



Karen Egan
Technical Advisor ILM
Karen.Egan@i-l-m.com

**ILM End-point assessment (EPA)
requirements for
Level 3 Team Leader/Supervisor
& Level 5 Operations/Departmental Manager**

Aims of today's Session

Management Standards and EPA Process

- **Our response to the Covid-19 Pandemic**
- **What is EPA?**
- **Overview of the EPA Journey**
- **The assessment components and how they're delivered at each level**
- **Good practice for the assessment components**
- **EPA Guidance documentation**
- **ILM Resources**
- **Open Q&A and discussion**



Our response to the Covid-19 Pandemic

Please go to our dedicated web page

<https://www.i-l-m.com/covid-19>

for all other aspects of our support during this time including:

- On-line events
- E-workbooks
- EPA Guidance
- Other useful information and links



Keeping up to date with Covid-19 Dispensations

- EPA Dispensations
- Functional Skills updates
- Qualification updates
- Digital and E-learning free resources
- Support and contact numbers
- <https://www.cityandguilds.com/covid-19/epa>

End-point assessment – support and guidance for customers regarding Covid-19 Updated 21 April

We understand and appreciate the challenges you are facing with the recent outbreak of Covid-19, and we are committed to providing a positive experience during this disruptive period.

While many of our staff at City & Guilds and ILM will be working remotely, we will be fully operational and working hard to support you with end-point assessment.

The City & Guilds and ILM team is still on hand to provide customer support, technical support, and to meet any other needs.

You can access front-line support by:

- phone – [0844 543 0000](tel:08445430000) (option 5)
- email – centresupport@cityandguilds.com.

We will be updating this page regularly. Please check in to stay up-to-date with the latest information and guidance.

To support you, we have published answers to frequently asked questions (FAQs), which we encourage you to read.

FAQs and guidance

We appreciate that you will have many questions and concerns on a range of topics, including EPA events, registrations, gateway, remote delivery and certification.

To assist with these queries, we have produced an FAQs document that will provide some clarity and advice.

[View our FAQs >](#)

Guidance for remote testing for E-volve

Please read our guidance on how to undertake E-volve testing and invigilation here.

[Find out more >](#)

Emergency learner support

We are committed to supporting you through new ways of working. Our Smartscreen resources provide enhanced content to support distance and online learning. Find out more if your portfolio is supported.

[Find out more >](#)

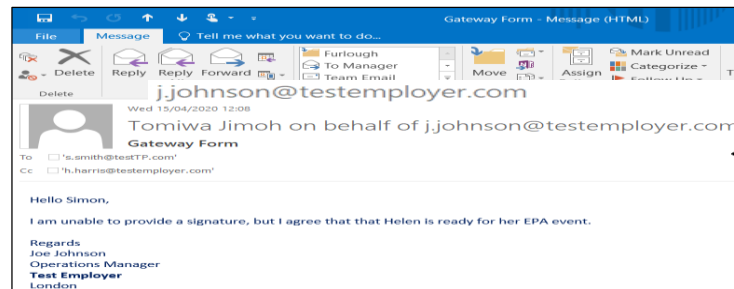
EPA event scheduling

If you identify that a scheduled EPA event (remote or face-to-face) is affected by circumstances related to the Covid-19 incident, please contact us as soon as possible via:

centresupport@cityandguilds.com or [0844 543 0000](tel:08445430000)

Gateway and the use of digital signatures

- Digital Signatures allowed on declaration / authenticity documentation.
- We will also accept a **typed** in signature of the **learners name only. Employer and Training provider digital signatures must be provided.**
- If it is not possible to get a digital signature we will accept a letter from the Apprentices' employer stating the learner is able to go through gateway. This must be stated in the email and include the Employers email signature.
- For further [guidance](#) please click the link



Email exemption

We are currently accepting a separate email uploaded directly to the EPA Portal. This should be from the employer, clearly stating the learner is ready for their EPA event.

Delivering Evolve tests remotely

Things to consider:

- **Only to be used for EPA knowledge tests**, not Diploma Evolve examinations
- Exams are invigilated on a 1-2-1 basis.
- 5 day booking window still required
- Invigilators must be fully trained
- Delivery platforms must allow the Invigilator to be able to view the candidate, their environment and their computer/laptop screen at all times during the test
- Test must be taken under exam conditions
- Remotely Invigilated e-volve tests will be delivered through a web-delivery application requiring no installation to the candidate computer

Apply online
via a contact form
on this [link](#)

Technical guidance
and 'how-to' [guide](#)

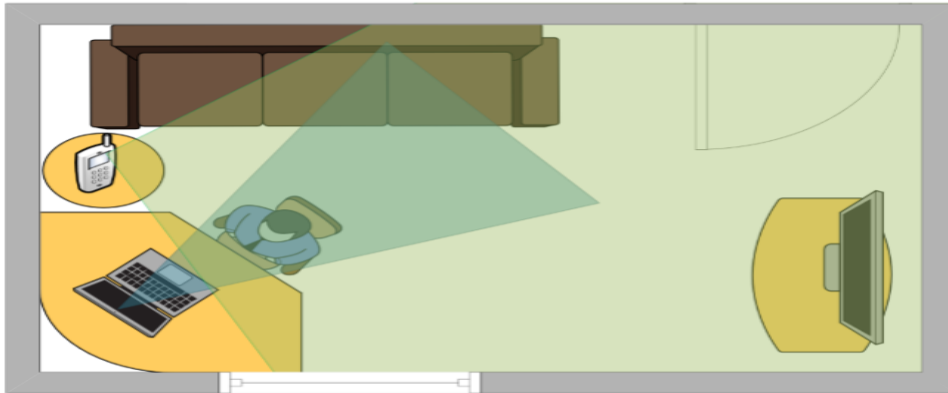
Equipment required for delivery

Centre

The template checklist which will need to be completed by the invigilator during the event. This must be stored for 6 months after the event.

The Evolve exam will be booked on Walled Garden and an ULN link will be created to send to the learner to sit the live exam

Access to web based delivery platform – either **LogMeIn – Go To Meeting** or **Cisco WebEx**



Learner

The candidate will need a laptop/computer with the following features:

- Screen resolution at least 1024x768;
- OS Windows 7, 8, 8.1 and 10 (Mac/Tablet/Chromebooks are not compatible);
- A supported web browser with ActiveX Flash enabled;
- Operational web camera that can face them
- Access to the preferred virtual meeting technology.

Also

The candidate will also need

- A smart phone or tablet with an operational web camera
- An email account
- Photographic ID.

Certificates and Functional Skills

- **PLR** can be accepted as evidence of achievement
- **Candidate History from Walled Garden** (City and Guilds only) can be accepted when it clearly shows the full achievement of the qualification by stating qualification conferred and certificated. Please note, if it states unit credits and not qualification this will not be accepted
- **A SIMS / CMIS** report is also acceptable but must be authenticated with a stamp from the relevant school/college and signed by the examinations officer or equivalent authority
- **National Record of Achievement** which must contain relevant awarding organisation verifiable achievement.

