**MARK SHEET – Understanding performance management**

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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 value of assessing performance to meet organisational and individual 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 1.1Describe the value of formal and informal performance assessment in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** |  |
| * The value of formal and informal performance assessment in the workplace is merely stated as opposed to described
* The value of formal performance assessment is described but nothing is given on informal performance assessment or informal assessment is described but not formal
* A description of the value of formal and informal performance assessment in the workplace is given, **but** is minimal, inappropriate or incorrect
 | * A correct and appropriate description is given of the value of formal and informal performance assessment in the workplace although the description of one or the other may be brief and limited
 | * Clear and thorough description in detail is given of the value of both formal and informal performance assessment in the workplace.
* Examples from own workplace may be given to enhance description and may include appraisals or one-to-ones
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| / 8(min. of 4) | Pass or Referral |

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| AC 1.2Explain the role of the first line manager in performance management | **Referral [ca. 1/4]** | **Pass [2/4]** | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** |
| * The role of the first line manager in performance management is merely stated or outlined as opposed to explained
* An explanation is given of the role of the first line manager in performance management **but** is minimal or incorrect
 | * A correct explanation is given of the role of the first line manager in performance management although the explanation may be limited
 | * A clear, thorough and detailed explanation is given of the role of the first line manager in performance management along with workplace examples to enhance the explanation
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| / 4(min. of 2) | Pass or Referral |
| **Section comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 2:** Know how to manage performance of individuals in the team |
| **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 2.1Identify ways to ensure fair and objective formal assessment | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** |  |
| * Ways to ensure fair and objective formal assessment are not identified or, if identified, are minimal, incorrect or inappropriate
 | * At least two ways to ensure fair and objective formal assessment are correctly and appropriately identified
 | * Several ways to ensure fair and objective formal assessment are described, rather than simply identified, and may include internal and external methods
 |
| / 12(min. of 6) | Pass or Referral |
| AC 2.2Explain how to set SMART objectives for a team member | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** |
| * An explanation is given of how to set SMART objectives for a team member **but** is minimal or incorrect
* How to set SMART objectives is merely stated as opposed to explained
 | * An appropriate explanation is given of how to set correct SMART objectives for a team member although the explanation may be limited
 | * Clear and thorough explanation in detail is given of how to set SMART objectives for a team member and correct example(s) of SMART objectives may be included
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| / 12(min. of 6) | Pass or Referral |

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| AC 2.3Explain how to set performance standards for a team member | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** |
| * How to set performance standards for a team member is merely stated as opposed to explained
* An explanation is given of how to set performance standards for a team member **but** is minimal, inappropriate or incorrect
 | * A correct and appropriate explanation is given of how to set performance standards for a team member although the explanation may be limited
 | * Clear and thorough explanation in detail is given of how to set performance standards for a team member and example(s) of set performance standard(s) may be included
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| / 8(min. of 4) | Pass or Referral |
| AC 2.4Explain how to measure performance against agreed standards | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** |
| * How to measure performance against agreed standards is merely stated as opposed to explained
* An explanation is given of how to measure performance **but** does not relate to agreed standards and/or is minimal, inappropriate or incorrect
 | * A correct and appropriate explanation is given of how to measure performance against agreed standards although the explanation may be limited and the performance standards are more implicit than explicit
 | * Clear and thorough explanation in detail is given of how to measure performance against agreed standards
* The agreed performance standards are made explicitly clear and example(s) from own workplace may be included to enhance explanation
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| / 8(min. of 4) | Pass or Referral |
| **Section comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 3:** Understand the value of feedback in 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 3.1Explain the importance of feedback to improve performance | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** |  |
| * The importance of feedback to improve performance is merely stated as opposed to explained
* The importance of feedback is explained **but** is not recognisably related to improving performance and/orminimal, inappropriate or incorrect
 | * The importance of feedback to improve performance is correctly and appropriately explained although its relation to improving performance may be more implicit than explicit
 | * The importance of feedback explicitly to improve performance is clearly andthoroughly explained in detail
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| / 12(min. of 6) | Pass or Referral |

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| AC 3.2Describe how to give effective feedback | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** |
| * A way of giving effective feedback is merely stated as opposed to described
* How to give effective feedback is described **but** is minimal, inappropriate or incorrect
 | * Correct and appropriate description is given of how to give effective feedback although the description may be limited
 | * Clear and thorough description in detail is given of how to give effective feedback. Examples of feedback or of recognised feedback models such as COBS may be included
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| / 8(min. of 4) | Pass or Referral |
| **Section comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 4:** Know how to manage underperformance in 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 4.1Identify potential areas of underperformance in the workplace  | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** |  |
| * No potential areas of underperformance in the workplace identified or, if identified, are inappropriate
 | * At least two potential areas of underperformance in the workplace are identified
 | * Several potential areas of underperformance in the workplace are appropriately identified with reasons given and/or an outline of the nature of the resulting underperformance
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| / 8(min. of 4) | Pass or Referral |
| AC 4.2Identify causes for failure to meet agreed performance levels | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** |
| * Causes for failure to meet agreed performance levels are not identified or if identified, are inappropriate
 | * At least two appropriate causes for failure to meet agreed performance levels are identified although the performance standards may be implicit
 | * Several appropriate causes for failure to meet agreed performance levels are clearly identified and the agreed performance standards made explicitly clear

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| / 8(min. of 4) | Pass or Referral |

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| AC 4.3Describe actions to restore performance to acceptable levels | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** |
| * Actions to restore performance to acceptable levels are merely listed as opposed to described
* Actions to restore performance to acceptable levels are described **but** are minimal, inappropriate or incorrect
 | * At least two appropriate actions to restore performance to acceptable levels are described although the description may be limited and the way in which the actions would improve performance is implicit
 | * Several appropriate actions to restore performance to acceptable levels are clearly and thoroughly described in detail with examples given of organisational methods such as ‘performance management’ or ‘supervision’. The way in which those actions would produce improved performance is made explicitly clear
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| / 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:** |