Regulated Qualifications Unit and Assessment Specification

Unit title	Principles of Working with and Supervising Others in a Business Environment
Regulator unit code	H/601/7645
SQA unit code	H8KW 70
SSC Ref	TC 3-2

History of changes

Publication date: July 2016

Version: 02 (October 2017)

Version number	Date	Description	Authorised by
02	October 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

Regulated qualifications unit specification

Title	Principles of Working with and Supervising Others in a Business Environment
Level	3
Credit value	3

Learning outcomes The learner will:	Assessment criteria The learner can:	Unit amplification
1 Understand the purpose of working with others in a team.	1.1 Describe how team working can help to achieve goals and objectives.	♦ Team: difference between a group and a team (a group is a collection of people with a common interest, a team is a group of individuals with a shared vision working together with specific roles and committed to achieving a common goal); characteristics of an effective team (be united in a common purpose, trust each other, be open with each other, accept consensus decisions, support each other, be dependent on each other, be committed, work conflict through) ♦ Team working: benefits of team (joint commitment, range of skills and expertise, sharing of ideas, collective ability to innovate, coordination of effort, motivation, better communication); supporting development of skills of members; importance of maximising benefits of team; importance of informing others and providing guidance; purpose of prioritising; stages of team development (forming, storming, norming, performing) ♦ Goals and objectives: difference between goals and objectives (goals relate to aspirations, purpose and vision, objectives are the plan towards achievement of the goal)

Learning outcomes The learner will:	Assessment criteria The learner can:	Unit amplification
	1.2 Explain the purpose of sharing work goals and plans when working in a team.	♦ Purpose of sharing work goals and plans: setting SMART objectives (specific, measurable, achievable, realistic, time bound); importance of communicating purpose and objectives of team to all members (to ensure all members are clear about team goals and individual roles); using skills and attributes of individual team members; motivating team members to achieve goals and objectives; motivates team to work together
2 Understand how to behave in a way that supports positive working with others.	2.1 Explain the purpose of agreeing and setting standards for own work and the work of a team.	♦ Agreeing and setting standards for own work: agreeing realistic targets to meet objectives; specifying the resources required to achieve objectives and checking availability of resources; agreeing the working methods and the schedule for undertaking the work; importance of taking account of other work tasks allocated; clarifying instructions and work requirements; seeking support when required; sharing work goals and plans ♦ Agreeing and setting standards for the work of a team: agreeing realistic targets with team (objectives to be achieved, resources that are needed, the best working methods, a schedule for undertaking the work); considering what other work team has to do

Learning outcomes	Assessment criteria	Unit amplification
The learner will:	**The learner can:**	
	2.2 Identify how to allocate work to a team so the best use is made of strengths and abilities.	♦ Allocate work in a team: delegating work (knowing what tasks to delegate, who should do it, briefing team member to ensure they know their responsibilities, monitoring progress); importance of delegating (to develop team spirit, spread the workload, motivate team members, develop new skills and competencies); build on strengths and overcome weaknesses; Belbin's team role theory (shaper, coordinator, plant, resource investigator, team worker, implementer, monitor-evaluator, completer-finisher, specialist); Tuckman's team role theory (forming, storming, norming, performing, adjourning, transforming); Hertzberg's theory (factors which produce job dissatisfaction — company policy, supervision, salary, interpersonal relations, working conditions — are separate from those that produce job satisfaction — achievement, recognition, work, responsibility); Hayes's change management theory (six components of effective change — management practice, vision for change, leadership, planning and organisation, communication, consultation, support)

Learning outcomes	Assessment criteria	Unit amplification
The learner will:	**The learner can:**	
	2.3 Explain the purpose of treating others with honesty and consideration.	♦ Purpose of treating others with honesty and consideration: openness about mistakes and own performance, adherence to rules in handling valuables, prompt notification if mistakes made in own favour (overpaid salary, honesty over reasons for time away from work, admittance of areas of ignorance); better work atmosphere; to make job easier (by admitting own ignorance and asking for help); more likely to receive consideration from others if treating them with consideration; maintaining team objectives and flow of work
3 Understand the purpose and methods of communicating effectively with others in a team.	3.1 Explain the purpose of effective communication with other people in a team.	♦ Effective communication: importance (to develop and sustain good working relationships, to pass on accurate and timely information to other people); features of effective communication (accurate in every detail, concise and clear, complete, valid, be in the most appropriate format, timely)
	3.2 Compare different methods of communication within and to teams and when to use them.	♦ Verbal methods of communication: focusing on what others are communicating; questioning when unsure; adapting communication to meet the needs of others; making positive contributions to discussions; acknowledging others' views; showing confidence when communicating; methods (making and receiving telephone calls, contributing to discussions, leading and participating in meetings)

