**MARK SHEET –Managing own continuing professional development**

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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:** Be able to review personal and work-related development experiences, aims, objectives and priorities  |
| **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 1.1Evaluate prior learning and work-related experience to identify personal strengths and weaknesses in self-development | **Referral [*ca. 2/8*]** | **Pass [*4/8*]** | **Good Pass [*ca. 6/8*]** |  |
| * Prior learning and work-related experience are not addressed
* Prior learning and work-related experience is merely listed or described with no evaluation to identify personal strengths and weaknesses in self-development
* Prior learning and work-related experience is evaluated but the focus of the evaluation is something other than to identify personal strengths and weaknesses in self-development
* The evaluation of prior learning and work-related experience is incorrect or inappropriate, or is not sufficient to identify meaningful personal strengths and weaknesses in self-development
 | * Prior learning and work-related experience is appropriately and correctly evaluated to identify meaningful personal strengths and weaknesses in self-development, although:
* the range of prior learning and work-related experience evaluated is limited
* there is a bias toward prior learning or work-related experience
 | * A wide range of both prior learning and work-related experience is appropriately and correctly evaluated to identify meaningful personal strengths and weaknesses in self-development
 |
| / 8(min. of 4) | Pass or Referral |
| AC 1.2Assess personal development aims, objectives, and priorities for the long, medium and short term | **Referral [*ca. 3/12*]** | **Pass [*6/12*]** | **Good Pass [*ca. 9/12*]** |  |
| * Personal development aims, objectives, and priorities are not addressed, or are not based on a meaningful evaluation of prior learning and work-related experience, or are inappropriate or incorrect
* Personal development aims, objectives, and priorities are merely listed or described with no assessment using identified and valid criteria
* There is no awareness that personal development aims, objectives, and priorities are for the long, medium and short term
 | * Personal development aims, objectives, and priorities are based on a meaningful evaluation of prior learning and work-related experience and they are appropriately and correctly assessed using identified and valid criteria, although aims and objectives, and priorities are imprecise
* Personal development aims, objectives, and priorities are for the long, medium and short term, although the distinctions between the long, medium and short term are imprecise
 | * Personal development aims, objectives, and well-defined priorities:
* are based on a meaningful evaluation of prior learning and work-related experience
* are appropriately and correctly assessed using identified and valid criteria
* address the long, medium and short term
* demonstrate understanding of the distinction between aims and objectives
 |
| / 12(min. of 6) | Pass or Referral |
| **Assessment comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 2:** Be able to undertake and evaluate planned development activities  |
| **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 2.1Evaluate development opportunities for the long, medium and short term | **Referral [*ca. 3/12*]** | **Pass [*6/12*]** | **Good Pass [*ca. 9/12*]** |  |
| * Development opportunities are not addressed, or are inappropriate or insufficient, or are merely listed or described with no evaluation to provide a solution or recommendations, or there is no consideration of the long, medium and short term, or the evaluation is incorrect, inappropriate, or insufficient
 | * A correct, appropriate and limited but sufficient evaluation of a range of long, medium and short term development opportunities provides a solution or recommendations, although the range of development opportunities may be limited and the distinctions between the long, medium and short term may not always be clear
 | * A comprehensive evaluation of a wide range of differentiated long, medium and short term development opportunities provides a solution or recommendations
 |
| / 12(min. of 6) | Pass or Referral |
| AC 2.2Justify undertaking planned personal development activities to employment and learning supervisors | **Referral [*ca. 3/12*]** | **Pass [*6/12*]** | **Good Pass [*ca. 9/12*]** |  |
| * No argument or rationale is presented to justify undertaking planned personal development activities, or the justification is incorrect, inappropriate, or insufficient
 | * A correct, appropriate and limited but sufficient argument or rationale is presented to justify undertaking planned personal development activities, although the justification is based on limited evidence
 | * A correct, appropriate and detailed argument or rationale based on comprehensive and objective evidence is presented to justify undertaking planned personal development activities
 |
| / 12(min. of 6) | Pass or Referral |
| AC 2.3Negotiate and undertake planned and resourced development activities | **Referral [*ca.6/24*]** | **Pass [*12/24*]** | **Good Pass [*ca. 18/24*]** |  |
