



Unit title	Creating Effective Teams
SQA code	H673 04
SCQF level	7
SCQF credit points	6
SSC ref	Unit 33

History of changes

Publication date: January 2014

Version: 01

Version number	Date	Description	Authorised by

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Title		Creating Effective Teams	
Learning Outcomes		Assessment Criteria	
The candidate will:		The candidate can:	
1	Know how to build and maintain a high performance team.	1.1	Identify the key factors which must be present in a high performance team.
		1.2	Analyse how the stages of team development can develop a cohesive and effective unit.
		1.3	Analyse how to identify the skills and knowledge of team members against the requirements of building a high performance team.
2	Know how allocation of team roles according to team members' strengths contributes to the effectiveness of a team.	2.1	Reflect how allocation of work tasks has reflected the preferred team roles of team members.
		2.2	Analyse whether the impact of role allocation contributes to the effectiveness of the team.
3	Know how to establish productive and constructive relationships with team members.	3.1	Demonstrate the different ways of communicating effectively with members of a team.
		3.2	Reflect upon own effectiveness in giving team members support, advice and feedback.
		3.3	Reflect on the transition from membership to leadership of a team.

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will know how to build and maintain a high performance team and how to allocate team roles according to team members' strengths.
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