

Key Role A5 Contribute to the effectiveness of the team and the organisation

Unit A53. Contribute to developing own and organisational practice

Unit Summary

*This page sums up the main points which the unit covers. It should be read by candidates and assessors as an **introduction only**. It should not be used to carry out assessments. Assessment should only be done using pages 2, 4, 5 and 6.*

About this Unit

This unit is about the candidate reviewing and improving their own work and, by doing so, the work of the organisation as a whole.

A good focus for this unit would be performance appraisal sessions or more informal review sessions with the supervisor or line manager.

Who is the Unit for?

This unit is aimed at anyone who is directly involved in providing services and wishes to continuously improve their work.

What Does the Candidate Have to Do?

The unit has two elements. These are:

A53.1 Monitor and evaluate own performance

The candidate has to monitor and evaluate all areas of their work, collecting relevant information about their performance from colleagues and service users. They have to compare what they achieved with what was planned and with organisational standards and good practice. They should note their successes, failures and potential failures.

A53.2 Implement the results of evaluation

The candidate has to discuss the results of the evaluation with a responsible colleague. They should accept any appraisal of their performance constructively. They should identify the implications of the evaluation and agree and plan with the responsible colleague methods to improve their performance further.

Main Areas of Range

The candidate has to show that they can monitor and evaluate their performance with regard to:

- planning their work
- delivering a service
- their relationships with other people
- health and safety
- the environment in which the service is delivered

and improve their performance using the following methods:

- by directly changing the way they work
- by further training
- by seeking support
- by recommending changes to team and organisational performance.

Explanations and examples of some of these terms and others are given on page 3.

Requirements for NVQ/SVQ Assessment for the Whole Unit

What Does the Candidate Have to Prove for NVQ/SVQ Assessment?

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. This evidence must come from a real working environment.

Assessment of each Element

The candidate must show they can meet the *Coverage of Range for NVQ/SVQ Assessment* below each element.

Knowledge, Understanding, Values and Skills

Candidates must show that they possess all of the knowledge, understanding, values and skills shown on page 6 of this unit. In some cases the assessor may decide that the candidate has some of this by looking at their performance evidence. Where this is not obvious, the assessor should ask appropriate questions.

Guidance for Assessors and Candidates

Candidates should study the unit carefully and make sure that their day-to-day work meets the standard described. Candidates should also check the *Knowledge, Understanding, Values and Skills* on the last page of the unit and make sure they can answer any questions about the points listed.

The candidate and assessor should discuss the best way of assessing each element in this unit and plan how it will be done. Because of the nature of this unit, observation by an assessor who does not work with the candidate on a day-to-day basis may not be appropriate. Assessors who are not supervisors or close colleagues should use records of the candidate's work, confirmed by the manager or more experienced colleagues. Records of appraisal sessions and the candidate's preparation for appraisal, for example, would be very appropriate for this unit.

To make sure that assessment covers more than one occasion, the candidate can use other records confirmed by the manager or more experienced colleagues.

The assessor must make sure that all records and witness testimony show that the candidate consistently meets the performance criteria and range required.

The candidate must provide appropriate knowledge evidence for those types of range which do not need performance evidence (as shown in the box headed *Coverage of Range for NVQ/SVQ Assessment* on each element page). This knowledge evidence could be 'what if' scenarios, projects or assignments.

The *Knowledge, Understanding, Values and Skills* listed on the last page of the unit is best assessed by oral questions and discussion between the candidate and assessor, although written evidence in the form of projects or assignments may also be appropriate.