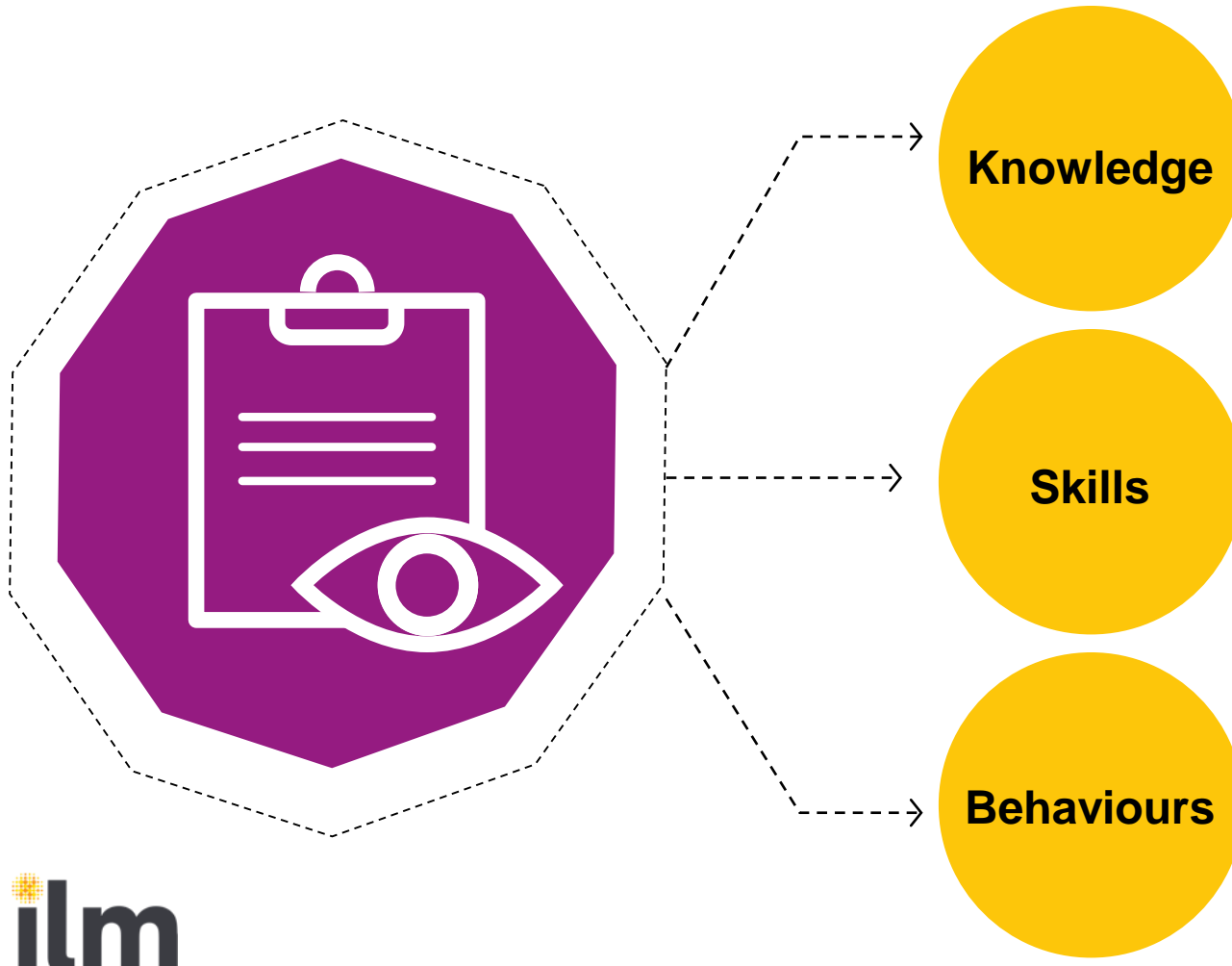
Functional Skills

We're seeking views on the exceptional arrangements we have set out for awarding vocational and technical qualifications, and general qualifications (other than GCSEs, AS and A levels).

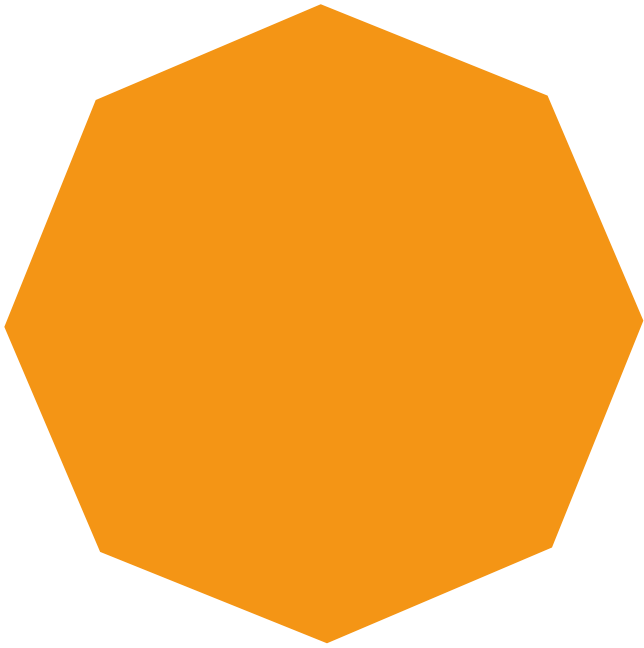
<https://www.gov.uk/government/consultations/exceptional-arrangements-for-assessment-and-grading-in-2020>

Relaxation of Functional Skills – until the 31 July, no need to undertake Level 2 functional Skills Maths and English if they are on a Level 2 standard. Must still complete Level 1.

What is EPA?



- Assessment(s) undertaken at the end of an apprenticeship by an independent End Point Assessment Organisation (EPAO).
- Carried out in line with the Assessment Plan to measure a candidates performance against the knowledge, skills and behaviours set out in the apprenticeship standard set by the Trailblazer Group.

