**MARK SHEET –Improving performance through action learning**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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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 role of a facilitator in an action learning programme | | | | | | | | | | | | |
| **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  Analyse the characteristics required for effective action learning | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The characteristics required for effective action learning are not analysed, or the analysis is incorrect, or the characteristics are merely described with no analysis to draw conclusions | | * A limited range of characteristics required for effective action learning are correctly analysed to draw conclusions | | | * A wide range of characteristics required for effective action learning are correctly analysed to draw conclusions | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Explain the importance of respecting others’ ethical views, beliefs, attitudes and values in a facilitation role | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The importance in a facilitation role of respecting others’ ethical views, beliefs, attitudes and values is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of respecting others’ ethical views, beliefs, attitudes and values | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of respecting others’ ethical views, beliefs, attitudes and values | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3  Explain the importance of challenging inappropriate language or behaviour in a facilitation role | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The importance in a facilitation role of challenging inappropriate language or behaviour is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of challenging inappropriate language or behaviour | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of challenging inappropriate language or behaviour | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.4  Explain the importance of not abusing own power and authority in a facilitation role | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The importance in a facilitation role of not abusing own power and authority is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of not abusing own power and authority | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of not abusing own power and authority | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.5  Explain the importance of creating the necessary, safe and confidential conditions for engaging in effective action learning | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The importance of creating the necessary, safe and confidential conditions for engaging in effective action learning is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of creating the necessary, safe and confidential conditions for engaging in effective action learning | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of creating the necessary, safe and confidential conditions for engaging in effective action learning | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.6  Explain the importance of agreeing the expectations, processes and boundaries of an action learning intervention with key stakeholders | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The importance of agreeing the expectations, processes and boundaries of an action learning intervention with key stakeholders is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of agreeing the expectations, processes and boundaries of an action learning intervention with key stakeholders | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of agreeing the expectations, processes and boundaries of an action learning intervention with key stakeholders | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.7  Explain why action learning facilitators should develop enhanced communication skills and be able to analyse communication to identify meaning | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * Why action learning facilitators should develop enhanced communication skills and be able to analyse communication to identify meaning is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of why action learning facilitators should develop enhanced communication skills and be able to analyse communication to identify meaning | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the importance in a facilitation role of why action learning facilitators should develop enhanced communication skills and be able to analyse communication to identify meaning | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to justify action learning in an organisation | | | | | | | | | | | | |
| **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 the link between effective action learning and leadership development | **Referral [1/4]** | | **Pass [2/4]** | | | **Good Pass [3/4]** | | | |  | | |
| * The link between effective action learning and leadership development is not explained, or the explanation is incorrect, or it is merely stated with no account of the practices associated with a facilitation role to provide an explanation | | * A limited account of the practices associated with a facilitation role provides a correct explanation of the link between effective action learning and leadership development | | | * A detailed account of the practices associated with a facilitation role provides a correct explanation of the link between effective action learning and leadership development | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 2.2  Appraise the contribution action learning can make to improving the performance of individuals, teams and the organisation | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The contribution action learning can make to improving the performance of individuals, teams and the organisation has not been appraised, or the appraisal is incorrect, or it is merely described with no appraisal to make a judgement to identify strengths and weaknesses | | * The contribution action learning can make to improving the performance of individuals, teams and the organisation has been correctly appraised to make a judgement to identify strengths and weaknesses, although the evidence base for the appraisal is limited or subjective | | | * The contribution action learning can make to improving the performance of individuals, teams and the organisation has been correctly appraised using a wide and objective evidence base to make a judgement to identify strengths and weaknesses | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3  Appraise the role of action learning in relation to alternative developmental and support strategies in the organisation | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The role of action learning in relation to alternative developmental and support strategies in the organisation has not been appraised, or the appraisal is incorrect, or it is merely described with no appraisal to make a judgement to identify strengths and weaknesses | | * The role of action learning in relation to alternative developmental and support strategies in the organisation has been correctly appraised to make a judgement to identify strengths and weaknesses, although the evidence base for the appraisal is limited or subjective | | | * The role of action learning in relation to alternative developmental and support strategies in the organisation has been correctly appraised using a wide and objective evidence base to make a judgement to identify strengths and weaknesses | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.4  Identify potential organisational barriers in the organisation to using action learning and develop appropriate strategies for overcoming them | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * Strategies have not been developed for overcoming identified potential organisational barriers in the organisation to using action learning, or the strategies are incorrect or inappropriate | | * Correct and appropriate strategies have been developed for overcoming identified potential organisational barriers in the organisation to using action learning, although the strategies require further development for full implementation | | | * Correct and appropriate strategies capable of full implementation have been developed for overcoming identified potential organisational barriers in the organisation to using action learning | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.5  Evaluate the opportunities for using action learning to address specific developmental and support needs in an organisation | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * The opportunities for using action learning to address specific developmental and support needs in an organisation have not been evaluated, or are incorrect or inappropriate, or have merely been listed or described with no evaluation to provide a conclusion and/or recommendations | | * The opportunities for using action learning to address specific developmental and support needs in an organisation have been correctly and appropriately evaluated to provide a conclusion and/or recommendations, although the evidence base for the conclusion an/or recommendations is subjective or limited | | | * The opportunities for using action learning to address specific developmental and support needs in an organisation have been correctly and appropriately evaluated using a wide and objective evidence base to provide a conclusion and/or recommendations | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.6  Establish how the effectiveness of the proposed action learning intervention can be evaluated | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | |  | | |
| * How the effectiveness of the proposed action learning intervention can be evaluated is not established, or is incorrect or inappropriate | | * How the effectiveness of the proposed action learning intervention can be evaluated is correctly and appropriately established, although it is not made explicit how the evaluation and evaluation criteria will address all aspects and learning outcomes of the action learning intervention | | | * How the effectiveness of the proposed action learning intervention can be evaluated is correctly and appropriately established with explicit evaluation criteria that address all aspects and learning outcomes of the action learning intervention | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | | | | **/ 100** | | **TOTAL MARKS** | |

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| **Assessor’s Decision** | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date of QA Check:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |