Unit title	Supervise a Team in a Business Environment
SQA code	H6GG 04
SCQF level	6
SCQF credit points	6
SSC ref	C21

History of changes

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Version number	Date	Description	Authorised by
02	20/11/14	Update to Unit assessment information.	Qualifications Officer

Title	Supervise a Team in a Business Environment

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the purpose and benefits of team work.	1.1 Explain the purpose and benefits of working with other people to achieve agreed goals and objectives. 1.2 Describe situations in which supervision of others can achieve positive outcomes.
2 Understand the purpose of communication in teams, and how to do so.	2.1 Explain the purpose and benefits of different methods of communication with and within teams, and when to use them 2.2 Explain when it is essential to communicate with others in a team.
3 Understand the purpose of planning work with teams, and how to do so.	3.1 Describe the purpose and benefits of agreeing work goals and plans with a team, and how to do so 3.2 Explain how to schedule activities and resources for a team 3.3 Explain the purpose and benefits of agreeing quality measures and timescales with a team, and how to do so.
4 Understand the value of people in a team and how to respect and support them.	4.1 Explain the purpose and benefits of recognising the strengths of individuals in a team and of balancing abilities in a team. 4.2 Describe ways of giving work to teams so the best use is made of strengths and abilities. 4.3 Explain the benefits of diversity in teams. 4.4 Explain the purpose and benefits of respecting others. 4.5 Describe situations in which team members might need support and how to provide this.

Learning Outcomes		Assessment Criteria	
The learner will:		**The learner can:**	
		4.6	Describe the types of problems and disagreements that may occur when working with a team and how to resolve them.
5	Understand the purpose and benefits of assessing and evaluating the work of a team and how to do so	5.1	Describe the purpose of work assessment.
		5.2	Explain how to assess the work of teams and team members.
		5.3	Explain the purpose and benefits of giving opportunities to team members to assess their own work.
		5.4	Explain the purpose and benefits of giving and receiving constructive feedback, and how to do so.
		5.5	Explain how to make use of feedback to improve the work of others and the work of the team as a whole.
6	Be able to supervise a team.	6.1	Communicate with people in a team during work activities.
		6.2	Supervise work goals and plan work objectives, priorities and responsibilities for a team and individuals.
		6.3	Identify, agree and supervise opportunities for others to work to achieve agreed outcomes.
		6.4	Schedule activities and resources.
		6.5	Allocate work tasks and supervise best use of abilities within a team.
		6.6	Agree quality measures and timescales for a team.
		6.7	Provide support to members of a team, as required.
		6.8	Show respect for individuals in a team.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
	6.9 Supervise production of work to agreed quality standards and timescales.
	6.10 Identify and solve problems and disagreements, or refer if necessary.
7 Be able to assess, evaluate and improve the work of a team.	7.1 Assess and evaluate the work of a team and individuals to identify strengths and areas for improvement.
	7.2 Make sure team members have opportunities to assess their own work for strengths and areas for improvement.
	7.3 Share feedback, and outcomes of assessing work with individuals and a team.
	7.4 Make and agree suggestions for improving the work of individuals and a team.
	7.5 Make sure individuals and a team are encouraged to improve work as an outcome of assessing work.

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about supervising the work of a team in a business environment to make sure that work is planned, carried out, supervised and monitored and evaluated for possible improvements in ways of working individually and as a team.
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.