Unit title	Manage Own Performance in a Business Environment
SQA code	H6GE 04
SCQF level	6
SCQF credit points	3
SSC ref	C12

History of changes

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Version number	Date	Description	Authorised by
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

Title	Manage Own Performance in a Business Environment
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1 Understand how to plan and prioritise work and be accountable to others.	1.1 Explain the purpose and benefits of planning work, and being accountable to others for own work. 1.2 Explain the purpose and benefits of negotiating realistic targets for work and ways of doing so. 1.3 Describe ways of prioritising targets and setting timescales for own work. 1.4 Describe the types of problems that may occur during work, and ways of dealing with them. 1.5 Explain the purpose and benefits of keeping other people informed about progress. 1.6 Explain the purpose and benefits of letting other people know in good time if work plans need to be changed. 1.7 Explain the purpose and benefits of recognising and learning from mistakes. 1.8 Explain the purpose of guidelines, procedures and codes of practice that are relevant to own work.
2 Understand how to behave in a way that supports effective working.	2.1 Explain the purpose and benefits of setting high standards for own work. 2.2 Describe ways of setting high standards for own work. 2.3 Describe ways of dealing with pressure arising from work tasks. 2.4 Explain the purpose and benefits of accepting setbacks and dealing with them. 2.5 Explain the purpose and benefits of being assertive and its meaning in work tasks.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
	2.6 Give examples of work situations where it is necessary to be assertive.
	2.7 Explain the purpose and benefits of being ready to take on new challenges and adapt to change.
	2.8 Explain the purpose and benefits of treating others with honesty, respect and consideration.
	2.9 Describe types of behaviour at work that show honesty, respect and consideration and those that do not.
	2.10 Explain the purpose of helping and supporting others at work, and the purpose and benefits of doing so.
3 Be able to plan, prioritise and be accountable for own work.	3.1 Negotiate and agree realistic targets and achievable timescales for own work.
	3.2 Prioritise targets for own work.
	3.3 Plan work tasks to make best use of own time, effective working methods and available resources.
	3.4 Identify and deal with problems occurring in own work, using the support of other people if necessary.
	3.5 Keep other people informed of progress.
	3.6 Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time.
	3.7 Take responsibility for own work and accept responsibility for any mistakes made.
	3.8 Evaluate results of mistakes made and make changes to work and methods, as required.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
	3.9 Follow agreed work guidelines, procedures and, where needed, codes of practice.
4 Behave in a way that supports effective working.	4.1 Set high standards for own work and demonstrate drive and commitment in achieving these standards.
	4.2 Adapt work and working methods to deal with setbacks and difficulties.
	4.3 Use own needs and rights when necessary to achieve work tasks and priorities.
	4.4 Look to engage with opportunities, and agree to take on new challenge(s).
	4.5 Look for opportunities, and change ways of working, to meet new requirements.
	4.6 Treat other people with honesty respect and consideration.
	4.7 Help and support other people in work tasks.

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about taking responsibility for managing, prioritising and being accountable for your own work in a business environment.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
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

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

♦ Observation
♦ Product and photographic evidence
♦ Relevant active documentation, reports, presentations

Performance Evidence: Observation
Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products
Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:
♦ Questioning
♦ Professional discussion
♦ Witness testimony
♦ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

♦ a clear, authentic statement indicating how the learner carries out their job
♦ dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide 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 **www.sqa.org.uk**.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.