**MARK SHEET –Understanding change in the workplace**

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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 change in the workplace [52 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 potential internal or external reasons or factors for change in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No internal or external reasons or factors for change are given * Potential internal or external reasons or factors are given but no link shown with any change in the workplace | | * Valid potential internal or external reasons or factors for change are given | | | * Both internal and external reasons and factors for change are explained, as opposed to merely given * The source and/or recognition of benefits of change to the organisation are acknowledged and examples given | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Explain team members’ possible attitudes and responses to change at work | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Little or nothing is given on team members’ possible attitudes and responses to change at work * Team members’ possible attitudes and responses are given but are inappropriate or irrelevant or are not explained * There is some explanation of attitudes and responses to work but this is generic and not related to either the team members and to work | | * Team members’ possible attitudes and responses to change at work are briefly explained although the explanation (what, why and how) may be limited | | | * Team members’ possible different attitudes and responses to change at work are explained in some detail, making fully clear what the attitudes/responses might be; how and why they come about; and how they could affect the team members, the team and/or the change * Different attitudes and responses are explained and compared, the impact of both positive and negative attitudes on change at work are explained, good examples from workplace are given to enhance the explanation | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.3   * Identify potential barriers to change in the workplace and state how they can be overcome | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No barriers to change are identified or are given but are incorrect or inappropriate * Ways to overcome potential barriers are not identified or are incorrect or inappropriate | | * Potential barriers to change in the workplace are appropriately identified, including practical and human barriers, and, although they may be limited, ways of overcoming these barriers are given | | | * Practical and human barriers, potential or actual, are appropriately described, as opposed to merely stated, and methods for overcoming these barriers are explained, perhaps in some detail * The identified methods indicate levels of difficulty in overcoming the different types of barriers, with good examples given to enhance the explanation | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4   * Identify potential benefits of change in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No potential benefits of change in the workplace are identified or, if identified, are inappropriate * Potential benefits are identified but their connection with any change is not clear | | * Potential benefits of change in the workplace are appropriately identified. The changes could include major and minor changes, practical changes and personnel changes | | | * A variety of potential benefits of change in the workplace are described, perhaps in some detail, as opposed to merely identified, including major and minor changes, practical changes and personnel changes * Immediate, short term and longer term benefits are described, as opposed to merely identified, including identification of who/what benefits from the change with examples given to enhance the description | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to support the implementation of change in the workplace [48 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 how a team leader can implement change in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Nothing on how a team leader can carry out change in the workplace is given or, if given, is merely stated as opposed to explained * An explanation is given but is inappropriate or does not focus on the team leader’s role in implementing change | | * How a team leader can implement change in the workplace is explained, focusing on the team leader’s role in the change | | | * Step-by-step detailed explanation is given of what is typically involved in the team leader managing self and team to effectively implement change in the workplace with the practical and communication necessities recognised * Explanation of how to ensure change is in line with organisation’s culture, values and goals | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Explain how a team leader can support change in the team | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * Nothing given on how a team leader can support change in the team or is merely stated as opposed to explained * How a team leader can support change in the team is given but is incorrect or inappropriate | | * The ways in which a team leader can support change in the team are explained. This explanation may take into account the function of the team and the different roles, skills and experience of its members | | | * Detailed explanation is given of a range of ways in which a team leader can support change in the team taking into account the function of the team and the different roles, skills and experience of its members * Relevance of individual personalities and skillsets are recognised and the need to identify and address individual and team development needs | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.3   * Explain how to develop and maintain cohesion within a team during change | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | |
| * There is nothing on teamwork or cohesion within a team during change * The way(s) to develop and maintain cohesion within a team during change is not explained, the explanation is incorrect or inappropriate or a lack of understanding of team cohesion is evident | | * How to develop and maintain cohesion within a team during change is explained. To do this, there is initially some explanation of the key characteristics and drivers of team cohesion | | | * + A range of ways in which cohesion within a team can be retained and enhanced during change are clearly explained, taking into account some of: group identity and culture; value systems; the individual personalities within the team; nature of the change and the way the team culture impacts upon the success of the change * Ways of improving positive team identity and culture through teambuilding are recognised. Likely impact of poor cohesion is recognised | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | **Date of QA check:** | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | |