Cork Education and Training Board

Programme Module for

Team Working

leading to

Level 5 FETAC

Team Working 5N1367

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 5 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content

11. Assessment
    a. Assessment Technique(s)
    b. Mapping of Learning Outcomes to Assessment Technique(s)
    c. Guidelines for Assessment Activities

12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop skills, knowledge and competence relevant to the themes and content of the module. Learners will examine and analyse theory and recent studies. They will also participate in exercises. They will demonstrate integration of knowledge, skills and competence, through reflection on team processes and product (outcomes), evaluation of ongoing learning outcomes and through planning for potential application in learning, social and employment contexts within a Knowledge Society.

The teacher/tutor is encouraged to apply an appropriate approach and model for learner development in team contexts suited to the learner's preparation for full contribution in societal contexts. With particular reference to EU/Irish reports on recommendations relating to relevant skills development and self- guided learning in a Knowledge Society, the teacher/tutor is encouraged to provide a clear rationale for Team-working to learners and to encourage learners to take responsibility for their own learning. Likewise the teacher/tutor is encouraged to integrate

assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 5 Communications and level 5 Mathematics modules with that of other level 5 modules is specifically encouraged, as appropriate.

Indicative Content
The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

1. Title of Programme Module
Team Working

2. Component Name and Code
Team Working 5N1367

3. Duration in Hours
150 Hours (typical learner effort, to include both directed and self directed learning)

4. Credit Value
15 Credits

5. Status
This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure

6. Special Requirements
To effectively engage in Team-working, learners need a relevant level of personal effectiveness. This may have been achieved at level 4 or through concurrent offering of Personal Effectiveness at level 5. Otherwise, it is recommended that some formal delivery time would be specifically assigned at the beginning of the academic year for intrapersonal skills development.

7. Aim of the Programme Module
This programme module aims to equip the learner with the relevant knowledge, skill and competence to work as an effective member of a team, operating independently while under general direction and within a range of diverse, team-oriented environments

8. Objectives of the Programme Module
- Learners gain an appreciation of the significance of teamwork within a Knowledge Society. They gain some relevant knowledge, skills and competence for portfolio careers within this society.   - Learners gain an understanding, opportunity to apply and reflect on key topics, techniques and models. The programme also provides opportunities for experiential learning in teams. A focus is placed on both team process and team outcomes.   - Teams engage in team tasks. Learners participate and demonstrate competence in relation to achieving team outcomes while applying relevant theory and skills. They reflect on and evaluate effectiveness and efficiency. Individual written feedback on key contributions is provided by team leader/members to each member/leader. Each learner reflects on and evaluates feedback.   - With recognition of the need for self-management in order to make an individual contribution within team contexts, individual learners consider own knowledge, skills and competence at the outset. The learner then records development through engagement in an on-going process with a focus on key outcomes. This requires self- reflection and evaluation of own abilities to apply theory, develop specific skills and enhance competence within a team context. Each learner concludes on overall self-development of knowledge, skills and competence in relation to team-working.

9. Learning Outcomes of level 5 Team Working 5N1367

Learners will be able to:

1. Examine the concept, features, types and impact of teamwork within diverse formal and informal structures, for organisations systems and individuals

2. Analyse the roles, responsibilities, characteristics and skills of team members, including leaders, coaches and trainers

3. Analyse the elements and stages of team development

4. Summarise key opportunities and challenges of inter and intra teamwork or of multi-team environments

5. Participate in setting team objectives and subsequent evaluation, to include control mechanisms such as on-going feedback and documentation and performance measurement

6. Participate in core team-working activities, to include negotiation, problem-solving, finding solutions, decision making and conflict resolution

7. Demonstrate appropriate communications, problem-solving and negotiation techniques in a range of team-working situations and roles, to include leadership roles and giving and receiving feedback

8. Monitor personal strengths and weaknesses as a team participant, including interpersonal communication skills and problem solving skills

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Section 1 - Theory

Learners study theory and related techniques prior to application within a team context, reflection and evaluation of competence and identification of potential future application of skills within team contexts.

