City & Guilds Level 3 Award, Certificate, Diploma and Extended Diploma in Leadership and Management Skills

(8723-11/21/31/41)

Version 1.0 (January 2026)

Qualification Handbook

Qualification at a glance

Subject area	15.3 Business management
City & Guilds number	8723
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 3 Award in Leadership and Management Skills	8723-11	610/6869/X	40	95
City & Guilds Level 3 Certificate in Leadership and Management Skills	8723-21	610/6870/6	80	210
City & Guilds Level 3 Diploma in Leadership and Management Skills	8723-31	610/6871/8	140	390
City & Guilds Level 3 Extended Diploma in Leadership and Management Skills	8723-41	610/6873/1	370	1010

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

Contents

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 ideal for learners and apprentices new to leadership and management that need to acquire skills, knowledge and behaviours as a middle manager.
	These qualifications aim to provide the skills, knowledge and behaviours for learners and apprentices entering into a leadership and management role. The qualifications cover core themes and topics that first line and middle managers require.
	Award: introduces essential leadership topics. It is ideal for learners seeking a short course, it has been designed to engage and motivate and could lead to further learning at Level 3.
	Certificate: offers learners a solid foundation in leadership and management topics with the flexibility to tailor their learning journey to suit specific interests and experience. Designed to support smooth progression to further Level 3 study, the qualification focuses on practical skills that can be evidenced through everyday activities, making it both achievable and manageable alongside existing workloads.
	Diploma: offers comprehensive coverage of leadership and management topics at this level, with the depth needed to support progression to study at Level 4 or 5. Its strong emphasis on leadership content makes it particularly effective for learners aiming to solidify their leadership roles. The qualification's flexible structure allows learners to tailor their route through by selecting optional units that reflect their specific roles, interests and career aspirations.
	Extended Diploma: offers the most comprehensive coverage of leadership and management topics at this level, with the depth and breadth needed to support an apprenticeship standard. The structure allows learners to ensure their route through covers sufficient content of the apprenticeship on programme and allows the

Area	Description
	learner to tailor options by selecting units that reflect their specific role in an apprenticeship setting. The qualifications content focuses on core themes and competencies essential for effective performance at middle and first-line manager levels.
What do the qualifications cover?	These qualifications cover key topic areas such as: Managing the performance of others, change management, problem solving, effective communication, stakeholder relationships.
What opportunities for progression are there?	The qualifications allow learners to progress in their career or to the following ILM qualifications: - Level 4 Award in Leadership and Management - Level 4 Certificate in Leadership and Management - Level 4 Diploma in Leadership and Management - Level 5 Award in Operational Leadership and Management Skills - Level 5 Certificate in Operational Leadership and Management Skills - Level 5 Diploma in Operational Leadership and Management Skills.

Structure

To achieve the **City & Guilds Level 3 Award in Leadership and Management Skills**, learners must achieve: 301, plus one optional unit from 302-317.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit:			
301	Developing effective leadership skills	25	6
Optional units:			
Learners must achieve **one** unit from the optional units.			
302	Managing personal and professional development	15	5
303	Managing the performance of others	25	6
304	Supporting wellbeing in the workplace	25	6
305	Effective recruitment	30	6
306	Developing project management skills	20	5
307	Managing and implementing change	25	5
308	Problem solving and decision making	25	5
309	The organisation and its environmental responsibilities	25	6
310	Analysing data to make decisions	15	4
311	Organisational finance	25	5
312	Effective communication	25	5
313	Planning and leading structured workplace communication	25	5
314	Supporting flexible working	15	4
315	Developing a high performing team	25	5

City & Guilds unit number	Unit title	GLH	Credit
316	Legislation and compliance	25	5
317	Managing external stakeholder relationships	25	5

To achieve the **City & Guilds Level 3 Certificate in Leadership and Management Skills**, learners must achieve: mandatory unit 301, plus three optional units from 302-317.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit:			
301	Developing effective leadership skills	25	6
Optional units:			
Learners must achieve **three** units from the optional units.			
302	Managing personal and professional development	15	5
303	Managing the performance of others	15	6
304	Supporting wellbeing in the workplace	25	6
305	Effective recruitment	25	6
306	Developing project management skills	30	5
307	Managing and implementing change	20	5
308	Problem solving and decision making	25	5
309	The organisation and its environmental responsibilities	25	6
310	Analysing data to make decisions	25	4
311	Organisational finance	15	5
312	Effective communication	25	5
313	Planning and leading structured workplace communication	25	5

City & Guilds unit number	Unit title	GLH	Credit
314	Supporting flexible working	25	4
315	Developing a high performing team	25	5
316	Legislation and compliance	25	5
317	Managing external stakeholder relationships	25	5

To achieve the **City & Guilds Level 3 Diploma in Leadership and Management Skills**, learners must achieve: mandatory unit 301, plus six optional units from 302-317.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory units:			
301	Developing effective leadership skills	25	6
Optional units:			
Learners must achieve **six** units from the optional units.			
302	Managing personal and professional development	15	5
303	Managing the performance of others	15	6
304	Supporting wellbeing in the workplace	25	6
305	Effective recruitment	25	6
306	Developing project management skills	30	5
307	Managing and implementing change	20	5
308	Problem solving and decision making	25	5
309	The organisation and its environmental responsibilities	25	6
310	Analysing data to make decisions	25	4
311	Organisational finance	15	5

City & Guilds unit number	Unit title	GLH	Credit
312	Effective communication	25	5
313	Planning and leading structured workplace communication	25	5
314	Supporting flexible working	25	4
315	Developing a high performing team	25	5
316	Legislation and compliance	25	5
317	Managing external stakeholder relationships	25	5

To achieve the **City & Guilds Level 3 Extended Diploma in Leadership and Management Skills**, learners must achieve: all mandatory units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all mandatory units.			
301	Developing effective leadership skills	25	6
302	Managing personal and professional development	15	5
303	Managing the performance of others	15	6
304	Supporting wellbeing in the workplace	25	6
305	Effective recruitment	25	6
306	Developing project management skills	30	5
307	Managing and implementing change	20	5
308	Problem solving and decision making	25	5
309	The organisation and its environmental responsibilities	25	6
310	Analysing data to make decisions	25	4
312	Effective communication	25	5
313	Planning and leading structured workplace communication	25	5

314	Supporting flexible working	25	4
315	Developing a high performing team	25	5
316	Legislation and compliance	25	5
317	Managing external stakeholder relationships	25	5

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 Skills	40	95
City & Guilds Level 3 Certificate in Leadership and Management Skills	80	210
City & Guilds Level 3 Diploma in Leadership and Management Skills	140	390
City & Guilds Level 3 Extended Diploma in Leadership and Management Skills	370	1010

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:

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

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 all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external quality assurance.

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, 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 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 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 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)

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
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 qualification

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 ACs, LOs or units.

Further information can be found in the Portfolio Pack.

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
301	Developing effective leadership skills	**Portfolio of evidence**	**www.i-l-m.com**
302	Managing personal and professional development	Centre-devised, internally set and marked assessment	**www.cityandguilds.com**
303	Managing the performance of others		
304	Supporting wellbeing in the workplace		
305	Effective recruitment		
306	Developing project management skills		
307	Managing and implementing change		
308	Problem solving and decision making		
309	The organisation and its environmental responsibilities		

310	Analysing data to make decisions		
311	Organisational finance		
312	Effective communication		
313	Planning and leading structured workplace communication		
314	Supporting flexible working		
315	Developing a high performing team		
316	Legislation and compliance		
317	Managing external stakeholder relationships		

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.

