**MARK SHEET – Managing yourself**

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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 use effective personal time management to achieve team goals [56 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   * Explain the importance of effective time management | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Time management is explained generically but not its importance * The importance of time management is discussed, as opposed to explaining **why** it is important, or is explained incorrectly | | * The importance of effective time management is explained including why it is important | | | * The importance of effective time management is clearly explained in detail including why, for whom, when and how it is important * What constitutes effectiveness in time management is defined with example(s) given to enhance explanation * What is poor time management may also be included | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Identify your strengths and weaknesses in time management | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * There are no strengths and/or weaknesses identified * Strengths/weaknesses are identified but do not relate to time management | | * Strengths and weaknesses in time management are identified | | | * Strengths and weaknesses in time management are identified including an explanation of the principal features and example(s) of both strengths and weaknesses * Clarification is given of what constitutes excellent time management and its effectiveness and ineffectiveness | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3   * Set and prioritise personal SMART objectives to achieve team goals | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | |
| * No personal SMART objectives are given or, if objectives are given, they are not recognisably SMART * SMART objectives are given but there is no prioritisation and/or they are not linked to achieving tem objectives | | * At least two personal SMART objectives to achieve team goals are appropriately set. Although it may be implicit, there is some linking between the SMART objectives and the team goals and there is some prioritisation of the objectives although it may be limited | | | * Several personal SMART objectives to achieve team goals are set and are clearly and fully prioritised * Explicit links are made between the SMART objectives and the team goals and the links between team and organisational goals are also identified | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.4   * Describe a simple time management technique for achieving objectives | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No recognisable time management technique is given * A simple time management technique for achieving objectives is merely stated, as opposed to described * A simple time management technique is described but it is incorrect or inappropriate or there is no link with achieving objectives | | * A simple time management technique for achieving objectives is described that is correct and appropriate. The principal features of the technique are identified, although the link with achieving objectives may be limited and/or implicit | | | * A time management technique for achieving objectives is described in detail and is appropriate * A clear and correct explanation is provided of the principal features of the time management technique with good example(s) given * The way in which the technique helps to achieve objectives is made explicit | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to manage own stress [44 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   * Identify causes of stress and state their impact on the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Causes of stress are not identified, or only one cause of stress is identified or causes are identified but are incorrect or inappropriate * No impact on workplace is stated or the impacts are incorrect or inappropriate | | * Correct and appropriate causes of stress are identified and the impact on the workplace is stated, although consideration of the impact may be limited or narrow | | | * Correct and appropriate causes of stress are clearly described, perhaps in detail, as opposed to merely identified * The impact on the workplace of each cause of stress is stated, and consideration of the impact takes a wide view and is not limited to the immediate situation | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * List symptoms of stress in the workplace | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * Symptoms of stress in the workplace are not listed or only one symptom of stress in the workplace is provided * The symptoms are incorrect or inappropriate | | * At least two correct symptoms of stress in the workplace are listed which might include, but not be limited to: anxiety, irritability, loss of self confidence, mood changes, lack of attention, depression, tiredness, poor performance, etc. | | | * Several correct symptoms of stress in the workplace are described or explained, perhaps in some detail, as opposed to merely being listed and which might include but not be limited to: anxiety, irritability, loss of self confidence, mood changes, lack of attention, depression, tiredness, poor performance, etc. | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3   * Describe a simple stress management technique that could help to reduce stress or its effects | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * A simple stress management technique is merely stated as opposed to described * A stress management technique is described but is incorrect or inappropriate | | * The principal features of an appropriate simple stress management technique are described and are correct, although this may be limited and the description of how it could help to reduce stress or its effects may be implicit | | | * The principal features of an appropriate simple stress management technique are described in detail and are correct * A clear explanation is given of how this could help to reduce stress or the effects of stress | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4   * Identify sources of support available in the workplace or elsewhere for stress management | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * No sources of support for stress are identified * Sources of support are given but are incorrect or inappropriate | | * At least two correct and appropriate sources of support for stress management are identified either in the workplace or elsewhere | | | * Several different types of correct and appropriate sources of support for stress management are described, as opposed to merely identified, either in the workplace or elsewhere * Sources of support are described both the workplace and elsewhere | | | | |
| / 8  (min. of 4) | | 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:** | | | |