Learning outcomes	Assessment criteria	Unit amplification
The learner will:	The learner can:	
		♦ Non-verbal communication: body language (facial expressions, eye contact, gestures, posture, spacing, touch); impact on others (can have greater impact than speech)
		♦ Written communication: types (letters, memos, reports, email); importance of presenting positive image of self and organisation (using clear, professional language, correct spelling and grammar, good presentation skills when creating written documents)
		♦ Using most appropriate method: identifying most appropriate method of communicating to meet the needs of other people (emails, meetings, formal and informal, memos, letters, website entries, adaptations); choice of method; level of detail; use of jargon; choice of language; use of graphics; importance of adapting methods of communicating to meet different needs (to make communication more effective, to make people feel valued, to enhance working relationships)
	3.3 Explain the purpose of encouraging contributions from others.	♦ Encouraging contributions from others: importance (to motivate team members, recognising achievements, encouraging ideas, encouraging others to take the lead, challenging methods of working)

Learning outcomes The learner will:	Assessment criteria The learner can:	Unit amplification
4 Understand how to assess own work and the work of a team.	4.1 Explain the purpose of assessing own work and the work of a team.	♦ Purpose of assessing own work: importance (to develop own skills, to gain personal satisfaction, to enhance organisation's competitive position) ♦ Purpose of assessing work of a team: to ensure that work is to a correct standard; to motivate team members; to show team members how an individual's objectives fit in with the team and organisational objectives
	4.2 Describe ways of assessing own work and the work of a team.	♦ Ways of assessing own work: carrying out a skills audit of own personal work-related skills with those needed for current work role and intended future work roles; personal skills (writing skills, speaking skills, listening, dealing with stress, presentation skills, time management, IT skills); leadership skills (leading by example, motivating, communicating, influencing and persuading, planning, setting objectives, providing feedback, coaching, mentoring, empowering, managing conflict); continually monitoring and improving work; receiving feedback from others; setting high standards; taking on new challenges; learning from others ♦ Ways of assessing the work of a team: monitoring progress and quality of work through listening, observation, questioning, asking others (customers, colleagues, managers); dealing with problems, involving team in decision-making; taking corrective action where necessary

Learning outcomes	Assessment criteria	Unit amplification
The learner will:	**The learner can:**	
	4.3 Explain the purpose of giving and receiving constructive feedback.	♦ Giving and receiving feedback: purpose (to reinforce positive behaviours, to learn, to continuously improve own work, to evaluate work activities, to understand own impact on others); methods of feedback (formal, informal, appraisal, review, personal development planning); legal issues (discrimination on grounds of sex, race, disability, sexual orientation and religion); preparing to give feedback (choosing an appropriate time and place, gathering facts and examples of performance, asking other people where appropriate)
	4.4 Describe ways of giving and receiving constructive feedback.	♦ Types of feedback: positive (giving praise for achievements); negative (commenting on problems and areas for improvement); constructive (places the stress on positive achievements without trying to avoid negative feedback); less constructive (emphasises the negative without making suggestions for improvement)
		♦ Ways of giving or receiving feedback: sources of feedback (360º appraisal from different people in workplace, performance reviews, informal communication with others in workplace, customer feedback)

Additional information about the unit
Unit purpose and aim(s)
This unit is about the knowledge and understanding needed to work effectively with others in a business environment, including communication, working in and supervising a team, and providing customer service.
Unit start date
01/11/14
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)
Creative and cultural skills overarching assessment principles
Endorsement of the unit by a sector or other appropriate body (if required)
N/A
Location of the unit within the subject/sector classification system
15.2 Administration
Name of the organisation submitting the unit
CfA
Guided Learning Hours
24

Regulated qualifications assessment specification

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 overarching assessment principles also supports the assessment of this unit.