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, although these must be approved for use by the EQA(s), before they are used by candidates and assessors at the centre.

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 team development plans, project implementation reports, meeting agendas/minutes, training materials.
- video clips (maximum duration = 15 minutes)

- projects
- reflective accounts/journals/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.

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
- assessment method
- 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 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 learning outcomes which describe in further detail the skills and knowledge that a candidate should possess.

Each learning outcome has a set of assessment criteria (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 learning outcome and its assessment criteria 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.

Unit 301   Developing effective leadership skills

Level:	3
GLH:	25
Credit value:	6
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills of leadership styles/approaches, team dynamics and motivational techniques. Learners will also learn about learning styles and feedback mechanisms to support the development of high-performing teams.

Learning outcome

The learner will:

LO1   Understand different leadership styles

Assessment criteria

The learner can:

AC1.1 Compare and contrast leadership and management

AC1.2 Evaluate different **leadership styles**

AC1.3 Describe the factors that will influence the choice of leadership styles in workplace situations

Range

AC1.2 **Leadership styles:**
- authoritarian (autocratic), participative (democratic), delegative (laissez-faire), transformational, transactional, situational.

Learning outcome

The learner will:

LO2   Be able to assess use of emotional intelligence

Assessment criteria

AC2.1 Define emotional intelligence

AC2.2 Describe **characteristics of emotional intelligence**

AC2.3 Assess own use of **characteristics of emotional intelligence**

AC2.4 Reflect on own use of emotional intelligence and its impact on self and others

Range

AC2.2 **Characteristics of emotional intelligence:**
- self-awareness, empathy, self-regulation, social awareness, self-motivation.

AC2.3 **Characteristics of emotional intelligence:**
- self-awareness, empathy, self-regulation, social awareness, self-motivation.

Learning outcome

The learner will:

LO3   Be able to assess own leadership qualities

Assessment criteria

The learner can:

AC3.1 Summarise key **leadership qualities**

AC3.2 Assess own leadership qualities using feedback from others

AC3.3 Create a leadership development plan (LDP)

Range

AC3.1 **Leadership qualities:**
- self-awareness, respect, compassion, integrity, resilience communication, confidence, empathy, problem-solving.

Unit 301 Developing effective leadership skills

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 Factors, styles and at least **three** situations to include at least **one** factor and **one** style in each (three styles, three factors and three situations - all different).

AC2.4 Others – should be a minimum of at least **one** team member and manager.

AC2.4 Evidence for the reflection must come from the workplace in at least **two** situations.

AC3.2 feedback from others could include 360 feedback, peer feedback, line manager feedback, observation.

AC3.3 Evidence must identify at least **two** strengths and **two** improvements using a formal method of self-assessment such as SWOT.

Unit guidance

AC3.2 The leadership development plan could be informed by assessing feedback from others. The learner must consider, and reflect on, their reactions and behaviours in the workplace situations.

AC3.3 Candidates must link the feedback to leadership qualities when creating their LDP ensuring that they provide information on strengths and areas for development.

Suggested learning resources

No information provided.

Unit 302　　Managing personal and professional development

Level:	3
GLH:	15
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills to identify and manage their personal and professional development needs as team leaders. Learners will develop skills, building self-awareness, setting SMART goals, aligning development with team objectives, and creating and implementing a Personal and Professional Development Plan (PPDP) based on feedback and reflection.

Learning outcome

The learner will:

LO1　Understand personal and professional development

Assessment criteria

The learner can:

AC1.1 Explain why continuous personal and professional development is important in a team leader role

AC1.2 Evaluate the **activities** that contribute to personal and professional development

AC1.3 Explain how self-awareness impacts personal and professional development

AC1.4 Explain the importance of aligning personal and professional development activities with team objectives

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

AC1.6 Explain how to set **SMART** goals and objectives

Range

AC1.2 **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

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 own strengths and areas for improvement as a team leader

AC2.2 Reflect on feedback from others on own performance to inform development goals

AC2.3 Identify SMART development goals that are relevant to a team leader

AC2.4 Develop Personal and Professional Development Plans (PPDP)

Learning outcome

The learner will:

LO3   Be able to manage personal and professional development to meet own and team objectives

Assessment criteria

The learner can:

AC3.1 Carry out development activities identified in the Personal and Professional Development Plan (PPDP)

AC3.2 Monitor and record progress against the Personal and Professional Development Plan (PPDP)

AC3.3 Evaluate how development activities have improved own performance in the team leader role

AC3.4 Set new personal and professional development goals based on outcomes of the evaluation

Unit 302   Managing personal and professional development

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 Evidence must include at least **two** impacts.

AC2.1 Evidence must include at least **two** strengths and **two** improvements using formal methods of assessment.

AC2.2 Evidence must include at least **two** different sources of feedback.

AC2.3 Evidence must include at least **two** personal and **two** professional SMART development goals that are relevant to a team leader.

AC2.4 Evidence must include at least **one** Personal and Professional Development Plan (PPDP).

AC2.4 The PPDP must be agreed with an appropriate person eg manager/supervisor/mentor.

AC3.1 Evidence must include at least **two** development activities identified in the Personal and Professional Development Plan (PPDP).

AC3.2 Evidence must include at least **two** examples of recording and monitoring progress 0-6 months.

AC3.4 Evidence must include at least **one** personal and **one** professional development goal based on outcomes of the evaluation.

Unit guidance

It is recommended that this unit is delivered at the beginning of the programme and runs concurrently with other units. This approach supports the holistic development of knowledge and skills required across the qualification and ensures that learners can meet the full assessment criteria required of this unit.

AC1.4 Team objectives may include but are not limited to performance targets, culture, and collaboration.

AC2.1 Learner should use a formal method of self-assessment, which may include but is not limited to, SWOT analysis, training needs analysis, skills scan.

AC2.2 Sources of feedback may include but are not limited to: 360 feedback, performance reviews, appraisals, peer feedback.

AC2.4 The PPDP document should include SMART goals, actions to achieve goals, relevance to role, how progress will be measured, timescales, reflection and any resources required.

Learners may use the City & Guilds PPDP template to support evidence for LO2, although its use is optional.

AC3.2 Learners may show examples of use of tools such as development logs or journals.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Developing yourself and others (ILM Super Series), Institute of Leadership & Management, Routledge

The ILM handbook of leadership and management, The Knowledge Academy

ILM level 3 study guide (free e-Book), The Knowledge Academy **ILM level 3 Study Guide: Fully Explained - United Kingdom**

Level 3 team leader/supervisor: Apprenticeship companion, Tim Webb **Amazon.co.uk : ilm level 3**

Unit 303   Managing the performance of others

Level:	3
GLH:	25
Credit value:	6
Assessment method:	Portfolio of evidence
Aim:	This unit equips the learner with the knowledge and skills required to manage individual and team performance effectively. Learners will explore performance management principles, set objectives, monitor progress, address performance issues, and provide constructive feedback to support development.

