

Higher National Unit Specification

General information for centres

Unit title: Work Role Effectiveness (2003)

Unit code: DG6E 34

Unit purpose: To give credit to those currently or recently in employment who were effective in an occupational role similar (but not necessarily identical) to that broadly defined by the national occupational standards used in Scottish Vocational Qualifications (SVQs) at level 3 and where that role has been executed at levels of autonomy described at SCQF level 7.

This Unit has been designed for use in HN frameworks developed using the 2003 design principles. An analogous Unit has been produced for use in frameworks using 1988 design rules.

Outcomes

1. Describe the skills and knowledge personally used to perform the duties of their occupation.
2. Compare current or recent work activities and achievements with national occupational standards broadly equivalent to SVQ level 3.
3. Identify personal developmental aims with a short, outline plan for achieving these aims.

Credit value: 3 HN Credits at SCQF level 7: (24 SCQF credit points at level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates will need to have a broad knowledge of a role outlined in an SVQ level 3 information sheet (that is normal knowledge of the occupational role, not detailed knowledge of the national occupational standards). They will need to have the skills to perform a role similar to this to the satisfaction of a bona fide employer. This will have been in the recent past (within the last six months) and they should have been effective in that role for at least twelve months.

Core skills: Opportunities for the development of Core Skills will be identified during the course of the Unit, as will opportunities for generating evidence for Core Skills certification. There is no automatic certification of Core Skills in this Unit.

General information for centres

Context for delivery: The context of delivery for this Unit is routine performance appraisal and development activities in or for employment. These may take place within a well structured company system or as a developmental service given by approved centres to individuals or smaller firms.

Assessment: Evidence for the Unit will include self appraisal materials generated by the candidate. This will be confirmed or amended by employer comment (or report) and assessed in a professional interview by the assessor for this Unit.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.

Outcome 1

Describe the skills and knowledge personally used to perform the duties of their occupation

Knowledge and/ or skill

- ◆ The name, location and general activities of their employing organisation
- ◆ The designation and general duties of their role
- ◆ Specific knowledge and skills needed to carry out their role
- ◆ Specific personal knowledge and skills they bring to effective performance in their role
- ◆ Relationship of their role to others in their employing organisation
- ◆ Relationship of their role to the overall mission of their employing organisation
- ◆ Sources of information regarding the above in their organisation or alternative sources to fill in gaps
- ◆ Processes in their organisation for performance management and staff development

Evidence requirements

The evidence of achievement will be in the form of the first part of a personal appraisal report. It should be the equivalent of two pages long (approximately 850 words) and should address all the knowledge and skills above. Evidence of the authenticity of the candidate's report and claims should be included, either by employer authentication or by appending official documents (for example, corporate plan; annual report; organisational chart; role profile; person specification; contract of employment)

Assessment guidelines

Holistic assessment (see Outcome 3)

Higher National Unit specification: statement of standards (cont)

Unit title: Work Role Effectiveness (2003)

Outcome 2

Compare current or recent work activities and achievements with national occupational standards broadly equivalent to SVQ level 3

Knowledge and/or skills

- ◆ The nature of national occupational standards
- ◆ The Unit titles and summaries of an SVQ at level 3 related to current or recent employment
- ◆ SCQF level descriptor for SCQF level 7
- ◆ How to plan work activities within broader mission and aims
- ◆ How to investigate and describe performance against plans
- ◆ Ways of getting and handling critical feedback on performance
- ◆ How to record achievements against expectations
- ◆ How activities and achievements relate to the SVQ Unit titles and summaries

Evidence requirements

A self- appraisal report equivalent to between two and four pages (approximately 850 – 1700 words) relating to a role currently or recently occupied.

The role should:

- ◆ be similar to the one described in the national occupational standards for a level 3 SVQ
- ◆ have been occupied for a minimum of twelve consecutive months.

The appraisal should include confirmatory evidence. This would normally be in the form of a recent performance appraisal report or a reference from an employer.

