**MARK SHEET – Planning and allocating work**

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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:** Know how to plan work in the workplace | | | | | | | | | |
| **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  Identify organisational targets relevant to the team | **Referral [ca. 1/4]** | | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | | |  | |
| * Less than two recognisable organisational targets found * Targets are given **but** they are non-specific and not recognisable as organisational targets and/or as having any identifiable relevance to the team | | * At least two organisational targets are given that are relevant to the team although the targets may not be clear or specific and/or their relevance to the team may be more implicit than explicit | | * A range of SMART organisational targets are given and prioritised along with their relevance to the team being explicitly made clear in some detail | | |
| / 4  (min. of 2) | Pass or Referral |

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| AC 1.2  Set SMART objectives for the team to achieve the targets | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | |
| * Less than two objectives for the team are found * At least two objectives are given **but** they are not acceptably SMART and/or they are not objectives for the team and/or they do not recognisably address the targets identified for the previous AC | * At least two SMART objectives are given for the team to achieve the targets identified for the previous AC although **one** element of SMART may be missing (e.g. there may be no measurability) and/or their link to the organisation targets may be more implicit than explicit | | * Several fully SMART objectives are given for the team to achieve the targets at AC 1.1 with an outline of how they could contribute to the organisation targets |  | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.3  Use a technique to plan to achieve the objectives | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * No acceptable plan is found * A plan is given **but** does not recognisably address the objectives | * A plan to achieve the objectives set for AC 1.2 is given although the plan may be limited and missing some elements of what, who, when, with what, etc. | | * A thorough and detailed plan is given with a detailed step-by-step explanation of how it is intended to achieve the objectives |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain how to monitor and control a planned activity | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * The monitoring and control of a planned activity is merely stated as opposed to explained * A way to monitor a planned activity is explained but there is no explanation of control, or vice versa, and/or the explanation is minimal or incorrect | * How to monitor and control a planned activity is explained although either monitoring or controlling may be limited | | * A thorough and detailed step-by-step explanation is given of a technique for monitoring and controlling along with an outline of how monitoring leads to control of a planned activity |  | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | |

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| **Learning Outcome / Section 2:** Know how to allocate work to team members | | | | | |
| **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  Identify resources required to complete a planned activity | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** |  | |
| * Non-specific resources are identified but are minimal or inappropriate and/or have no recognisable relevance to completing a planned activity | * Resources required to appropriately complete a planned activity are correctly identified although why they are required may be more implicit than explicit | * A range of required resources is identified along with an explanation of why they are required and how they will be used to complete the planned activity |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.2  Explain how to allocate work to team members | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * No recognisable explanation is found of how to allocate work to team members * An explanation is given of how to allocate work to team members but it is minimal, incorrect or inappropriate | * How to allocate work to team members is explained although the explanation may be limited | * A detailed step-by-step explanation is given of the process of allocating work to team members |  | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.3  Explain how to assess and support team performance in achieving objectives | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | |
| * No recognisable explanation is found of how to assess and support team performance * An explanation is given of a way generally to assess and support the team’s work but has no recognisable focus on achieving objectives * An explanation is given of how to assess and support team performance in achieving objectives but is minimal, incorrect or inappropriate | * How to assess and support team performance in achieving objectives although is explained, the explanation may be limited and/or the link between team performance and objectives may be more implicit than explicit | * A full explanation is given of how to assess and support team performance with an outline of how the team’s work is intended to contribute to the achievement of the objectives given for AC 1.2 * A range of ways in which to assess and support team performance is thoroughly explained in detail with a detailed description of how the team’s work is focussed on the achievement of the objectives identified for AC 1.2 |  | |
| / 16  (min. of 8) | Pass or Referral |

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| **Section comments** (optional): | | | **Verification comments** (optional): | | | |
| **Learning Outcome / Section 3:** Understand how to improve the performance of a team in delivering to plan | | | | | | |
| **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 3.1  Identify a possible cause of variance from a planned activity | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** |  | |
| * A possible cause of variance is given **but** it is minimal, inappropriate and/or there is no recognisable cause-and-effect link with the variance | * One possible cause of variance from a planned activity is identified | | * One possible cause of variance is identified along with the way in which the cause could cause the variance and an example to illustrate |
| / 8  (min. of 4) | Pass or Referral |
| AC 3.2  Identify actions to overcome causes of variance | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | |
| * Less than two actions to overcome causes of variance are given * Actions are given but they are minimal, inappropriate and/or show no recognisable potential for overcoming the causes | * In order to overcome causes of variance, at least two actions are identified that are appropriate and plausible in overcoming the causes | | * Several actions to overcome the causes of variance identified for AC 3.1 are identified along with an outline of how they could overcome the causes identified |  | |
| / 8  (min. of 4) | Pass or Referral |
| AC 3.3  Explain how to involve team members in identifying ways to improve performance to meet objectives | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | |
| * An explanation is given **but** it is minimal, incorrect or inappropriate * An explanation is given **but** it explains non-specific involvement of team members generally with no recognisable relevance to improving performance and/or to meeting objectives | * At least one way to involve team members in identifying ways to improve performance to meet objectives is explained, although the explanation may be limited | | * A thorough and detailed explanation is given of a range of techniques to involve team members to improve performance to meet objectives |  | |
| / 12  (min. of 6) | Pass or Referral |

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| **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:** |