Learning outcome

The learner will:

LO1   Understand performance management

Assessment criteria

The learner can:

AC1.1 Describe the importance of managing staff performance in the organisation

AC1.2 Describe the **key stages** of performance management cycles

AC1.3 Explain how individual performance links to team and organisational objectives

AC1.4 Describe different **methods used to manage performance**

AC1.5 Explain the **principles** of giving effective feedback on performance to others

Range

AC1.2 **Key stages:**
- planning, monitoring, reviewing, supporting, recognising, improving

AC1.4 **Methods:**
- informal and formal

AC1.5 **Principles:**
- timeliness, clarity, balance, relevance, respect, confidentiality, evidence-based

Learning outcome

The learner will:

LO2   Be able to monitor the performance of the team

Assessment criteria

The learner can:

AC2.1 Communicate performance expectations to the team

AC2.2 Set SMART objectives for the team aligned with organisational goals

AC2.3 Monitor performance against agreed objectives using appropriate methods

AC2.4 Take appropriate action to respond to performance issues in line with organisational procedures

Learning outcome

The learner will:

LO3   Be able to provide individual feedback and support to manage performance

Assessment criteria

The learner can:

AC3.1 Conduct one-to-one meetings to discuss performance

AC3.2 Agree actions to maintain or improve performance

AC3.3 Respond appropriately to the needs of individuals

AC3.4 Give constructive feedback to support individual performance

Unit 303   Managing the performance of 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

AC1.4 Evidence must include at least **two** informal and **two** formal methods used to manage performance.

LO2 Evidence must include at least **one** team performance being monitored.

LO3 Evidence must include at least **two** team members performance monitored within the team.

Unit guidance

AC2.1 Expectations can be communicated using a method appropriate to the team eg email, team huddle, Teams or face to face meetings, one-to-one basis if a small team, phone.

AC2.3 Appropriate methods are dependent on the type of objectives set, could include monitoring against KPIs for performance, spot checks, audits.

AC3.4 Constructive feedback should be clear, timely, specific and include positive and negative elements.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Armstrong's handbook of performance management (7th edition), Michael Armstrong, Kogan Page

Effective phrases for performance appraisals, James E Neal Jr, Neal Publications

Managing performance (ILM Super Series), Institute of Leadership & Management, Routledge

The performance appraisal tool kit, Paul Falcone and Winston Tan, AMACOM

Unit 304   Supporting wellbeing in the workplace

Level:	3
GLH:	25
Credit value:	6
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and understanding required to recognise, promote, and support wellbeing in the workplace. Learners will explore key wellbeing factors, the role of leadership, and practical approaches to supporting individuals and teams.

Learning outcome

The learner will:

LO1   Understand wellbeing factors in the workplace

Assessment criteria

The learner can:

AC1.1 Explain the concept of wellbeing in the workplace

AC1.2 Describe the key **factors** that influence wellbeing in the workplace

AC1.3 Discuss the importance of wellbeing factors:
   a) on the individual
   b) on the team.

AC1.4 Outline potential barriers to wellbeing in the workplace

Range

AC1.2 **Factors:**
   - physical environment, workload and job design, leadership and management style, organisational culture, support systems, work-life balance, social relationships, external pressure.

Learning outcome

The learner will:

LO2   Know how to support wellbeing in the workplace

Assessment criteria

The learner can:

AC2.1 Describe **approaches** used to support wellbeing

AC2.2 Explain the role of managers and leaders in promoting wellbeing

AC2.3 Identify **sources** of support for workplace wellbeing

Range:

AC2.1 **Approaches:**
- workplace approaches and team level approaches

AC2.3 **Sources:**
- internal and external

Learning outcome

The learner will:

LO3   Be able to support in wellbeing in own workplace

Assessment criteria

The learner can:

AC3.1 Evaluate the effectiveness of current wellbeing provision and guidance in own workplace

AC3.2 Identify opportunities to support wellbeing across the team

AC3.3 Implement actions to support the wellbeing of team members

AC3.4 Monitor and review the impact of actions taken to support team wellbeing

Unit 304   Supporting wellbeing 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

AC1.3 Evidence must include at least **two** explanations for individual and **two** for the team.

AC1.4 Evidence must include at least **two** potential barriers.

AC2.1 Evidence must include at least **two** workplace approaches and **two** team level approaches.

AC2.2 Evidence must include at least **one** role of the manager and **one** role of leaders.

AC2.3 Evidence must include at least **two** internal and two external sources.

AC3.2 Evidence must include at least **two** opportunities.

AC3.3 Evidence should include at least **one** action for at least **two** different team members or **two** actions for **one** team member.

Unit guidance

AC3.1 Evidence may relate to but not be limited to policies, resources, communication channels and leadership behaviours.

AC3.2 Evidence may include but not be limited to team meetings, peer support, flexible arrangements and awareness campaigns.

AC3.3 Evidence may include but not be limited to signposting, check-ins, sharing resources and encouraging open dialogue.

AC3.4 Evidence may include but not be limited to feedback, performance indicators, wellbeing surveys and informal observations.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Wellbeing at work: How to design, implement and evaluate an effective strategy, Ian Hesketh and Cary Cooper, Kogan Page

Mental health and wellbeing in the workplace: A practical guide for employers and employees, Gill Hasson and Donna Butler, Capstone (Wiley)

Unit 305   Effective recruitment

Level:	3
GLH:	30
Credit value:	6
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with an understanding of recruitment and induction processes, including legal requirements, organisational procedures, and the skills needed to support new employees through each stage.

Learning outcome

The learner will:

LO1   Understand the recruitment process

Assessment criteria

The learner can:

AC1.1 Describe the **stages** of the recruitment process

AC1.2 Explain **legal** and industry specific requirements in recruitment

AC1.3 Identify policies and procedures relating to the recruitment process for own organisation

AC1.4 Explain the purpose of key recruitment documents

Range

AC1.1 **Stages:**
- role planning, attracting candidates, selecting candidates for assessment, interviews and assessment, final selection, offer and acceptance, pre-employment checks and contracts.

AC1.2 **Legal:**
- Employment Rights Act, Right to Work Act, Equality Act, GDPR.

Learning outcome

The learner will:

LO2   Understand the induction process in own organisation

Assessment criteria

The learner can:

AC2.1 Describe induction processes to a new job role

AC2.2 Reflect on own organisation's induction process and its **impact** on new employees

Range

AC2.2 **Impact:**
- understanding organisation, policies, integration, role clarity and expectations, preparedness.

Learning outcome

The learner will:

LO3   Be able to participate in the recruitment process

Assessment criteria

The learner can:

AC3.1 Contribute to the preparation of recruitment documents

AC3.2 Contribute to the interview process with applicants

AC3.3 Reflect on own performance in the recruitment process

Learning outcome

The learner will:

LO4   Be able to contribute to an induction process with new colleagues

Assessment criteria

The learner can:

AC4.1 Prepare plans to guide new colleagues through the induction process

AC4.2 Guide new colleagues through the induction process

AC4.3 Reflect on own performance in the induction process

Unit 305   Effective recruitment

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 Evidence must include at least **one** process.

AC3.1 Evidence must include at least **two** documents.

AC3.2 Evidence must be for at least **one** applicant.

AC4.1 Evidence must include at least **two** plans each for a different role or requirement.

AC4.2 Evidence must be for at least **one** new colleague.

Unit guidance

AC1.1 Methods within the stages for attracting candidates may include but not be limited to: application form, CV, AI, agency, job fairs, head hunting, referral.

AC1.2 Industry specific eg catering, construction, acting. Learners should give examples of when industry specific requirements might impact the recruitment process for their own organisation.

AC2.1 This should include: welcoming and embedding the new starter into an organisation or team with policies and procedures (HR, job specific, legal and mandatory compliance), including, their team and immediate work environment.

AC2.2 Reflection should include: improvements or changes to enhance the induction process in own organisation. The organisation may only have informal induction and the learner can use this to reflect on.