Teams and Teamwork

- Explore a range of definitions for teamwork and teams. Summarise the key features of teams. Investigate and conclude on the optimal size for a team. Consider different types of teams and how they differ in their approach: Project teams, Development teams, Advice and Involvement teams, Production and service teams, Action and Negotiation teams, Business and Social teams
- Consider the physical location of teams: On-site, remote teams, combination
- Develop an understanding of agreements and confidentiality. Conclude on the characteristics of effective teams in formal and informal settings in a Knowledge Society. Examine and conclude on physical, human and financial resources required for effective teamwork in a rapidly changing Knowledge Society. Consider budgetary constraints, challenges, opportunities and threats to teams in current working and social environments
- Consider intra, inter-team and multi team environment activities

Elements and Stages of Team Development

- Analyse key considerations and foci for team members and leaders at each stage of team development (forming, storming, norming, performing, mourning/ adjourning)
- Comment on relevant strategies for each stage to ensure effective engagement with opportunities, overcome challenges and threats to the team

Self and Team - Models, Theories and Studies

- Develop a basic understanding of a model of self and the implications of this for the learner within a team context
- For team mix, identify the usefulness of theories and studies eg Schmidt and Hunter, Tziner Eden, Devine and Phillips, Marston, Belbin,Multiple Intelligence Theory , Big Five Model of personality, Myers Briggs, Schutz (FIRO)and other personality theories. Comment on the usefulness of psychometric testing
- Identify factors for consideration when selecting team mix. Consider task and related diversity: (intelligences, culture, skills, knowledge, formal and informal roles, attitudes, team tenure, gender, culture, age etc)
- Develop an understanding of key skills required in a Knowledge Society. Distinguish between hard and soft skills, intra and interpersonal skills. Develop an understanding of transferable skills, high level skills societies, portfolio careers and the future implications of that for graduates in the workplace and society
- Analyse the potential consequences on organisation objectives of faulty beliefs or

inappropriate value systems (Sternberg): egocentrism fallacy, omniscience fallacy, omnipotence fallacy and invulnerability fallacy.
- Discuss the value of ethics and 'right' goals in teamwork.
- Comment on the potential consequences on teams of group think, team defence mechanisms, over-focus on intra team issues, inter team competition, favouritism

Team Mix - Roles and Responsibilities

- For team leader, team member, coach, mentor and trainer roles, explore a range of definitions. Develop a broad understanding of leadership and team member roles and a basic understanding of mentoring, coaching and training roles. Consider where the responsibility for each role rests within a team/organisation/society and the implications of each role on team members, team leaders and organisations. Analyse the significance of each role. Consider the potential effect on team members and leader when one person performs numerous roles. Consider the link between responsibility and authority levels.
- Analyse opportunities, threats and challenges for each role within organisations operating within strict financial budgets in a Knowledge Society
- Distinguish between traditional leadership and team leadership. Comment on the main tasks of a leader (leading, managing, coaching and supporting). Consider a leader's role with respect to team selection and recruitment of team members. Comment on fixed leaders versus rotating leaders within team contexts. Discuss different leadership styles and the relevant application of them to situations. Identify and discuss situations when team members may be asked to lead even though they are not the long term designated leader. Discuss potential leader pitfalls resulting from faulty beliefs
- Gain a basic understanding of the impact of budgetary constraints on human resources in an organisation. With a view to effective human resource planning and utilisation, comment on the usefulness of human resource planning, written job specifications and job descriptions, interviewing, delegation, motivation, performance management, rewards, feedback
- Develop a basic understanding of initial training, continuous professional development, differences between education and training, between in-house trainers and outsourcing of trainers. Comment on the potential impact on team of in-house coaching, outsourcing, privately arranged coaching services, in-house mentoring and remote mentoring

Vision, Mission, Objectives, Goals, Action Steps, Deadlines

- Develop understanding of vision, mission statement, objectives, goals, action steps, deadlines and where responsibility lies for activating same.
- In relation to vision, discuss techniques for developing ideas and tapping into creativity (refer to creative problem solving below)
- In relation to deadlines, gain an understanding of time management. Consider techniques for eliminating time wasters,overcoming time management challenges, setting priorities, scheduling, concentration, focus, motivation and balance (wellbeing and productivity levels).
- With a focus on making a vision a reality, identify useful performance management, documentation, control, review and feedback mechanisms
- Discuss benefits of pursuing team goals within the context of organisation objectives. Comment on the potential for efficient enactment of organisation objectives, improved creativity, improved quality management, co-operation, collaboration, constructive controversy, creative problem solving, shared learning, improved trust, productivity, adaptability, communication, support, safety, efficiencies in utilisation of human, physical and financial resources in intra and inter team contexts within organisations experiencing challenges and opportunities

