



Unit title	Evaluate and Improve Own Performance in a Business Environment
SQA code	H67C 04
SCQF level	7
SCQF credit points	6
SSC ref	Unit 29

History of changes

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Title		Evaluate and Improve Own Performance in a Business Environment	
Learning Outcomes		Assessment Criteria	
The candidate will:		The candidate can:	
1	Understand how to evaluate and improve own performance.	1.1	Analyse the purpose and benefits of continuously improving work.
		1.2	Evaluate the purpose and benefits of encouraging and accepting feedback from others.
		1.3	Analyse ways of evaluating own work.
		1.4	Evaluate the purpose and benefits of trying out possible improvements to own work.
		1.5	Analyse how learning and development can improve own work, benefit organisations, and further own career.
		1.6	Evaluate possible career progression routes and the opportunities they offer.
		1.7	Analyse possible development opportunities and the benefits they offer.
		1.8	Evaluate the advantages and disadvantages of a learning plan.
2	Be able to evaluate and improve own performance using feedback from others.	2.1	Encourage and accept feedback from other people.
		2.2	Make recommendations to improve work performance.
		2.3	Complete work tasks, consistently using recommended new ways of working.
		2.4	Evaluate work completed for improvements and effectiveness.
		2.5	Evaluate changes made for improvements and effectiveness.
3	Be able to use evaluation and feedback to develop and use a learning plan.	3.1	Evaluate own performance, using feedback from others, and identify where further learning and development will improve own work.

Learning Outcomes	Assessment Criteria
The candidate will:	The candidate can:
	<p>3.2 Make recommendations and develop a learning plan to improve own work performance, that meets own needs.</p> <p>3.3 Implement a learning plan for improvement to own work.</p> <p>3.4 Review and evaluate progress against learning plan and make updates for improving own work and further learning.</p>

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will be able to take responsibility for evaluating their own performance in work tasks, then take responsibility for making and evaluating changes that make sure they will be able to work effectively and efficiently in a business environment alongside other people.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
N/A
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Evidence must be authentic, current, sufficient for purpose and valid — and should come from real work produced in the workplace. Where the assessment is regarding a candidate's knowledge and understanding it should be related to the candidate's workplace or working situation. Real work is defined as the provision of a product or service which, if not carried out by the candidate, would require someone else to do it.

It will be the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The agreed methods must be:

- ◆ valid
- ◆ reliable
- ◆ safe and manageable
- ◆ suitable to the needs of the candidate

Simulation is not acceptable as a form of evidence for this Unit.

Guidance on Instruments of Assessment

This Unit is designed to assess the skills and knowledge of candidates in the workplace.

Acceptable Types of Evidence

A range of different types of evidence is desirable to demonstrate achievement of this Unit. Assessors may consider a number of methods of gathering evidence. These could include:

- ◆ **Observation:** this should form a substantial part of the evidence.
- ◆ **Product evidence:** as would be contained within a portfolio or signposted to its location within in the workplace.
- ◆ **Professional Discussion:** an in-depth discussion recorded electronically or in writing. Assessors must be able to authenticate what candidates have discussed. This may be through confirmation from a third party or sight of the documentation discussed.
- ◆ **Witness Testimony:** in writing or verbally to the assessor. This could include existing in-house records such as internal audit records, call monitoring, observation and file review checklists. The name of the witness and their relationship to the candidate should be clearly documented.
- ◆ **Questioning:** using open questions to elicit detailed and articulate replies. Assessor records should include sufficient detail to justify assessment decisions.
- ◆ **Recognition of Prior Learning:** this should be acknowledged where appropriate. In all instances where recognition of prior learning is used as a form of evidence, assessors must ensure the candidate's knowledge or competence remains current and that all Assessment Criteria have been met through valid assessment tools.

Guidance on Instruments of Assessment (cont)

Assessors should discuss decisions to be made with candidates at an early stage as to the suitability of particular forms of evidence (eg candidate statements, photographic evidence, video recordings).

Holistic assessment is encouraged and one piece of evidence can be used to meet the requirements of more than one Learning Outcome, Assessment Criterion, or Unit.

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website:

http://www.sqa.org.uk/files_ccc/GuideToAssessment.pdf