**MARK SHEET – Understanding training and coaching 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 provide training appropriate to the workplace | | | | | | | | | | |
| **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 how to identify the training needs for individuals in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | |  | |
| * No explanation given of how training needs for individuals in the workplace are identified * Or description is minimal or incorrect or explains how to identify just one training need | | * How to identify two training needs for individuals in the workplace is correctly and appropriately explained although the explanation may be limited | | | * How to identify a range of different training needs for individuals in the workplace is correctly and appropriately explained | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.2  Describe training techniques appropriate to the workplace | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | |
| * Less than two training techniques appropriate to the workplace are described. * Two training techniques are merely stated, as opposed to described or, if described, are incorrect or minimal or do not relate to the workplace | | | * Two training techniques appropriate to the workplace are correctly and appropriately described although the description may be limited | | * Several training techniques appropriate to the workplace are thoroughly and clearly described in detail which may include, but not be limited to: coaching, simulation, e-learning | | |  | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3  Explain how knowledge of different learning styles can assist when training individuals in the workplace | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * No explanation given of how knowledge of different learning styles can assist when training * A non-specific explanation of different learning styles is given but it is not related to how knowledge of this can assist when training * A mere outline, as opposed to an explanation, is given of how different learning styles can assist when training or, if explained, it is minimal or incorrect | * A correct and appropriate explanation is given of how knowledge of different learning styles can assist when training, although the explanation may be limited | | | * A clear, thorough and detailed explanation is given of how knowledge of different learning styles can assist when training. Examples may be given of relevant models such as Honey & Mumford or VAC or similar. Examples of how these can assist may be given to enhance the explanation |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Describe a method of evaluating the effectiveness of training | **Referral [ca. 2/8]** | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | |
| * No method of evaluating the effectiveness of training is described * A method of evaluating the effectiveness of training is merely stated, as opposed to described, or, if described, it is incorrect or minimal | * A method of evaluating the effectiveness of training is correctly and appropriately described although the description may be limited | | | * A clear, thorough and detailed explanation is given of a method of evaluating the effectiveness of training, along with examples from own workplace to enhance the explanation |  | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.5  Describe how to maintain training records in the workplace | **Referral [ca. 1/4]** | **Pass [2/4]** | | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | |
| * A way of maintaining training records is merely stated, as opposed to described, or, if described, is minimal or incorrect * Training records are discussed in general but nothing is given on how to maintain them | * A correct and appropriate Description is given of at least one method to maintain training records although the description may be limited | | | * A thorough and detailed description is given of several approaches to maintaining training records, including both physical and electronic methods, perhaps enhanced with an outline of own company documentation |  | |
| / 4  (min. of 2) | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | |

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| **Learning Outcome / Section 2:** Understand how to coach an individual 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** | |
| AC 2.1  Explain how to identify the coaching needs for individuals in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | |  | |
| * The coaching of individuals in the workplace is discussed in general but not how to identify coaching needs * how to identify the coaching needs for individuals in the workplace is merely stated, as opposed to explained, or, if explained is incorrect or minimal | | * An explanation is given of how to identify the coaching needs for individuals in the workplace although the explanation may be limited | | * A clear, thorough and detailed explanation is given of how to identify the coaching needs for individuals in the workplace. Examples from own workplace may be given to enhance the explanation, recognised models such as GROW may be included | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.2  Explain how to plan the coaching for an individual in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * How to plan the coaching for an individual in the workplace is merely stated, as opposed to explained, or if explained, is incorrect or minimal | | * A correct and appropriate explanation is given of how to plan the coaching for an individual in the workplace although the explanation may be limited | | * A clear, thorough and detailed explanation is given of how to plan the coaching for an individual in the workplace and may include an example of an individual’s coaching plan | |  | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.3  Explain the importance of feedback in coaching | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | |
| * Feedback in general is discussed but not its importance and/or it is not related to feedback in coaching * The importance of feedback in coaching is merely stated, as opposed to explained or, if explained, is incorrect or minimal | | * A correct and appropriate explanation of the importance of feedback in coaching is given although the explanation may be limited | | * A clear, thorough and detailed explanation of the importance of feedback is given, perhaps with examples of the usefulness of feedback | |  | |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.4  Describe a method of evaluating the effectiveness of coaching in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | |
| * A method of evaluating the effectiveness of coaching in the workplace is merely stated, as opposed to described, or, if described, is minimal, inappropriate or incorrect | | * One correct and appropriate method of evaluating the effectiveness of coaching in the workplace is described although the description may be limited | | * A clear, thorough and detailed description is given of One methods of evaluating the effectiveness of coaching in the workplace | |  | |
| / 8  (min. of 4) | 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:** | |