**MARK SHEET –: Workplace communication**

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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 [44 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 why clear and effective communication is essential in the workplace
 | **Referral [ca.4/16]** | **Pass [8/16]** | **Good Pass [ca.12/16]** |  |
| * There is no explanation of why clear and effective communication is essential in the workplace
* Explanation is minimal or incorrect
 | * An explanation of why clear and effective communication is generically essential is given although it is related implicitly rather than explicitly to the workplace and/or it is not explained what might be the result if communication is not clear and/or effective
 | * Gives a detailed explanation of why clear and effective communication is essential with its importance to the workplace made explicit
* Explains what constitutes clear and effective communication and how to ensure clarity and effectiveness
* Explains what might be the result if communication is not clear and/or effective
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| / 16(min. of 8) | Pass or Referral |
| AC 1.2* Outline the key stages in the communication process
 | **Referral [ca.3/12]** | **Pass [6/12]** | **Good Pass [ca.9/12]** |  |
| * No recognisable communication process given
* Stages of the communication process are not given or are given incorrectly
 | * Key stages in the communication process are briefly described including some, but not necessarily all of; sender, message, encoding, channel, receiver, decoding, feedback
 | * Clear and thorough explanation given of key stages in the communication process including: sender, message, encoding, channel, receiver, decoding, feedback. Consideration of the recipient’s needs may also be addressed. These terms are explained and example(s) given to enhance explanation
 |
| / 12(min. of 6) | Pass or Referral |
| AC 1.3* List potential barriers to communication and explain how these could be overcome
 | **Referral [ca.4/16]** | **Pass [8/16]** | **Good Pass [ca.12/16]** |  |
| * Potential barriers to communication are not given
* Barriers are given but ways of overcoming them are not
* Ways of overcoming barriers are incorrect or inappropriate
 | * At least two potential barriers to communication are briefly given (which may include some of; language differences, inattention, information overload, distractions, noise, emotions or other appropriate barriers) and it is briefly explained how at least some of these barriers could be overcome
 | * Several potential barriers to communication are described (which may include most of: language differences, inattention, information overload, distractions, noise, emotions or other appropriate barriers), as opposed to merely listed, andsome methods are explained in detail as to how each given barrier could be overcome
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| / 16(min. of 8) | Pass or Referral |
| **Assessment comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 2:** Understand methods of communication [16 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* Explain methods and their best use when communicating with the team
 | **Referral [ca.4/16]** | **Pass [8/16]** | **Good Pass [ca.12/16]** |  |
| * Ways of communicating are not explained
* Some communication methods are listed but not their best use when communicating with the team
 | * At least two methods of communicating are explained (such as written, telephone, e-mail, face-to-face discussions, team briefings, appraisals, toolbox talks or other appropriate ways) and how to use each method when communicating with the team is given although this explanation may be limited
 | * A range of communication methods are explained in detail and their best use when communicating with the team is made explicitly clear in detail
* The advantages/disadvantages of communication methods are identified
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| / 16(min. of 8) | Pass or Referral |
| **Assessment comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 3:** Understand the importance of maintaining accurate records of communication [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 3.1Explain why it is important to have a record of communication  | **Referral [ca.4/16]** | **Pass [8/16]** | **Good Pass [ca.12/16]** |  |
| * Nothing is given on keeping records of communication and/or its importance
* Records of communication are discussed but there is no explanation of their importance
 | * Reasons are given as to why it is important to have a record of communication. Reasons may include, but not be restricted to: as a reminder of what took place or was agreed and by whom; to be able to refer back to; proof that something happened and/or was carried out legally or ethically; potential disciplinary issues; to conform to individuals’ rights for information; Data Protection Act may be linked
 | * Clear and valid reasons, perhaps with examples, are explained in detail as to why it is necessary to have a record of communication and the importance of this is made explicitly clear
* An explanation is given of what might be the result if records of communication are not kept
 |
| / 16(min. of 8) | Pass or Referral |
| AC 3.2Outline the importance of keeping a record of oral communication | **Referral [ca.2/8]** | **Pass [4/8]** | **Good Pass [ca.6/8]** |  |
| * Nothing is given on the importance of keeping a record of oral communication
* Records of oral communication are discussed in general but there is no mention of their importance
 | * A brief description is given of why it is important to keep a record of oral communication. This may include, but not be restricted to: openness and transparency of interactions; as a factual reminder of what took place or was agreed; as proof that something did take place and/or was carried out legally or ethically; potential disciplinary issues; to conform to individuals’ rights for information; Data Protection Act may be linked
 | * Perhaps with examples, clear and valid reasons are explained, as opposed to merely outlined, as to why it is necessary to have a record of oral communication and the importance of this is made explicitly clear
* Outlines what might be the result if records of communication are not kept
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| / 8(min. of 4) | Pass or Referral |
| AC 3.3Describe methods of maintaining accurate records of electronic and oral communication  | **Referral [ca.4/16]** | **Pass [8/16]** | **Good Pass [ca.12/16]** |  |
| * No ways of maintaining accurate records of electronic and oral communication are given
* Ways of maintaining accurate records of electronic and oral communication are merely listed and no description is given or, if described, are incorrect or inappropriate for maintaining accurate records
 | * At least two ways of maintaining accurate records of electronic and oral communication are given although the description may be limited. The methods should enable some monitoring of accuracy of records
 | * A variety of methods of maintaining accurate records of electronic and oral communication are fully described and perhaps explained. Some of the methods may be documented or paper based whilst others are electronic. Examples of each may be given.
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| / 16(min. of 8) | Pass or Referral |
| **Section 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:** |