

Higher National Unit Specification

General information for centres

Unit title: Engineering Supervision: Staff and Budget Issues

Unit code: DW7R 34

Unit purpose: This Unit has been designed to enable candidates to develop strategies to handle underperforming staff and develop the knowledge and skills to interpret budgetary information in the context of an engineering supervisory role.

On completion of the Unit the candidate should be able to:

- 1 Develop strategies for identifying and supporting underperforming staff.
- 2 Develop skills to interpret a financial budget.

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Entry is at the discretion of the centre however candidates should have good communication skills and a knowledge and understanding of the roles and responsibilities of a modern engineering supervisor. These may be demonstrated by achievement of HN Unit: (D77G 34) Communication: Practical Skills and HN Unit: DW71 34 Engineering Supervision: Teamworking and CPD. It would also be beneficial if candidates have some work experience but this is not essential.

Core Skills: There are opportunities to develop the Core Skills of Reading Communication, Written Communication, Oral Communication, Critical Thinking and Working with Others at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Outcomes 1 could be assessed by a closed book assessment paper with questions based on a Case Study of an underperforming member of staff in an engineering organisation for whom the candidate has supervisory responsibility. The assessment of Outcome 2 can be assessed by a single assessment paper taken at a single assessment event lasting 1 hour and 30 minutes.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop strategies for identifying and supporting underperforming staff

Knowledge and/or skills

- ◆ Factors involved in underperformance
- ◆ Organisational policies and procedures relevant to managing staff
- ◆ Strategies for improving performance

Evidence Requirements

Evidence for the knowledge and/or skills items in Outcomes 1 should be provided on a sample basis. The evidence may be presented in responses to specific questions. Each candidate will need to demonstrate that she/he can answer correctly questions based on a sample of the knowledge and/or skills items listed in the Outcome 1. In any assessment of the Outcome 1, **two out of three** knowledge and/or skills items should be sampled.

Where sampling takes place, a candidate's response can be judged to be satisfactory where evidence provided is sufficient to meet the requirements for each item by showing the candidate is able to for:

- ◆ identify the various factors that may be involved in underperformance
- ◆ explain the role of organisational policies and procedures such as equal opportunities policy and procedures, staff induction, performance management and review, absence monitoring and disciplinary and grievance procedures in performance management
- ◆ explain two different approaches that can be taken to improve underperformance and, in each case, explain how the approach could be used to tackle underperformance in a particular situation

Assessment evidence should be gathered by candidates answering questions on a Case Study that relates to the management of staff underperformance in an engineering organisation. Candidates should be allowed two hours to answer the Case Study questions. The assessment should be conducted at a single assessment event under supervised, controlled conditions.

Higher National Unit specification: statement of standards (cont)

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It should also be conducted under closed book condition in which the candidate is not allowed to bring any notes, handouts, books etc. into the assessment.

Assessment guidelines

The Case Study could be based around an underperforming member of staff for whom the candidate has supervisory responsibility. The candidate should have access to the member of staff induction, performance management and review and absence records and the organisation's equal opportunities policy and procedures and grievance and disciplinary procedure. It is recommended that candidates are allowed 30 minutes to read the Case Study in addition to the two hours to answer the questions.

Outcome 2

Develop the skills to interpret a financial budget

Knowledge and/or skills

- ◆ Types of budget
- ◆ Preparing budgets
- ◆ Structure of budget statements
- ◆ Budget limits and variances
- ◆ Actions to resolve problems

Evidence Requirements

Evidence for the knowledge and/or skills items in Outcome 2 should be provided on a sample basis. The evidence may be presented in responses to specific questions. Each candidate will need to demonstrate that she/he can answer correctly questions based on a sample of the knowledge and/or skills items listed in the Outcome. In any assessment of the Outcome **bullet point 5 and any other three out of four** knowledge and/or skills items should be sampled.

Where sampling takes place, a candidate's response can be judged to be satisfactory where evidence provided is sufficient to meet the requirements for each item by showing the candidate is able to for:

- ◆ explain two different types of budget and the effects they may have on the work of an engineering supervisor
- ◆ explain the role of an engineering supervisor in the preparation of a budget
- ◆ explain the structure of budget statements the engineering supervisor may typically encounter
- ◆ explain variances and budget limits with reference to a typical budget statement
- ◆ explain and justify actions that could be taken to resolve two matters arising from budgets

Assessment evidence should be gathered by candidates sitting a single assessment paper at a single assessment event lasting one hour and 30 minutes. The assessment paper must be carried out under supervised, controlled conditions. Assessment must be conducted under closed book conditions and as such candidates should not be allowed to bring any textbooks, handouts or notes to the assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Engineering Supervision: Staff and Budget Issues

Assessment guidelines

The assessment paper should be composed of an appropriate balance of short answer, restricted response and structured questions.

