**MARK SHEET –Developing yourself as a team leader**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 and responsibilities of the team leader [40 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  Outline the role of the team leader | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * The role of the team leader is not mentioned * Team leadership is discussed in very general terms but not the role itself | | * The role of the team leader (probably including some of: the purpose, functions, main activities, overall responsibilities of the team leader) is correctly outlined although this may be brief and lack detail | | | * The role of the team leader is described as opposed to merely outlined. The description might include details on responsibilities, accountabilities, interactions with team members, peers and managers. * The different roles of different team leaders are described | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * List the responsibilities of the team leader within the team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * Team leader responsibilities are not mentioned * The work and/or generic tasks of the team leader are listed but not the responsibilities or duties | | * In terms of what he/she needs to do and is answerable for, the team leader’s responsibilities are listed although their focus specifically within the team may be limited | | | * The responsibilities of the team leader within the team are clearly described, as opposed to being merely listed * Good level of detail in responsibilities, with a strong focus within the team and how these responsibilities are met | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3   * Outline the limits of the team leaders authority and their accountability | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Team leaders’ authority and/or accountability not mentioned * The authority and accountability of the team leader are discussed but no limits are identified * The limits of the team leaders authority is outlined but not the limits of accountability * The limits of the team leaders accountability is outlined but not the limits of authority | | * The limits of both the authority and the accountability of the team leader are outlined in terms of what they can and cannot do and what they are responsible and answerable for | | | * The limits of both the authority and the accountability of team leaders are described as opposed to merely outlined * The limits of authority and accountability are fully described in detail with an explanation of what, when and how matters would need to be referred to a higher authority | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4   * Give an example of a situation where they would need to refer to someone with senior authority | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * No mention is made of any situation that would need to be referred * Referral to a senior authority is mentioned but the actual situation is unclear and/or it is not apparent why the situation would need to be referred | | * The context or the nature of the situation clarifies why the example given would need to be referred to a senior authority | | | * The example situation is described, perhaps with some detail, as opposed to being merely given * The reason is given as to why the example situation would be beyond the responsibility of a team leader and would therefore need to be referred to a senior authority * The process itself is given for referral to someone with senior authority | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to seek feedback on their workplace performance to identify strengths, weaknesses and areas for improvement [60 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   * Gather feedback on own performance from different sources | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Little or no feedback is gathered or evidenced * Feedback is gathered but it is generic and little or nothing to do with own performance * Feedback is gathered but is from only one source | | * Feedback is gathered although it may be limited. It is from at least two sources and is focussed on own performance | | | * Gathered feedback is specific and fully evidenced * Comprehensive and/or detailed feedback on own performance is gathered * Feedback is gathered from a large number of sources and/or a wide variety of sources | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Interpret the feedback and list areas for improvement | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | |
| * Little or no interpretation is carried out nor areas for improvement listed * Areas for improvement are listed but these are generic as opposed to areas for improvement in **own performance** * Although areas for improvement are listed there is no interpretation of feedback * The feedback is interpreted but there are no areas for improvement listed | | * Even if limited, there is some interpretation of the gathered feedback **and** areas where own work can be developed/improved are given although this may be brief and the link with the feedback may not be clear | | | * A full, detailed interpretation of the gathered feedback is conducted * There is an explicit link between the feedback and the identification of the areas for improvement, providing a clear reason for the latter * The areas for improvement are comprehensive and/or detailed and their potential for development is described | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Prepare an action plan to address weaknesses and improve performance | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | |
| * No recognisable action plan is provided * An action plan is prepared but it does not address the identified weaknesses nor improvement of performance | | * An action plan is prepared, complete with who, what, when, etc, that addresses the weaknesses and improvement of work performance | | | * There is an explicit linkage between the previous interpretation of feedback and the resulting action plan to address the identified weaknesses, providing a clear reason for the latter * The prepared action plan is comprehensive and detailed, complete with objectives, time scale, etc and additionally shows awareness of resource issues and review * The action plan addresses the weaknesses in a way that has the potential for a significant improvement in performance | | | | |
| / 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:** | | | |