Solution Focused Approaches and Performance Measurement

- With reference to theory, comment on a solution focused approach
- Gain a basic understanding of some models for improving performance
- Consider a variety of control and monitoring mechanisms and the importance of maintaining relevant soft and hard copy documentation to support processes
- Comment on key features required for optimal performance. Comment on improving productivity by improving procedures, accountability and relationships

Negotiation

- Comment on some definitions for negotiation. Conclude on key aims of negotiation.
- Discuss the benefits of principled negotiation
- Identify and comment on the usefulness of a negotiation model
- Summarise key features of successful negotiation and successful negotiators
- Comment on the different types of power that may be present during negotiation
- Comment on the range of destructive and constructive behaviours that may be present during negotiation and factors to consider when negotiating face to face, by email or phone, formally and informally.
- Consider the need to adapt negotiation styles to the situation.
- Comment on a negotiation process. Consider elements of a negotiation strategy with a clear structure focused on reaching agreement.

Creative Problem Solving

- Comment on definitions for creativity, link to innovation and outcomes of value
- Comment on factors that influence team creativity. Identify techniques/tools for developing creative ideas in teams. Consider recent reports and recommendations on creativity and innovation in a Knowledge Society
- Comment on problem solving models.

Decision Making

- Comment on a range of definitions for decision making
- Examine a variety of decision making models
- Investigate the theory on techniques for choosing between options
- Summarise theory on factors to consider in relation to team decision making. Consider beliefs, values, ethical issues and organisation objectives.

Conflict Resolution

- Comment on the cause and effect of team conflicts in society and organisations
- Comment on constructive and destructive conflict and how that might impact on team performance
- Outline types of team conflict
- Comment on what learners may perceive as 'difficult' people. Introduce the notion of projection to learners and encourage learners to consider what they need to address in themselves in order to enhance their involvement in teams
- Examine some approaches to conflict resolution.

Communication

- Consider key factors for listening, speaking succinctly within the team, oral presentations, visual and text based communications, designing and completing paperwork (agenda, minutes, written agreements, attendance, punctuality, feedback forms etc). Consider cross cultural and inter team communications. Become familiar with different approaches for communicating face to face, by phone or email.

Feedback, Supports and Team Well-Being

- In relation to team well-being, comment on key elements that contribute to positive emotions in team, meaningful team engagement, healthy relationships, team meaning and team accomplishment
- Comment on the elements of effective feedback and approaches to feedback
- Gain a basic knowledge of a theoretical model.
- Comment on the importance of preparation, specifics and a focus on behaviour and outcomes rather than personality
- Consider social supports (emotional, informational, instrumental and appraisal), supports for team member growth and development, job enrichment, wellbeing, balance between work and home life. Distinguish between interdependence, dependence or independence, caretaking versus caring

SECTION TWO – APPLICATION, REFLECTION, EVALUATION

With a focus on substantial development of team member skills and basic development of leadership skills, learners gain opportunities within each topic to integrate knowledge, skills and competence. With a focus on team product and process, and with reference to theory, learners engage at two levels. Team exercises provide opportunities for learners to focus on specific skills development with one or more others. Solo exercises provide opportunities for learner to reflect on some models/theories and techniques. Exercises support the development of learner's self-management skills and provide opportunities for reflection and evaluation. The learner identifies knowledge, skills and competence at the outset, monitors development and integration through engagement with theory and exercises

Level 1 - Team

Learners participate in team activities. Leadership roles rotate within each team. Through leadership and participation as a team member, learners demonstrate understanding of key elements required to move from team vision to desired team outcomes in an effective and efficient manner, with a focus on product and process.

- Agree and write a definition for effective teamwork
- Develop a team agreement. All members sign this to demonstrate agreement.
- Document strengths/skills required of team members and leaders at each stage of team development
- Agree and document roles, responsibilities, deadlines and authority levels for all team members for each stage of the process.
- Develop a comprehensive list of leadership skills, coaching skills, mentor skills, trainer skills, team member skills, team leader skills required for effective performance in a rapidly changing Knowledge Society with strict financial, physical and human resource budgets.