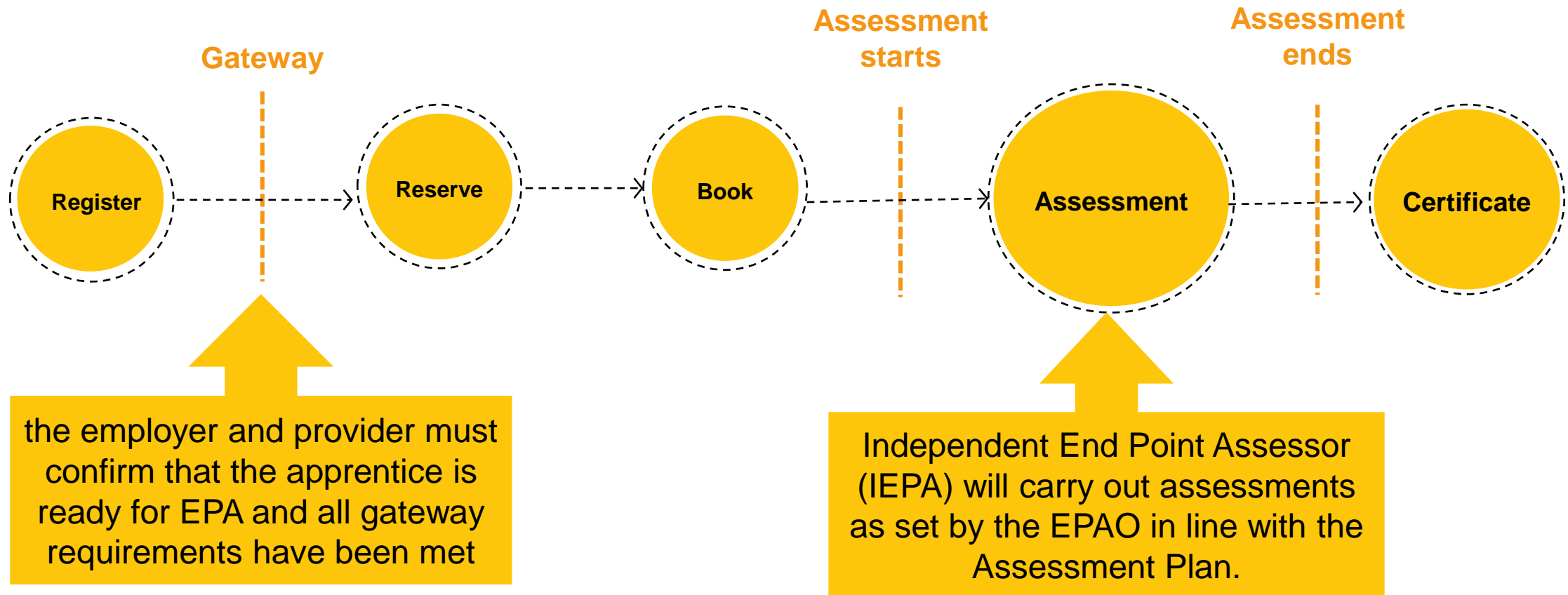


The EPA Journey

Including components, grading and resits

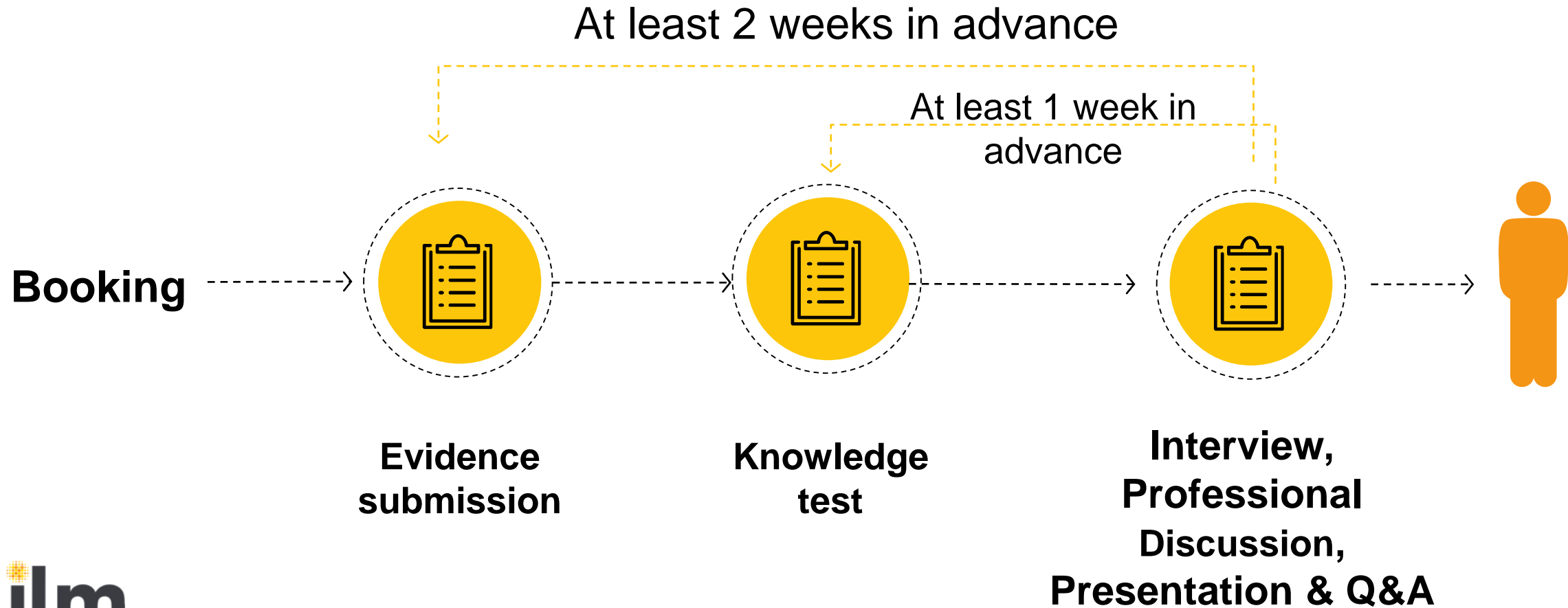


EPA Journey



[Link: City & Guilds 8 Step Guide to your EPA journey](#)

The timeline of assessment





Level 3 Assessment components & delivery methods



Assessment Method

Knowledge test using scenarios and questions

Assessment of portfolio of evidence

Structured competency-based interview

Professional discussion relating to CPD activity

Delivery Method



Onscreen test
e-volve platform



Online
EPA Portal



Live online interaction
assessor,
apprentice
GoToMeeting



Level 5 Assessment components & delivery methods



Assessment Method

Knowledge test using scenarios and questions

Assessment of portfolio of evidence

Structured competency-based interview

Presentation on work based project with Question and Answer session

Professional discussion relating to CPD activity

Delivery Method



Onscreen test
e-volve platform



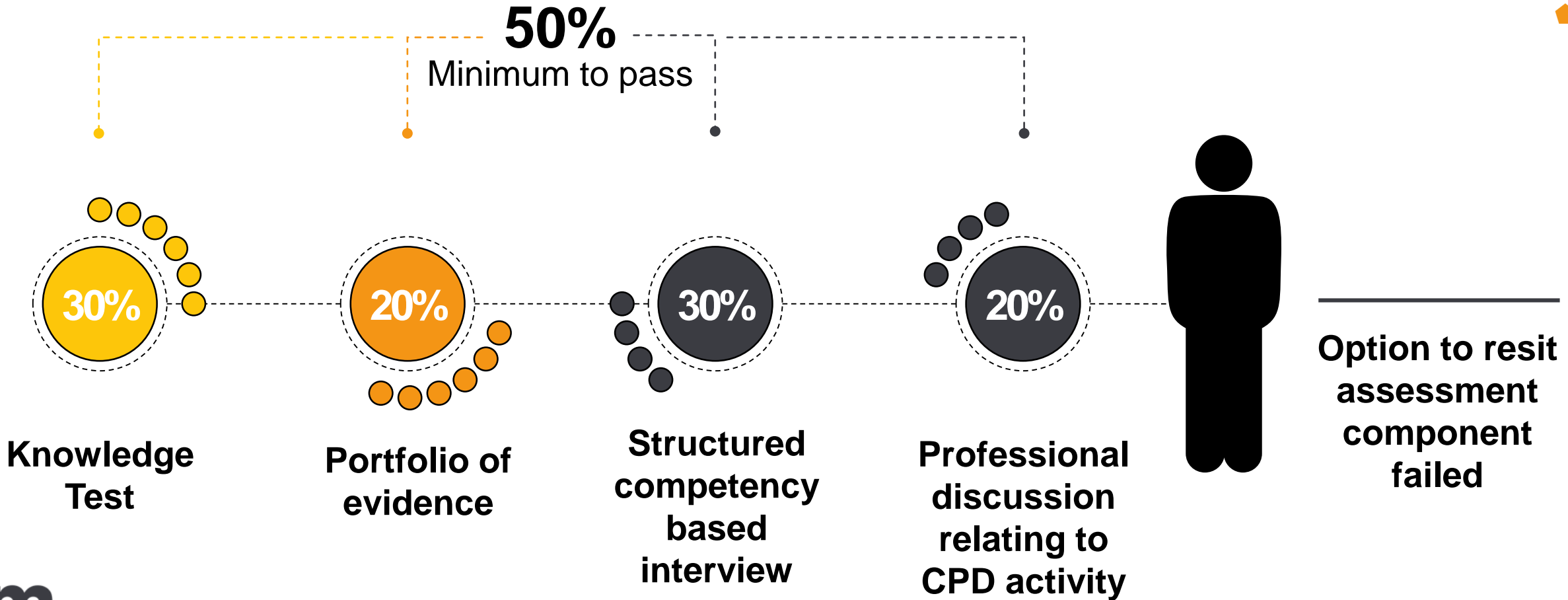
Online
EPA Portal



Live online interaction
assessor,
apprentice
GoToMeeting



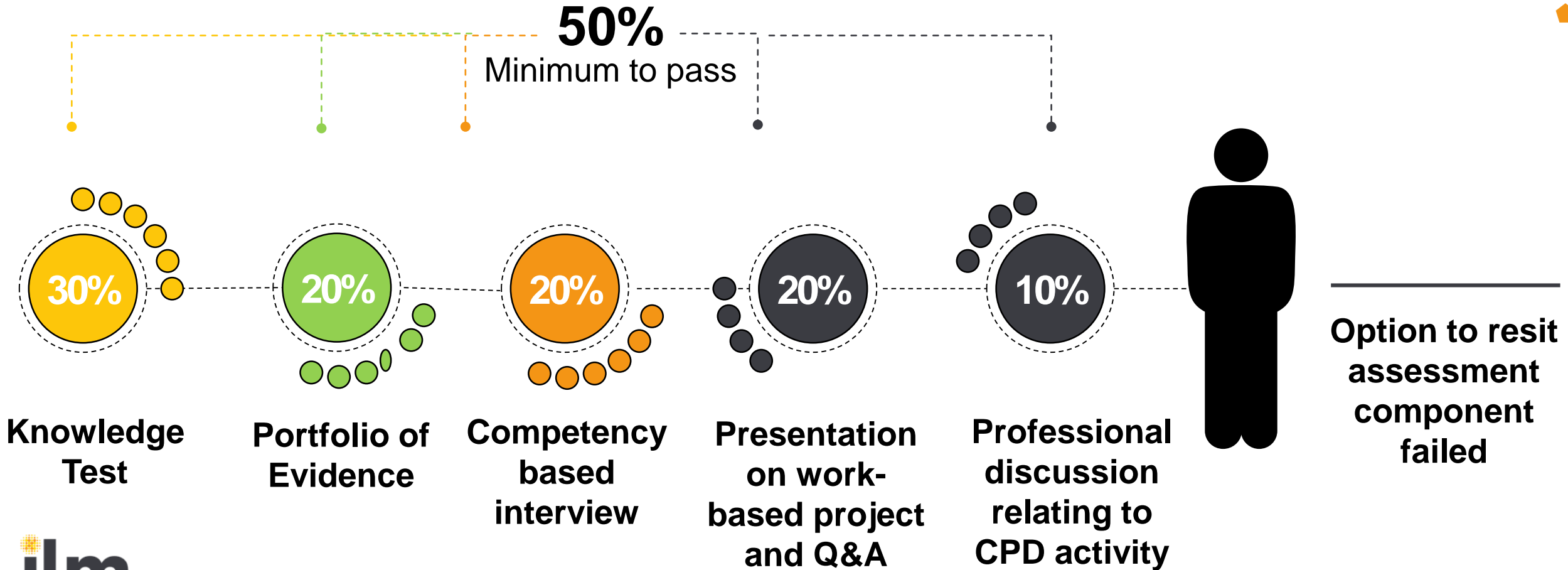
Assessment Components - Weighting Level 3 Team Leader/Supervisor