Explanations and Examples for Some of the Terms Used

The following are provided as guidance to candidates and assessors:

Communicate in writing	<i>this could be simple notes and messages; there is no requirement for formal memos or letters etc.</i>
Environment in which the service is delivered	<i>how appropriate the facilities and equipment are to the service, for example, is it 'friendly' to the type of people who use the service</i>
Evaluation	<i>judging how well something was done; this should involve comparing own work with what was planned and with the standards of the organisation and good practice</i>
Monitoring	<i>being aware of own work and seeking feedback from colleagues and participants; during assessment, this could be helped by keeping a diary of work</i>
Responsible colleagues	<i>in most cases this will be the supervisor or line manager but could be a colleague with special responsibility for some areas of the candidate's work</i>

Element A53.1

The candidate must be able to:

Monitor and evaluate performance

Performance criteria

When doing so, the candidate must:

1. continuously monitor and evaluate all aspects of their **work** and the work of the organisation
2. actively collect and note **necessary information**
3. make sure that the **necessary information** is as factual and complete as circumstances allow
4. handle other people's criticism of their **work** constructively
5. honestly compare what was achieved with what was planned, and with organisational standards and good practice
6. note all successes, failures and potential failures and identify the reasons for these
7. take account of responsibilities they may have in the future

Range

*This element covers the following types of **work**:*

- a) planning
- b) delivery
- c) relationships with others
- d) health and safety
- e) environment in which the service is delivered

*the following types of **necessary information**:*

- a) personal observations
- b) feedback from participants
- c) feedback from colleagues

Coverage of Range for NVQ and SVQ Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- all types of **work**;
- all types of **necessary information**.

Element A53.2

The candidate must be able to:
Implement the results of evaluation

Performance criteria

When doing so, the candidate must:

1. frankly and honestly share their evaluation results with a responsible colleague
2. deal with criticism of their work constructively
3. identify the implications of the evaluation for the future
4. agree **methods of improving their performance** which are in line with the evaluation results, their current level of ability and organisational procedures
5. help to develop a personal development plan which is realistic and achievable

Range

*This element covers the following types of **methods of improving performance**:*

- a) by directly changing own way of working
- b) by taking part in further training
- c) by seeking support from others
- d) by recommending changes to team and organisational performance

Coverage of Range for NVQ and SVQ Assessment

Evidence from the candidate's work

Candidates must show they have met all of the performance criteria covering as a minimum:

- two methods of **developing own performance**.

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.

What Knowledge, Understanding, Values and Skills Does the Candidate Need?

The candidate must show that they know and understand:

Individual, team and organisational performance

- why it is important to continuously improve own performance
- how team and organisational performance influences the effectiveness of what is achieved
- the role which self-evaluation plays in continuous development

Self monitoring

- how to monitor and evaluate own performance - the kinds of information which need to be collected
- why it is important to make sure monitoring information is complete and factual
- why it is important to identify potential failures as well as success and actual failure

Evaluation, appraisal and self-development

- why it is important to share evaluation results openly and frankly with a responsible colleague
- why it is important to deal with criticism constructively and how to do so
- the range of methods which may be used to improve one's performance
- organisational procedures for reviewing and improving performance
- how to select appropriate methods of improving own performance
- why it is important to develop and review a personal development plan and how to do so

What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Use established procedures to clarify routine problems

Element 2.2 Select standard solutions to routine problems

What Core Skills Could the Candidate Cover? (For candidates in Scotland)

If a candidate successfully completes this unit, they could provide evidence for the following core skills:

Spoken Communication

Element 2.1 Demonstrate an understanding of simple but detailed spoken communication on familiar subjects

Element 2.2 Take part in discussions

Written Communication

Element 1.1 Demonstrate an understanding of simple written communication

Element 1.2 Produce simple written communication

Working with others

Element 2.1 Identify collective and personal responsibilities in relation to set targets

Element 2.2 Establish working relationships in relation to set targets, in familiar circumstances

Element 2.3 Review personal contribution to working with others to achieve targets

Problem solving

Element 2.1 Select a strategy for solving a straightforward non-routine problem and plan its implementation with limited support

Element 2.2 Implement a strategy for solving a straightforward non-routine problem with limited support

Element 2.3 Assess the effectiveness of a strategy for solving a straightforward non-routine problem with limited support

Improving own performance

Element 2.1 Prepare an action plan for improving own performance in relation to set targets

Element 2.2 Carry out an action plan, under limited supervision, for improving own performance

Element 2.3 Review the improvement in own performance and relate to future targets