**MARK SHEET – Business improvement techniques**

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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 importance of continuous quality and performance improvement within the workplace [32 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 why continuous quality and performance improvement are important for an organisation | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Continuous quality and performance improvement are discussed generically but with no reference to their importance * The importance of continuous quality and performance improvement for an organisation is merely described, as opposed to explained or, if explained, it is incorrect | | * Explanation is given as to why continuous quality and performance improvement are important for an organisation although the explanation may be limited and restricted to **either** quality **or** performance improvement | | | * Detailed explanation is given of why **both** continuous quality **and** performance improvement are important for an organisation * May include the impact of organisations failing to improve performance and quality and examples | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Explain how the team could be encouraged to adopt continuous improvement techniques | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Continuous improvement techniques are explained but nothing on their adoption by the team * The adoption by the team of continuous improvement techniques is discussed in general terms but there is no explanation of how they could be encouraged to do so | | * Explain how the team could be encouraged (e.g. through involvement, training, incentives, suggestion schemes, positive role models, etc) to adopt continuous improvement techniques | | | * Explain how the team could be encouraged (e.g. through involvement, training, incentives, suggestion schemes, positive role models, etc) to adopt continuous improvement techniques * Examples given to enhance explanation | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to use business improvement tools and techniques to continuously improve the workplace [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 a problem within the team or own area of the organisation | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * No problem within the team or own area of the organisation is identified or what is identified is not a problem but a routine occurrence * The problem is diffuse or not clearly identified, or is a group of problems | | * A problem (i.e. a deviance from plan or from the norm) within the team or own area of the organisation is clearly identified that is a situation or matter that presents difficulty | | | * A problem (i.e. a deviance from plan or from the norm) within the team or own area of the organisation is identified and the borders/parameters of the problem are given * A tool such as Cause and Effect/Fishbone Diagram, Pareto Chart, Process Flow Chart, Scatter Graph or a Control/Run Chart is used for problem identification | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2   * Explain two possible causes of the problem | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * Either no possible causes or only one possible cause of the problem are explained * Actual causes are not given only a discussion of the problem, its history, its symptoms, etc. * Causes are merely described with no explanation of how the cause leads to the problem | | * Two possible causes of the problem are explained although the explanation may be limited and the link between the cause and the problem may be implicit and not totally clear | | | * Two possible causes of the problem are explained in detail * The connections between the causes and the problem effects are made explicit and totally clear | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3   * Explain how to address the problem using a recognised business improvement technique and/or tool | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * No explanation is given of how to address the problem using a recognised business improvement technique and/or tool or an explanation is given that does not use a recognised business improvement technique and/or tool | | * Although it may be limited in explaining how it addresses the problem, the use of a recognised business improvement technique and/or tool (e.g. Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving or similar) is explained | | | * A full and accurate explanation is given of how to address the problem using a recognised business improvement technique and/or tool such as Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving or similar * Creative ideas and innovative solutions to problems are given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4   * Outline one method they could use to measure the effectiveness of the proposed improvement tool or technique | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No method is outlined that could be used to measure the effectiveness of the proposed improvement tool or technique or if outlined is done so incorrectly or inaccurately * A monitoring method is outlined as opposed to a method to measure the effectiveness | | * One method is outlined that could be used to measure the effectiveness of the proposed improvement tool or technique | | | * One method is described in some detail that could be used to measure the effectiveness of the proposed improvement tool or technique including e.g. success criteria and evaluation measures | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 3:** Know how to communicate the benefits of the identified improvement for implementation [24 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 3.1  Outline the reason(s) for selecting an identified improvement | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No reason(s) are outlined for selecting an identified improvement * A reason is outlined but is inappropriate or incorrect | | * Reason(s) are outlined for selecting an identified improvement including **either** financial costs and benefits **or** non-financial benefits | | | * Reason(s) are outlined for choosing an identified improvement and the selection criteria for the decision identified * The factors that need to be considered in making decisions about a proposed improvement are outlined * Reasons include **both** financial costs and benefits **and** non-financial benefits | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Describe how the benefits of the identified improvement could be reported | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No description is given of how the benefits of the identified improvement could be reported * The improvements and their benefits are described but not how they could be reported | | * A description is given of how the benefits of the identified improvement could be reported although the description may be limited | | | * A detailed description is given of how the benefits of the identified improvement could be reported * Different methods of reporting to different audiences are given with examples to enhance the explanation * The described benefits include **both** financial **and** non-financial benefits | | | | |
| / 12  (min. of 6) | | 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:** | | | |