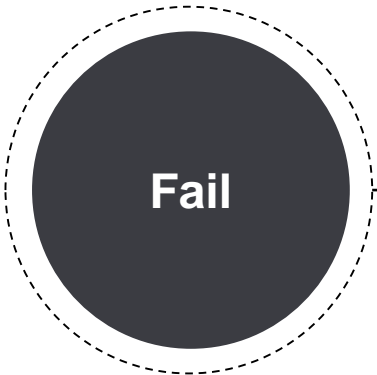


Assessment Components - Weighting

Level 5 Operations/Departmental Manager

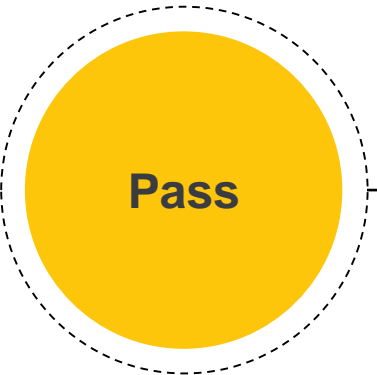


Grading



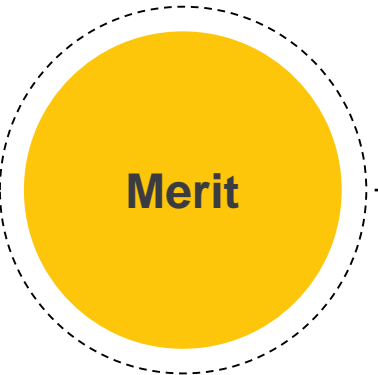
Fail

Less than 50 marks



Pass

50 marks and over



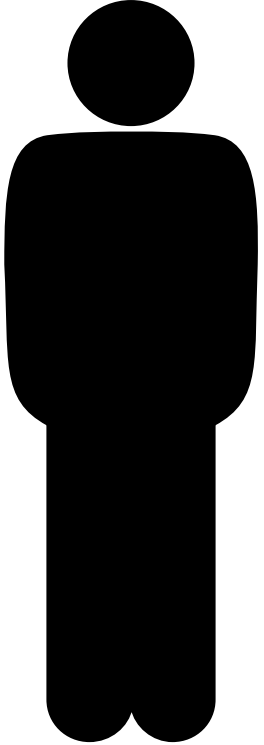
Merit

60 marks and over

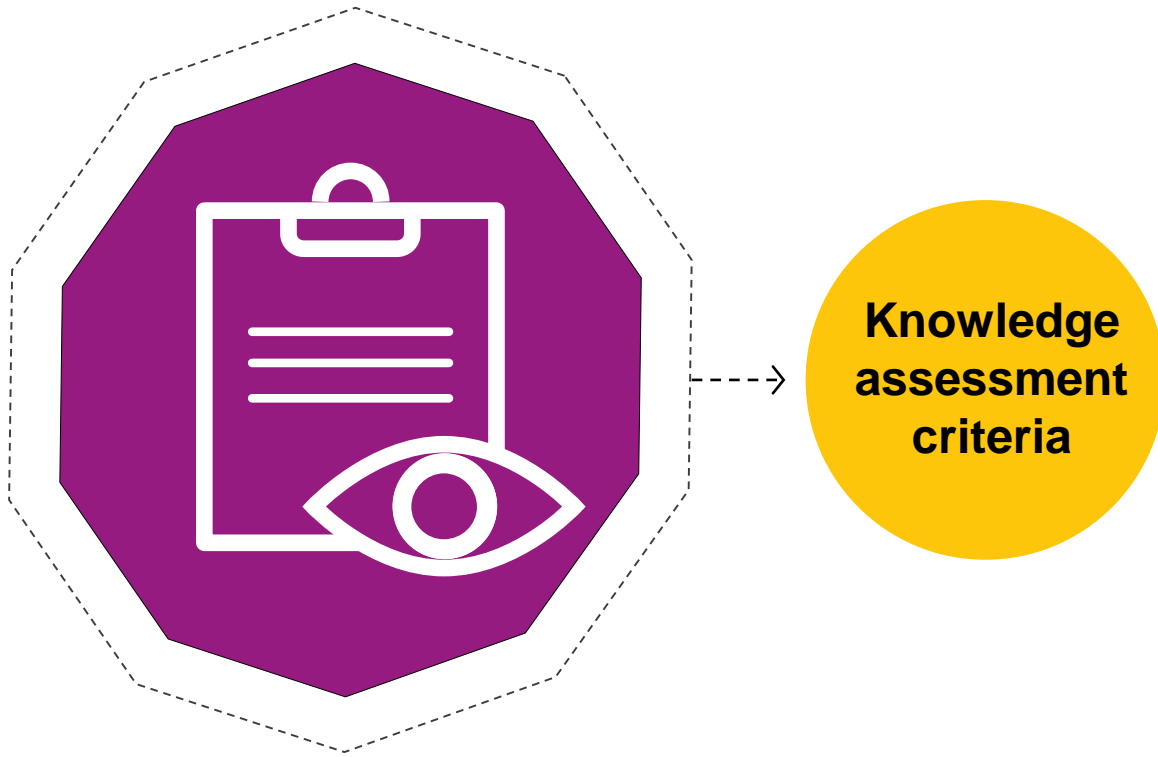


Distinction

70 marks and over



Focus on... Knowledge test



Knowledge Test covers 7 topic areas:

- Leading people
- Managing people
- Building relationships
- Communication
- Operational management
- Project management
- Finance

The knowledge test covers the knowledge elements of the above sections of the apprenticeship standards and will last a maximum of 60 minutes at both level 3 and level 5. The test is carried out on our E-evolve platform.

Knowledge Test - breakdown

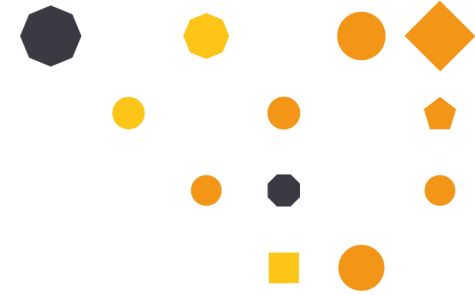
Level 3

The test will take a maximum of 60 minutes. There will be 40 questions leading to a mark out of 40. Once all components have been passed the weighting specified in Section 3.12 will be used to determine the final grade.

Topic	Coverage	Number of questions	Number of marks
Leading People	All 5 Knowledge ACs	5 questions	5 marks
Managing People	All 6 Knowledge ACs	7 questions	7 marks
Building Relationships	All 5 Knowledge ACs	5 questions	5 marks
Communication	All 6 Knowledge ACs	6 questions	6 marks
Operational Management	All 6 Knowledge ACs	6 questions	6 marks
Project Management	All 7 Knowledge ACs	7 questions	7 marks
Finance	All 4 Knowledge ACs	4 questions	4 marks
Total	39 ACs	40 questions	40 marks

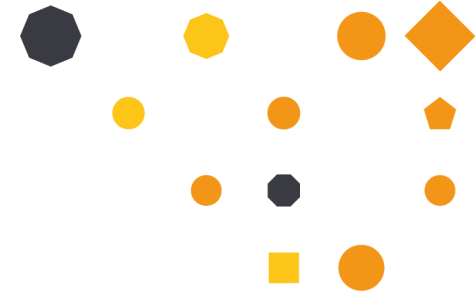
Level 5

Topic	Coverage	Number of questions	Number of marks
Operational Management	12 Knowledge ACs	13	15
Project Management	2 Knowledge ACs	2	2
Finance	2 Knowledge ACs	2	2
Leading People	6 Knowledge ACs	6	8
Managing People	5 Knowledge ACs	4	4
Building Relationships	6 Knowledge ACs	4	5
Communication	3 Knowledge ACs	3	4
Total	36 ACs	34 questions	40 marks