AC3.1 Recruitment documents may include but not be limited to: job description, person specification, advert, interview questions, letter templates (to applicants).

AC3.2 It is expected that the learner will contribute to the interview process by actively selecting, assessing or interviewing the applicants either on a panel or on their own. The learner should be prepared for this by understanding how they are contributing to the process and what they are looking for in the applicant.

AC3.3 Reflect on what went well, what could be improved, what role did others play in the recruitment process and if it was effective.

AC4.1 The plans should include welcoming and embedding the new starters into an organisation or team with policies and procedures (HR, job specific, legal and mandatory compliance), including their team and immediate work environment. Delivery of this unit can be in any order, the learner may have the opportunity to participate in onboarding prior to having the opportunity to participate in recruitment.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Effective leadership, John Adair, Pan

Handbook of management and leadership, John Adair, Thorogood

Recruiting, interviewing, selecting & orienting new employees, Diane Arthur, AMACOM/HarperCollins Leadership

Unit 306 Developing project management skills

Level:	3
GLH:	20
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills needed to support the planning, delivery, and monitoring of workplace projects. Learners will explore the project lifecycle, team roles, tools and techniques, and approaches to managing resources, risks, and quality.

Learning outcome

The learner will:

LO1   Understand the project lifecycle and roles and responsibilities within a project

Assessment criteria

The learner can:

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

AC1.2 Summarise the **key roles** and responsibilities in a project team

Range

AC1.1 **Key stages:**
- initiation, planning, execution, monitoring and control, closure and evaluation.

AC1.3 **Key roles:**
- project board member, project sponsor, project manager, project team lead, project team member, specialists/subject matter experts, project administrator.

Learning outcome

The learner will:

LO2   Understand how to deliver a project against targets

Assessment criteria

The learner can:

AC2.1 Describe **project management tools** and their application

AC2.2 Explain how to manage **resources** within a project

AC2.3 Describe the **risks and issues** within a project and how they can impact project outcomes

AC2.4 Describe different **risk analysis tools/techniques** used within a project

AC2.5 Explain how to use **project management tools** to monitor progress and performance of a project

Range

AC2.1 **Project management tools:**
- business case, project initiation document (PID), PESTLE, SWOT, work breakdown structures (WBS), PERT diagrams, SMART objectives, Gantt charts, plan on a page, communication plan, RACI matrix.

AC2.2 **Resources:**
- people, technology, equipment, budget, time.

AC2.3 **Risks and issues:**
- scope, time, cost, quality, resources.

AC2.4 **Risk analysis tools/techniques:**
- SWOT analysis, risk log/register, Fishbone/Ishikawa, RAG rating, risk matrix, brainstorming, 5 whys, checklists, assumption analysis, cause and effect diagrams, affinity diagram.

AC2.5 **Project management tools:**
- work breakdown structures (WBS), PERT diagrams, SMART objectives, Gantt charts.

Learning outcome

The learner will:

LO3   Understand quality management within a project

Assessment criteria

The learner can:

AC3.1 Define 'project quality management'

AC3.2 Describe different project quality management **approaches** and their uses

Range

AC3.2 **Approaches:**
- total quality management (TQM), Six Sigma, lean management, ISO Standards, agile methodology.

Learning outcome

The learner will:

LO4   Be able to contribute to delivering a project against targets

Assessment criteria

The learner can:

AC4.1 Apply project management tools to deliver a project against targets

AC4.2 Use management tools to organise and manage resources to ensure milestones are achieved

AC4.3 Identify risks and issues

AC4.4 Monitor progress and performance against targets

AC4.5 Contribute to the monitoring of a budget within a project

AC4.6 Contribute to the evaluation of a project

Unit 306   Developing project management skills

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

AC4.1 Evidence must include at least **two** different project management tools applied from any of the following: business case, project charter, project initiation document (PID), PESTLE, SWOT, work breakdown structures (WBS), PERT diagrams, SMART objectives, Gantt charts, plan on a page, communication plan, RACI matrix, risks and issues log/register.

AC4.2 Evidence must include at least **two** examples.

AC4.3 Evidence must include at least **two** identified risks and issues.

AC4.4 Evidence should include at least **two** examples of monitoring.

Unit guidance

AC4.3 Risks and issues may be at any stage or part of the project and may include but not be limited to: performance, scope, quality, financial or technological.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Managing projects (ILM eWorkbook), City & Guilds/ILM **ILM eWorkbooks**

ILM developing management skills: Workbook, BPP Learning Media **AbeBooks UK**

Unit 307   Managing and implementing change

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills to plan, implement, and evaluate change within a team. Learners will explore the principles of organisational change, apply change management processes and evaluate their impact, whilst supporting team members and others through the change management process.

Learning outcome

The learner will:

LO1   Understand the principles of change in organisations

Assessment criteria

The learner can:

AC1.1 Explain **reasons** why organisations need to change

AC1.2 Explain types of **change** within organisations

AC1.3 Explain **common barriers** to change

AC1.4 Describe the **stages** of change management

AC1.5 Describe **change management models**

Range

AC1.1 **Reasons:**
- customer expectations, internal drivers, legislation, technology, efficiency, sustainability.

AC1.2 **Change:**
- operational, strategic, cultural.

AC1.3 **Common barriers:**

- resistance to change, financial constraints, organisational culture, lack of leadership.

AC1.4 **Stages:**

- plan, implement, monitor.

AC1.5 **Change management models:**

- Lewins Three Stage Model, McKinsey 7-S Framework, ADKAR Model.

Learning outcome

The learner will:

LO2   Be able to plan changes within a team in own workplace

Assessment criteria

The learner can:

AC2.1 Identify potential **changes** that could be made within the team

AC2.2 Evaluate the potential changes identified using the strengths, weaknesses, opportunities and threats methodology

AC2.3 Identify resources required to implement proposed changes

AC2.4 Identify **stakeholders** affected by proposed changes

AC2.5 Gain stakeholder agreement to implement the proposed changes

AC2.6 Produce change management action plans to implement proposed changes

Range

AC1.2 **Changes:**

- realistic and relevant to team.

AC2.4 **Stakeholders:**

- internal and external.

Learning outcome

The learner will:

LO3   Be able to implement, monitor and review change with a team in own workplace

Assessment criteria

The learner can:

AC3.1 Communicate changes to the team

AC3.2 Monitor the progress of implementation of change against the plan

AC3.3 Support team members through change

AC3.4 Manage issues that arise during the implementation of the change

AC3.5 Analyse stakeholder feedback on the change

AC3.6 Evaluate the impact of the change

Unit 307   Managing and implementing change

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 Evidence must include at least **two** changes that are relevant and realistic to the team.

AC2.3 Evidence must include at least **two** resources required to implement the proposed changes from AC2.1.

AC2.4 Evidence must include at least **one** internal and **one** external stakeholder affected by proposed changes.

AC2.6 Evidence must include at least **one** change management action plan.

AC3.2 Evidence must include an updated plan showing implementation of tasks and a clear audit trail of any changes.

AC3.6 Evidence must include **both** qualitative and quantitative evaluation.

Unit guidance

LO2   Change can include aspects of continuous improvement.

AC2.1 Change might include looking for opportunities. Responding to internal and external changes. System improvements.

The following is what a change management action plan should contain as a minimum:
- timelines
- staffing
- stakeholders
- resources
- task allocations
- escalation process
- monitoring system/process
- update section.

AC3.1 Evidence of different communication methods may include but not be limited to: meetings, emails, briefings.