To achieve this Unit, candidates must be operating satisfactorily in a work role matched against three quarters of the mandatory aspects (referred to in the SVQ Unit titles and/or summaries) of the national occupational standards and at least half the number of optional aspects.

Assessment guidelines

Holistic assessment, see Learning Outcome 3

Higher National Unit specification: statement of standards (cont)

Unit title: Work Role Effectiveness (2003)

Outcome 3

Identify personal developmental aims with a short, outline plan for achieving these aims

Knowledge and/or skills

- ◆ Differences between the candidate's technical skills, knowledge and understanding, personal attributes, and the challenges of the current role and the organisational environment
- ◆ Preconditions of the ability to communicate and work with others, use numbers and informational technology and work unsupervised in key aspects of own role
- ◆ Areas of personal achievement on which the candidate wishes to build for career purposes
- ◆ Areas of personal achievement which did not come up to the candidate's own expectations and the reasons for this
- ◆ Opportunities for further development available in current role or in current organisation
- ◆ Sources of advice and support to access training and development
- ◆ Where to access learning opportunities

Evidence requirements

The candidate should agree a summary of the outcomes of a performance appraisal interview, which should have lasted between one and two hours. The summary should be the equivalent of two pages (approximately 850 words). It should confirm or clarify the candidate's appraisal. In addition it should identify at least:

- ◆ one work achievement on which the candidate wishes to build for career progression purposes, with a realistic suggestion of how this is going to be achieved
- ◆ one area of personal achievement which did not come up to the candidate's own expectations, with a realistic suggestion of how this is going to be addressed.

The summary should be authenticated by the candidate and the performance appraisal interviewer.

Assessment guidelines (for Outcomes 1 to 3)

Ideally, the assessment for this Unit will draw upon performance management processes already in use in employment. These would normally include easy access to:

- ◆ Organisational mission or purpose
- ◆ Corporate, Unit or Section Plans
- ◆ Organisational Charts or diagrams, including who does what
- ◆ Job Role Profile and Person Specification
- ◆ Induction into the nature and processes of performance management
- ◆ Briefing for the performance appraisal interviewer and staff member being interviewed

Higher National Unit specification: statement of standards (cont)

Unit title: Work Role Effectiveness (2003)

- ◆ Guidance documentation and structured forms to help the staff member prepare for a performance appraisal interview
- ◆ Recording documentation for the interviewer
- ◆ Clear policies on opportunities for further training and development
- ◆ Clear processes by which these can be accessed

Where such as system has not yet been fully developed, or cannot be accessed, candidates should be:

- ◆ briefed on the nature of performance appraisal processes
- ◆ briefed on purposes of national occupational standards
- ◆ provided with the Unit titles and summaries which comprise the national occupational standards for a role similar to that for which they are seeking credit (see Appendix 1 for an example).
- ◆ provided with a format for employer comment. This should be similar to that used by the candidate. Alternatively, the employer (or line manager) may comment on and authenticate the candidate's self-appraisal.
- ◆ invited to a performance appraisal interview, focusing on the self-appraisal. The arrangements for this interview should be in line with good practice in employment. In particular, the confidentiality of the interview should be maintained. The candidates should be assured that nothing will be shared with a third party without their express consent. The purpose of the interview is to clarify and confirm (or modify in agreement) the candidate's self-appraisal and future plans.

Administrative Information

Unit code:	DG6E 34
Unit title:	Work Role Effectiveness (2003)
Superclass category:	HB
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Higher National Unit specification: support notes

Unit title: Work Role Effectiveness (2003)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 180 hours.

