscommunication, interpersonal conflict, process/system issues, external factors.

AC1.3 **Steps involved in a formal problem-solving process:**

- identify, gather information, consider solutions, select solution, implement, review.

Learning outcome

The learner will:

LO2 Be able to contribute to workplace problem solving

Assessment criteria

The learner can:

AC2.1 Identify problems in the workplace

AC2.2 **Gather information** to understand problems in the workplace

AC2.3 Identify possible solutions to workplace problems

AC2.4 Share suggestions for resolutions with an appropriate person

Range

AC2.2 **Gather information:**

- observe the situation, speak with appropriate people, review documents/records, confirm facts.

Learning outcome

The learner will:

LO3 Be able to review own contribution to problem solving

Assessment criteria

The learner can:

AC3.1 Describe how own actions contributed to solving workplace problems

AC3.2 Describe how own actions prevented a negative impact on the organisation

AC3.3 Reflect on what went well and what could be improved upon in own approach to problem solving

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.2 Learners must outline the potential impact of a minimum of **two** unresolved problems in the workplace.

AC2.1 Learners must identify at least **two** workplace problems.

AC2.3 Learners must identify a minimum of **two** possible solutions across the two problems identified in AC2.1.

AC2.4 Learners must share a minimum of **two** suggestions for resolution with an appropriate person.

Learners must identify at least **one** workplace problem that enables them to address all the assessment criteria outlined in LO3.

AC3.1 Learners must describe a minimum of **two** of their own actions that contributed to solving a workplace problem.

Unit guidance

The appropriate person must be a line manager, supervisor or decision maker.

The reflection on own problem-solving ability in LO3 does not need to be focused on the problem identified in LO2.

Learners may use the City & Guilds self-reflection log template in the Level 2 Portfolio Pack to support evidence, although its use is optional.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit introduces learners to the role of data in making effective workplace decisions.</p> <p>Learners will explore different types and sources of data, learn how to interpret both numerical and text-based information and apply data to make and explain decisions in practical work settings.</p> |

Learning outcome

The learner will:

LO1 Understand the role of data in decision making

Assessment criteria

The learner can:

AC1.1 Explain what is meant by data in a workplace setting

AC1.2 Identify **sources of data commonly used** in organisations

AC1.3 Describe the **different ways that data can be used** to support decision making in a workplace setting

AC1.4 Explain the **benefits and limitations of using data** to inform decisions

AC1.5 Explain how the use of **emerging technologies** can contribute to data-driven decision making

Range

AC1.2 **Sources of data commonly used:**

- financial records, performance metrics, stock control systems, digital analytics.

AC1.3 **Different ways that data can be used:**

- planning/scheduling, assessing business risk, procurement, measuring performance.

AC1.4 **Benefits and limitations of using data:**

- benefits: accuracy, confidence, accountability
- limitations: incomplete/missing data, interpretation issues, lack of human factors.

AC1.5 Emerging technologies:

- AI or machine learning systems.

Learning outcome

The learner will:

LO2 Be able to interpret data

Assessment criteria

The learner can:

AC 2.1 Identify **different types of data within the organisation** that can be used to make a workplace decision

AC 2.2 Use numerical data to identify trends or patterns

AC 2.3 Use text-based data to identify key themes

AC 2.4 Draw conclusions from **data presented in different ways**

Range

AC2.1 Different types of data within the organisation:

- numerical and text based.

AC2.4 Data presented in different ways:

- charts/graphs, tables.

Learning outcome

The learner will:

LO3 Be able to make workplace decisions using data

Assessment criteria

The learner can:

AC3.1 Use data to support decisions in the workplace

AC3.2 Explain reasoning to support decisions made using data

AC3.3 Describe outcomes of decisions made using data

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.2 Learners must identify at least **two** trends from numerical data. Learners must identify at least **two** patterns within the numerical data.

AC2.3 Learners must identify at least **two** key themes within text-based data.

AC2.4 Learners must draw at least **two** conclusions from data presented in different ways.

LO3 Learners must use data interpreted in LO2 to support at least **one** workplace decision.

Learners must identify a workplace decision that enables them to address all the assessment criteria outlined in LO3.