AC3.2 May use a monitoring tool or log to track progress.

AC3.3 Support may include but not be limited to: regular updates, 1-1s, coaching, training, emotional support. Manage resistance to change.

AC3.4 Issues may include but not be limited to: resistance, delays, or resource gaps.

AC3.5 Feedback should be structured (eg surveys, interviews, focus groups).

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Leading change, John P Kotter, Harvard Business Review Press

Who moved my cheese? Spencer Johnson, Putnam Adult

ADKAR: A model for change in business, government and our community, Jeffrey M Hiatt, Prosci Research

Managing transitions: Making the most of change, William Bridges and Susan Bridges, Balance

Unit 308   Problem solving and decision making

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills to apply structured, evidence-based approaches to problem solving and decision making in the workplace. Learners will explore proactive and reactive approaches, use formal tools to identify root causes, evaluate potential solutions, and make informed decisions. They will also develop the ability to present, justify, and review decisions to support continuous improvement and effective leadership.

Learning outcome

The learner will:

LO1   Understand approaches to problem solving and decision making in organisations

Assessment criteria

The learner can:

AC1.1 Explain different **approaches** to problem solving

AC1.2 Describe different techniques used for **problem-solving** and **decision-making**

AC1.3 Examine how the root cause of a problem can be identified and verified using **structured methods**

AC1.4 Identify **sources** of information that can be used to solve organisational problems

Range

AC1.1 **Approaches:**
- proactive, reactive, formal, informal.

AC1.2 **Problem Solving:**
- PDCA (plan, do, check, act), 5 whys, DMAIC (define, measure, analyse, improve, control), Fishbone diagram (Ishikawa), fault tree analysis.

AC1.2 **Decision Making:**
- SWOT analysis decision matrix, Pareto analysis.

AC1.3 **Structured methods:**
- Fishbone diagram (Ishikawa), fault tree analysis, Pareto.

AC1.3 **Structured methods:**
- Fishbone diagram (Ishikawa), fault tree analysis, Pareto analysis.

AC1.4 **Sources:**
- internal and external.

Learning outcome

The learner will:

LO2   Be able to identify the root cause of problems and explore potential solutions in own workplace

Assessment criteria

The learner can:

AC2.1 Identify the root cause of defined problems using structured methods

AC2.2 Investigate potential solutions to defined problems using structured methods

AC2.3 Evaluate the advantages and limitations of different options

AC2.4 Make evidence-based decisions to solve business problems

Learning outcome

The learner will:

LO3 Be able to present, justify and review decisions made to solve problems in own workplace

Assessment criteria

The learner can:

AC3.1 Present recommended solutions using suitable formats

AC3.2 Justify selected solutions using evidence and reasoned analysis

AC3.3 Review the outcomes of the decisions made

Unit 308　　　　　Problem solving and decision making

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

AC1.4 Evidence must include at least **two** internal and **two** external sources.

LO2　Evidence must include at least **one** defined problem to support the requirements as set out in the stated assessment criteria.

LO3　Evidence must include at least **one** solution, to support the requirements as set out in the stated assessment criteria.

Unit guidance

LO1　Evidence should include:
- written explanation (reactive vs proactive)
- summary or diagram of models (eg PDCA, 5 whys)
- analysis of root cause methods (eg Ishikawa, Pareto)
- explanation of information sources (eg feedback, logs).

LO2　Evidence should include:
- completed problem-solving tools with notes
- option assessment (eg SWOT, decision matrix)
- written justification of final decision.

LO3　Presenting and reviewing decisions:
- report, slides, or verbal presentation
- justification using evidence and reasoning
- brief evaluation or reflection on outcome.

AC3.1 Evidence can include but not limited to: complexity of the problem, needs of intended audience, organisational norms.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Problem solving tools and techniques, MindTools.com, n.d. **Problem Solving**

How to analyze a problem: The McKinsey guide to problem solving (online), Rowshankish, K et al, 2023, McKinsey & Company **How to analyze a problem | McKinsey & Company**

7 powerful root cause analysis techniques and tools, Reliability.com, 2023 **7 Powerful Root Cause Analysis Tools and Techniques**

Unit 309   The organisation and its environmental responsibilities

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge of the commercial, social, and environmental context in which organisations operate.
	Learners will explore the principles of sustainable and responsible business practices, including Net Zero and corporate social responsibility (CSR). They will develop the skills to assess their organisation's environmental impact, identify opportunities for improvement, and contribute to sustainability goals within their team and wider organisation.

Learning outcome

The learner will:

LO1   Understand the commercial and social context that organisations operate in

Assessment criteria

The learner can:

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

AC1.2 Describe different types of sustainability within organisations

AC1.3 Explain the importance of sustainable working

AC1.4 Explain the meaning of Net Zero in an organisational context

AC1.5 Explain the **principles** of corporate and social responsibility (CSR)

Range

AC1.1 **Organisational sectors:**
- private sector, public sector, third sector/not for profit.

AC1.5 **Principles:**
- accountability, transparency, ethical behaviour, contribution, community.

Learning outcome

The learner will:

LO2   Be able to use insights into key factors to support decisions in own organisation

Assessment criteria

The learner can:

AC2.1 Identify key **factors** impacting on own organisation

AC2.2 Produce a PESTLE analysis on own organisation

AC2.3 Evaluate the impact from the PESTLE analysis on own organisation

AC2.4 Make recommendations to address future opportunities and challenges affecting own organisation

Range

AC2.1 **Factors:**
- internal and external.

Learning Outcome

The learner will:

LO3   Be able to support sustainable and environmentally responsible practices within own organisation

Assessment criteria

The learner can:

AC3.1 Review workplace practices to assess their environmental and social impact

AC3.2 Evaluate sustainable working practices and their relevance to own organisation

AC3.3 Recommend practical improvements that would enhance sustainable working within the organisation

AC3.4 Communicate proposals for sustainable improvement to stakeholders

Unit 309　　　　The organisation and its environmental responsibilities

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 Evidence must include at least **two** different types of sustainability within organisations that fall into **two** different sectors from the **one** the learner works in.

AC2.1 Evidence must contain at least **three** internal and **three** external factors required as evidence.

AC2.2 Evidence must contain either PESTLE/PESTEL, PEST is not sufficient evidence.

AC2.4 Evidence must contain at least **two** recommendations

AC3.1 Evidence must contain at least **three** workplace practices reviewed.

AC3.3 Evidence must contain at least **two** recommendations.

Unit Guidance

AC1.2 Evidence may include but not limited be to: environmental sustainability, economic sustainability, social sustainability, operational sustainability, cultural sustainability, governance sustainability.

AC2.3/AC2.4 Evidence can include both internal and external factor.

LO3 Evidence can be presented as an audit, a sustainable risk assessment, a template or in any other format that ensures all the assessment criteria is met for the learning outcome.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Strategic corporate social responsibility: Sustainable value creation, David Chandler, SAGE Publications Ltd

Net zero: How we stop causing climate change, Dieter Helm, William Collins

How bad are bananas? The carbon footprint of everything, Mike Berners-Lee, Profile Books

Unit 310   Analysing data to make decisions

Level:	3
GLH:	15
Credit value:	4
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the understanding of how data supports decision-making in organisations. Learners will explore data sources, types, collection and analysis methods, and develop skills in how to interpret and apply insights to support continuous improvement.

