



SUPERVISOR

Typical job titles:

Duty Lead, Project Lead, Shift Supervisor, Supervisor, Team Leader, Cell Leader, Customer Service Leader.

ILM LEVEL 3 AWARD/CERTIFICATE IN LEADERSHIP & MANAGEMENT SKILLS

This qualification programme is specifically designed for existing Team Leaders and Supervisors. It comprises eight units that will train, develop and support your team leaders and supervisors to become the competent, confident leaders your organisation requires.

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Introduction

This qualification programme is specifically designed for existing Team Leaders and Supervisors. It comprises units that will train, develop and support your team leaders and supervisors to become the competent, confident leaders your organisation requires. The programme design includes the following themes:

- Personal effectiveness and emotional intelligence
- Building a high-performing team
- Communication and stakeholder relationships
- Problem analysis and conclusions
- Managing change and continuous improvement
- Contributing to a project

Typical learner role

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.

The **Award (3 units)** introduces essential leadership topics. It is ideal for learners seeking a short course, has been designed to engage and motivate and could lead to further learning at Level 3.

The **Certificate (5 units)** 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.

The **Diploma (8 units)** 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.

The **Extended Diploma (16 units)** 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 qualification's content focuses on core themes and competencies essential for effective performance at middle and first-line manager levels.

An employee in this occupation is responsible for supporting, managing, and developing individuals; managing projects; planning and monitoring workloads and resources; delivering operational plans; resolving problems; and building relationships both internally and externally.

Structure

Level 3 Award

Unit no.	Unit Title	Credit Value	No. of training sessions
Induction			1 half-day
DiSC	Developing self-awareness and emotional intelligence		1 half-day
301	Developing effective leadership skills	6	3 half-days
302	Managing personal and professional development	5	2 half-days
315	Developing a high performing team	5	3 half-days

Level 3 Certificate

Unit no.	Unit Title	Credit Value	No. of training sessions
Induction			1 half-day
DiSC	Developing self-awareness and emotional intelligence		1 half-day
301	Developing effective leadership skills	6	3 half-days
302	Managing personal and professional development	5	2 half-days
315	Developing a high performing team	5	3 half-days
303	Managing the performance of others	6	3 half-days
312	Effective communication	5	3 half-days

Costs:

Below are the costs **per learner**:

- Induction (free of charge)
- Training Programme:
 - Award Qualification (9 half-days) £1,231.20+VAT
 - Certificate Qualification (15 half-days) £1,938+VAT
- DiSC Workplace Report £100+VAT
- ILM Registration Award £115 (no VAT) or Certificate £161 (no VAT)

For an **in-house programme of 6 learners**, the training programme cost is reduced to:

- Award Programme £1,169.84+VAT or
- Certificate Programme £ 1841.10+VAT

This represents a 5% discount on the training days. DiSC & ILM registration costs remain as above.

Learner Initial Assessment

An initial assessment of each learner will 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.

Assessment of the qualification

Candidates will complete a portfolio of evidence to demonstrate that they have achieved the required competency. Units are assessed through the portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

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 e.g. 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.

Learning Outcomes (LO):

Induction

This session is designed to help the learner fully understand the requirements of the qualification, their responsibilities as a learner and the support, guidance and responsibilities of GEL (the training provider).

Learners will be provided to a login of GEL's Virtual Learning Platform, Totara, where copies of the training workbooks, handouts and PowerPoint slides will be available. There will also be additional resources, further reading recommendations and quizzes on this platform.

Self-awareness & emotional intelligence

Learners will complete a DiSC Workplace questionnaire, and a personalised report will be given to them during this session.

- The concept of self-awareness
- Potential impact of behaviour on others
- Adapting behaviour to improve the impact on others
- Emotional intelligence in leadership

Developing effective leadership skills

- LO1 Understand different leadership styles
- LO2 Be able to assess use of emotional intelligence
- LO3 Be able to assess own leadership qualities

Managing personal and professional development

- LO1 Understand personal and professional development
- LO2 Be able to identify personal and professional development needs
- LO3 Be able to manage personal and professional development to meet own and team objectives

Developing a high performing team

- LO1 Understand how to develop a high performing team
- LO2 Be able to support the development of others
- LO3 Be able to support team performance in achieving goals

Managing the performance of others

- LO1 Understand performance management
- LO2 Be able to monitor the performance of the team
- LO3 Be able to provide individual feedback and support to manage performance

