**MARK SHEET – Developing yourself and others**

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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:** Know how to identify development needs | | | | | | | | | | |
| **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  Identify own learning style(s) and the learning style(s) of another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | |  | |
| * Own learning style(s) and/or the learning style(s) of another member of the team are not recognisably identified * Own learning style(s) and the learning style(s) of another member of the team are identified but do not use a recognised model of learning styles and/or the learning styles identified are inappropriate or minimal | | * Using a recognised model of learning styles, own learning style(s) and the learning style(s) of another member of the team are correctly and appropriately identified although the model itself may not be identified | | | * Own learning style(s) and the learning style(s) of another member of the team are identified in detail, using a recognised model of learning styles which is itself explicitly identified | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Use a simple technique for identifying own development needs and the development needs of another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | |
| * Own development needs and/or the development needs of another member of the team are not identified * Own development needs and the development needs of another member of the team are identified but are inappropriate or minimal | | * A simple technique (perhaps including, but not restricted to: job description, feedback on performance, personal SWOT) is used to briefly identify own development needs and the development needs of another member of the team | | | * A simple technique is used for a detailed identification of a range of own development needs and development needs of another member of the team along with an outline of the technique used | | |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Identify potential barriers to learning | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | |
| * Potential barriers to learning are not identified * Potential barriers to learning are identified **but** are inappropriate or minimal | | * At least two potential barriers to learning are appropriately identified | | | * A range of potential barriers to learning are appropriately identified in detail | | |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain how barriers to learning can be overcome | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | |
| * No explanation is given for how barriers to learning can be overcome * How barriers to learning can be overcome is explained **but** the explanation is incorrect, inappropriate or minimal | | * How at least two barriers to learning can be overcome is explained although the explanation may be limited | | | * A thorough and detailed step-by-step explanation is given for how several barriers to learning can be overcome | | |  | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 2:** Know how to develop self and others to achieve organisational 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  Briefly analyse learning/development options to meet need(s) of self and another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | |  | |
| * No analysis is given of learning/development options of self and/or another member of the team * Learning/development options of self and another member of the team are analysed but are not relevant to meeting needs and/or the analysis is inappropriate or minimal | | * Learning/development options to meet need(s) of both self and another member of the team are appropriately analysed although the analysis may be brief | | | * Several learning/development options of both self and another member of the team are thoroughly analysed in detail to draw a meaning conclusion | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 2.2  Identify support mechanisms for the development of self and another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | |
| * Support mechanisms are not identified * Support mechanisms for the development of self and another member of the team are identified **but** are inappropriate or minimal | | * Support mechanisms for both the development of self and another member of the team are briefly identified | | * Several support mechanisms for both the development of self and another member of the team are identified in detail | |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.3  Prepare a development plan to achieve a learning objective for self or another team member | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * A development plan is not prepared * A development plan to achieve a learning objective for self or another team member is prepared **but** the plan is incorrect, inappropriate or minimal | | * A development plan to achieve a learning objective for self or another team member is prepared and provided although the plan may be limited and the link to the learning objective may be more implicit than explicit | | * A thorough and detailed development plan, including timescale and resource implications, is prepared and provided that is clearly and explicitly designed to achieve a learning objective for self or another team member | |  | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.4  Describe a method that could be used to monitor the development of self and another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | |
| * A method that could be used to monitor the development of self and another member of the team is merely stated as opposed to described * A description is given of a way to monitor the development of self and another member of the team **but** the description is inappropriate or minimal | | * A description is given of a method (perhaps including, but not restricted to: learning logs, records of activities) that could be used to monitor the development of self and another member of the team although the description may be limited | | * A thorough and detailed description is given of a step-by-step method that could be used to monitor the development of self and another member of the team | |  | |
| / 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:** | |