**MARK SHEET – Understanding organising and delegating in the workplace**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 organise people to achieve objectives | | | | | | | | | |
| **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  Explain the importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | |  | |
| * The importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives is merely stated as opposed to explained * An explanation is given of the importance of making effective and efficient use of people’s knowledge and skills in general but the explanation is incorrect, inappropriate or minimal and/or is not in the context of planning a team’s work to achieve objectives | | * The importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives is correctly and appropriately explained although the explanation may be limited and the link to achieving team objectives may be more implicit than explicit. | | * A thorough and detailed explanation is given of the importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work with the link to achieving objectives made explicitly clear | | |
| / 20  (min. of 10) | Pass or Referral |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AC 1.2  Explain how to identify the appropriate person for an activity in the workplace | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | |
| * How to identify the appropriate person for an activity in the workplace is merely stated as opposed to explained * An explanation is given of how to identify the appropriate person but the explanation is incorrect, inappropriate or minimal | * An explanation is given of how to identify the appropriate person for an activity in the workplace although the explanation may be limited and the reasons for selection may be more implicit than explicit | | * A thorough and detailed explanation is given of how to identify the appropriate person for an activity in the workplace with the criteria for selection made explicitly clear |  | |
| / 20  (min. of 10) | Pass or Referral |
| AC 1.3  Explain how human resource planning can be used to assure output and quality in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | |
| * How human resource planning can be used to assure output and quality in the workplace is merely stated as opposed to explained * An explanation is given of how human resource planning can be used to assure output and quality in the workplace but the explanation is incorrect, inappropriate or minimal * An explanation is given for how human resource planning can be used to assure output or quality but not both | * A correct and appropriate explanation is given of how human resource planning can be used to assure both output and quality in the workplace although the explanation may be limited | | * A thorough and detailed explanation is given of how human resource planning can be used to assure both output and quality in the workplace |  | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Outcome / Section 2:** Understand how to delegate to achieve workplace objectives | | | | | |
| **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  Explain how to delegate tasks effectively | **Referral [ca. 5/20]** | **Pass [10/20]** | **Good Pass [ca. 15/20]** |  | |
| * How to delegate tasks effectively is merely stated as opposed to explained * An explanation is given of how to delegate tasks effectively but the explanation is incorrect, inappropriate or minimal | * A correct and appropriate explanation is given of how to delegate tasks effectively although the explanation may be limited and the effectiveness of the delegation may be more implicit than explicit | * How to delegate tasks effectively is thoroughly explained in detail with the effectiveness of the delegation made explicitly clear |
| / 20  (min. of 10) | Pass or Referral |
| AC 2.2  Describe the benefits of empowerment in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | |
| * The benefits of empowerment in the workplace are merely stated or listed as opposed to described * A description is given of the benefits of empowerment in the workplace but the description is incorrect, inappropriate or minimal | * A description is given of the benefits of empowerment in the workplace although the description may be limited | * The benefits of empowerment in the workplace are thoroughly described in detail |  | |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.3  Identity barriers to delegation and how these can be overcome | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * Less than two barriers to delegation are identified * Two or more barriers to delegation are identified but they are incorrect or minimal and/or there is no identification of how these can be overcome | * Two or more barriers to delegation are identified along with how these can be overcome | * Several barriers to delegation are identified in detail and ways of overcoming them are outlined perhaps along with support mechanisms |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.4  Explain a technique that could be used to monitor the outcomes of delegation in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * A technique that could be used to monitor the outcomes of delegation in the workplace is merely stated or described as opposed to explained * An explanation is given of a technique that could be used but the explanation is incorrect, inappropriate or minimal | * An appropriate and correct explanation is given of a technique that could be used to monitor the outcomes of delegation in the workplace although the explanation may be limited | * A technique that could be used to monitor the outcomes of delegation in the workplace is thoroughly explained in detail |  | |
| / 12  (min. of 6) | 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:** |