Learning outcome

The learner will:

LO1   Understand how organisations use data to support decision making

Assessment criteria

The learner can:

AC1.1 Explain **different sources** of data used by organisations

AC1.2 Explain how **different organisations** use **different types** of data

AC1.3 Identify key characteristics of reliable data

AC1.4 Describe different **approaches** used to collate and analyse data

AC1.5 Outline types of **formats** used for presenting data

AC1.6 Outline the process of how data flows through an organisation

AC1.7 Explain ways in which data supports decision making within organisations

Range

AC1.1 **Different sources:**
- internal (customer databases, sales records, financial reports) and external (supplier/partner data, government statistics, market research reports).

AC1.2 **Different organisations:**
- public, private and third sector/not for profit; and different types: qualitative, quantitative, structured, unstructured.

AC1.4 **Approaches:**
- qualitative and quantitative.

AC1.5 **Formats:**
- visual formats, text-based summaries, digital tools.

Learning outcome

The learner will:

LO2   Be able to analyse and present data to make recommendations

Assessment criteria

The learner can:

AC2.1 Identify an area in own organisation that requires data analysis to support future decision making

AC2.2 Analyse **data** to identify trends, patterns and insights

AC2.3 Produce a summary of findings using appropriate formats

AC2.4 Make recommendations based on the findings

Range

AC 2.2 **Data:**
- qualitative and quantitative.

Unit 310   Analysing data to make decisions

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 Evidence must include at least **four** key characteristics.

AC1.4 Evidence must include at least **two** qualitative and **two** quantitative approaches.

AC1.7 Evidence must include at least **two** different organisations (from range in AC1.2), at least **two** different types of data (from range in AC1.2) and at least **two** explanations.

LO2 Requires **one *identified area** from within the organisation that allows the full assessment criterion to be referenced.

* **Identified area** can be from the learners' own team or within the wider organisation.

Unit guidance

AC 1.5 Formats/visual formats, may include but are not limited to, charts, graphs, text-based summaries, and digital tools (eg spreadsheet functions, presentation slides).

AC1.6 Evidence should include the common data lifecycles.

Acceptable forms of evidence may include:
- annotated data extracts (eg spreadsheets, graphs, charts)
- screenshots of digital work (eg presentation slides, dashboards)
- observation records
- annotated case studies
- data analysis projects
- comparative data summaries.

LO2   Acceptable forms of evidence may include:
- annotated data extracts (eg spreadsheets, graphs, charts)
- screenshots of digital work (eg presentation slides, dashboards)
- observation records
- annotated case studies
- data analysis projects
- comparative data summaries.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

The role of data in business (and its different types) (online), Indeed Editorial Team, 2025 **The role of data in business (and its different types) | Indeed.com UK**

Handling information and data: Developing your information literacy, Mind Tools, n.d. **Handling Information and Data**

Fundamentals of data analytics in a data-driven world: A comprehensive guide for beginners, Chukwu, M, 2023 **Fundamentals of Data Analytics: Learn Essential Skills, Embrace the Future, and Catapult Your Career in the Data-Driven World—A Comprehensive Guide to Data Literacy for Beginners (Audio Download): Russell Dawson, Michael F. Ward, JWS: Amazon.co.uk: Books**

Unit 311   Organisational finance

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips the learner with the knowledge and skills required to support financial processes in an organisation, including understanding financial policies, regulations, budgeting principles, and maintaining accurate financial records.

Learners will also carry out tasks that support budget monitoring and maintain accurate financial information in line with organisational requirements. |

Learning outcome

The learner will:

LO1   Understand organisational finance

Assessment criteria

The learner can:

AC1.1 Explain the role of **financial policies and procedures** within an organisation

AC1.2 Describe current financial regulations that affect organisational financial practice

AC1.3 Identify potential impacts of non-compliance with financial regulations and procedures

AC1.4 Explain the features of different types of **financial budgets**

AC1.5 Explain the role of **budget control** within an organisation

Range

AC1.1 **Financial policies and procedures:**

- financial controls and reporting, budgetary procedures, expenditure policy/procedure, procurement policy/procedure.

AC1.4 **Financial budgets:**

- operational, capital, cash flow/forecasts.

AC1.5 **Budget control:**

- monitoring/tracking, reporting/escalation, corrective actions, reforecasting, authorisation protocols, procedural compliance.

Learning outcome

The learner will:

LO2   Be able to maintain accurate financial information

Assessment criteria

The learner can:

AC2.1 Record financial data accurately in line with organisational requirements

AC2.2 Check the accuracy of financial entries to identify anomalies

AC2.3 Interpret financial data and explain its meaning to relevant stakeholders

AC2.4 Maintain confidentiality and data security when handling financial information

Learning outcome

The learner will:

LO3   Be able to support budget control

Assessment criteria

The learner can:

AC3.1 Access budget information or financial systems in line with organisational procedures

AC3.2 Input budget-related data to support financial monitoring

AC3.3 Identify and report variances or issues in budget data to others

AC3.4 Share budget-related information with relevant stakeholders

Unit 311   Organisational finance

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 Evidence must include at least **two** financial regulations.

AC1.3 Evidence must include at least **two** impacts.

AC2.1/AC2.2 Evidence must include at least **two** examples of recording and checking the accuracy of financial data/and checking the accuracy of data entries to identify anomalies.

AC2.3 Evidence must include explanations for at least **two** different relevant stakeholders.

AC3.1 Evidence must include at least **two** examples of accessing budget information/financial systems.

AC3.2 Evidence must include at least **two** examples of data inputs to support financial monitoring.

Unit guidance

LO2 Evidence can be obtained from any relevant financial organisational/business information which allows for all the assessment criteria to be met.

LO3 Must be specific to budget information.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Raise the Bar – Finance Level 3 Workbook **L3-Finance-Research-Learning-V2.pdf**

Unit 312   Effective communication

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills to communicate confidently and professionally in workplace settings.
	Learners will explore different types of communication, active listening, principles of influencing and negotiation, and the skills to overcome barriers to build effective working relationships.

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 communicate effectively in the workplace

Assessment criteria

The learner can:

AC2.1 Apply different **communication techniques** in workplace interactions

AC2.2 Demonstrate active listening techniques

AC2.3 Adapt communication style to suit audience needs

AC2.4 Reflect on own communication style and its effectiveness in workplace interactions

Range

AC2.1 **Communication techniques:**
- verbal, non-verbal, written, digital.

Learning outcome

The learner will:

LO3   Be able to use influencing and negotiation skills to support workplace outcomes

Assessment criteria

The learner can:

AC3.1 Use influencing techniques to gain agreement or support

AC3.2 Apply negotiation skills to reach constructive outcomes in workplace situations

AC3.3 Justify how own contribution to influencing and negotiation has supported the outcomes

Unit 312   Effective communication

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 Evidence must include at least **two** workplace outcomes.

AC2.1 Evidence must include at least **two** interactions to address all **four** techniques ranged.

AC2.2 Evidence must demonstrate **all** the techniques ranged in AC1.4.

AC2.3 Evidence must include at least **two** different ways the learner has adapted their communication style to suit a particular audience needs.

AC2.4 Evidence must include at least **two** reflections.

AC3.1 Evidence must include at least **two** influencing techniques.

AC3.2 Evidence must include at least **two** outcomes in at least **two** workplace situations.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Understanding the Communication Process in the Workplace (ILM Super Series) Institute of Leadership & Management, Routledge **Taylor & Francis**

ILM eWorkbooks – Communication and Interpersonal Skills, City & Guilds/ILM **ILM eWorkbooks**

Effective Communication: A Guide for the People Professions, The Knowledge Academy **The Knowledge Academy ILM Book List**

Unit 313   Planning and leading structured workplace communication

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the skills and knowledge to plan, lead, and evaluate structured workplace communication, including formal meetings and presentations. Learners will develop techniques for effective communication, manage formal procedures, and use feedback and reflection to enhance future practice.

