



Unit title	Work with Other People in a Business Environment
SQA code	H6GH 04
SCQF level	6
SCQF credit points	6
SSC ref	C27

History of changes

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Title		Work with Other People in a Business Environment	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Understand how to support an organisation's overall mission and purpose.	1.1	Explain how the organisation works.
		1.2	Explain the organisation's mission and purpose.
		1.3	Compare how the organisation works with other different types of organisations.
		1.4	Explain your main responsibilities, how these fit into the organisation's structure, and how these contribute to achieving your organisation's mission.
		1.5	Define policies, procedures, systems and values of your organisation relevant to your role.
		1.6	Describe when it is appropriate to seek guidance from others when unsure about objectives, policies, systems procedures and values.
2	Understand how to work as a team to achieve goals and objectives.	2.1	Explain the purpose and benefits of working with other people to achieve agreed goals and objectives.
		2.2	Describe situations in which working with others can achieve positive results.
		2.3	Explain the purpose and benefits of sharing work goals and plans when working with others.
		2.4	Describe situations in which team members might need support.
		2.5	Explain different ways of providing support to teams.
		2.6	Explain the purpose and benefits of agreeing quality measures within a team.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
3	Understand how to communicate as a team.	3.1	Explain when it is essential to communicate with the people working within a team.
		3.2	Compare and contrast different methods of communication and when to use them.
		3.3	Explain the benefits of effective communication within a team.
4	Understand the contribution of individuals within a team.	4.1	Explain the purpose and benefits of acknowledging the strengths of others.
		4.2	Explain the purpose and benefits of respecting individuals working within a team.
5	Understand how to deal with problems and disagreements.	5.1	Explain the types of problems and disagreements that may occur when working with others.
		5.2	Evaluate ways of resolving problems and disagreements when working with others.
6	Understand the purpose of feedback when working as a team.	6.1	Explain the purpose and benefits of giving and receiving constructive feedback.
		6.2	Explain ways of using feedback to improve individual work, the work of others and a team as a whole.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>7 Be able to work in a team to achieve goals and objectives.</p>	<p>7.1 Work in a way that supports your organisation's overall mission.</p> <p>7.2 Follow policies, systems and procedures relevant to your job.</p> <p>7.3 Contribute to improving objectives, policies, systems, procedures and values in a way that is consistent with your role.</p> <p>7.4 Put your organisation's values into practice in all aspects of your work.</p> <p>7.5 Seek guidance from others when not sure about objectives, policies, systems, procedures and values.</p> <p>7.6 Communicate effectively with other people in a team.</p> <p>7.7 Share work goals, priorities and responsibilities with a team.</p> <p>7.8 Agree work objectives and quality measures with a team, to achieve a positive outcome.</p> <p>7.9 Make sure work goals and objectives are achieved in a way which makes best use of all abilities in a team.</p> <p>7.10 Provide support to members of a team, as required.</p> <p>7.11 Show respect for individuals in a team.</p> <p>7.12 Make sure the team produces quality work on time.</p>
<p>8 Be able to deal with problems in a team.</p>	<p>8.1 Identify problem(s) or disagreement(s) in a team.</p> <p>8.2 Resolve problem(s) or disagreement(s), referring if required.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
9 Be able to share feedback on objectives in a team.	9.1 Share constructive feedback on achievement of objectives with a team. 9.2 Receive constructive feedback on own work. 9.3 Share feedback on achievement of objectives to identify improvements in own work, and that of the team.

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about working with other people, in a way that achieves agreed goals and objectives for the organisation and the 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.