**MARK SHEET –Developing yourself as an effective team member**

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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 what is meant by teams and teamwork [40 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  Explain the difference between a group and a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | |  | |
| No explanation is given of the difference between a group and a team  The difference between a group and a team is explained **but** the explanation is incorrect, inappropriate or minimal | | The difference between a group and a team is explained although the explanation may be limited | | | A detailed explanation is given of the difference between a group and a team and may include examples to illustrate the difference | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Describe how a group becomes a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | |  | |
| A description is given of how a group becomes a team **but** it is incorrect, inappropriate or minimal | | A description is given of how a group becomes a team although the description may be limited | | | A detailed description is given of how a group becomes a team and may include examples to illustrate the process | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Outline the characteristics of a good team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | |  | |
| The characteristics of a good team are merely listed as opposed to being briefly described  Less than two characteristics of a good team are briefly described | | * A brief description is given of two or more characteristics of a good team | | | * A brief description is given of a range of characteristics of a good team and may be supported by illustrations of the various characteristics | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.4  List the advantages of working in a team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | |  | |
| The advantages of working in a team are not listed  Less than two advantages of working in a team are listed | | Two or more advantages of working in a team are listed | | | * Several advantages of working in a team are listed in detail | | |
| / 8  (min. of 4) | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 2:** Understand the importance of communication within a team [24 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 why it is important for people working in teams to be able to communicate with each other | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | |  | |
| No explanation is given of why it is important for people working in teams to be able to communicate with each other  An explanation is given of why it is important for people working in teams to be able to communicate with each other **but** the explanation is inappropriate, incorrect or minimal | | * An explanation is given of why it is important for people working in teams to be able to communicate with each other, although the explanation may be limited | | | * A detailed explanation is given of why it is important for people working in teams to be able to communicate with each other | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.2  Give examples of barriers to communication that may prevent a team from working effectively | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | |  | |
| * Less than two examples are given of barriers to communication that may prevent a team from working effectively * Examples of barriers to communication are given **but:-** * are not those that may prevent a team from working effectively * are inappropriate * are minimal | | * Two or more examples are given of barriers to communication that may prevent a team from working effectively although the examples may be limited | | | * A range of detailed examples are given of barriers to communication that may prevent a team from working effectively | | |
| / 12  (min. of 6) | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 3:** Know how to deal with conflict in a team [20 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 3.1  Give examples of behaviours that could cause conflict in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | |  | |
| * Less than two examples are given of behaviours that could cause conflict in a team   Examples are given of behaviours that could cause conflict in a team **but** are inappropriate or minimal | | * Two or more examples are given of behaviours that could cause conflict in a team although the examples may be limited | | | * A range of detailed examples are given of behaviours that could cause conflict in a team | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 3.2  Outline something a team member can do to reduce one of these examples of conflict | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | |  | |
| One thing a team member can do to reduce one of the examples of conflict (in AC 3.1) is not outlined  An outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) **but** is incorrect, inappropriate or minimal | | * An outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) although the outline is limited | | | * A detailed outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) | | |
| / 8  (min. of 4) | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 4:** Review own performance as a team member [16 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 4.1  Identify own strengths and weakness as a team member | **Referral [ca.2/8]** | | **Pass [4/8]** | | **Good Pass [ca.6/8]** | | |  | | |
| Less than two strengths **and/or** less than two weaknesses are identified  Own strengths and/or own weaknesses as a team member are identified but are inappropriate or minimal | | Two or more of own strengths **and** two or more of own weaknesses as a team member are briefly identified | | * A range of own strengths **and** a range of ownweaknesses as a team member are identified using a recognised approach (such as SWOT analysis or 360 degree feedback) | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 4.2  Identify ways to improve own ability to function effectively in a team | **Referral [ca.2/8]** | | **Pass [4/8]** | | **Good Pass [ca.6/8]** | | |  | | |
| * Less than two ways to improve own ability to function effectively in a team are identified * Ways to improve own ability to function effectively in a team are identified **but** are inappropriate or minimal | | * Two or more ways to improve own ability to function effectively in a team are identified | | * A range of ways to improve own ability to function effectively in a team are identified in detail | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | **Verification comments** (optional): | | | | | | |
|  | | | | | | **/ 100** | | | **TOTALMARKS** | |
| **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:** | | | |