Administrative Information

Unit code:	DW7R 34
Unit title:	Engineering Supervision: Staff and Budget Issues
Superclass category:	XA
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History of Changes:

Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Engineering Supervision: Staff and Budget Issues

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

It is important to emphasise at the outset that this Unit has been written principally for candidates studying at advanced engineering craft level and it is essential that in delivering the Unit centres pitch the Unit at the current level of knowledge and understanding of such candidates. However, centres should encourage candidates to explore further the issues raised in the Unit by reading appropriate paper based and electronic materials.

Outcome 1 has been designed to allow candidates to explore the difficult issues associated with underperforming staff. Different levels of underperformance should be explored from minor to levels requiring disciplinary action. The role of organisational policies and procedures such as equal opportunities policy and procedures, staff induction, performance management and review, absence monitoring and disciplinary and grievance procedures in managing staff underperformance should be examined. The emphasis in delivering this Outcome should be on allowing the candidate to develop strategies to handle different underperformance situation. Lecturers may wish to explore the benefits of such approaches as staff development, mentoring and coaching in improving under performance.

Outcome 2 has been designed to introduce candidates to simple budget monitoring processes and to understand when it might be necessary to take action to resolve a budget problem or problems. This Outcome is principally about interpreting budget information rather than budget preparation although lecturers are encouraged to identify the supervisor's role in the overall budget setting process.

Guidance on the delivery and assessment of this Unit

Unit delivery should involve an appropriate blend of lecturing, group work, role play, case studies and investigative work. Centres may use different forms of presentation materials such as Power point presentations, videos and DVDs to exemplify certain areas of the Unit, for example, handling underperforming staff. Centres may also choose to invite guest speakers to deliver some specialist areas of the Unit.

Centres should encourage candidates to read up on staff underperformance and budgetary issues. Such reading will help to develop further candidates reading skills. There are a range of good paper based and electronic materials on these subjects.

Candidates should also be encouraged as far is practicable to work in groups so that they can understand at first hand how team building may work in practice. Such team working may also help candidates to develop their Oral Communication and Working with Others Core Skills.

Lecturers should also challenge candidates current thinking on the range of issues covered in this Unit, asking questions and suggesting alternative approaches where appropriate. This approach should help to develop candidate Critical Thinking skills.

Higher National Unit specification: support notes (cont)

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Candidates with employment experience especially in a supervisory capacity should be encouraged to share their experiences with other candidates in the class, so that teaching and learning can be set within a practical context.

Information on Evidence requirements and Assessment guidelines is given after Outcomes 1 and 2 in the Higher National Unit specification: statement of standards section. Centres are advised to read these Evidence requirements and Assessment guideline sections carefully before embarking on assessment

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of Reading Communication, Written Communication, Oral Communication, Critical Thinking and Working with Others at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

This Unit could be delivered by distance learning, which may incorporate some degree of on-line support. However, with regards to assessment, planning would be required by the centre concerned to ensure the sufficiency and authenticity of candidate evidence. Arrangements would be required to be put in place to ensure that the assessments for both Outcomes 1 and 2 were conducted under controlled, supervised conditions.

To keep administrative arrangements to a minimum, it is recommended that for distance learning candidates the Case Study assessment paper is taken at a single assessment event.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Engineering Supervision: Staff and Budget Issues

In this Unit you will, acting in the role of an engineering supervisor, examine the difficult issues associated with managing underperforming staff with a view to developing strategies for handling these issues. In Outcome 2 you will be introduced to budget monitoring processes and how to decide when it is necessary to take action when financial problems arise.

It is likely that your lecturer will use a variety of teaching and learning methods when delivering this Unit, including lecturing, group work, case studies and investigative work. Your lecturer is likely to ask you to make extensive use of the Internet and other sources of information to investigate subjects in the Unit.

Assessment of Outcome 1 will comprise of a Case Study with associated questions which you will sit at a single assessment event lasting two-hours conducted under controlled, supervised conditions. Outcome 2 will be assessed by a single assessment paper taken at a single assessment event lasting one hour and 30 minutes. Both assessments will be conducted under controlled, supervised conditions. Ask your lecturer for more details about assessments and at what points in Unit delivery they take place.