**MARK SHEET –Methods of communicating 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 the importance of effective communication in the workplace [52 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 communication in the workplace | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | |
| * No explanation is given of the importance of effective communication in the workplace, or if given, explanation is incorrect or inaccurate * The importance of effective communication in the workplace is merely discussed, as opposed to explained or, if explained, does not recognise the importance of the communication beingeffective | | * The importance of effective communication in the workplace is accurately explained | | | * The importance of effective communication in the workplace is clearly and accurately explained in detail * The reasons given are recognisable, appropriate and significant * Example(s) are given to enhance explanation | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 1.2   * Outline the possible impacts of poor communication in the workplace | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | |
| * No possible impacts of poor communication in the workplace are given or, if given, are incorrect * Possible impacts of poor communication are given but are generic and do not focus on the workplace | | * At least two possible impacts of poor communication in the workplace are outlined | | | * A range of different possible impacts of poor communication in the workplace, both written and oral, are described in some detail * Examples of poor communication in the workplace and their impacts are given | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to use methods to communicate effectively in the workplace [48 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 methods to communicate in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Less than two methods to communicate in the workplace is given * Ways of communicating are given but are non-specific and not related to the workplace * Methods to communicate in the workplace are given but are incorrect or inappropriate | | * At least two methods to communicate in the workplace are identified | | | * Several written and oral methods to communicate in the workplace are described as opposed to merely identified * A range of different communication methods (e.g.: oral: such as telephone, meetings, briefings, one-to-one; and written: such as reports, letters, memos, emails etc.) are described or explained, as opposed to merely identified * Specific examples are described to enhance the identification | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * List the advantages and disadvantages of the identified communication methods and their best use | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * **Neither** advantages **nor** disadvantages of the identified communication methods **nor** their best use are given * Advantages and disadvantages of the identified communication methods are listed but are incorrect and/or there is nothing on their best use * Advantages and disadvantages of various communication methods and their best use are listed but they are merely generic and have no relation to the methods previously identified | | * **Both** the advantages and disadvantages of the communication methods identified in the previous AC are listed (although **either** advantages or disadvantages may be limited and/or implicit) **along with** their best use (although the identification of their best use may be limited and/or implicit) | | | * **Both** the advantages and disadvantages of the previously identified communication methods **and** their best use are fully and explicitly listed * **Both** the advantages and disadvantages of the previously identified communication methods **and** their best use are described or explained, as opposed to merely listed, with examples to enhance | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Identify barriers to communication and explain how these could be overcome | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Less than two barriers to communication have been identified and/or no explanation is given of how to overcome them * Barriers to communication are identified and ways to overcome them but one or both is/are incorrect or inappropriate | | * At least two barriers to communication have been identified **and** some explanation is given of how to overcome those barriers, although the explanation may be limited | | | * Several barriers to communication have been identified **and** a full and clear explanation is given of how to overcome each of the identified barriers * A range of different types of barriers to communication has been described, as opposed to merely identified, **and** a clear and detailed step-by-step explanation is given of how to overcome each of the identified barriers | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.4  Identify the positive benefits of effective communication | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Less than two benefits of effective communication are identified * Positive benefits of communication in general are given but there is no focus on effective communication or the benefits identified are incorrect | | * At least two positive benefits of effective communication are identified | | | * Positive benefits of effective communication are clearly described, as opposed to merely identified * A range of different benefits are clearly and correctly explained in detail with examples given * As part of the explanation, the requirements for effectiveness in communication are outlined | | | | |
| / 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:** | | | |