Learning outcome

The learner will:

LO1   Understand the principles of structured workplace communication

Assessment criteria

The learner can:

AC1.1 Describe the purpose of formal meetings and presentations in the workplace

AC1.2 Explain the role and responsibilities of a meeting chairperson

AC1.3 Describe **key principles** for preparing and delivering an effective presentation

AC1.4 Explain ways for managing time and encouraging participation in structured communication

AC1.5 Outline methods used to evaluate the effectiveness of workplace communication

Range

AC1.3 **Key principles:**
- content, structure, resources, delivery method, feedback.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

AC2.1 Prepare agendas and supporting materials for formal workplace meetings

AC2.2 Lead meetings, ensuring clear communication, timekeeping and inclusive participation

AC2.3 Follow agreed procedures for opening, managing and closing meetings.

AC2.4 Record meeting outcomes accurately using formal documentation

AC2.5 Carry out follow-up tasks after meetings

Learning outcome

The learner will:

LO3   Be able to prepare, deliver and evaluate workplace presentations

Assessment criteria

The learner can:

AC3.1 Plan presentations to meet a specific purpose and audience needs

AC3.2 Select and prepare appropriate resources or visual aids to support key messages

AC3.3 Deliver presentations using appropriate tone, pace, language and body language

AC3.4 Respond to questions during or after the presentation

AC3.5 Evaluate the effectiveness of presentations using feedback and reflection

Unit 313   Planning and leading structured workplace communication

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 Evidence must include at least **two** purposes.

AC1.4 Evidence must include at least **two** ways to manage tine and two ways to encourage participation.

AC1.5 Evidence must include at least **two** methods.

LO2 Evidence must include at least **two** different situations of planning and leading meetings in the workplace. Including evidence for:
- agenda and materials preparation
- leading with clarity, timekeeping, and inclusivity
- following procedures (opening, managing, closing)
- accurate documentation
- follow-up actions.

LO3 Evidence must include at least **one** workplace presentation. Evidence must satisfy all the stated assessment criteria. Including evidence for:
- purposeful planning for audience
- use of appropriate resources/visual aids
- effective delivery (tone, pace, body language)
- handling questions
- evaluation via feedback and reflection.

Suggested learning resources

Giving Briefings and Making Presentations in the Workplace, Institute of Leadership & Management, Taylor & Francis

Managing meetings (ILM eWorkbook), City & Guilds/ILM

Managing Presentations, (ILM eWorkbook), City & Guilds/ILM

Unit 314   Supporting flexible working

Level:	3
GLH:	15
Credit value:	4
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills to understand, implement, and evaluate flexible working arrangements within an organisation.

Learners will explore the principles, types, and legal considerations of flexible working, assess its benefits and challenges, and develop practical approaches to support, monitor, and review flexible working practices in their own context. |

Learning outcome

The learner will:

LO1   Understand flexible working arrangements

Assessment criteria

The learner can:

AC1.1 Explain key principles of a flexible working policy

AC1.2 Explain the types of flexible working **arrangements**

AC1.3 Describe the benefits and limitations of flexible working

AC1.4 Explain rights and responsibilities within flexible working arrangements

Range

AC1.2 **Arrangements:**
- working time, working patterns, working location.

Learning outcome

The learner will:

LO2   Be able to support the management of flexible working in own team

Assessment criteria

The learner can:

AC2.1 Adapt working practices to support flexible working

AC2.2 Monitor the **effectiveness** of flexible working

AC2.3 **Review** the effectiveness of flexible working arrangements

Range

AC2.2 **Effectiveness:**
* meeting the needs of the employee, performance levels.

AC2.3 **Review:**
* employee and employer.

Unit 314   Supporting flexible working

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 Evidence must include at least **three** key principles

AC1.3 Evidence must include at least **two** benefits and two limitations of flexible working

LO2 Evidence must include at least **two** examples of supporting the management of flexible working within own team.

Unit guidance

AC2.1 Adaptions may include but are not limited to: reasonable adjustments, access to technology, ways of communication, job share, respecting non-working hours, consideration of time zones.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Flexible Working Practices | Factsheets | CIPD

Flexible working: Applying for flexible working - GOV.UK

Code of Practice on requests for flexible working | Acas

Hybrid working: Guidance for people professionals | CIPD

Unit 315   Developing a high performing team

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips learners with the knowledge and skills to build and support high performing teams by understanding team dynamics, behavioural styles, and performance drivers. Learners will develop practical skills in building trust, identifying learning needs, supporting development, and improving team delivery against objectives.

Learning outcome

The learner will:

LO1   Understand how to develop a high performing team

Assessment criteria

The learner can:

AC1.1 Describe the characteristics of an effective team

AC1.2 Explain how team purpose and goals **influence performance**

AC1.3 Explain the **key principles** of developing a high performing team

AC1.4 Describe **behaviour styles** and their impact on team dynamics

AC1.5 Describe common challenges to team effectiveness and how they can be addressed

Range

AC1.2 **Influence performance:**
- ownership/accountability, motivation/engagement, collaboration.

AC1.3 **Key principles:**
- trust, communication, defined roles and responsibilities, shared goals, accountability.

AC1.4 **Behaviour styles:**
- assertive, passive, dominant, supportive, adaptable.

Learning outcome

The learner will:

LO2   Be able to support the development of others

Assessment criteria

The learner can:

AC2.1 Demonstrate behaviour styles that build trust and respect across a team

AC2.2 Identify the learning needs of individual team members

AC2.3 Adapt approaches of support to meet different learning needs

AC2.4 Provide feedback to support individual development

Learning outcome

The learner will:

LO3   Be able to support team performance in achieving goals

Assessment criteria

The learner can:

AC3.1 Contribute to setting and reviewing team objectives

AC3.2 Monitor progress of the team against agreed goals

AC3.3 Identify factors affecting team performance

AC3.4 Provide recommendations to help team members meet performance expectations

Unit 315   Developing a high performing team

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 Evidence must include at least **three** characteristics.

AC1.3 Evidence must include an explanation on how each principle contributes to team performance.

AC1.5 Evidence must include at least **two** common challenges.

AC2.1 Evidence must include at least **two** examples of behaviour styles.

AC2.2 Evidence must include at least **two** different learning needs for two individual team members.

AC2.3 Evidence must include at least **two** different approaches of support to meet different learning needs.

AC2.4 Evidence must include feedback for at least **two** different individual team members.

AC3.1 Evidence must include at least **two** different examples of setting and reviewing team objectives.

AC3.3 Evidence must include at least **two** factors.

AC3.4 Evidence must include at least **two** recommendations.

Unit guidance

AC1.4 Explanations may include but not limited to: any theory or model directed related to team dynamics eg Tuckman's model or Belbin's team roles theory.

AC2.2 Learning needs may include but are not limited to: skills gaps, career aspirations, performance issues, or preferred learning styles.

AC2.3 Evidence should demonstrate how the learner has tailored support to meet the learning needs of team members. This may include but is not limited to: choosing appropriate approaches/methods (eg coaching, mentoring, training) and adjusting delivery style to suit the learner.

