**MARK SHEET –Understanding effective team working**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 effective working teams[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* Identify the characteristics of an effective team and the advantages of working in a team
 | **Referral [ca.6/24]** | **Pass [12/24]** | **Good Pass [ca.18/24]** |  |
| * Less than two characteristics of an effective team are identified and/or less than two advantages of working in a team are identified
* The characteristics and/or the advantages are incorrect or inaccurate or inappropriate
* Team characteristics are identified but not those that make a team effective
 | * At least two characteristics of an effective team are identified ***and*** at least two advantages of working in a team
 | * Several characteristics of an effective team ***and*** advantages of working in a team are clearly identified
* A wide range of different characteristics of an effective team ***and*** advantages of working in a team are clearly described, as opposed to merely identified, and relevant models referenced e.g. Belbin, Tuckman
 |
| / 24(min. of 12) | Pass or Referral |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AC 1.2Identify possible barriers to effective team working | **Referral [ca.5/20]** | **Pass [10/20]** | **Good Pass [ca.15/20]** |  |
| * Less than two possible barriers to effective team working are identified
* Barriers given but are inappropriate or incorrect
 | * At least two possible barriers (personal and/or physical) to effective team working are identified
 | * Several possible barriers to effective team working are described, as opposed to merely identified
* A range of different possible barriers to effective team working are described in some detail with examples to enhance. These may include but not be restricted to: location and dispersal of members, leadership, communications, personal values, problem behaviour, trust, disagreement and conflict
 |
| / 20(min. of 10) | Pass or Referral |
| AC 1.3* Outline the possible effects of identified barriers on the team
 | **Referral [ca.6/24]** | **Pass [12/24]** | **Good Pass [ca.18/24]** |  |
| * Less than two possible effects of the identified barriers on the team are given
* Possible effects of barriers on the team are outlined but are incorrect or do not relate to the possible barriers identified previously
 | * At least two possible effects of barriers on the team, as identified for the previous AC, are outlined
 | * Several effects of barriers to effective teamwork, as identified for the previous AC, are described in some detail as opposed to merely outlined
* A wide range of possible different effects are described in detail with some explanation of the cause and effect
 |
| / 24(min. of 12) | Pass or Referral |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AC 1.4* Explain how to create and maintain an effective team
 | **Referral [ca.8/32]** | **Pass [16/32]** | **Good Pass [ca.24/32]** |  |
| * No explanation is given of how to create and maintain an effective team
* How to create **or** how to maintain is not explained or an explanation is given but is incorrect or inappropriate
 | * Explanation is given of how both to create and maintain a team although the issue of team effectiveness may be more implicit than explicit
 | * Detailed explanation is given of how both to create and to maintain an effective team with the issue of how to ensure team effectives made explicit and clear
* Reference made to appropriate models e.g. Tuckman, Belbin or similar
 |
| / 32(min. of 16) | 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:** |