Unit 15: Support Remote or Virtual Teams

Unit reference number: A/506/1933

QCF level: 3

Credit value: 4

Guided learning hours: 18

Unit type: Competence

Unit summary

There has been a growth in remote working due to the increase in flexible working opportunities and improvements in remote technologies. It means that, in today's workplace, more people are working remotely at least some of the time. This unit is designed to give new and aspiring first line managers the skills and understanding needed to support remote or virtual teams. This unit focuses on the support such teams will require to work effectively.

In this unit, you will learn positive ways to address issues associated with remoteness and become equipped with practical tools to support remote teams. You will look at the additional challenges managers face due to the physical distance between themselves and their teams and be able to assess the safety risks and take measures to safeguard the health and welfare of remote teams in order to comply with the law. You will be able to deliver the support required by remote teams to ensure there are not barriers to communication that result in team members failure to adhere to requirements, that data security and confidentiality is addressed and that the teams are complying with the law.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Be able to assess the support needed by remote or virtual teams	1.1 Identify the resource requirements for providing communication tools and processes for remote or virtual working
	1.2 Specify effective tools and processes that are capable of supporting remote or virtual teams
	1.3 Identify processes and systems that will enable people to connect to information and knowledge remotely and securely
	1.4 Plan how to assure the safety of staff in remote teams
2 Be able to support remote or virtual teams	2.1 Provide guidelines, training, information and coaching to support remote or virtual teams
	2.2 Identify areas for improvement from monitoring processes and information
	2.3 Facilitate interactive collaboration amongst stakeholders
	2.4 Take action to ensure that team members adhere to regulatory, professional and commercial requirements
	2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
	2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed

Information for tutors

Suggested resources

Books

Fisher K and Fisher M – *Manager's Guide to Virtual Teams (Briefcase Books)* (McGraw-Hill Professional, 2011) ISBN 9780071754934

Harvard Business School Press – *Leading Virtual Teams (Harvard Pocket Mentor Series)* (Harvard Business School Press, 2010) ISBN 9781422128862

Siddons S – *Managing Remote Workers* (CIPD, 2014) ISBN 9781843982371

Websites

stet.editorially.com – an article by Mandy Brown titled Making remote teams work, published by the Writers' Journal on Culture & Technology looks at remote work culture from a positive angle

www.cipd.co.uk – the Chartered Institute of Personnel and Development (CIPD), has a useful resource to provide help to managers supporting remote teams titled Helping managers support remote lone workers. Membership is required for full access

www.helpscout.net – Help Scout has a useful article in their Loyalty Blog, on remote teams titled: Why Remote Teams Are the Future (and How to Make Them Work)

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Business Administration, Customer Service and Management and Leadership Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main sources of evidence to meet learning outcomes 1 and 2 are a review of the learner's work products, professional discussion or reflective account and witness testimony.

For learning outcome 1, the learner's work products could include their notes or any formal documentation detailing the resource requirement, tools, processes and systems they have identified to support the remote or virtual team (AC1.1 – AC1.3). Work products could also include the plan created to ensure the health and safety of remote staff members (AC1.4). These work products should be reviewed by the assessor to ensure that they meet the requirements of the assessment criteria and could be used as the basis for the professional discussion with the learner to provide evidence of the knowledge and understanding underpinning their competence. For example, within the professional discussion the learner could explain the range of tools and processes available to support remote or virtual teams and how they decided on which ones to use for their identified team and context (AC1.2).

For learning outcome 2, the learner's work products could include relevant emails sent to remote or virtual staff, recordings of online training sessions with virtual or remote staff or any appropriate evidence of the actions taken in relation to the learning outcome. The product evidence should be supported by a professional discussion to corroborate the learner's competence. For example, the professional discussion could focus on the rationale for the particular areas identified for improvement (AC2.2) and the actions taken in relation to AC2.3 – AC2.6. Witness testimony from colleagues and line manager could also be used to provide evidence for many of the assessment criteria across learning outcome 2, for example AC2.1, AC2.3, AC2.4, AC2.5 and AC2.6.

The use of a reflective account is a suitable alternative to professional discussion throughout the assessment of this unit.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.