**MARK SHEET – Understand how to establish an effective team**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 how to develop and maintain effective working relationships | | | | | | | | | |
| **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 benefits of effective working relationships in developing and maintaining the team | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | |  | |
| * Working relationships in general are discussed but not in relation to their benefits for developing and maintaining the team * The benefits of effective working relationships in developing and maintaining the team are merely listed or described, as opposed to explained or, if explained, are minimal, incorrect or inappropriate | | * At least two benefits of effective working relationships in developing and maintaining the team are correctly and appropriately explained although the explanation may be limited | | * A correct, appropriate and detailed explanation is given of the link between working relationships and the development and maintenance of the team and the ways in which effective relationships benefit own team are explained, along with examples to enhance the explanation | | |
| / 20  (min. of 10) | Pass or Referral |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 1.2  Describe behaviours which could develop and maintain trust at work | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * Behaviours which could develop and maintain trust at work are merely stated or listed as opposed to described or, if described, are minimal, incorrect or inappropriate * There is a discussion of behaviours at work and/or of trust in general but there is no description of how the former can lead to the latter | | * A description is given of behaviours which could develop and maintain trust at work although the description may be limited | | * A thorough and detailed description is given of how behaviours can develop trust at work along with examples to enhance the explanation and an outline of how, in contrast, inappropriate behaviours can undermine trust at work | |  | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.3  Explain the role of communication in developing effective team working | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | |
| * The role of communication in developing effective team working is merely stated, as opposed to explained or, if explained, is incorrect, inappropriate or minimal * An explanation is given of the role of communication in general but not in relation to effective team working | | * The role of communication in developing effective team working is explained although the explanation may be limited | | * A thorough and detailed explanation is given of the role of communication in developing effective team working along with examples to enhance the explanation and an outline of how, in contrast, lack of communication can undermine team working | |  | |
| / 20  (min. of 10) | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | |
| **Learning Outcome / Section 2:** Understand how to build a team | | | | | | | | |
| **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  Explain the differences between a group and a team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | |  | |
| * The characteristics of a group and of a team are stated but with no explanation to clarify their differences * The differences between a group and a team are explained but are incorrect, inappropriate or minimal | | * A team is distinguished from a group by describing their different characteristics although the explanation of the actual difference between the two may be more implicit than explicit | | * The different characteristics of a group and a team are described leading to a thorough and detailed explanation of the difference between the two along with examples to enhance * The benefits of teams over groups are given and how this can/does impact upon the work of the team | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.2  Describe the stages of an established model of group formation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * The stages of group formation are merely stated or listed, as opposed to described, and/or with no reference to an established model * The stages of an established model of group formation are described but are incorrect or minimal | | * Stages of team development are described using an established model such as Tuckman’s forming, storming, norming and performing or other relevant model | | * Using a recognised model, the principal features of all the stages of team development are thoroughly described in detail * Effects on the team’s work of their progress through the stages are described and examples given from own work team | |  | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.3  Explain how a manager could benefit from knowing team members’ preferred roles as defined in an established team role model | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | |
| * No recognisable explanation is found of how a manager could benefit from knowing team members’ preferred roles * How a manager could benefit from knowing team members’ preferred roles is explained but does not relate to an established team role model or is incorrect, inappropriate or minimal | | * An explanation is given of the way in which a manager could benefit from knowing team members’ preferred roles as defined in an established team role model such as Belbin | | * A thorough and detailed explanation is given of how a manager could benefit from knowing team members’ preferred roles as defined in an established team role model along with examples to enhance the explanation | |  | |
| / 16  (min. of 8) | 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:** | |