Effective communication

- LO1 Understand the principles and impact of effective workplace communication
- LO2 Be able to communicate effectively in the workplace
- LO3 Be able to use influencing and negotiation skills to support workplace outcomes

Assessment Criteria (AC):

Developing effective leadership skills

- LO1 Understand different leadership styles
 - AC1.1 Compare and contrast leadership and management
 - AC1.2 Evaluate different **leadership styles** (*authoritarian (autocratic), participative (democratic), delegative (laissez-faire), transformational, transactional, situational*).
 - AC1.3 Describe the factors that will influence the choice of leadership styles in workplace situations.
- LO2 Be able to assess use of emotional intelligence
 - AC2.1 Define emotional intelligence
 - AC2.2 Describe **characteristics of emotional intelligence** (*self-awareness, empathy, self-regulation, social awareness, self-motivation*)
 - 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.
- LO3 Be able to assess own leadership qualities
 - AC3.1 Summarise key **leadership qualities** (*self-awareness, respect, compassion, integrity, resilience communication, confidence, empathy, problem-solving*)
 - AC3.2 Assess own leadership qualities using feedback from others
 - AC3.3 Create a leadership development plan (LDP)

Managing personal and professional development

- LO1 Understand personal and professional development
 - AC1.1 Explain why continuous personal and professional development is important in a team leader role
 - AC1.2 Evaluate the **activities** (*training/learning, mentoring, self-reflection, job shadowing, gathering feedback, networking, coaching*) 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** (*goals, actions, relevance to role, how progress will be measured, review/completion dates, personal evaluation/reflection*) of a Personal and Professional Development Plan (PPDP)
 - AC1.6 Explain how to set **SMART** goals and objectives

- LO2 Be able to identify personal and professional development needs
 - 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)
- LO3 Be able to manage personal and professional development to meet own and team objectives
 - 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

Developing a high performing team

- LO1 Understand how to develop a high performing team
 - AC1.1 Describe the characteristics of an effective team
 - AC1.2 Explain how team purpose and goals **influence performance** (*ownership/accountability, motivation/engagement, collaboration.*)
 - AC1.3 Explain the **key principles** of developing a high performing team (*trust, communication, defined roles and responsibilities, shared goals, accountability.*)
 - AC1.4 Describe **behaviour styles** (*assertive, passive, dominant, supportive, adaptable*) and their impact on team dynamics
 - AC1.5 Describe common challenges to team effectiveness and how they can be addressed
- LO2 Be able to support the development of others
 - 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
- LO3 Be able to support team performance in achieving goals
 - 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

Managing the performance of others

- LO1 Understand performance management
 - AC1.1 Describe the importance of managing staff performance in the organisation
 - AC1.2 Describe the **key stages** (*planning, monitoring, reviewing, supporting, recognising, improving*) 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** (*informal and formal*)
 - AC1.5 Explain the **principles** of giving effective feedback on performance to others (*timeliness, clarity, balance, relevance, respect, confidentiality, evidence-based*)
- LO2 Be able to monitor the performance of the team
 - 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
- LO3 Be able to provide individual feedback and support to manage performance
 - 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

Effective communication

- LO1 Understand the principles and impact of effective workplace communication
 - AC1.1 Explain different types of **communication** and their purpose in workplace settings (*verbal, non-verbal, written, digital*)
 - 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 (*tone, language, method, clarity*)
 - AC1.4 Describe the **principles** of active listening (*paying full attention/non-verbal communication, summarising/paraphrasing, avoiding interruptions, making notes*)
 - AC1.5 Explain the principles of **influencing** in workplace communication (*persuasive language, adapting to suit audience, building rapport*)

- AC1.6 Explain the principles of **negotiation** in workplace communication (*identifying shared interests, maintaining control, assertiveness, compromise, agreement*)
- LO2 Be able to communicate effectively in the workplace
 - 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
- LO3 Be able to use influencing and negotiation skills to support workplace outcomes
 - 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

Access arrangements, reasonable adjustments and special consideration

City & Guilds (ILM) has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds (ILM) 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 (ILM) to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. It is the responsibility of the training provider (GEL) 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.

Additional units available to add to the programme (if required)

The units below can be added to the programme schedule and learners can achieve the **ILM Level 3 Diploma in Leadership & Management Skills** by completing the unit assessments.