Guidance on the content and context for this Unit

The content will be the knowledge, skills and attributes a candidate has developed in the context of employment (for at least a year) of a bona fide employer. The skills, etc will normally be laid out in the national occupational standards (at SVQ level 3) for the candidate's occupational role. These are developed for the whole of the United Kingdom by Sector Skills Councils (SSCs). Appendix 1 gives an example of an information sheet setting out the broad requirements of an occupational role at SVQ level 3. More information on SSCs can be accessed via the website of the Sector Skills Alliance Scotland (SSAScot) on www.ssascot.org.uk. Candidates should broadly comply with the overall aims of Units which apply to their role. Only if they wish to progress to achieve a full SVQ (or an SVQ Unit) would they need to comply with the detail of the national occupational standards. Appendix 2 gives the level descriptions for SCQF level 7.

Guidance on the delivery and assessment of this Unit

This should be delivered using the normal annual appraisal methods of the industry concerned. A candidate and tutor guide has been produced, summarising these methods. This will be useful for candidates employed in organisations without a formal system.

Open learning

Self-appraisal and employer comment may be done at a distance (by letter, email, etc) and the candidate/tutor interview conducted by video conferencing. Alternatively, the approved centre may inspect the performance appraisal system used in the candidate's workplace and accept its outcome. So long as the approved centre can assure the authenticity of the claims and appraisals, face-to-face contact with the candidate need not always be required.

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

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To give HN credit to those currently or recently in employment who were effective in an occupational role similar to that defined by the national occupational standards used in Scottish Vocational Qualifications (SVQs) at level 3 and where that role has been executed at levels of autonomy described at SCQF level 7.

The assessment approach will be based on performance appraisal systems common in employment. Self-appraisal against a role profile (including SVQ Unit titles and outlines) will be combined with employer appraisal (or references), both of which will be moderated in a professional interview conducted by an assessor at an HN centre approved to offer this Unit. The candidates will also begin to identify their own developmental or training needs.

On completion of the Unit the candidate should: be acquainted with performance appraisal approaches; be familiar with the outline of an occupational role defined by an SVQ at level 3; confirm relevant achievements at work as being comparable to those outlined in the national occupational standards used.

Following successful completion of the Unit, candidates will be able to

- ◆ Use the HN credit as part of an HNC or HND
- ◆ Use the HNC or HND as credit towards a degree or professional qualification
- ◆ Gather more detailed evidence of achievement to match the requirements of SVQ Units used in the role profile
- ◆ Otherwise seek to satisfy the developmental or training needs identified.

**National Occupational Standards for:
SVQ Management level 3**

Awarded by **The Scottish Qualifications Authority, the
Management Charter Initiative and the Institute of
Management** Accredited from 23 September 1997 to 31
October 2004 Group award number: G47B 23 **Standards**

This SVQ is based on standards developed by the Management Standards Centre. The Management Standards Centre represents a wide variety of supervisors and managers working in a broad range of industrial and commercial organisations. **The detailed standards for this SVQ can be obtained from the Management Standards Centre on 020 7240 2826.**

Structure of the SVQ

The way the SVQ is made up is shown below. The **unit title** appears in bold and the elements that make up each unit are listed under the unit title.

Mandatory units

Candidates for the SVQ must complete **all** of these units:

B77D 04

Maintain Activities to Meet Requirements

- 1 Maintain work activities to meet requirements
- 2 Maintain healthy, safe and productive working conditions
- 3 Make recommendations for improvements to work activities

D1HW 04

Support the Efficient Use of Resources

- 1 Make recommendations for the use of resources
- 2 Contribute to the control of resources

B73D 04

Manage Yourself

- 1 Develop your own skills to improve your performance
- 2 Manage your time to meet your objectives

B4V5 04

Create Effective Working Relationships

- 1 Gain the trust and support of colleagues and team members
- 2 Gain the trust and support of your manager
- 3 Minimise conflict in your team

B77N 04

Manage Information for Action

- 1 Gather required information
- 2 Inform and advise others
- 3 Hold meetings

Optional units

Candidates for the SVQ must also complete **two** of the following units, in addition to the mandatory units:

B6TK 04

Contribute to the Selection of Personnel for Activities

- 1 Contribute to identifying personnel requirements
- 2 Contribute to selecting required personnel

B6TL 04

Contribute to the Development of Teams and Individuals

- 1 Contribute to the identification of development needs
- 2 Contribute to planning the development of teams and individuals
- 3 Contribute to development activities
- 4 Contribute to the assessment of people against development objectives

B6LM 04

Lead the Work of Teams and Individuals to Achieve Their Objectives

- 1 Plan the work of teams and individuals
- 2 Assess the work of teams and individuals
- 3 Provide feedback to teams and individuals on their work

B6LN 04

Respond to Poor Performance in Your Team

- 1 Help team members who have problems affecting their performance
- 2 Contribute to implementing disciplinary and grievance procedures

B6LP 04

Identify Improvements to Energy Efficiency

- 1 Identify opportunities to improve energy efficiency
- 2 Recommend improvements to energy efficiency

B6LR 04

Provide Advice and Support for Improving Energy Efficiency

- 1 Encourage involvement in energy efficiency activities
- 2 Provide advice on the competences needed to use energy efficiently
- 3 Provide advice on the training needed to use energy efficiently

B6KK 04

Provide Advice and Support for the Development and Implementation of Quality Systems

- 1 Provide advice and support for the assessment of processes and working environments
- 2 Provide advice and support for the development of plans to improve quality systems
- 3 Provide advice and support for the development of measurement systems
- 4 Provide advice and support for the collection, analysis and documentation of information

B6KX 04**Carry Out Quality Audits**

- 1 Audit compliance with quality systems
- 2 Follow up quality audits

B845 04**Contribute to Improving Environmental Performance During Working Activities**

- 1 Maintain environmental performance during work activities
- 2 Make changes to work activities which improve environmental performance

B846 04**Audit Environmental Performance**

- 1 Prepare to audit environmental performance
- 2 Carry out auditing in accordance with an agreed specification
- 3 Make recommendations based on the results of the audit

B847 04**Identify, Implement and Monitor Action to Improve Environmental Performance**

- 1 Identify the scope for improving environmental performance
- 2 Implement and monitor action to maintain and improve environmental performance

There may be publications available to support this SVQ. For more information, please contact:

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Website: <http://www.sqa.org.uk/SVQ>

MANAGEMENT 3/26.03.03/SQA

SCQF Level 7 – (SHE level 1, Cert HE, HNC, Advanced Higher are examples of qualifications at this level)

NB: The descriptors set out the characteristic generic outcomes of each level. They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made between qualifications and learning at different levels. They are not intended to give precise nor comprehensive statements and there is no expectation that every qualification or programme should have all of the characteristics. The descriptors have been developed through a series of consultations and are offered as a first working guide and will be revised in the light of feedback on their use.

Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
Demonstrate and/or work with: ♦ a broad knowledge of the subject/discipline in general ♦ knowledge that is embedded in the main theories, concepts and principles ♦ an awareness of the evolving/changing nature of knowledge and understanding ♦ an understanding of the difference between explanations based in evidence and/or research and other forms of explanation and of the importance of this difference	Use some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline. Practice these in both routine and non-routine contexts.	Present and evaluate arguments, information and ideas which are routine to the subject/discipline. Use a range of approaches to addressing defined and/or routine problems and issues within familiar contexts.	Use a wide range of routine skills and some advanced skills associated with the subject/discipline – for example: ♦ <i>convey complex ideas in well-structured and coherent form</i> ♦ <i>use a range of forms of communication effectively in both familiar and new contexts</i> ♦ <i>use standard applications to process and obtain a variety of information and data</i> ♦ <i>use a range of numerical and graphical skills in combination</i> ♦ <i>use numerical and graphical data to measure progress and achieve goals/targets</i>	Exercise some initiative and independence in carrying out defined activities at a professional level. Take supervision in less familiar areas of work. Take some managerial responsibility for the work of others within a defined and supervised structure. Manage limited resources within defined areas of work. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities in carrying out and evaluating tasks. Work with others in support of current professional practice under guidance.