- Perform a SWOT analysis on intra and inter team activity. Consider strategies for increasing intra, inter-team and multi team environment effectiveness
- Agree and apply a basic method of scheduling. Implement control and monitoring mechanisms. Develop an approach to accurate and timely management of progress, implementation processes and outcomes
- Apply relevant on-line (soft copy) and hardcopy documentation at each stage of the process (agendas, minutes, feedback forms, attendance and punctuality records, roles, agreed responsibilities, key contributions, job descriptions, job specifications, schedule of work (actual versus planned), diaries/calendars, problems arising/key decisions made). Document useful techniques adopted and outcomes.
- Create a team vision, objectives, goals, action steps, responsibilities and deadlines
- Practise techniques to generate ideas
- Develop a list of key skills required for effective problem solving. Apply a problem solving technique in team.
- Develop a checklist of key skills required for decision making. Apply a decision making model and a technique in team.
- Develop a checklist of key skills required for conflict resolution. Apply a conflict resolution technique in team.
- Apply written, verbal and non-verbal communication skills in team. Develop a team presentation with contribution from all members.
- Document negotiation tactics. Construct a checklist for effective negotiation and constructive negotiating behaviours, negotiating language. Develop a list of key skills required for effective negotiation. Apply effective negotiation in team
- Develop a checklist of supports required for team well-being, viability and achievements. Consider boundaries for support. Perform a Team Assessment exercise to review how the team works together
- Design feedback forms for self and peer to peer feedback. Agree times for formal feedback. Leaders provide feedback to team as a whole and to team members. Members provide feedback to self and others. Reflect on and evaluate the feedback
- With a focus on both process and deliverables, comment on the value of the team experience

Level 2 - Solo:

Each learner completes some tasks alone to monitor own potential versus actual contribution within a team, self-understanding and self-management. The learner reflects on team process and outcomes, own learning outcomes and value of teamwork.

- Reflect on and evaluate a particular model of self, own stage of development and approach for the purpose of understanding own potential for positive contribution to a team
- Document useful insights about self and others gained from selected theories/approaches (ie Belbin, Myers-Briggs, Schutz)
- In relation to team agreement, list some ideas for future consideration by team
- Identify (√) own initial skills. Monitor on-going development, challenges, strengths and strategies for further skills development. Finally, reflect on and evaluate overall learning outcomes in relation to skills
- Document skills mix in team and how that contributes to effective teamwork. Comment on differences between formal/informal roles within team, on own preferred roles and on potential for future application.
- Create and document own vision (eg for teamwork). Document linked objectives, goals and

action steps to facilitate the achievement of own vision. Consider how own vision might be integrated into team vision

- Perform time management exercises that facilitate comparison of own estimated versus actual use of time. Document strengths and challenges (time wasters) in relation to time management. Develop strategy to ensure contribution to team
- Evaluate monitoring, control mechanisms and use of documentation within team
- Reflect on and evaluate own creative problem solving skills and technique used in team. Identify key strengths and areas for future improvement.
- Reflect on and evaluate own decision making skills and techniques used in team. Identify key strengths and areas for future improvement.
- Reflect on and evaluate own conflict resolution skills and technique used in team. Identify key strengths and areas for future improvement.
- Reflect on and evaluate own communication skills. Identify key strengths and areas for improvement. Develop and make a formal presentation to team.
- Reflect on and evaluate preferred personal negotiating style. Reflect on skills required for negotiation. Identify key strengths and areas for future improvement
- Document a checklist for own well-being. Compare this to team's list. Reflect on and evaluate own well-being, expectations for support and impact of that on teamwork
- Record own and others roles, responsibilities, skills, contributions, achievements, strengths, challenges faced and overcome in team, useful techniques, control and performance mechanisms adopted by the team.
- Provide feedback as a leader and as a team member. Provide feedback to self and others. Reflect on self-feedback and feedback from peers
- Reflect on overall experience and evaluate learning outcomes from teamwork. Identify own key contributions made to team at each stage of team development. Comment on potential areas for future application of own knowledge, skills and competence.
- Develop ability to subdivide skills and to identify own key challenges and strengths within.