AC2.4 Feedback should be specific, balanced, and linked to development goals

AC3.1 Learners should understand how to participate in the process of setting clear, measurable, and achievable team objectives. They should also show evidence on contributing to regular reviews of progress against these objectives, identifying successes and areas for improvement

AC3.2 Learners should be able to identify factors that influence their team performance. These may include but are not limited to communication, leadership, resources, morale, workload, or external pressures

AC3.4 Recommendations should be tailored to individual or team needs

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

The five dysfunctions of a team: A leadership fable, Patrick Lencioni, Jossey-Bass / Wiley

Creating effective teams: A guide for members and leaders, Susan A. Wheelan, SAGE Publications

Managing teams: A strategy for success, The Knowledge Academy

Unit 316   Legislation and compliance

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	The aim of this unit is to equip the learner with an understanding of key legislation and governance requirements in the workplace, and the skills needed to support compliance in areas such as health and safety, data protection, and Equity, Diversity and Inclusion (EDI).

Learning outcome

The learner will:

LO1   Understand the principles of organisational governance

Assessment criteria

The learner can:

AC1.1 Identify the principles of governance in an organisation

AC1.2 Explain the benefits to an organisation of effective governance

AC1.3 Describe the role of policies and procedures in maintaining good governance

Learning outcome

The learner will:

LO2   Understand health and safety legislation in the workplace

Assessment criteria

The learner can:

AC2.1 Explain the key principles of current health and safety legislation relevant to the workplace

AC2.2 Explain the responsibilities of employers and employees under health and safety law

AC2.3 Describe the role of policies and procedures in supporting compliance with health and safety

Range

AC2.1 **Principles:**

- duty of care, risk assessment, safe systems of work, training and information employee responsibilities, personal protective equipment (PPE), reporting and record-keeping, legal framework.

Learning outcome

The learner will:

LO3   Understand Equity, Diversity and Inclusion (EDI) in the workplace

Assessment criteria

The learner can:

AC3.1 Identify current legislation that supports EDI in the workplace

AC3.2 Describe how inclusive practice supports individual wellbeing and organisational performance

AC3.3 Explain the consequences of failing to comply with EDI legislation

Learning outcome

The learner will:

LO4   Understand data protection in the workplace

Assessment criteria

The learner can:

AC4.1 Identify the principles of current data protection legislation

AC4.2 Describe how data protection requirements apply to an organisation

AC4.3 Identify the role of policy and procedure in maintaining data security

Learning outcome

The learner will:

LO5   Be able to apply compliance practices in own working environment

Assessment criteria

The learner can:

AC5.1 Contribute to health and safety risk assessment

AC5.2 Handle data in line with organisational policy

AC5.3 Communicate health and safety responsibilities to team members

AC5.4 Promote equity in own area of work

Unit 316   Legislation and compliance

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 Evidence must include at least **two** benefits.

AC2.1 Evidence must include at least **two** principles.

AC3.1 Evidence must include at least **two** current legislations that supports EDI in the workplace.

AC3.2 Evidence must include at least **two** descriptions.

AC5.1 Evidence must include at least **two** examples of contributing to health and safety risk assessments.

AC5.3 Evidence must include at least **two** examples of communicating health and safety responsibilities to team members.

AC5.4 Evidence must show at least **two** examples of promoting equity in own area of work.

Unit guidance

AC3.1 Identify current legislation that supports EDI in the workplace. Equity may also be referred to as Equality.

AC5.4 Promote equity in own area of work - Promoting equity raising awareness, challenging, ways of working, challenge unfair practice, model inclusive practice and behaviour, celebrate diversity.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Health and safety at work, Health and Safety Executive (HSE), n.d. **HSE: Information about health and safety at work**

Equality and human rights commission, Equality and Human Rights Commission (EHRC), n.d. **Homepage | EHRC**

Advice and guidance for employers and employees, Advisory, Conciliation and Arbitration Service (ACAS), n.d. **Acas | Making working life better for everyone in Britain**

Guide to the UK general data protection regulation (UK GDPR), Information Commissioner's Office (ICO), n.d. **Information Commissioner's Office**

Unit 317   Managing external stakeholder relationships

Level:	3
GLH:	25
Credit value:	5
Assessment method:	Portfolio of evidence
Aim:	This unit equips the learner with the knowledge and skills required to build, manage, and sustain effective relationships with external stakeholders. Learners will assess stakeholder influence, adapt communication, manage expectations, and monitor relationships to support organisational success and mitigate risks.

Learning outcome

The learner will:

LO1   Understand external stakeholder relationships

Assessment criteria

The learner can:

AC1.1 Explain the importance of developing and maintaining positive relationships with **external stakeholders**

AC1.2 Identify the impacts of stakeholder power and influence in relationships

AC1.3 Describe approaches to establish trust and promote respect with external stakeholders

AC1.4 Explain ways to effectively manage relationships with external stakeholders

AC1.5 Examine potential organisational **risks and impacts** arising from ineffective stakeholder relationship management

Range

AC1.1 **External stakeholders:**
- customers/clients/end users, suppliers/contractors, regulators/government agencies, media/press.

AC1.5 **Risks and impacts:**
- reputation/brand, stakeholder disengagement, financial performance, compliance/legal considerations, operational disruption.

Learning outcome

The learner will:

LO2   Be able to engage external stakeholders effectively

Assessment criteria

The learner can:

AC2.1 Identify the level of power and influence of different external stakeholders

AC2.2 Review the appropriate **communication requirements** for the different external stakeholders

AC2.3 Adapt communication to meet the individual needs of external stakeholders

AC2.4 Present complex information to external stakeholders that aligns to their needs

Range

AC2.2 **Communication requirements:**
- frequency, methods/format, purpose.

Learning outcome

The learner will:

LO3   Be able to build and maintain positive relationships with external stakeholders

Assessment criteria

The learner can:

AC3.1 Prioritise external stakeholders based upon their influence and impact

AC3.2 Take action to establish trust and mutual respect with external stakeholders

AC3.3 Manage **stakeholder expectations** to align with organisational goals

AC3.4 Respond constructively to stakeholder feedback

AC3.5 Monitor stakeholder relationships to ensure ongoing effectiveness

Range

AC3.3 **Stakeholder expectations:**
- clarifying needs, negotiating/compromising, making realistic commitments, managing change/scope creep.

Unit 317   Managing external stakeholder relationships

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 Evidence must include at least **two** impacts.

AC1.3 Evidence must include at least **two** approaches to establish trust and promote respect with external stakeholders.

AC1.4 Evidence must include at least **two** ways to effectively manage relationships with external stakeholders.

LO2 Evidence must include at least **two** external stakeholders demonstrated across the assessment criteria.

AC3.5 Evidence must include at least **two** examples of monitoring across a period of 0-6 months. Evidence must include an assessment of the risks and impacts.

Unit guidance

AC2.3 Adapt communication may include but not linted to: type of format, channel, individual stakeholder preference, cultural sensitivity, accessibility.

AC2.4 Complex information (technical, detailed and supported by evidence) and may include but not limited to: non-routine, requiring choices, involving variables.

AC3.5 Monitor may include but not limited to, review/evaluation, formal or informal feedback.

Suggested learning resources

These suggestions are current at the time of publication.

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

Practical people engagement: Leading change through the power of relationships, Patrick Mayfield, Elbereth Publishing

Stakeholder relationship management: A maturity model for organisational implementation, Lynda Bourne, Routledge

Stakeholder engagement essentials you always wanted to know, Michelle Bartonico, Vibrant Publishers

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.

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

cityandguilds.com/about-us