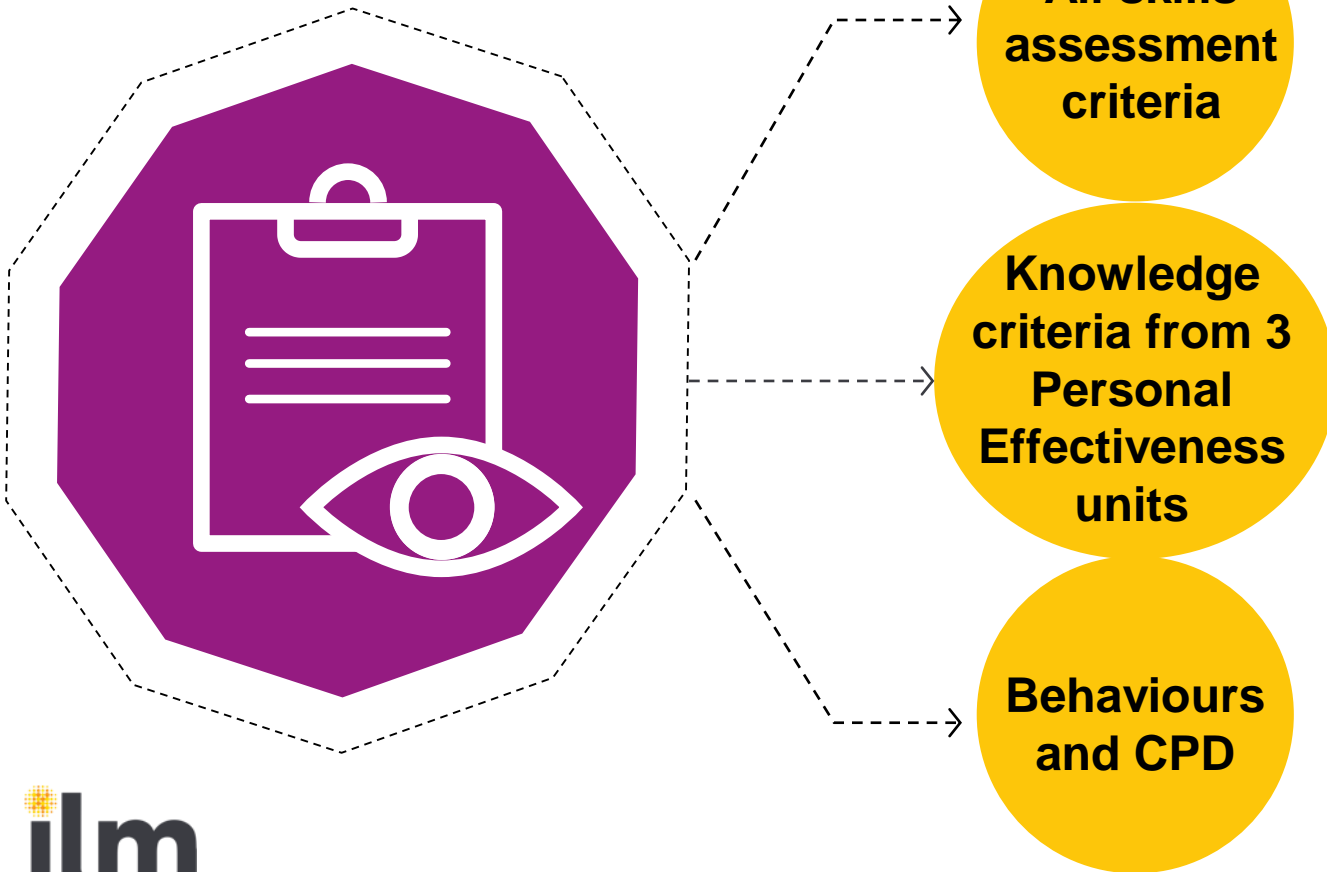


Knowledge test

- Providers must ensure that secure assessment sites are provided and that trained invigilators are in place to administer EPA knowledge tests.
- Knowledge criteria are tested using a series of structured questions based on a number of scenarios.
- Results are generated automatically and will be available within 24 hours on Walled Garden.
- A practice test is available on our website (via Walled Garden, access provided once learners are registered), our EPA Guidance Pack also contains a series of example MCQ questions to allow learners to practice.

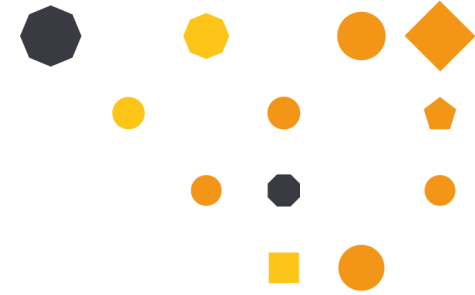


Focus on... Portfolio of evidence



Testing Application of knowledge and demonstration of skills and behaviours relating to:

- Leading people (Skills)
- Managing people (Skills)
- Building relationships (Skills)
- Communication (Skills)
- Operational management (Skills)
- Project management (Skills)
- Finance (Skills)
- Self-awareness (Knowledge and skills)
- Management of self (Knowledge and skills)
- Decision making (Knowledge and skills)
- Behaviours - taking responsibility, inclusivity, agile, professionalism – behaviours won't be marked but will expect to see them

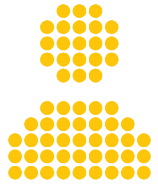


Portfolio of evidence – Evidence types

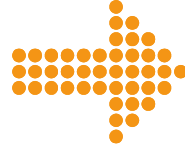


- Work products
- Reports
- Presentations
- Performance reviews between employer and apprentice
- Observations (recorded by the training provider)
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)
- Reflective statements
- Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches

Tips for compiling a portfolio:



There are large number of criteria to assess so **only include evidence that is relevant**



Plan/map work activities to assessment criteria to identify how a holistic approach can be adopted – proper planning can significantly reduce the assessment burden for all involved



Use the sample evidence matrix (or similar) so that the evidence is easy to find for the IEPA – clear, accurate referencing will make it easier for all to see how the candidate has met the criteria and how evidence is being used.



Quality of evidence – e.g. ensure observations/ recordings are clear, with audio or visual aspects of a high enough quality to be able to make an assessment decision.



We want to see apprentices **best work** – so if you have evidence of chairing 6 team meetings – **pick the best one!**



Contextualisation by learners is key, it allows them to demonstrate

- the role they played in creating the evidence presented, and
- provides a platform for the learner to demonstrate why they made decisions, why they chose to implement a certain model, etc.



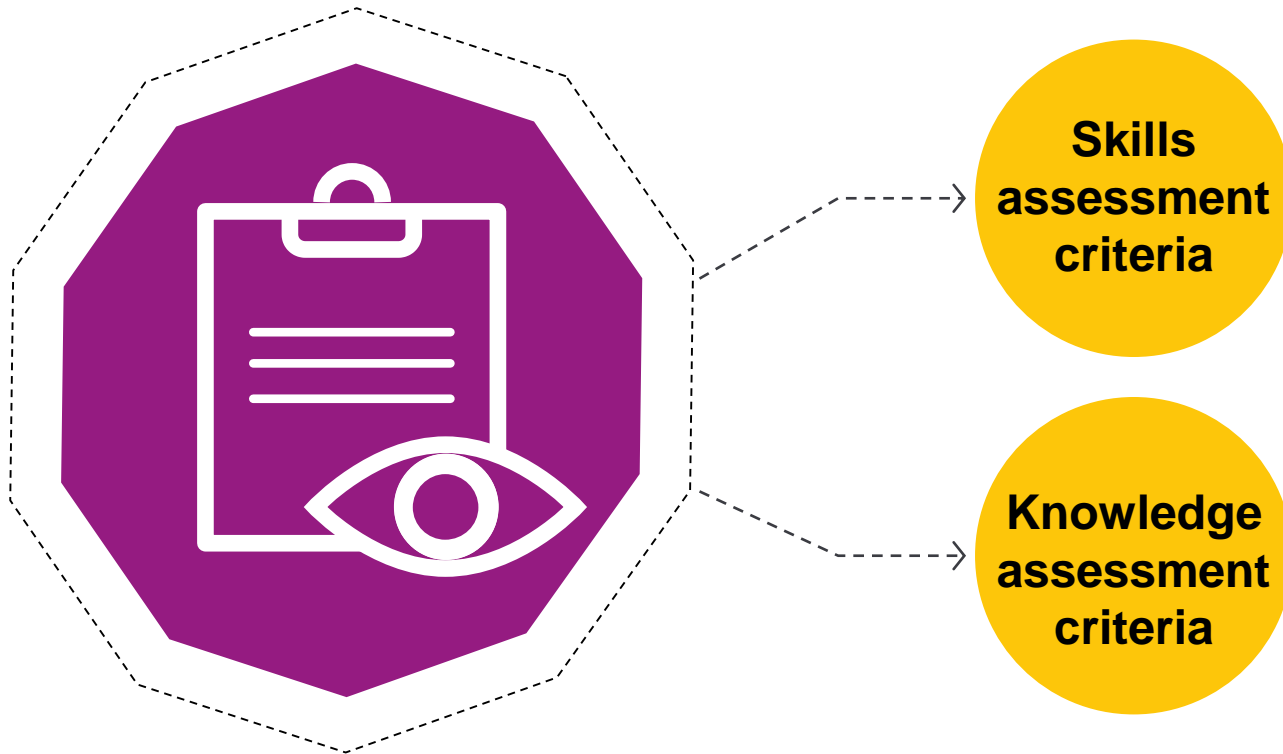
End-point Assessment Team

General guidance for the portfolio

- Evidence must meet the requirements of **VACS**:
 - **Valid/Relevant** – it must be obtained in a real working environment that accurately reflects the candidates day-to-day work. It must relate to the criteria being evidenced.
 - **Authentic** – it must be the candidate’s own work, unguided and in a real working environment (where possible). It must be clear what role the candidate has played in producing the evidence presented
 - **Current** – the evidence must have been produced while the learner was on-programme/doing their apprenticeship.
 - **Sufficient** – the evidence must fully cover the criteria it’s intended to, partial coverage of an assessment criteria does not demonstrate full knowledge or competence.



Focus on... Competency based interview



Testing Knowledge and skills relating to:

- Leading people
- Managing people
- Building relationships
- Communication
- Operational management
- Project management
- Finance

Competency based interviews

**Level 3:
45
minutes
interview**

**Level 5:
55
minutes
interview**



Structured interview will:

- Explore topic areas to analyse the full range of the standard and confirm performance against the standard.
- Cover the softer skills of the standard e.g. verbal communication, influencing people, etc.
- Explore what has been produced in the portfolio, how it has been produced and confirm understanding.



