



Unit title	Make Decisions in a Business Environment
SQA code	H676 04
SCQF level	8
SCQF credit points	7
SSC ref	Unit 36

History of changes

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Title		Making Decisions in a Business Environment	
Learning Outcomes		Assessment Criteria	
The candidate will:		The candidate can:	
1	Understand the purpose and process of decision-making.	1.1	Evaluate situations where decision-making is required.
		1.2	Explain key stages in the decision-making process.
2	Understand how to prepare to make decisions.	2.1	Explain the purpose of knowing the context in which a decision is being made.
		2.2	Justify possible limitations on a person making decisions.
		2.3	Explain how to research information to be used to inform and influence decision-making.
		2.4	Evaluate sources of information that can be used to inform and influence decision-making.
3	Understand how to make decisions.	3.1	Explain the purpose of meetings and other discussions where decisions are being made.
		3.2	Explain how to structure own ideas, information and recommendations to maximise their effectiveness.
		3.3	Explain the purpose and benefits of respecting other people's contributions to the decision-making process.
		3.4	Explain how to be proactive and engage with colleagues during the decision-making process.
		3.5	Justify the use of evidence, argument, questioning and assertiveness to influence outcomes.
		3.6	Explain the purpose of collective responsibility.

Learning Outcomes		Assessment Criteria	
The candidate will:		The candidate can:	
4	Understand how to assess decisions and their effects.	4.1	Evaluate ways to monitor the effect of decisions and identify learning points.
		4.2	Explain how to review the decision-making process.
5	Be able to prepare background information to make decisions.	5.1	Research and collect information to add value to the decision-making process.
		5.2	Evaluate sources of information needed.
6	Be able to make decisions.	6.1	Identify and agree criteria for making a decision.
		6.2	Review information provided in order to make a decision.
		6.3	Structure ideas, information and recommendations in a logical and meaningful way.
		6.4	Present rationale and conclusions to others using accurate and current information.
		6.5	Provide additional information to support conclusions.
		6.6	Respond as required when asked to supply information to help with decision-making.
		6.7	Respect other people's contributions to the decision-making process.
		6.8	Use evidence, argument, questioning and assertiveness to justify decision(s).
		6.9	Listen to other people's feedback and record for future evaluation.
		6.10	Confirm support for the decision(s).
7	Be able to assess contributions to decision-making	7.1	Assess contributions made to the decision-making process.
		7.2	Identify learning points to improve future decision-making.

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will understand the purpose and process of decision-making in a business environment. They will be able to make decisions, prepare background information to make decisions and assess contributions to decision-making where there is no requirement for formal legal procedures to be followed.
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