Unit guidance

A 'trend' is defined as a direction of change over time.

Interpretation of data must not be carried out by an automated system. This includes the use of online survey analysis software.

Technology such as filtering and sorting functions within spreadsheet or other desktop software is allowed to evidence interpretation of data.

A 'decision' is defined as a choice made between two or more options to achieve a goal.

A 'pattern' is defined as a recurring relationship within the data.

| | |
|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit supports learners in understanding the organisation they work in and its external environment. It helps learners to understand how they can act responsibly and suggest improvements in line with organisational aims including sustainability.</p> <p>Learners will also explore their legal rights and responsibilities in the workplace and begin to develop confidence in contributing ideas and demonstrating behaviours expected of emerging leaders.</p> |

Learning outcome

The learner will:

LO1 Know about the organisation and the environment in which it operates

Assessment criteria

The learner can:

AC1.1 Describe **different organisational sectors**

AC1.2 Identify the purpose and aims of the organisation in relation to the sector in which it operates

AC1.3 Describe the products and/or services offered by the organisation

AC1.4 Outline **external factors** that affect the organisation

Range

AC1.1 **Different organisational sectors:**

- public, private or third/not for profit.

AC1.4 **External factors:**

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

Learning outcome

The learner will:

LO2 Understand the rights and responsibilities of employees

Assessment criteria

The learner can:

AC2.1 Outline the **legal rights** of all employees

AC2.2 Explain how different organisational policies relate to own role

AC2.3 Describe the main **responsibilities** of own role

AC2.4 Demonstrate how main responsibilities are met in own role

AC2.5 Describe ways to demonstrate compliance with organisational policies in own role

Range

AC2.1 **Legal rights:**

- working hours, pay, time off, employment status/contracts, protection from discrimination, safe working environment.

AC2.3 **Responsibilities:**

- professional behaviour, attendance/punctuality, working standards, following policy.

Learning outcome

The learner will:

LO3 Be able to promote sustainable working

Assessment criteria

The learner can:

AC3.1 Describe what is meant by sustainable working

AC3.2 Identify current workplace practices that have an **environmental impact**

AC3.3 Explain ways the organisation can improve sustainable working practices

AC3.4 **Present ideas** for sustainable improvement to **appropriate stakeholders**

Range

AC3.2 Environmental impact:

- energy use, waste production, materials and resources, transport/travel.

AC3.4

- **Present ideas:** share thoughts, suggestions or solutions with others in a clear, respectful and appropriate way.
- **Appropriate stakeholders:** individuals or groups who have an interest in, or are affected by, a decision, suggestion or activity in the workplace.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.2 Learners must explain at least **two** organisational policies.

AC3.3 Learners must explain at least **two** ways the organisation can improve sustainable working practices.

Unit guidance

AC2.2 Organisational policies may be informal, but they should still be relevant to the learner's role within their specific organisational context.

An informal policy sets consistent expectations or standards of behaviour, is understood by staff and guides decisions, even if it's not written down or officially approved.

| | |
|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit develops knowledge and skills in managing workplace information and records.</p> <p>Learners will gain an understanding of the principles of confidentiality, security and data protection. They will demonstrate the ability to accurately record and verify information, support others in handling it appropriately, and retrieve and share information to aid team decision making and ensure accountability.</p> |

Learning outcome

The learner will:

LO1 Understand the principles of managing information and records

Assessment criteria

The learner can:

AC1.1 Explain how accurate information and records **support accountability** as a senior team member

AC1.2 Describe ways to ensure information and records remain confidential

AC1.3 Explain the importance of **confidentiality and security** when managing information and records

AC1.4 Explain the key principles of current data protection law

AC1.5 Describe **measures used to strengthen data security** in response to cyber threats

Range

AC1.1 **Support accountability:**

- decision making, compliance, problem solving.

AC1.3 **Confidentiality and security:**

- importance to the organisation and individuals (customer, service user or staff).

AC1.5 Measures used to strengthen data security:

- encryption, access controls, staff training, automated/AI processes.