S.T.A.R.R: A way to think about portfolio evidence

The key thing we want to see in a Summative Portfolio: *show us what you do*. This method could also be used when writing up “projects” that are required at level 5 as evidence using S.T.A.R.R as a useful approach.

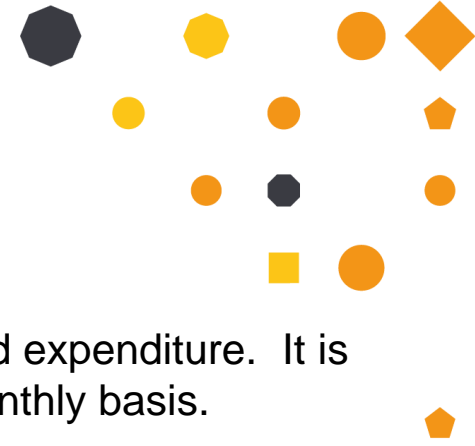
Situation: What were you asked to do, why and by whom? This can include regular maintenance activities, a collection of smaller activities on a single theme or a distinct task/project that has been set.

Task: The detail of what you propose to do and the plan of actions to be undertaken, with explanation as to why you have decided to do things in a certain way and why elements of the plan have been done in a certain order.

Action: Walk through what you are doing/did with screenshots, photos, etc. and appropriate annotation.

Result: What was the outcome of the work you carried out? Success/failure? Who provided feedback? Did you hand the work over to someone who signed off the completion?

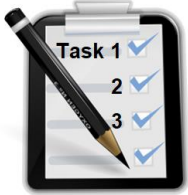
Reflection: Did it go to plan? Did the outcome and activity run as you expected? What would you do faced with a similar task in the future – do the same things or different? What else might have helped you carry out the task?



S.T.A.R.R: Example



I manage a small budget within my area of work which has different elements of income and expenditure. It is my responsibility to monitor the spend and income and report back to my manager on a monthly basis.



I have an overview of the budget (evidence in portfolio) and each of the income /expenditure elements that need to be reviewed and checked. It should take for me XX hours to gather this information and the deadlines I need to meet. As part of my plan, I check records of expected activity and liaise with various departments to check all costs and invoices have been processed.



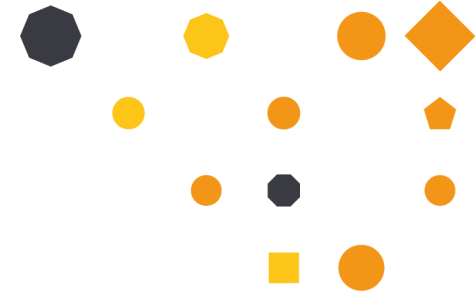
These are the checks I perform (*screenshots with annotation in portfolio*). This is how I ensure all activity has been recorded (*screenshots with annotation in portfolio*). Here are examples of the budget analysis I carried out comparing expected activity against actual (*screenshots with annotation*).



All this is recorded and here is the report to my manager OR not all of the activity was as planned and I therefore did a report to my manager with an action plan to remedy this (*screenshots with annotations in portfolio*)



This is the feedback I received about the work I had done. While it was successful/not successful this is what I think went well/not so well and I would recommend a change/no change to this process in the future. *Changes to be outlined if appropriate.*



Focus on... Professional discussion



The IEPA will undertake a professional discussion with the apprentice to identify the objectives of their CPD activities. The apprentice will be asked to reflect on the outcomes of these and how they have applied what they learned. It is expected that the discussion will cover the whole of the learner journey and include a range of CPD activity types.

Can include activity undertaken during the Level 3 diploma (if undertaken), and can also include:

- any assignments or projects
- Details of any formal or informal learning undertaken
- Details of any professional discussions undertaken or support provided through Professional Bodies.

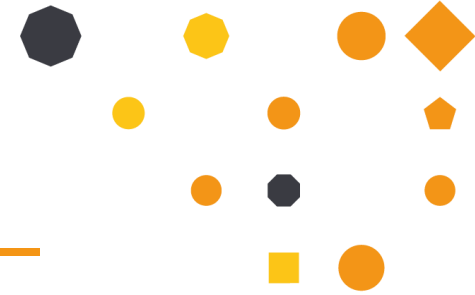


Professional discussion

**Level 3:
30 min
discussion**

**Level 5:
40 min
discussion**





Professional Discussion and Competency Based Interview – Guidance

- Make Sure candidates are familiar with remote meetings/interviews– this just removes a barrier to performance and allows the candidate to focus on the actual assessment activity.
- Ensure the candidate is clear about the purpose of these activities – the Professional Discussion will be a discussion, not a Q&A, focussed on **their** development, not a team's development.
- For the Professional Discussion the learner should be clear on the purpose of CPD activity and should be able to provide a clear explanation of, and reflection on, the apprentice journey they've been on – rather than simply listing the activities they've undertaken with no additional explanation of context.

Feedback from LIEPAs

Portfolio

- **Be aware of the verb in the assessment criteria**
- **Product evidence, Product evidence, Product Evidence!!**
- **Over reliance on Professional Discussions**
- **Weak witness statements**
 - E.g. “the apprentice managed the meeting well” does not demonstrate that the apprentice met the criteria.
 - Statements should
 - What was the meeting about
 - What did the apprentice do
 - How did they do it

Competency Based Interviews

- **Make sure the apprentice knows what a Competency based Interview is**
 - Real Practical examples required
 - Will be asked – “give me an example”
- **IEPAs will probe but if the apprentice is prepared they have a better chance of gaining more marks in the time allowed**
- **The IEPA will not lead the Apprentice – they need to know what’s in their own portfolio**
- **Apprentices need to say what they did personally (use the word I) rather than what the team did (we)**
- **Apprentices can take notes and their portfolio in with them**



Lessons Learned and Good Practice – PD/Interview

Practise, practise, practise pre EPA	As much as possible and the more ‘strangers’ you put in front of the apprentice the better to get them used to different people – what role is the employer playing in preparing their apprentice too?
Face to Face or remote?	If remote assessment, when are you introducing ‘technology’ to prepare your apprentice for their EPA
Employer support/preparation	What are employers doing to support their apprentices prepare? What plan of action has been designed pre EPA between them and the training provider?
Peer support/preparation	How can apprentices support each other in ‘practicing ‘ for their EPA PD/Interview? – Skype, Facetime, WhatsApp ? Reflect on prior apprentices experiences/case studies? How did previously successful apprentices prepare – produce video resource maybe?
Standardisation	Prepare a bank of questions that can be used with apprentices in preparing them pre EPA
Feedback - formative	Is the apprentice getting developmental and affirmative feedback in line with the EPA PD/interview grading criteria - how are they acting upon this feedback

Lessons Learned and Good Practice – PD/Interview

"What do you do...?"	One obvious initial question that the IEPA is likely to ask is what tasks the apprentice undertakes in their role. Apprentices can prepare for this question and use it as a starting point to discuss aspects of their role where they have performed well. Remember the 'seniority' of a role and the examples that should apply to examples.
Competency-based answer	When answering questions, apprentices should respond with examples of how you have carried out tasks, where possible referring to evidence submitted and/or the competencies in the standard – be clear on the purpose of the PD/interview and which parts of the standard they are being assessed on.
Hints and tips – practicalities and planning for the best venue is important	<ul style="list-style-type: none">• As the PD/interview is being carried out remotely ensure that all the technology works beforehand and not on the day!!<ul style="list-style-type: none">✓ internet connectivity✓ camera✓ microphone✓ headset if required• Choose a suitable quiet/private location/room that will not be interrupted! ('keep-out' sign?)• Have copies of all materials for their PD/Interview as specified• Have some notes with reminders of other subjects to refer to as required/guided

Presentation on work-based on project with questions and answers (level 5 only)



Presentation based on project

Focusses on the outcomes of the project and seeks to evidence the application of knowledge and skills to meet the outcomes in the Standard.

15 minute presentation delivered to panel including IEPA, Delivery centre and employer. Followed by Q&A

ILM does not need to agree or approve the project topic. This is agreed between the Employer, Delivery Centre and apprentice.

