

City & Guilds Level 5 Award in Responsible Leadership with Artificial Intelligence (8726-11)

Version 1.0 (September 2026)

Qualification handbook

Qualification at a glance

Subject area	15.3 Business Management
City & Guilds number	8726
Age group approved	18+
Entry requirements	N/A
Assessment	Assignment
Grading	Pass/fail
Approvals	Full approval
Support materials	Assignment Pack
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 5 Award in Responsible Leadership with Artificial Intelligence	8726-11	610/7879/7	15	24

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

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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is designed for current or aspiring managers. This specialist qualification builds the knowledge and understanding needed to be an effective leader in navigating Artificial Intelligence (AI). This award supports learners to develop their knowledge and understanding of responsible leadership with AI, providing a short, focused period of learning and assessment. Learners can then apply what they have learned to their own work, supporting them in becoming more effective leaders.
What does the qualification cover?	This qualification covers using AI in leadership practices, risks, governance, and security considerations in the use of AI tools, and applying AI tools in a leadership environment.
What opportunities for progression are there?	The qualification allows learners to progress in their career or to the following ILM qualifications: • ILM Level 5 Operational Leadership and Management Development • ILM Level 5 Operational Leadership and Management Skills.

Structure

To achieve the **City & Guilds Level 5 Award in Responsible Leadership with Artificial Intelligence** learners must achieve:

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit:			
501	Artificial Intelligence in leadership practice	15	2

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 5 Award in Responsible Leadership in Artificial Intelligence	15	24

2 Centre requirements

Approval

Full approval

To offer this qualification, 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.

Resource requirements

Centre staffing

Staff delivering this qualification 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 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 this qualification.

However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully eg access to work-related situations to apply learning.

Age restrictions

This qualification is approved for learners aged 18 or above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this qualification and its assessment 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
- the appropriate type and level of qualification.

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

Inclusion and diversity

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

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

Sustainability

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

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

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

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

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

Artificial Intelligence (AI)

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

Support materials

The following resources are available for this qualification:

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

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.
- professional body learning resources.
- company and industry sector reports.

Suggestions in the unit are current at the time of publication and are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

4 Assessment

Assessment of the qualification

Candidates must successfully complete one assignment for the unit 501. The assignment may be completed using the following methods:

- written submission
- presentation
- professional discussion with assessor/tutor.

Further information can be found in the Assignment Pack.

Assessment strategy

City & Guilds has written the following assignment to use with this qualification:

- the Assignment Pack from the ILM website.

Time constraints

The following must be applied to the assessment of this qualification:

- 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.

Learners can RPL unit 8726-501 Artificial Intelligence in leadership practice towards 8721 Level 5 Operational Leadership and Management Development.

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

5 Unit

Structure of the unit

This unit includes the following:

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

Guidance for delivery

This qualification comprises one unit. A unit describes what is expected of an individual in particular aspects of their job.

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

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

Range statements define the breadth or scope of a LO and its ACs by setting out the various circumstances in which they are to be applied. Range statements must be fully covered during delivery to ensure learners are exposed to the complete scope of the LO. Unless minimum evidence requirements are explicitly stated in the mark sheet, candidates are required to evidence the full range as outlined in the unit handbook.

Supporting information provides unit guidance for delivery, for example suggested methods and techniques, and supporting resources. Centres are advised to review this information carefully before delivering the unit.

Note: where legislation is referenced, only that of the country the qualification is being delivered in is expected to be taught/assessed.

Unit 501

Artificial Intelligence in leadership practice

Level:	5
GLH:	15
Credit value:	2
Assessment method:	Assignment
Aim:	Learners will have knowledge and understanding of how AI can be used in leadership practices.

Learning outcome

The learner will:

LO1 Understand the use of Artificial Intelligence (AI) in leadership practices

Assessment criteria

The learner can:

AC1.1 Define AI and its main characteristics

AC1.2 Describe different functions of AI

AC1.3 Evaluate AI use in leadership practice

Learning outcome

The learner will:

LO2 Understand risks, governance and security considerations in the use of AI

Assessment criteria

The learner can:

AC2.1 Analyse **risks** related to the use of AI

AC2.2 Assess the role of governance in mitigating AI risks

AC2.3 Explain **security practices** in relation to AI data inputs and outputs

Range

AC2.1 **Risks:** ethical, environmental, data and information

AC2.3 **Security practices:** compliance, confidentiality, data and information handling

Learning outcome

The learner will:

LO3 Be able to apply AI tools in leadership practice

Assessment criteria

The learner can:

AC3.1 Justify selection of an AI tool for a leadership task

AC3.2 Use an AI tool for a leadership task

AC3.3 Demonstrate **human oversight** when using AI

AC3.4 Recommend improvements for future use of AI in leadership practice

Range

AC3.3 **Human oversight:** accuracy, verification, bias, fit for purpose

Unit 501

Artificial Intelligence in leadership practice

Supporting information

Unit guidance

Across all assessment criteria consider current and emerging AI tools and practice.

AC1.2 AI functions: data analysis, prediction, automation, generation, agentic. Differentiate between systems that analyse data and those that generate content

AC1.3 Leadership practice: Data-driven decisions, speed and efficiency, accuracy of outcomes, human vs AI judgement, bias and fairness, efficiency/productivity improvements, decision support, customer service improvements. Recognition of value beyond cost saving

AC2.1

Ethical risk: fairness, discrimination, data protection (legal and regulatory compliance), public trust impact, over-reliance, automation bias

Environmental risk: energy and other resource requirements

Data and information accuracy risk: bias linked to data or input, data dependency, lack of contextual or ethical judgement, lack of accountability

Data and information security risk: data exposure, manipulation

AC2.2 Governance: organisational rules for development, deployment and monitoring of AI use, policies, procedures

Suggested learning resources

Artificial Intelligence: A Guide for Thinking Humans, Mitchell, Penguin. ISBN 978-0241404836.

Hello World: How to Be Human in the Age of the Machine, Fry, Black Swan. ISBN 978-1784163068.

Artificial Intelligence Playbook for the UK Government, UK Government,
www.gov.uk/government/publications/ai-playbook-for-the-uk-government/artificial-intelligence-playbook-for-the-uk-government-html

Appendix 1 Sources of general information

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

Centre handbook: quality assurance standards

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

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

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

Centre assessment: quality assurance standards

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

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

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

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

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

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the [Working with ILM](#) section of the ILM website.

City & Guilds

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

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

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