**MARK SHEET – Developing own leadership capability using action learning**

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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 role of action learning in developing own leadership capability | | | | | | | | | |
| **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 1.1  Explain the nature and benefits of action learning | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | |  | |
| * Nature and benefits of action learning are merely stated as opposed to explained * Nature and benefits of action learning are explained **but** are minimal or incorrect or only the nature OR only the benefits are given, not both | | * Nature and benefits of action learning are explained although the explanation may be limited | | * Nature and benefits of action learning are clearly and thoroughly explained in detail and perhaps contrasted with other methods of learning. May be extended to illustrate benefits to individuals, the action learning group or set and organisation(s) | | |
| / 8  (min. of 4) | Pass or Referral |

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| AC 1.2  Explain the responsibilities of an individual within an action learning set or group including confidentiality and respect for others | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | |
| * The responsibilities of an individual within an action learning set or group are merely outlined as opposed to explained * The responsibilities of an individual within an action learning set or group are explained **but** one or more of the following are missing; confidentiality and respect for others; values; beliefs; avoidance of behaviours that can be damaging to the effectiveness of the action learning set | * Responsibilities of an individual within an action learning set or group including confidentiality and respect for others; values; beliefs; and avoidance of behaviours that can be damaging to the effectiveness of the action learning set are explained although the explanation may be limited | | * Responsibilities of an individual within an action learning set or group including confidentiality and respect for others; values; beliefs; and avoidance of behaviours that can be damaging to the effectiveness of the action learning set are clearly and thoroughly explained in detail * Other responsibilities may be included |  | |
| / 4  (min. of 2) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | |
| **Learning Outcome / Section 2:** Be able to use action learning to plan and monitor the leadership journey | | | | | | |
| **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 2.1  Identify own leadership strengths and limitations based on an assessment of own leadership behaviours and potential | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | |
| * Own leadership strengths and limitations based on an assessment of own leadership behaviours and potential are not identified or only strengths OR limitations are identified * Own leadership strengths and limitations are identified **but** there is no evidence of their beingbased on an assessment of own leadership behaviours and potential | * Own leadership strengths and limitations are appropriately identified with evidence of their being based on an assessment of own leadership behaviours and potential although the evidence may be limited | | * Own leadership strengths and limitations are fully identified * Impact of own leadership behaviour may be explored * These are explicitly based on an assessment of own leadership behaviours and potential with the assessment provided * Different assessment methods and/or models e.g. SWOT analysis, external self assessment tool etc., may be used which provide clear and accurate assessment of self |
| / 12  (min. of 6) | Pass or Referral |

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| AC 2.2  Set personal goals for an extended action learning intervention | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | |
| * Personal goals for an extended action learning intervention have not been set | | * At least two appropriate personal goals for an extended action learning intervention have been set although they may be limited | | | * Several clear and precise personal goals for an extended action learning intervention have been set * Partners in the agreement are identified and the method of agreement outlined | |  | |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.3  Prepare individual action learning plans for involvement in action learning sessions for a minimum of twenty hours | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | |
| * No learning plans have been prepared for involvement in action learning sessions * Action learning plans have been prepared for only some but not all sessions * The number of sessions planned for are less than a total of twenty hours | | * Action learning plans have been prepared for involvement in action learning sessions totalling at least twenty hours but the plans are limited and lack detail | | | * Action plans have been prepared for involvement in action learning sessions totalling twenty hours or more. Plans are detailed and demonstrate a systematic approach to action learning | |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.4  Complete planned actions to improve leadership | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * No evidence given of planned actions to improve leadership having been undertaken * Some evidence is given of planned actions to improve leadership having been undertaken but this does not cover all planned actions or is incomplete | | * Evidence is provided of undertaking all the planned actions to improve leadership arising from the action learning sessions but the evidence is limited | | | * Ample detailed evidence is provided of all the planned actions to improve leadership having been undertaken. The nature and impact of the actions and/or improvements are described in detail | |  | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.5  Monitor and record own participation in action learning sessions | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * No evidence is provided of monitoring and/or no recording of own participation in action learning sessions or, if provided, the evidence is inappropriate or minimal | | * Evidence is provided of monitoring and recording of own participation in action learning sessions including some of the objectives; feedback given and received; actions agreed and implemented; and personal reflections on progress; although the evidence may be limited | | | * Ample detailed evidence is provided of monitoring and full and detailed recording of own participation in action learning sessions including all of the objectives; feedback given and received; actions agreed and implemented; and personal reflections on progress | |  | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 3:** Be able to review effectiveness of action learning in the development of own leadership capability | | | | | | | | | |
| **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 3.1  Use feedback from others and own personal reflections to review the effectiveness of action learning undertaken | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | |  | |
| * No indication that either feedback from others or personal reflections have been used to review the effectiveness of action learning undertaken | | * Although limited, evidence is given that feedback from others and own personal reflections are used to review the effectiveness of action learning undertaken | | | * Ample detailed evidence is given that feedback from others together with own personal reflections are used to review the effectiveness of action learning undertaken | |
| / 16  (min. of 8) | Pass or Referral |
| AC 3.2  Identify follow up actions required to continue the leadership journey | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | |
| * No follow up actions required to continue the leadership journey have been identified | | * At least two follow up actions required to continue the leadership journey have been identified although the cause and effect link between the actions and the leadership journey may be implicit | | | * Several follow up actions required to continue the leadership journey have been identified with timescales etc * The way in which the actions would lead to the continuation of the leadership journey is made explicitly clear | |  | |
| / 8  (min. of 4) | 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:** | |