



Unit title	Developing Commercial Awareness
SQA code	H67G 04
SCQF level	8
SCQF credit points	5
SSC ref	Unit 09

History of changes

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Title	Developing Commercial Awareness	
Learning Outcomes		Assessment Criteria
The candidate will:		The candidate can:
1	Understand own employer's business.	<p>1.1 Explain own employer's objectives and strategy and its position in the market.</p> <p>1.2 Explain own employer's organisational structure and that of its senior leadership team.</p> <p>1.3 Analyse the services and/or products own employer provides and how it makes money.</p> <p>1.4 Explain how own employer adds value to its clients through the services and/or products it provides.</p>
2	Understand how relationships are managed between own employer and its clients.	<p>2.1 Evaluate own employer's and client's role and responsibilities on a project.</p> <p>2.2 Explain the contractual obligations that apply between own employer and client.</p> <p>2.3 Explain how to manage client expectations.</p> <p>2.4 Evaluate the impact on individuals and own employer of not fulfilling agreements made with colleagues, clients and stakeholders.</p>
3	Understand a client's business.	<p>3.1 Analyse a client's organisational structure and that of its senior management team.</p> <p>3.2 Explain what services and/or products a client provides and how it makes money.</p> <p>3.3 Analyse the objectives and strategy of a clients' business and its position in the market.</p>

Learning Outcomes	Assessment Criteria
The candidate will:	The candidate can:
4 Understand the implications of operating ethically.	4.1 Explain what operating ethically means in a business context. 4.2 Explain the implications for a business and its stakeholders of operating ethically.

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will develop an understanding of their own employer's business, the business of its clients and how relationships are managed between their own employer and its clients, and the implications of a business operating ethically.
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