| * No evidence is provided that planned and resourced development activities are negotiated and undertaken, or the development activities are inappropriate or not based on an evaluation of development opportunities, or the planning and resourcing for the development activities is not addressed or is wholly insufficient for the scope of the personal development activities
 | * Evidence is provided that appropriate planned and resourced development activities based on an evaluation of development opportunities are, or are being, negotiated and undertaken, although the planning and resourcing for the development activities is limited but sufficient
 | * Evidence is provided that appropriate planned and resourced development activities based on an evaluation of development opportunities are, or are being, negotiated and undertaken, and the planning and resourcing for the development activities addresses the full scope of the personal development activities
 |
| / 24(min. of 12) | Pass or Referral |
| AC 2.4Evaluate the effectiveness of the development activities in meeting personal aims, objectives, and priorities | **Referral [*ca. 3/12*]** | **Pass [*6/12*]** | **Good Pass [*ca. 9/12*]** |  |
| * There is no evaluation of the development activities undertaken to provide a conclusion or recommendations as to their effectiveness in meeting personal aims, objectives, and priorities, or the evidence base is wholly insufficient for a meaningful evaluation, or the evaluation is wholly subjective with no evidence provided, or the evaluation does not address personal aims, objectives, and priorities
 | * Development activities undertaken are evaluated to provide a meaningful conclusion or recommendations as to their effectiveness in meeting personal aims, objectives, and priorities, although the evidence base used or comparisons between individual development activities is limited
 | * Development activities undertaken are evaluated and ranked using a wide range of objective evidence to provide a meaningful conclusion or recommendations as to their effectiveness in meeting personal aims, objectives, and priorities
 |
| / 12(min. of 6) | Pass or Referral |
| **Section comments** (optional): | **Verification comments** (optional): |
| **Learning Outcome / Section 3:** Be able to review and reflect on learning and its effect on workplace performance  |
| **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 3.1Critically review how learning and development has been applied in the workplace to improve own or others’ performance | **Referral [*ca. 3/12*]** | **Pass [*6/12*]** | **Good Pass [*ca. 9/12*]** |  |
| * How learning and development has been applied in the workplace has not been addressed, or is incorrect, inappropriate, or insufficient, or the learning and development is not based on planned development activities
* How learning and development has been applied in the workplace has merely been listed or described with no critical review using theory or evidence to make a judgement as to the improvement of own or others’ performance in the workplace leading to conclusions or recommendations for further actions
 | * How learning and development has been applied in the workplace is based on planned development activities and has been critically reviewed using a combination of theory and evidence both to make a judgement as to the improvement of own or others’ performance in the workplace and to draw conclusions or make recommendations for further actions, although the evidence base used or comparisons between individual development activities is limited
 | * How learning and development has been applied in the workplace is based on planned development activities and has been critically reviewed using a combination of theory and a wide and objective evidence base both to make a judgement as to the improvement of own or others’ performance in the workplace and to draw conclusions or make recommendations for further actions
 |
| / 12(min. of 6) | Pass or Referral |
| AC 3.2Review and revise short, medium and long-term goals based upon personal development activities and their impact on the workplace | **Referral [*ca. 2/8*]** | **Pass [*4/8*]** | **Good Pass [*ca. 6/8*]** |  |
| * Review and revision of short, medium and long-term goals is not addressed, or is incorrect, inappropriate, or insufficient, or is not based upon personal development activities and their impact on the workplace
* Review and revision of short, medium and long-term goals has merely been listed or described with no review to make a judgement using theory or evidence on the impact of personal development activities on the workplace, or the review is so limited as to preclude a meaningful revision
 | * Short, medium and long-term goals have been appropriately and correctly reviewed using a combination of theory and evidence to make a meaningful judgement on the impact of personal development activities on the workplace, although the evidence base is limited
* Short, medium and long-term goals are revised in accordance with the review, although the distinctions between the long, medium and short term are imprecise
 | * Short, medium and long-term goals have been appropriately and correctly reviewed using a combination of theory and a wide and objective evidence base to make a meaningful judgement on the impact of personal development activities on the workplace
* Short, medium and long-term goals are clearly differentiated and are all revised in accordance with the review
 |
| / 8(min. of 4) | 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 of QA Check:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:****Date of QA check:** |