Learning outcome

The learner will:

LO2 Be able to support others to handle information securely and accurately

Assessment criteria

The learner can:

AC2.1 Record information clearly and accurately using an agreed format

AC2.2 Follow procedures for maintaining confidentiality when handling information

AC2.3 Check that information recorded by others is accurate and complete

AC2.4 Provide guidance to others on how to handle information correctly

Range

AC2.3 Check that information recorded by others is accurate and complete:

- review documents/records, error identification.

AC2.4 Provide guidance:

- explain procedures, correct mistakes, answer questions.

Learning outcome

The learner will:

LO3 Be able to search for and retrieve information to support the team

Assessment criteria

The learner can:

AC3.1 Describe **different ways to search for and retrieve information** to support team tasks

AC3.2 Use **appropriate methods** to locate information required for decision making

AC3.3 Share retrieved information with others in line with organisational requirements

Range

AC3.1 Different ways to search for and retrieve information:

- digital: search functions, search engines, keywords, filters
- manual: indexes, record cards, logbooks, paper-based folder or file names.

AC3.2 Appropriate methods:

- suitable format, meets purpose, in line with organisational policy/procedure.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.2 Learners must describe at least **two** ways to ensure information and records remain confidential.

AC2.3 Learners must check information recorded by at least **two** others.

AC2.4 Learners must provide guidance to at least **two** others.

The two people used in AC2.3 can be the same people used in AC2.4.

AC3.1 Learners must describe ways to search for and retrieve information to support at least **two** team tasks.

AC3.3 Learners must share retrieved information with at least **two** others.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit introduces principles of health, safety and wellbeing in the workplace.</p> <p>Learners will understand their responsibilities and explore key legal requirements. They will understand the internal and external sources of wellbeing in the workplace and why individuals may seek support.</p> <p>Learners will demonstrate the skills to report concerns, record incidents, contribute to formal risk assessments and work safely as part of everyday tasks.</p> |

Learning outcome

The learner will:

LO1 Understand health, safety and wellbeing in the workplace

Assessment criteria

The learner can:

AC1.1 Explain how health and safety procedures help maintain a safe working environment

AC1.2 Identify roles and responsibilities involved in health and safety in the workplace

AC1.3 Identify **key legal requirements** that support health and safety in the workplace

AC1.4 Describe **factors that contribute to individual wellbeing** in the workplace

AC1.5 Identify ways that workplaces can support the wellbeing of employees

AC1.6 Describe the effects of poor health, safety and wellbeing practices on individuals and organisations

Range

AC1.3 Key legal requirements:

- current UK laws/regulations: Health and Safety at Work Act (HASAWA), Display Screen Equipment (DSE) regulations.

AC1.4 Factors that contribute to individual wellbeing:

- work-life balance, organisational support, flexible working, positive working relationships.

Learning outcome

The learner will:

LO2 Be able to report and respond to health and safety concerns

Assessment criteria

The learner can:

AC2.1 Report accidents, incidents or near misses in line with workplace procedures

AC2.2 Record details of incidents using agreed formats

AC2.3 Identify and report potential workplace hazards

AC2.4 Contribute to formal risk assessment activities

Learning outcome

The learner will:

LO3 Understand sources of wellbeing support

Assessment criteria

The learner can:

AC3.1 Explain the term wellbeing in the workplace

AC3.2 Outline types of **wellbeing support** available within organisations

AC3.3 Outline **external sources of support** for health and wellbeing

AC3.4 Explain why an individual might seek support for a health or wellbeing concern

Range

AC3.2 Wellbeing support:

- HR department, wellbeing policies, line managers/supervisors, mental health champions, peer support.

AC3.3 External sources of support:

- non-governmental organisations: Samaritans, Mind
- governmental organisations: NHS, GP services, 111, addiction support, financial advice organisations.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.1 Learners must explain at least **two** health and safety procedures.

AC1.2 Learners must identify at least **two** roles and at least **two** responsibilities involved in health and safety.

AC1.3 Learners must identify at least **two** current laws or regulations relating directly to health and safety.

AC1.5 Learners must identify at least **two** ways workplaces can support the wellbeing of employees.

AC1.6 Learners must describe at least **one** effect of poor practices on individuals and one effect of poor practice on organisations, for each of the following:

- health practices
- safety practices
- wellbeing practices.

AC2.1 Learners must report at least **one** accident, incident or near miss in line with workplace procedures.