11. Assessment

11a. Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

		Assessment One	Assessment Two
Portfolio/Collection of Work Technique 1	60%	35%	25%
Skills Demonstration Technique 2	40%	15%	25%
TOTAL	**100%**	**50%**	**50%**

Please see section 11c for guidelines.

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Examine the concept, features, types and impact of teamwork within diverse formal and informal structures, for organisations systems and individuals	Portfolio/Collection of Work
2. Analyse the roles, responsibilities, characteristics and skills of team members, including leaders, coaches and trainers	Portfolio/Collection of Work
3. Analyse the elements and stages of team development	Portfolio/Collection of Work
4. Summarise key opportunities and challenges of inter and intra teamwork or of multi-team environments	Portfolio/Collection of Work
5. Participate in setting team objectives and subsequent evaluation, to include control mechanisms such as ongoing feedback and documentation and performance measurement	Portfolio/Collection of Work Skills Demonstration
6. Participate in core teamworking activities, to include negotiation, problem-solving, finding solutions, decision making and conflict resolution	Portfolio/Collection of Work

	Skills Demonstration
7. Demonstrate appropriate communications, problem-solving and negotiation techniques in a range of teamworking situations and roles, to include leadership roles and giving and receiving feedback	Portfolio/Collection of Work Skills Demonstration
8. Monitor personal strengths and weaknesses as a team participant, including interpersonal communications skills and problem solving skills	Portfolio/Collection of Work

11c.   Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the collection of work and the skills demonstration. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes.

Assessment briefs (50% each) may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate.   A focus on integration of knowledge, skills and competence is maintained throughout.

Both assessments assess portfolio/collection of work (technique 1) and skills demonstrations (technique 2). Quality assured procedures must be in place to ensure the reliability of learner evidence.

Assessment One Total: 50%	Technique 1: 35% (Collection/Portfolio) Technique 2: 15% (Skills Demonstration)
During the first term and with a view to developing understanding and *initial skills development*, learners study theory and complete numerous solo and team exercises of *short duration* (5-20 minutes each). Integration of knowledge, skills and competence is required. On an on-going basis during (approximately) the first term, individual learners develop a portfolio with *own* documented sections of theory (with references) and skills demonstrations to demonstrate balanced development of knowledge, skills and competence. Learners also demonstrate evidence of attendance, punctuality, motivation and a developing ability to engage with all learning outcomes.	

The portfolio/collection of work and skills demonstrations record development in relation to *teamwork topics and learner outcomes (1-8).* Learners demonstrate an understanding of topics/techniques/models, evidence of skills development and competence within well-defined solo and team contexts. Learners are required to demonstrate knowledge (from theory), application, reflection and evaluation in relation to learning outcomes. Learners comment on self-understanding, self-management, contribution to team process and deliverables. Learners identify learning to date and key foci for the next term. To demonstrate a clear understanding of theory, techniques, group processes plus ability to participate and demonstrate skills, each learner:

- Demonstrates level 5 understanding for all theory, with references (LO1, 2, 3, 4).
- As part preparation for on-going skills development, included here is a requirement to demonstrate clear understanding (ie checklists/steps) of key theories, models, techniques, steps for skills development (LO 5,6,7)
- Participates in solo and team exercises focused on application and demonstration of *specific* models, theories and techniques (ie individual and team problem solving, individual and team decision making, conflict resolution, individual and team goal setting, idea generation, individual and team time management, control mechanisms, performance management, personalities, informal/formal roles) within clearly defined situations as outlined by assessor. Each learner provides a description for every exercise, critically reflects on and realistically evaluates ability to apply technique/model/steps within a specific context. (LO 5,6,7)
- Documents progress, strengths and challenges in relation to completion of tasks, specific skills development, use of intra and interpersonal skills, group processes. The focus is primarily from the perspective of a team member with minor reference to team leadership. Each learner documents future plans to support further improvement of transferable skills relevant to team-working (LO 8).

Evidence for Assessment One takes the form of class based teamwork accompanied by written work with the option of oral, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in Assessment brief One (value 50%).

Assessment Two Total: 50%	Technique 1: 25% (Collection/Portfolio) Technique 2: 25% (Skills Demonstration)

This assessment takes place over a number of weeks (approx. 10 weeks) during which learners are observed and assessed in real team contexts (approx 6 per team) during class time. Integration of knowledge, skills and competence is required. A number of teams operate in one classroom. To complement (not instead of) class teamwork, learners also perform research, complete writing etc outside class time and submit same for assessment.

