**MARK SHEET – Understand how to motivate to improve performance**

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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 the factors that influence motivation levels in the workplace | | | | | | | | | | |
| **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** | | |
| AC 1.1  Define the term motivation | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | |  | | |
| * The term motivation is not defined * The definition given is not recognisably of motivation | | * An appropriate definition of motivation is given although the definition may lack detail | | * A detailed and appropriate definition of motivation is given | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Describe the factors that may affect motivation levels in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | |
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| * The factors that may affect motivation levels in the workplace is not described or is merely listed or described or only one factor is described | | * Two or more factors that may affect motivation levels in the workplace are described, although the description may be limited | | * A range of factors that may affect motivation levels in the workplace have been thoroughly described | | |
| / 16  (min. of 8) | Pass or Referral | |

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| AC 1.3  Explain how individual differences affect levels of motivation in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * How individual differences affect levels of motivation in the workplace is not explained or only one individual difference is explained | * Two or more individual differences affecting levels of motivation in the workplace are explained although the explanation may lack detail | | * A range of individual differences affecting levels of motivation in the workplace are explained in detail * The explained individual differences are dissimilar in nature |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain the potential impact on organisational performance if employee motivation levels are low | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * The potential impact on organisational performance if employee motivation levels are low is not explained or the potential impact is merely listed or described rather than explained | * The potential impact on organisational performance if employee motivation levels are low is explained although the explanation may lack detail | | * The potential impact on organisational performance if employee motivation levels are low is explained in detail and may be supported by relevant examples |  |  |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | |
| **Learning Outcome / Section 2:** Understand how a theory of motivation can be used to improve performance levels | | | | | | |
| **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** | |
| AC 2.1  Describe a recognised theory of motivation | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** |  | |
| * A recognised theory of motivation is not described or is incorrectly described * The theory selected is inappropriate or is not acknowledged as being about motivation | * An recognised theory of motivation is described although the description may be limited | | * An recognised theory of motivation is thoroughly described in detail |
| / 16  (min. of 8) | Pass or Referral |

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| AC 2.2  Describe ways in which knowledge of a theory of motivation can be used to improve performance in the workplace | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | |
| * Ways in which knowledge of a theory of motivation can be used to improve performance in the workplace are not described or incorrectly described or only one way is described | | * Two or more ways in which knowledge of a theory of motivation can be used to improve performance in the workplace are described although the descriptions may be limited | | * Several ways in which knowledge of a theory of motivation can be used to improve performance in the workplace are described in detail * The described ways are different in nature | |  | |
| / 20  (min. of 10) | Pass or Referral |
| AC 2.3  Explain how to use employee engagement to increase motivation levels | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * How to use employee engagement to increase motivation levels is not explained or if explained is incorrect * How to use employee engagement to increase motivation levels is merely described | | * How to use employee engagement to increase motivation levels is explained although the explanation may lack detail | | * A thorough explanation is given of how to use employee engagement to increase motivation levels and may be supported by relevant examples | |  |  |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** | |