AC2.2 Learners must record details of at least **one** incident using an agreed format.

AC2.3 Learners must identify and report at least **two** potential workplace hazards.

AC3.4 Learners must explain at least **two** reasons why an individual might seek support for a health or wellbeing concern.

Unit guidance

AC1.1 Wellbeing in the workplace is defined as the policies, practices, and culture that support employees' health, happiness and engagement at work.

LO2 Where learners are unable to demonstrate this learning outcome through naturally occurring work activities, a simulation-based activity is permitted and must adhere to the guidelines specified in the Level 2 Portfolio Pack.

AC2.4 Contributing to risk assessment activities is defined as basic steps taken to find possible risks in the workplace, decide how likely they are to happen, and think about how serious the harm could be.

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|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit develops learners' understanding of the importance of effective communication in the workplace and their ability to apply key communication techniques in the role of a senior team member.</p> <p>Learners will explore the elements of effective communication and its impact on workplace outcomes. They will identify common barriers and the consequences of poor communication.</p> <p>Learners will also apply appropriate verbal and written communication methods, demonstrate effective listening techniques and reflect on feedback to improve their own communication skills.</p> |

Learning outcome

The learner will:

LO1 Understand the importance of effective communication in the workplace

Assessment criteria

The learner can:

AC1.1 Explain what is meant by **effective communication**

AC1.2 Describe how effective communication contributes to successful outcomes

AC1.3 Explain different elements of **non-verbal communication**

AC1.4 Explain how communication breakdowns can lead to **problems in the workplace**

AC1.5 Describe **barriers to effective communication**

AC1.6 Explain how a senior team member can overcome barriers to effective communication

Range

AC1.1 Effective communication:

- clear, accurate, appropriate, two-way.

AC1.3 Non-verbal communication:

- body language, facial expressions, gestures.

AC1.4 Problems in the workplace:

- mistakes, misunderstandings, delays, conflict.

AC1.5 Barriers to effective communication:

- language, tone, communication method, listening skills.

Learning outcome

The learner will:

LO2 Be able to apply effective communication techniques in the workplace

Assessment criteria

The learner can:

AC2.1 Select **communication methods** appropriate to specific situations

AC2.2 Communicate verbally in appropriate, clear and respectful ways

AC2.3 Demonstrate effective non-verbal communication techniques

AC2.4 Demonstrate effective listening techniques

AC2.5 Communicate written information clearly and accurately

Range

AC2.1 Communication methods:

- **verbal:** face to face, telephone, video conferencing
- **written:** mail, letter, report, instant messaging.

Learning outcome

The learner will:

LO3 Be able to reflect on and improve own communication in the workplace

Assessment criteria

The learner can:

AC3.1 Gather feedback on own communication from others

AC3.2 Identify strengths and areas for development in own communication skills

AC3.3 Describe how improved communication could support **positive outcomes**

AC3.4 Set personal targets to improve workplace communication

Range

AC3.3 **Positive outcomes:**

- working relationships, productivity, accuracy, problem solving.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.1 Learners must select at least **one** communication method appropriate to a specific situation.

AC2.2 Learners must demonstrate at least **two** verbal communication examples.

AC2.3 Learners must demonstrate at least **two** effective non-verbal communication techniques.

AC2.4 Learners must demonstrate at least **two** effective listening techniques.

AC2.5 Learners must demonstrate at least **two** written communication examples.

AC3.2 Learners must identify at least **two** strengths and at least **two** areas of improvement in own communication skills.

AC3.4 Learners must set at least **two** personal targets to improve workplace communication.

Unit guidance

Verbal communication methods can include face-to-face communication and communication via telephone and video conferencing.