Presentation will demonstrate:

- What the apprentice set out to achieve
- What they have produced in the project
- How they approached the work and dealt with any issues
- Appropriate interpersonal and behavioural skills

Delivery model - Recap



**Tests delivered
via e-volve**



**Portfolios and
projects (Level 5
only) submitted
digitally on our
EPA Portal**



**Online video
conferencing for
structured interviews,
project presentations
and Q&A, professional
discussions**



Customer pre-checks

Need to ensure are in place/working prior to EPA taking place


Knowledge Test

Structured competency-based interview


Professional discussion


Presentation on work-based project (level 5 only)

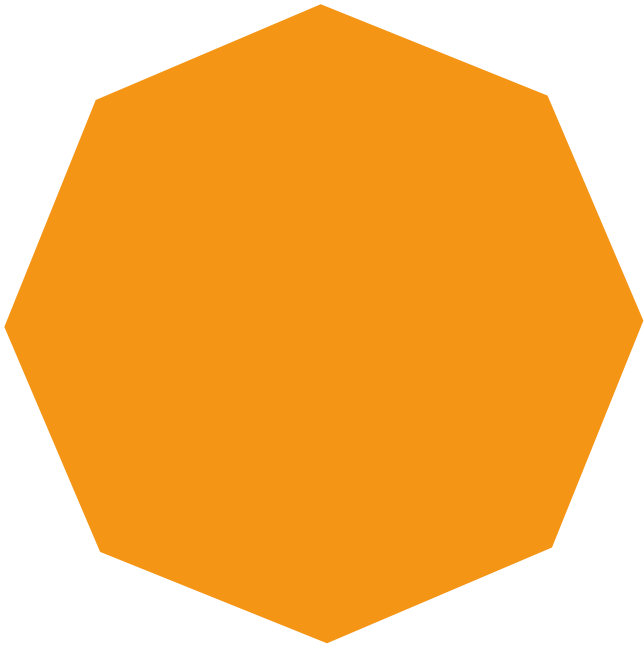
 Access to a computer with the e-volve on screen testing platform installed prior to the test starting

 Quiet room where the test can be undertaken under invigilated conditions

 Invigilator

 Access to a computer with video-conferencing software installed prior to the assessment starting. The video-conferencing software will be advised at point of booking, currently this is GoToWebinar

 Quiet room, free from distractions and interruptions



EPA support

For tutors/coaches/assessors and learners

Links to Key Documents



Level 3 Team Leader/Supervisor

9308-12

June 2018 Version 1.3

End-point Assessment Customer Guidance Pack

For EPA Customers/Employers/Training
Providers/Centres



Level 5 Operations/ Departmental Manager

9309-12

June 2018 Version 1.2

End-point Assessment Customer Guidance Pack

For EPA Customers/Employers/Training
Providers/Centres

L5 Operational Departmental Manager End-point assessment (9309-12) – Customer Pack

- ILM Customer Guidance packs, recording forms and sample tests linked on the left.
- [Lv3 Team Leader/Supervisor Apprenticeship Standard](#)
- [Lv3 Apprenticeship Assessment Plan](#)
- [Lv5 Operations/Departmental Manager Apprenticeship Standard](#)
- [Lv5 Apprenticeship Assessment Plan](#)

EPA resit fees



Knowledge test

Portfolio of evidence

Professional discussion

Competency-based interview

Presentation/Q&A based on project

Level 3	Level 5
£15	£40
£235	£255
£155	£170
£220	£255
	£230
£625	£950

Resit fees available on [this page of our website](#).

EPA Prep Tool

Useful learning resources relevant to the standard

Relevant to assessment method

Organised by assessment skills most relevant to that individual and standard

The screenshot shows the City & Guilds End-point Assessment service interface. At the top left is the City & Guilds logo and 'End-point Assessment service'. At the top right, it says 'HI, MATTHEW' with a menu icon. The main content area is titled 'Current learning' and includes a progress indicator showing 'ACTIVITY LEVEL 0%' with a red triangle. Below this are two sections: 'Your apprenticeship' and 'Your experience', each with a red dot. The main content area lists learning resources under two categories: '1 Presentation Skills' and '2 Selecting Key Pieces of Evidence'. Each resource card includes a logo, title, duration, and media type (VIDEO, ARTICLE, or PODCAST).

City & Guilds End-point Assessment service

HI, MATTHEW

ACTIVITY LEVEL
0%

Your apprenticeship
Your experience

Current learning

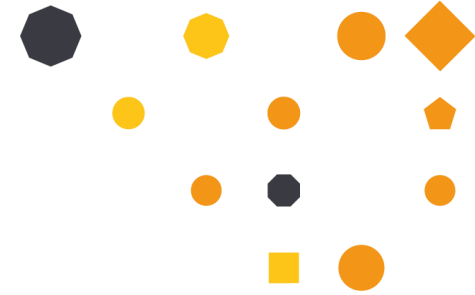
You haven't yet started any learning, Choose a title below to get started

1 Presentation Skills

- Be a More Confident Public Speaker (1 MINUTE, VIDEO)
- Giving a Presentation (1 MINUTE, VIDEO)
- Five Tips to Make PowerPoint Business Presentations More Effective (6 MINUTES, ARTICLE)
- When Giving a Presentation, Never Do This (2 MINUTES, VIDEO)

2 Selecting Key Pieces of Evidence

- (TED, VIDEO)
- (BBC, PODCAST)
- (Harvard Business Review, ARTICLE)
- (BBC, PODCAST)



What is the EPA preparation tool?

- Quality assured generic content, aligned to occupations and EPA components
- Tested by own in-house apprentices
- Built following customer feedback – interviews, survey
- Supports learner preparation for the EPA event
- Presents **unique** and **personalised** experience for each learner

Availability

- Accessed via SmartScreen, only to those centres making EPA registrations
- Available for all occupations that have a City & Guilds or ILM EPA

Personalised to each apprentice with up to 6 hours of generic content per standard

Organised by assessment skills most relevant to the apprentice and the standard

Apprentices can gain confidence in areas like interviews, presentation skills, writing and exam prep

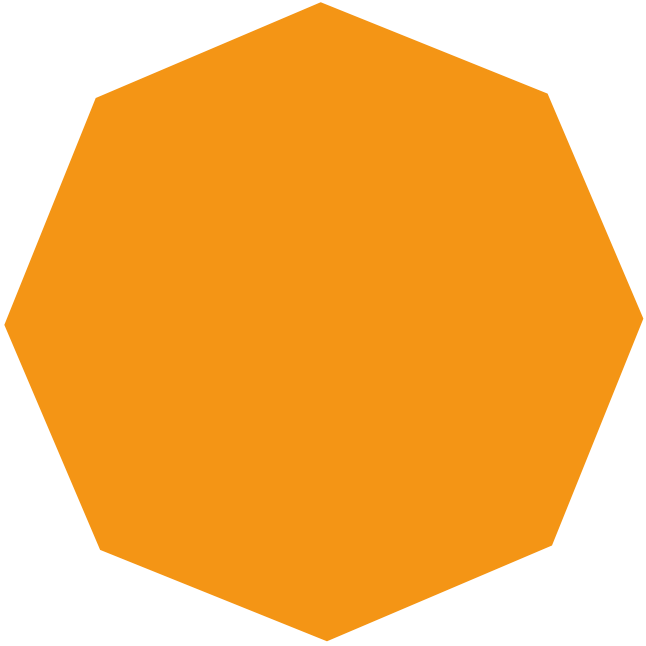
Useful and relevant learning resources relevant to the standard and assessment method



Demo video

URL: <https://vimeo.com/250767683/af446c3150>

The screenshot shows a video player interface. The main content area is a white rectangle with a black border. In the center, there is a logo for 'City & Guilds' (a red lion) followed by the 'ilm' logo (a vertical bar and the letters 'ilm'). To the right of the logos, the text 'end-point assessment preparation' is displayed. Below the main content area is a video control bar with a play button, a progress indicator showing '02:36', and icons for volume, settings, and full screen. In the bottom left corner of the video player, there is a lock icon and the text '18_01_12 Get to know your City & Guilds EPA preparation tool'. In the top right corner of the video player, there are icons for a heart and a clock.



