



Unit title	Solve Business Problems
SQA code	H6GX 04
SCQF level	6
SCQF credit points	4
SSC ref	CFA19

History of changes

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Version number	Date	Description	Authorised by
02	20/11/14	Update to Unit assessment information.	Qualifications Officer

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Title		Solve Business Problems	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Understand business problems and their causes.	1.1	Describe ways of recognising when a business problem exists.
		1.2	Explain how to identify possible causes of business problems.
		1.3	Describe ways of analysing business problems.
2	Understand techniques for solving business problems.	2.1	Describe different ways of planning to solve a business problem.
		2.2	Describe different ways of solving business problems.
		2.3	Give reasons for having support and feedback from others when problem solving.
		2.4	Explain the purpose of regularly reviewing progress and adjusting plans during problem solving.
		2.5	Describe ways of recognising when a problem has been solved.
3	Understand factors that influence solutions to business problems.	3.1	Describe the possible effects of organisational policies and procedures when solving business problems.
		3.2	Describe the possible effects of legal or regulatory requirements when solving business problems.
4	Understand how to evaluate approaches to solving business problems	4.1	Describe ways of evaluating approaches to solving business problems.
		4.2	Describe ways of evaluating solutions to problems for effectiveness.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
5 Be able to recognise and analyse business problems	5.1 Recognise a business problem. 5.2 Confirm own understanding of a business problem. 5.3 Identify reasons for a business problem. 5.4 Analyse a business problem, getting additional information, as required. 5.5 Work with others to agree what the business problem is.
6 Be able to plan and carry out own solution to the business problem.	6.1 Develop and justify an approach for how to solve the business problem. 6.2 Develop own plan to solve the business problem. 6.3 Identify ways of deciding when the problem has been solved. 6.4 Agree own plan, with others as required. 6.5 Carry out own plan to solve the business problem, involving others as required. 6.6 Use support and feedback from others to help reach a solution. 6.7 Regularly check progress towards solving the business problem. 6.8 Use feedback and progress reports to adjust the plan, as required. 6.9 Confirm that the problem has been solved, with others as required.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
7 Be able to evaluate own solution to the business problem.	7.1 Evaluate own approach to solving the business problem for its effectiveness. 7.2 Evaluate own solution to the business problem for its effectiveness. 7.3 Evaluate alternative approaches and solutions for possible effectiveness.

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about recognising that there is a problem with the way work is being carried out in a business environment and analysing the problem for possible causes.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
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

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

a clear, authentic statement indicating how the learner carries out their job
dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide 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 www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.