**MARK SHEET –: Using resources effectively and efficiently in the workplace**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 using resources effectively and efficiently in the workplace [100 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   * Give examples for each of the physical, human and financial resources found in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * No recognisable examples provided or, if given, there are less than two examples each of physical, human and financial resources * Physical, human and financial resources are merely discussed with no examples, or less than two examples of each type of resource, given | | * At least two correct and appropriate examples are given for each of the physical, human and financial resources (at least six examples in total)found in the workplace | | | * Several correct and appropriate examples are given for each of the physical, human and financial resources found in the workplace * Physical, human and financial resources found in the workplace are described or explained, perhaps in some detail, **and** a range of examples of each type given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Explain why it is important to have sufficient levels of materials and labour in the workplace | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | |
| * No recognisable explanation given for why it is important to have sufficient levels of materials and labour in the workplace or, if give, the explanation is minimal or incorrect * The importance of materials is discussed but there is no recognisable explanation of the importance of having sufficient levels of materials | | * Why it is important to have sufficient levels of materials and labour in the workplace is explained although the explanation may be limited or narrow | | | * Full explanation is given of the importance of having sufficient levels of materials and labour in the workplace * A range of reasons for needing sufficient levels of materials and labour in the workplace are fully explained in detail * The implications of resource shortfalls are outlined and/or methods for obtaining the necessary resources | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3   * Outline how to monitor the use of resources to determine efficiency and effectiveness | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | |
| * No recognisable outline is given of how to monitor the use of resources to determine efficiency and effectiveness or, if given, is incorrect or inappropriate * An outline is given of resources monitoring but does not address efficiency and/or effectiveness in their use | | * How to monitor the use of resources to determine efficiency and effectiveness is outlined although it may describe efficiency without effectiveness or vice versa | | | * A way to monitor the use of resources to determine both efficiency and effectiveness is described, perhaps in detail * Several methods are explained for monitoring resources for both efficiency and effectiveness in usage * Ways of resolving resource problems/shortfalls in supply are described along with obtaining necessary resources | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.4   * Outline why it is important to ensure resources are used efficiently | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No outline is given of why it is important to ensure resources are used efficiently or, if given, is incorrect or inappropriate * The importance of resources is outlined but there is nothing on using them efficiently | | * Why it is important to ensure resources are used efficiently is outlined | | | * Several reasons are provided for why it is important to ensure that resources are used efficiently * An full explanation is given, perhaps in some detail, along with measures to ensure the safe and efficient use of resources within the team, perhaps including capital, consumable, fixed and variable costs as indicators | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.5   * Explain how to ensure the safe and effective use of resources within the team | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | |
| * How to ensure the effective use of resources within the team is explained but not their safe use, or vice versa * The safe and effective use of resources within the team is merely outlined, as opposed to explaining how to ensure it | | * How to ensure **both** the safe **and also** the effective use of resources within the team is explained although the explanation may be limited | | | * A full explanation, perhaps in detail, is given of how to ensure **both** the safe **and also** the effective use of resources within the team * Several step-by-step methods are explained in detail for ensuring the safe and effective use of resources within the team, perhaps with an outline of the implications and possible impact of their unsafe and/or ineffective use | | | | |
| / 28  (min. of 14) | | 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:** | | | |