**MARK SHEET –: Diversity in the workplace**

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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 how to contribute to a positive workplace environment [64 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   * Outline the organisational policy on Equality and Diversity in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * States there is no such policy without making it clear that the organisation is still subject to other relevant legislation or labour law relating to equality and diversity in the workplace * Copies and pastes the policy of the organisation verbatim with no organisational context | | * The organisational policy on equality and diversity is outlined, identifying key points or features, although the organisational context is limited * ***or*** * The key points or features of relevant legislation or labour law relating to equality and diversity in the workplace are outlined, although the organisational context is limited | | | * The organisational policy on equality and diversity is outlined within a detailed context * ***or*** * relevant legislation or labour law relating to equality and diversity in the workplace is outlined within a detailed context | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Explain how a team leader can promote equality and diversity in the team | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | |
| * No explanation is given of how a team leader can promote equality and diversity in a team * Explanation is given but is incorrect or inaccurate | | * Ways in which a team leader can promote equality and diversity in a team are explained although the distinction between the two may not be fully clear | | | * Clear and detailed explanation is given of how a team leader can promote equality and diversity in a team, including most of: recognising the ‘protected characteristics’; advocating and practising equality; promoting good practice; and monitoring and dealing appropriately with any violations of the legislation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3   * Give an example of inappropriate behaviour in relation to equality and diversity in the workplace and how it should be addressed | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * No example given of inappropriate behaviour in relation to equality and diversity in the workplace * Nothing given on how inappropriate behaviour should be addressed or, if given, is incorrect or inappropriate | | * An example is given of inappropriate behaviour in relation to equality and diversity in the workplace **and** an example is given of appropriate and legal actions to deal with such inappropriate behaviour | | | * A good example is described of inappropriate behaviour the workplace in relation to equality and diversity **and** a step-by-step explanation given, perhaps in detail, for how to deal with such inappropriate behaviour correctly and legally and in line with own level of authority and organisation’s policies and procedures * Accurately identifies own authority or lack of authority to deal with the example given. Good example(s) given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.4   * State the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Does not state the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority * Does not recognise what is/is not beyond the team leaders authority | | * Clearly states the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority | | | * In some detail describes the organisations referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority * Gives good examples of what constitutes inappropriate behaviour and of what is beyond the team leader’s authority | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to deal with difficulties arising from diverse individual and/or organisational values [36 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   * Give an example of a situation where an individual’s views may clash with organisational expectations | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * No example is given of a situation where an individual’s views may clash with organisational expectations * An example is given but the situation does not have a recognisable relevance to a clash between an individual’s views and the organisational expectations | | * An example is given of a situation where an individual’s views may clash with organisational expectations although the reason for the clash is not clearly identified | | | * An example is given of a situation where an individual’s views may clash with organisational expectations; the reason for and the circumstances of the clash are clearly identified | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | |
| * No explanation is given of the possible implications for a team leader in dealing with a clash between individual values and organisational expectations * Implications given are incorrect or do not make the link between individual values and organisational expectations | | * An explanation is given of the possible implications for a team leader in dealing with a clash between individual values and organisational expectations although the nature of the clash **or** the implications may not be clear | | | * A clear and detailed explanation is given of the possible implications for a team leader in dealing with a clash between individual values and organisational expectations * Ways to communicate the organisation’s expectations and the importance of respecting differences are included * Examples are given of types of differences and specific example(s) of clash between the two and how the team leader may consider addressing the implications | | | | |
| / 20  (min. of 10) | | 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:** | | | |