Written communication methods can include emails, letters, reports and instant messaging.

| | |
|---------------------------|---|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit develops learners' understanding of the tools and techniques used to communicate effectively in the workplace.</p> <p>Learners will explore the functions of digital and non-digital communication tools and the ways in which they support everyday business tasks. They will learn how to use these tools to share information clearly with a team, adapt their communication to meet different needs and provide structured support to others.</p> <p>Learners will also examine situations where current tools may be limited and suggest alternative solutions, showing awareness of emerging technology and workplace improvement.</p> |

Learning outcome

The learner will:

LO1 Understand different communication tools and techniques used in the workplace

Assessment criteria

The learner can:

AC1.1 Describe the functions of digital and non-digital **communication tools** used in the workplace

AC1.2 Explain how different tools support specific business tasks

AC1.3 Explain how **standardised documents and systems** support effective communication

AC1.4 Describe **organisational procedures** for the use of communication platforms

Range

AC1.1 Communication tools:

- digital: email platforms, instant messaging apps, video conferencing platforms, collaboration platforms or shared workspaces
- non-digital: noticeboards, meetings.

AC1.3 Standardised documents and systems:

- templates, forms, shared drives, bespoke software.

AC1.4 Organisational procedures:

- security, appropriate use, data protection.

Learning outcome

The learner will:

LO2 Be able to use appropriate communication methods to share information effectively

Assessment criteria

The learner can:

AC2.1 Select and use appropriate tools to share task-related information with a team

AC2.2 **Deliver information** to teams using different tools and **techniques**

AC2.3 Adapt the use of communication techniques to meet the needs of different team members

AC2.4 **Provide structured support** for others in the use of digital communication tools

Range

AC2.2

- **Deliver information:** present information in a professional manner, using a logical structure, with supporting materials in an organised setting (meeting, huddle, briefing).
- **Techniques:** clear speech, appropriate tone, checking for understanding, summarising, paraphrasing.

AC2.4 **Provide structured support:**

- formal training/coaching, planned activity, follow up or check understanding.

Learning outcome

The learner will:

LO3 Be able to identify and suggest improvements to workplace communication tools

Assessment criteria

The learner can:

AC3.1 Identify situations where current **communication tools** may be limited or ineffective

AC3.2 Compare features and benefits of **alternative tools**

AC3.3 Identify how alternative communication tools could solve business problems

AC3.4 Outline steps that could be taken to introduce alternative communication tools in the workplace

Range

AC3.1 **Communication tools:**

- digital systems, apps/software, collaboration tools.

AC3.2 **Alternative tools:**

- not routinely used in the current workplace, emerging technology.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.1 Learners must select and use at least **two** appropriate tools (digital or non-digital) to share task-related information with a team.

AC2.1 Learners must deliver information to at least **one** team.

AC2.3 Learners must adapt the use of at least **two** communication techniques (digital or non-digital) to meet the need of different team members.

AC2.4 Learners must demonstrate providing structured support on at least **one** occasion.

AC3.1 Learners must identify at least **two** situations where current tools may be limited.

AC3.2 Learners must compare at least **two** features and **two** benefits of at least **two** alternative tools.

AC3.3 Learners must identify how at least **one** alternative communication tool could solve a business problem.

The alternative communication tool identified in AC3.3 must be used to meet the assessment criteria outlined in AC3.4

AC3.4 Learners must outline at least **two** steps that could be taken to introduce the alternative tool.

Unit guidance

AC1.1 Meetings can include conferences, briefings or huddles

| | |
|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit helps learners understand the role and significance of internal stakeholders within the workplace.</p> <p>It builds the knowledge and skills required to identify the needs and expectations of internal stakeholders, such as colleagues, managers and teams, and to communicate effectively and professionally to support those needs.</p> <p>Learners will explore how to contribute to stakeholder satisfaction both individually and collaboratively, ensuring alignment with organisational goals.</p> <p>Additionally, learners will demonstrate how to share constructive feedback and offer support to others, fostering a positive working environment and maintaining strong internal stakeholder relationships.</p> |

Learning outcome

The learner will:

LO1 Understand the role of stakeholders in the workplace

Assessment criteria

The learner can:

AC1.1 State what is meant by the term stakeholder

AC1.2 Identify **different types of stakeholders** in a workplace

AC1.3 Explain why **internal stakeholder needs and expectations** are important to an organization

Range

AC1.2 Different types of stakeholders:

- internal and external.

AC1.3 Internal stakeholder needs and expectations:

- communication, timely responses, respect and professionalism, consistency, quality of service.