Learning Resources

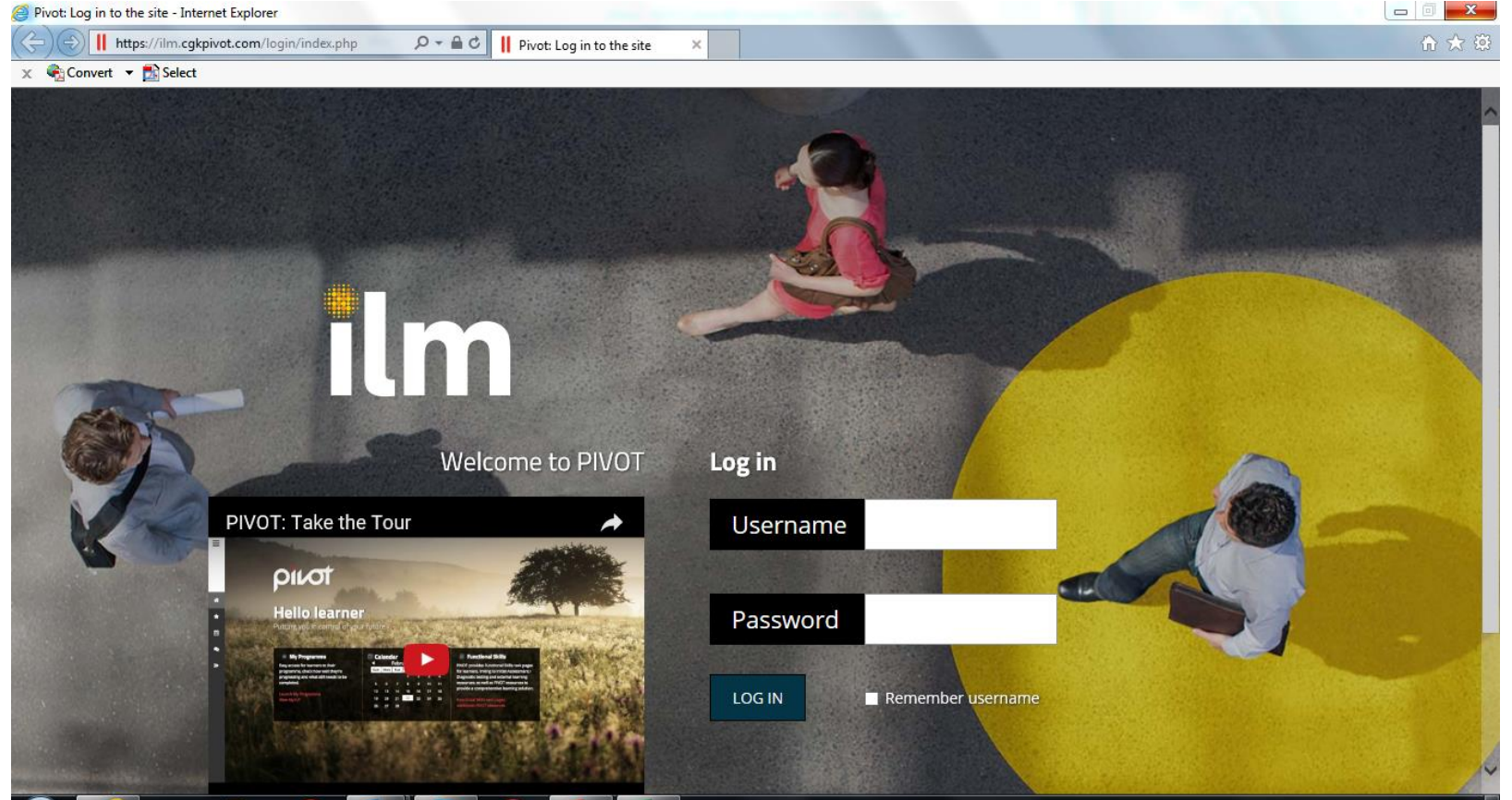


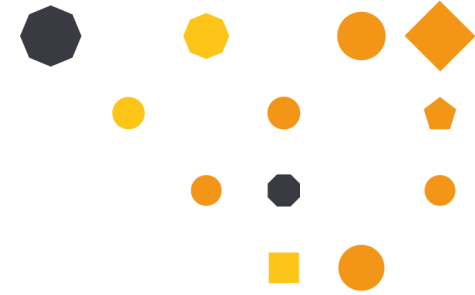
ILM Get To Gateway (formerly SOLAR)

The [ILM Get To Gateway](#) platform fuses award winning LMS and e-portfolio to manage qualifications, learners and assessors, all in one place.

Pricing is available on our website here: <https://www.i-l-m.com/assessment-and-resources/ilm-learning-resources/apprenticeship-resources>

Or discuss with your account manager if more information is needed.





On Programme Resources – Illuminate e-Workbooks



Pricing

Level 3

Per user - £125 (Product code: WB3/DIG/PL1)

Unlimited users, Annual Licence fee -

£12,250 (Product code: WB3/DIG/AL1)

Level 5

Per user - £155 (Product code: WB5/DIG/PL1)

Unlimited users, Annual Licence fee -

£15,500 (Product code: WB5/DIG/AL1)

Mapped

One workbook per knowledge/skills unit (combined) covering each of the themes/topics within the qualification/apprenticeship standard. 10 workbooks for each qualification/level.

Aid to delivery

Aid to qualification delivery rather than a resource that generates assessment evidence

Writeable PDFs

Primarily knowledge based with a 'putting knowledge into action' section. Provides opportunity for skills learned to be transferred to the workplace.

Writeable PDFs – can be saved and uploaded to LMS or ePortfolio

On Programme Resources – linking to the qualification handbook

Structure

To achieve the Level 3 Diploma for Managers learners must achieve **all** 17 units. To achieve units 300, 301, 302 and 303 the associated onscreen knowledge tests 317 and 318 must be passed.

Level 3 Diploma for Managers					
UAN	ILM unit number	Unit title	Level	Credit Value	GLH
Knowledge Units					
D/615/5555	8410-300	Leading People	3	2	17
H/615/5556	8410-301	Managing People	3	2	17
K/615/5557	8410-302	Building Relationships	3	2	15
M/615/5558	8410-303	Communication	3	2	15
A/615/5563	8410-308	Operational Management	3	2	18
F/615/5564	8410-309	Project Management	3	2	15
J/615/5565	8410-310	Finance	3	2	15
Skills Units					
T/615/5559	8410-304	Leading People	3	2	3
K/615/5560	8410-305	Managing People	3	2	3
M/615/5561	8410-306	Building Relationships	3	3	3
T/615/5562	8410-307	Communication	3	2	3
L/615/5566	8410-311	Operational Management	3	2	3
R/615/5567	8410-312	Project Management	3	2	3
Y/615/5568	8410-313	Finance	3	2	3
Combined Knowledge and Skills Units					
D/615/5569	8410-314	Self-Awareness	3	3	15
R/615/5570	8410-315	Management of Self	3	3	12
Y/615/5571	8410-316	Problem Solving and Decision Making	3	3	12
Onscreen Knowledge Tests					
n/a	8410-317	Level 3 Leading and Managing People	n/a	n/a	n/a
n/a	8410-318	Level 3 Communication and Building Relationships	n/a	n/a	n/a

Workbook:
Communication

In this workbook, we are going to look at different forms of communication in the workplace, how to chair meetings and how to communicate positive and negative information effectively. We will consider:

- Section 1: Different forms of communication and their application
 - Emotional intelligence – a brief introduction 3
 - Formal and informal communication 4
 - Forms of written communication 5
 - Strengths and weaknesses of written forms of communication 11
 - Forms of verbal communication 14
 - Speaking, listening and questioning skills 18
 - Strengths and weaknesses of forms of verbal communication 20
 - The influence of non-verbal communication 26
- Section 2: How to chair a meeting
 - Key documentation 29
 - Preparing for a meeting 33
 - Facilitating a meeting 38
 - Follow-up actions 42
- Section 3: Managing challenging conversations
 - Preparing for challenging conversations 48
 - Techniques for managing challenging conversations 50
 - Constructive feedback 55
 - When to escalate problems 58
- Section 4: Putting knowledge into practice 60

This workbook maps to the Communication knowledge element of the Apprenticeship Standard for Team Leader/Supervisor and the Communication knowledge unit of the ILM Level 3 Diploma for Managers. It also supports the skills section of the same Apprenticeship standard and the Communication skills unit within the ILM Level 3 Diploma for Managers.

2 | Communication

Section 1: Different forms of communication and their application



Introduction

Effective communication at work is important because it means that we can:

- send and receive information accurately
- share information effectively
- give a good impression of ourselves and the organisation
- deal with problems effectively
- develop useful and productive working relationships with colleagues, customers and others

Communication is needed for every function of management and there are many situations where communicating with other people is important in the workplace. These can include, for example:

- Running meetings and discussions with team leaders and team members – e.g. agreeing objectives, discussing the allocation and progress of tasks, dealing with queries.

- Motivating and leading the team – e.g. having positive discussions about objectives; listen to feedback from the team and agreeing the way forward; organising team-building activities
- Sharing accurate information – e.g. gathering accurate data from different people and departments; producing accurate leaflets, documents and websites for customers and others
- Delegating tasks and implementing plans – e.g. passing responsibility to team members to move a project forward
- Giving training and coaching to the team – e.g. running training sessions for the whole team giving one-to-one coaching to an individual to develop their skills
- Creating and delivering reports – e.g. progress reviews sent by email to other managers; presenting a report to the team on PowerPoint
- Dealing with customers, visitors and the general public – e.g. meeting, greeting and taking care of people visiting the workplace; answering questions and giving out information; deal with complaints involving the team or its activities.

Section 1: Different forms of communication and their application



Knowledge Activity 1: Make some notes about which written forms of communication you would use in the following situations, and why:

To tell 500 customers that an offer is coming to an end

To tell 50 customers that their accounts are in arrears

To let colleagues know about a departmental meeting next week

To give a team member a written warning

Thank you

