



Unit title	Understanding and Maintaining Effective Business Relationships
SQA code	H67P 04
SCQF level	8
SCQF credit points	6
SSC ref	Unit 42

History of changes

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Title	Understanding and Maintaining Effective Business Relationships	
Learning Outcomes		Assessment Criteria
The candidate will:		The candidate can:
1	Understand the aim and purpose of the management accounting function.	1.1 Analyse the differences between the management accounting function and the financial accounting function in an organisation. 1.2 Explain how management accounting information benefits the organisation.
2	Understand why an organisation uses external professional advisors.	2.1 Explain the role of external professional advisors and the benefits they provide to an organisation.
3	Be able to communicate effectively with internal and external stakeholders.	3.1 Communicate with internal and external stakeholders using language and tone appropriate to the relationship. 3.2 Clearly articulate key messages face to face, over the phone and on email. 3.3 Evaluate own role in a particular communication situation or process. 3.4 Identify ways to communicate more effectively in future communication situations.
4	Understand how to build productive working relationships with internal and external stakeholders.	4.1 Identify a situation where other parties/stakeholders preferred outcome differs from their own. 4.2 Explain the importance of understanding stakeholders' priorities and objectives when building relationships. 4.3 Consider how the different perspectives are resolved.
5	Understand that the way an individual communicates is important when attempting to influence the behaviour of others.	5.1 Explain how the language and tone used when communicating can influence the behaviour of others. 5.2 Explain how to use persuasion when communicating to reach a mutually agreeable outcome.

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will understand and be able to maintain professional relationships with internal and external stakeholders.
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