Level 3 Diploma

Unit no.	Unit Title	Credit Value	No. of training sessions
308	Problem solving and decision making	5	3 half-days
306	Developing project management skills	5	3 half-days
307	Managing and implementing change	5	3 half-days
		42	25 half-days

Learning Outcomes (LO)

Problem solving and decision making

- LO1 Understand approaches to problem solving and decision making in organisations
- LO2 Be able to identify the root cause of problems and explore potential solutions in own workplace
- LO3 Be able to present, justify and review decisions made to solve problems in own workplace

Developing project management skills

- LO1 Understand the project lifecycle and roles and responsibilities within a project
- LO2 Understand how to deliver a project against targets
- LO3 Understand quality management within a project
- LO4 Be able to contribute to delivering a project against targets

Managing and implementing change

- LO1 Understand the principles of change in organisations
- LO2 Be able to plan changes within a team in own workplace
- LO3 Be able to implement, monitor and review change with a team in own workplace

Assessment Criteria (AC)

Problem solving and decision making

- LO1 Understand approaches to problem solving and decision making in organisations
 - AC1.1 Explain different **approaches** to problem solving (*proactive, reactive, formal, informal*)
 - AC1.2 Describe different techniques used for **problem-solving** and **decision-making** (*PDCA (plan, do, check, act), 5 whys, DMAIC (define, measure, analyse,*

improve, control), Fishbone diagram (Ishikawa), fault tree analysis. SWOT analysis decision matrix, Pareto analysis.)

- AC1.3 Examine how the root cause of a problem can be identified and verified using **structured methods** (*Fishbone diagram (Ishikawa), fault tree analysis, Pareto.*)
- AC1.4 Identify **sources** of information that can be used to solve organisational problems (*internal and external.*)
- **LO2 Be able to identify the root cause of problems and explore potential solutions in own workplace**
 - 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
- **LO3 Be able to present, justify and review decisions made to solve problems in own workplace**
 - 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

Developing project management skills

- **LO1 Understand the project lifecycle and roles and responsibilities within a project**
 - AC1.1 Explain the **key stages** in the lifecycle of a project (*initiation, planning, execution, monitoring and control, closure and evaluation.*)
 - AC1.2 Summarise the **key roles** and responsibilities in a project team (*project board member, project sponsor, project manager, project team lead, project team member, specialists/subject matter experts, project administrator.*)
- **LO2 Understand how to deliver a project against targets**
 - AC2.1 Describe **project management tools** and their application (*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 Explain how to manage **resources** within a project (*people, technology, equipment, budget, time.*)
 - AC2.3 Describe the **risks and issues** within a project and how they can impact project outcomes (*scope, time, cost, quality, resources.*)
 - AC2.4 Describe different **risk analysis tools/techniques** used within a project (*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 Explain how to use **project management tools** to monitor progress and performance of a project

- LO3 Understand quality management within a project
 - AC3.1 Define 'project quality management'
 - AC3.2 Describe different project quality management **approaches** and their uses (total quality management (TQM), Six Sigma, lean management, ISO Standards, agile methodology.)
- LO4 Be able to contribute to delivering a project against targets
 - 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

Managing and implementing change

- LO1 Understand the principles of change in organisations
 - AC1.1 Explain **reasons** why organisations need to change (customer expectations, internal drivers, legislation, technology, efficiency, sustainability.)
 - AC1.2 Explain types of **change** within organisations
 - AC1.3 Explain **common barriers** to change (resistance to change, financial constraints, organisational culture, lack of leadership.)
 - AC1.4 Describe the **stages** of change management (plan, implement, monitor.)
 - AC1.5 Describe **change management models** (Lewins Three Stage Model, McKinsey 7-S Framework, ADKAR Model.)
- LO2 Be able to plan changes within a team in own workplace
 - 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
- LO3 Be able to implement, monitor and review change with a team in own workplace
 - 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

The units below can be added to the programme schedule and learners can achieve the **ILM Level 3 Extended Diploma in Leadership & Management Skills** by completing all unit assessments (*with the exception of unit 311*)

Level 3 Extended Diploma

Unit no.	Unit Title	Credit Value	No. of training sessions
304	Supporting wellbeing in the workplace	6	3 half-days
305	Effective recruitment	6	3 half-days
309	The organisation and its environmental responsibilities	6	3 half-days
310	Analysing data to make decisions	4	2 half-days
311	Organisational finance	5	3 half-days
313	Planning and leading structured workplace communication	5	3 half-days
314	Supporting flexible working	4	2 half-days
316	Legislation and compliance	5	3 half-days
317	Managing external stakeholder relationships	5	3 half-days

Progression Routes:

The Level 3 qualification 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 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