

DR3W 04 (HD5) Allocate and Check Work in Your Team

Element of competence

HD5.1 Allocate and check work in your team

About this Unit

This Unit is about ensuring that the work required of your team is allocated effectively and fairly amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

Target Group

This Unit is recommended for team leaders.

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:
Direct Observation: Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you setting up or attending a meeting between yourself and other members of your team to discuss workloads and opportunities for future development. Or a meeting with your Line manager to report on the individual's or overall team's achievements.
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 a supervision and appraisal meeting or an account of how you challenged the team or individual's performance. You could also include an explanation of how legislation, policies and procedures affect your practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which 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 within the Youth Justice field 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 which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.
Products: These can be anonymised copies of any team meeting minutes, risk assessment forms, monitoring, supervision, appraisal, performance management tools, or any agency approved, Learning and Development Forms.
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 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 the Youth Justice Sector.
- ◆ 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
General knowledge and understanding	
1 Different ways of communicating effectively with members of a team.	
2 The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.	
3 How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.	
4 How to identify and take due account of health and safety issues in the planning, allocation and checking of work.	
5 Why it is important to allocate work across the team on a fair basis and how to do so.	
6 Why it is important to brief team members on the work that they have been allocated and the standard or level of expected performance and how to do so.	
7 Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.	
8 Effective ways of regularly and fairly checking the progress and quality of the work of team members.	
9 How to provide prompt and constructive feedback to team members.	
10 How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements.	
11 The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.	
12 Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.	
13 Why it is important to identify unacceptable or poor performance by members of the team, and how to discuss the cause(s) and agree ways of improving performance with team members.	
14 The type of problems and unforeseen events that may occur and how to support team members in dealing with them.	
15 How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.	
Justice sector specific knowledge and understanding	
16 Justice sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.	
17 Justice sector requirements for the development or maintenance of knowledge, understanding and skills.	

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Context specific knowledge and understanding	
18	The members, purpose and objectives of your team.
19	The work required of your team.
20	The available resources for undertaking the required work.
21	Your organisation's written health and safety policy statement and associated information and requirements.
22	Your team's plan for undertaking the required work.
23	The skills, knowledge and understanding, experience and workloads of team members.
24	Your organisation's policy and procedures in terms of personal development.
25	Reporting lines in the organisation and the limits of your authority.
26	Organisational standards or levels of expected performance.
27	Organisational policies and procedures for dealing with poor performance.
28	Organisational grievance and disciplinary policies and procedures.
29	Organisational performance appraisal systems.

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Performance Criteria		DO	RA	EW	Q	P	WT
		1	Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.				
2	Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.						
3	Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.						
4	Brief team members on the work that they have been allocated and the standards or level of expected performance.						
5	Encourage team members to ask questions, make suggestions and seek clarification in relation to the work that they have been allocated.						
6	Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.						
7	Support team members in identifying and dealing with problems and unforeseen events.						
8	Motivate team members to complete the work that they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.						
9	Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.						
10	Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.						
11	Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.						
12	Use information collected on the performance of team members in any formal appraisal of performance.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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Behaviours which underpin effective performance

- 1 Make time available to support others.
- 2 Agree clearly what is expected of others and hold them to account.
- 3 Prioritise objectives and plan work to make best use of team and resources.
- 4 State your own position and views clearly and confidently in conflict situations.
- 5 Show integrity, fairness and consistency in decision-making.
- 6 Seek to understand people's needs and motivations.
- 7 Take pride in delivering high quality work.
- 8 Take personal responsibility for making things happen.
- 9 Encourage and support others to make the best use of their abilities.
- 10 Are vigilant for possible risks and hazards.

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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: