

FX1A 04 (HD14) Lead the Work of Teams and Individuals to Achieve their Objectives

Elements of competence

- HD14.1 Plan the work of teams and individuals
- HD14.2 Assess the work of teams and individuals
- HD14.3 Provide feedback to teams and individuals on their work

About this Unit

This Unit is about the worker making best use of their team and its members so that they can achieve their objectives. It covers planning and assessing work, and providing feedback to team members. Workers need to plan their team's work in ways which make the best use of their individual skills. They need to agree objectives with individuals, plan their work in line with effective practice, appraise individuals against their agreed objectives, demonstrate where individual and team objectives have been achieved, and, where they have not, and provide constructive feedback, development or training to improve performance.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
◆ Simulation is NOT permitted for this Unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none">◆ Direct observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you in meetings when you are planning, assessing and giving feedback to teams and individuals on their work.◆ Reflective account/Professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of your involvement in the planning, assessing and feedback to teams and individuals on their work.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none">◆ Questioning/Professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures that cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.◆ Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. Working with offending behaviour can pose a number of challenges for direct observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be require to work closely with your assessor in the evidence gathering process.◆ Witness testimony: Can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends.◆ Products: These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records.◆ Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

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GENERAL GUIDANCE

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the range/scope that are relevant to your job.
- ◆ Candidates and Assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice sector and in particular those staff working with offenders.
- ◆ ALL evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<i>Communication</i>	
1 The importance of effective communication when explaining work plans and allocations.	
2 How to present work plans in a way that gains the support and commitment of those involved.	
3 The importance of the worker being clear about the purpose of assessment and of communicating this effectively to those involved.	
4 The importance of good communication skills when providing feedback.	
5 How to provide both positive and negative feedback to team members on their performance.	
6 How to choose an appropriate time and a place to give feedback to teams and individuals.	
7 How to provide feedback in a way which encourages team members to feel that the worker respects them.	
<i>Continuous improvement</i>	
8 The importance of regularly reviewing work.	
9 The importance of assessing the ongoing work of teams and individuals and the worker's role and responsibilities in relation to this.	
10 The importance of providing clear and accurate feedback to team members on their performance and the worker's role and responsibilities in relation to this.	
<i>Involvement and motivation</i>	
11 The importance of providing team members with the opportunity to contribute to the planning and organisation of their work.	
12 The importance of providing opportunities to team members to assess their own work and how to encourage and enable this involvement.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<i>Involvement and motivation (cont)</i>	
13 How to motivate team members and gain their commitment by providing feedback.	
14 The importance of being encouraging when providing feedback to team members and showing respect for those involved.	
15 Why it is important to provide constructive suggestions on how performance can be improved.	
16 The importance of giving those involved the opportunity to provide suggestions on how to improve their work.	
<i>Agency context</i>	
17 The types of agency constraints which influence the worker's planning.	
<i>Planning</i>	
18 The importance of planning work activities to agency effectiveness and the worker's role and responsibilities in relation to this.	
19 How to develop realistic and achievable work plans for teams and individuals both in the short and medium term.	
20 The team's objectives and how the worker's plans succeed in meeting these.	
<i>Working relationships</i>	
21 The difference between someone who is within the worker's line management control and someone for whom the worker has functional responsibility, and the implications this difference may have for planning work.	

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HD14.1 Plan the work of teams and individuals

Performance Criteria		DO	RA	EW	Q	P	WT
1	Give opportunities to team members to contribute to the planning and organisation of their work.						
2	Ensure that their plans are consistent with their team's objectives.						
3	Ensure that their plans cover all those personnel for whose work they are responsible.						
4	Ensure that their plans and schedules are realistic and achievable within agency constraints .						
5	Take full account of team members' abilities and development needs in plans and in allocating work.						
6	Take full account of team members' abilities and development needs in plans and in allocating work.						
7	Confirm the team members' understanding of the plans and their work activities at appropriate times.						
8	Update plans at regular intervals and take account of individual, team and agency changes.						

*DO = Direct Observation
EW = Expert Witness*

*RA = Reflective Account
P = Product (Work)*

*Q = Questions
WT = Witness Testimony*

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HD14.2 Assess the work of teams and individuals

Performance Criteria		DO	RA	EW	Q	P	WT
1	Explain clearly the purpose of assessment to everyone involved.						
2	Give team members opportunities to assess their own work.						
3	Ensure that their assessment of work takes place at times most likely to maintain and improve effective performance.						
4	Base assessments on sufficient, valid and reliable information .						
5	Make assessments objectively against clear and agreed criteria.						

HD14.3 Provide feedback to teams and individuals on their work

Performance Criteria		DO	RA	EW	Q	P	WT
1	Provide feedback to team members in a situation and in a form and manner most likely to maintain and improve performance.						
2	Give clear feedback based on an objective assessment of team members' work.						
3	Give feedback which recognises team members' achievements and provides constructive suggestions and encouragement for improving their work.						
4	Give feedback in a way which shows respect for the individuals involved.						
5	Treat all feedback to individuals and teams confidentially.						
6	Give team members opportunities to: <ul style="list-style-type: none"> ◆ respond to feedback ◆ recommend how they could improve their work 						

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: