**MARK SHEET – M2.04: Developing the work team**

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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 nature of teams [60 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 how teams differ from groups in the workplace | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | |
| * Nothing given for how teams differ from groups in the workplace * Teams and groups are merely listed with nothing on how they differ in the workplace * The explained difference between groups and teams is incorrect | | * Teams are distinguished from groups in the workplace by identifying their different characteristics although the explanation of the actual difference between the two may be limited | | | * A detailed explanation is given of how teams differ from groups in the workplace with the distinction made explicitly clear * The benefits of teams over groups are given and how this can/does impact upon the work of the team. * Good examples given from own workplace | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.2   * Describe the behavioural characteristics of an effective team | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | |
| * No behaviours or characteristics of a team are given * Team behaviours are merely listed with no reference to how they can contribute to an effective team | | * Behavioural characteristics of an effective work team are described although there may be no description of how or why they contribute to team effectiveness | | | * Behavioural characteristics are clearly described in detail with good examples * Behavioural characteristics of an effective work team are described along with how those behaviours lead to team effectiveness * Behavioural characteristics of an effective work team are described along with benefits on the work of the team of, for example, shared goals, effective communication etc. * Descriptions are given of how behavioural characteristics link to typical team structures | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3  Outline the stages of team development using a recognised model | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Stages of team development are not given * Stages of team development are given but do not use a recognised model or are incorrect | | * Stages of team development are briefly described using a recognised model such as Tuckman’s forming, storming, norming and performing or other relevant model. | | | * Using a recognised model, the principal features of all the stages of team development are described, perhaps in detail, as opposed to merely outlined * Effects on the team’s work of their progress through the stages are described * Examples given from own work team | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the advantages and disadvantages of team working [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 2.1  Identify the responsibilities of team members | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * No responsibilities of team members are given * Responsibilities of team members are given but are given but are inappropriate or inaccurate | | * The responsibilities of members within a team are clearly and appropriately identified | | | * Different responsibilities of team members are described as opposed to merely identified * Understanding is demonstrated of the benefits to the team, its members and leader of having team members take on responsibilities. The positive impact is explained of giving responsibility to team members * Good examples given from own workplace | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * List the advantages of working in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No advantages of working in a team are given * Advantages are given but are incorrect | | * Correct and relevant advantages of working in a team are listed clarifying how teamwork is more effective than working in a group | | | * The advantages of working in a team are described as opposed to merely listed, describing the benefits to the organisation as well as the team’s effectiveness * Good examples from own workplace are provided | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  List the disadvantages of working in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No disadvantages of working in a team are given * Disadvantages are given but are incorrect | | * Correct and relevant disadvantages of working in a team are listed | | | * Disadvantages of working in a team are described, perhaps in detail * Reasons are given for the disadvantages * Explanation of when not working in a team might be the most appropriate option. | | | | |
| / 12  (min. of 6) | | 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:** | | | |