



Unit title	Organising and Facilitating Meetings and Workshops
SQA code	H66S 04
SCQF level	8
SCQF credit points	5
SSC ref	Unit 08

History of changes

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Title	Organising and Facilitating Meetings and Workshops	
Learning Outcomes	Assessment Criteria	
The candidate will:	The candidate can:	
<p>1 Be able to take responsibility for meeting and workshop arrangements.</p>	<p>1.1 Set up meetings and workshops using calendar/scheduling software.</p> <p>1.2 Manage the communications regarding meeting and workshop arrangements with:</p> <ul style="list-style-type: none"> ◆ intended audience ◆ venue, technology and catering providers, as necessary <p>1.3 Assess the needs of the context and audience for meetings and workshops to determine requirements, including venue, audio/visual technology and catering.</p>	
<p>2 Understand how to facilitate meetings and workshops.</p>	<p>2.1 Assess how to structure meetings and workshops appropriate to the context, objectives and audience of meetings and workshops.</p> <p>2.2 Assess different methods of communicating information in meetings and workshops.</p> <p>2.3 Assess what questions are relevant to the meeting situation and audience.</p> <p>2.4 Assess when it is appropriate to give others opportunity to verbally contribute ideas and opinions.</p>	
<p>3 Be able to facilitate meetings and workshops.</p>	<p>3.1 Establish ground rules, purpose and objectives for meetings and workshops.</p> <p>3.2 Lead a meeting and workshop to achieve objectives.</p> <p>3.3 Communicate information clearly at appropriate points during meetings and workshops.</p> <p>3.4 Summarise discussions and decisions during meetings and workshops to the appropriate level of detail.</p>	

Learning Outcomes	Assessment Criteria
The candidate will:	The candidate can:
	3.5 Record meeting actions and decisions. 3.6 Review progress against actions as appropriate.

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will be able to take responsibility for organising, preparing for and facilitating meetings and workshops. The Unit will prepare candidates for leading meetings where attendees are of similar level of seniority.
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