**MARK SHEET: Induction and coaching in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above confirms authenticity of submission.** 2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation.  By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**   **However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** | | |
| **Learning Outcome / Section 1:** Understand how to integrate new members in the team [44 Marks] | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 1.1  Describe the benefits of induction | **Referral [ca.5/20]** | | **Pass [10/20]** | | **Good Pass [ca.15/20]** | | |  | |
| * The benefits of induction are stated or listed as opposed to described * A description is given of the benefits of induction **but** the description is incorrect, inappropriate or minimal * Only one benefit of induction is described | | A description is given of at least two benefits of induction although the description may be limited | | * A thorough and detailed description is given of a range of benefits of induction | | |
| / 20  (min. of 10) | Pass or Referral |

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| AC 1.2  Outline the organisation’s procedure for induction | **Referral [ca.3/12]** | **Pass [6/12]** | | **Good Pass [ca.9/12]** |  | |
| * The organisation’s procedure for induction is merely stated as opposed to being briefly described * A brief description is given of the organisation’s procedure for induction **but** the is incorrect or inappropriate * A brief description is given of a procedure for induction **but** is notrecognisably related to an organisation | * A brief description is given of the key stages of an organisation’s procedure for induction | | * A brief description is given of every stages of an organisation’s procedure for induction which may be accompanied by examples of the various documents involved |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Outline ways that new members in the organisation could be supported | **Referral [ca.3/12]** | **Pass [6/12]** | | **Good Pass [ca.9/12]** |  | |
| * Any two ways that new members in the organisation could be supported are merely stated as opposed to being briefly described * A brief description is given of any two ways that new members in the organisation could be supported **but** the description is incorrect or inappropriate * Only one way that new members in the organisation could be supported is briefly described | A brief description is given of any two ways that new members in the organisation could be supported although the two ways described may be similar to each other | | * A brief description is given of any two substantially different ways that new members in the organisation could be supported |
| / 12  (min. of 6) | Pass or Referral |
| **Assessment comments** (optional): | | | **Verification comments** (optional): | | | |

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| **Learning Outcome / Section 2:** Know how to coach individuals in the team [56 Marks] | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 2.1  Explain a recognised coaching technique they could use to build confidence and performance in the workplace | **Referral [ca.5/20]** | **Pass [10/20]** | **Good Pass [ca.15/20]** |  | |
| One recognised coaching technique they could use to build confidence and performance in the workplace is merely stated as opposed to explained  The technique explained is not recognised as a coaching technique that could use to build confidence and performance in the workplace  An explanation is given of one recognised coaching technique they could use to build confidence and performance in the workplace **but** it is incorrect, inappropriate or minimal  The coaching technique explained only relates to how it could be used to build confidence **or** performance in the workplace **but not both** | An explanation is given of one recognised coaching technique they could use to build both confidence and performance in the workplace although the explanation may be limited | * A thorough and detailed explanation is given of one recognised coaching technique they could use to build both confidence and performance in the workplace |
| / 20  (min. of 10) | Pass or Referral |
| AC 2.2  Prepare an outline plan for a short coaching session in a task or activity in the workplace | **Referral [ca.4/16]** | **Pass [8/16]** | **Good Pass [ca.12/16]** |  | |
| No plan is presented  An outline plan for a short coaching session in a task or activity in the workplace is prepared and presented **but** the plan is incorrect, inappropriate or minimal | An outline plan for a short coaching session in a task or activity in the workplace is prepared and presentedalthough the outline plan may be limited | * An outline plan including timescale and resource implications for a short coaching session in a task or activity in the workplace is prepared and presented. |
| / 16  (min. of 8) | Pass or Referral |

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| AC 2.3  Explain the importance of constructive feedback in the coaching relationship | **Referral [ca.5/20]** | | **Pass [10/20]** | | **Good Pass [ca.15/20]** | | |  | | |
| The importance of constructive feedback in the coaching relationship is merely stated as opposed to explained  An explanation is given ofthe importance of constructive feedback in the coaching relationship **but** it is incorrect, inappropriate or minimal | | * An explanation is given ofthe importance of constructive feedback in the coaching relationshipalthough the explanation may be limited | | A thorough and detailed explanation is given ofthe importance of constructive feedback in the coaching relationship | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100** | | | **TOTALMARKS** | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Date of QA check:** | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** | | | | |