Learning outcome

The learner will:

LO2 Be able to meet internal stakeholder needs and expectations

Assessment criteria

The learner can:

AC2.1 Use appropriate methods to meet internal stakeholder needs and expectations

AC2.2 Communicate with internal stakeholders in a way that supports their needs and expectations

AC2.3 Share **internal stakeholder feedback** with others

Range

AC2.3 Internal stakeholder feedback:

- verbal, written.

Learning outcome

The learner will:

LO3 Be able to support the team in meeting internal stakeholder needs and expectations

Assessment criteria

The learner can:

AC3.1 Support a team member to meet the needs and expectations of internal stakeholders

AC3.2 Share information that helps the team meet internal stakeholder needs and expectations

AC3.3 Monitor progress on tasks linked to meeting internal stakeholder needs and expectations

Range

AC3.1 **Support a team member:**

- help a team member to complete a task for an internal stakeholder.

AC3.2 **Share information:**

- share best practice, provide guidance.

AC3.3 **Monitor progress:**

- check work in progress, ask for updates, report progress to others.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC2.1 Learners must use at least **two** appropriate methods to meet the needs of at least **two** internal stakeholders.

AC2.2 Learners must communicate with at least **two** internal stakeholders.

AC2.3 Learners must share stakeholder feedback with at least **two** others.

AC3.1 Learners must support at least **one** team member to meet the needs and expectations of at least **two** internal stakeholders.

AC3.3 Learners must monitor progress on at least **one** task.

| | |
|---------------------------|--|
| Level: | 2 |
| GLH: | 15 |
| Credit value: | 3 |
| Assessment method: | Portfolio of evidence |
| Aim: | <p>This unit focuses on the critical role external stakeholders play in shaping organisational decisions and outcomes.</p> <p>Learners will develop the communication and support skills needed to engage professionally and effectively with external stakeholders, fostering trust and maintaining productive relationships.</p> |

Learning outcome

The learner will:

LO1 Understand how external stakeholders impact an organisation

Assessment criteria

The learner can:

AC1.1 Define the term **external stakeholder**

AC1.2 Identify different types of external stakeholders relevant to the organisation

AC1.3 Describe **how external stakeholders may interact** with the organisation

AC1.4 Explain **how external stakeholders can influence the organisation**

Range

AC1.1 **External stakeholder:**

- individuals, groups or other organisations outside of own organisation that have an interest in, or are affected by, its operations.

AC1.3 **How external stakeholders may interact:**

- making enquiries/requests, providing goods/services, making complaints.

AC1.4 How external stakeholders can influence the organisation:

- purchasing decisions, complaints/disputes, financial decisions, public opinion/reputation.

Learning outcome

The learner will:

LO2 Be able to communicate professionally with external stakeholders

Assessment criteria

The learner can:

AC2.1 Communicate effectively with different external stakeholders

AC2.2 Share information that **meets the needs of external stakeholders**

AC2.3 Build positive relationships with external stakeholders

Range

AC2.2 Meets the needs of external stakeholders:

- format choice, level of detail, appropriate method, organisational/legal requirements, accuracy of information.

Learning outcome

The learner will:

LO3 Be able to support the concerns of external stakeholders

Assessment criteria

The learner can:

AC3.1 Describe **common concerns raised by external stakeholders**

AC3.2 Respond to external stakeholder concerns in line with workplace procedures

AC3.3 Escalate external customer concerns outside of own authority

Range

AC3.1 Common concerns raised by external stakeholders:

- delays, quality issues, communication issues, financial disputes, ethical concerns.

Supporting information

Candidates must demonstrate and/or present sufficient evidence that meets every assessment criterion within a learning outcome to pass the unit; evidence will be subject to EQA sampling.

The guidance below supports the interpretation of sufficiency for select criteria.

Evidence requirements

AC1.2 Learners must identify at least **two** external stakeholders relevant to the organisation.

For LO2 evidence of at least **two** different external stakeholder interactions is required in total.

AC3.2 Learners must respond to at least **two** stakeholder concerns by communicating directly with external stakeholders.

AC3.3 Learners must escalate at least **two** stakeholder concerns outside of their authority.

Unit guidance

For this unit 'external stakeholder' is defined as a person or group outside the organisation who is affected by what the organisation does, or who can influence it. They are not employed by the organisation.

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 **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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