Learners are assigned to a specific team for a fixed duration, participate in activities and demonstrate understanding of key elements required to move from team vision to desired team deliverables in an effective and efficient manner. Each team performs as a unit in the classroom for the duration of class time. As a minor requirement, each team engages with other teams. Learners participate in team activities as both team members and team leaders (rotation required). Learners demonstrate progress in relation to *integration* of knowledge, skills and competence. Individual learners describe, reflect and evaluate their experience, learning and comment on overall development of knowledge skills and competence as relevant to team-working and team leadership. They identify potential areas for future application of their learning. Individual feedback is provided to members and leaders by all individuals in the team. Learners are assessed on an individual basis.

Assessors issue each team with a sufficiently complex common team brief (Assessment Two) that requires learners to integrate all elements of the course, focus on team process and team deliverables. The brief requires learners to further develop, integrate knowledge, skills and competence and engage in a team process focused on specific deliverables, with substantial development of team member skills and basic development of leadership skills. The brief clarifies expectations for submissions from individual learners and from team (with individual contributions clearly identified), outlines desired team deliverables, final team deadline, number of phases/stages with required team outcomes for each stage and request for evidence of, reflection and evaluation:
- Teamwork with consideration of diverse formal/informal structures now and in the future (LO1)
- Roles, key responsibilities at specific stages with consideration of leadership rotation, members, coaches, trainers. Team mix and diversity (personalities, abilities, age, tenure, gender, culture etc) (LO2)
- Stages of team development (LO3)
- Key opportunities and challenges of inter and intra teamwork or of multi-team environments (LO4)
- Team vision, objectives, goals, and deadlines (actual and planned). Team documents designed (templates) and maintained by the team i.e. team agreement, agendas, minutes, punctuality, attendance records, presentations, feedback forms for self and peer feedback. Scheduling, control, feedback and performance measurements. Team assessment to review how team works together (LO 5)
- Core team-working activities: negotiation, problem solving, finding solutions, decision making, conflict resolution and communication. Demonstration of Leadership and team membership (LO6, 7)

- Personal strengths and challenges as a team member and leader. Individual learners report on individual roles, responsibilities, achievements, specific progress, challenges faced and overcome, potential versus actual contributions to team at specific stages, understanding of team, stages of team development, understanding of team mix (personalities, abilities, other diversity), roles, responsibilities, group processes, agreements, problem solving, decision making, negotiation of conflict, realistic implementation processes, constructive feedback, overall evaluation of team performance and own development (LO8).

Evidence for Assessment Two takes the form of class based teamwork accompanies by written work with the option of some oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in Assessment brief Two (value 50%)

12. Grading

Distinction: 80% - 100%
Merit: 65% - 79%
Pass: 50% - 64%
Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

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Teamworking 5N1367	Assessment One – 50% Technique 1: Portfolio/Collection of Work 35% Technique 2: Skills Demonstration 15%

Learner's Name: _____   Learner's PPSN: _____

Assessment Criteria	Maximum		Learner	
	Tech. 1	**Tech. 2**	**T.1**	**T.2**
Theory - Understanding and knowledge clearly demonstrated Documented evidence of accurate understanding of relevant topics (with clear referencing) (LO1-4)	10			
Documented evidence of preparation for skills development through development of checklists/steps/notes on relevant models/techniques (LO5-7)	10			
Documented evidence of **active participation and demonstration of skills** *in a manner consistent with theory/models/techniques (LO 5-7)*		15		
Documented *reflection* on application of *theory to practice (LO1-8)*	8			
Evaluation of learning outcomes to date. Identification of key foci for future (LO8) Documented realistic evaluation of relevant integration of theory and practice. Comparison report to demonstrate knowledge, skills and competence at outset of programme versus current knowledge, skills and competence. Include key strengths, key outcomes, key contributions, areas of challenge.	5			
Realistic identification of potential for future application in teamwork of learning to date	2			
Total Mark (50)	35	15		

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____

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Teamworking 5N1367	Assessment Two: 50% Technique 1: Portfolio/Collection of Work 25% Technique 2: Skills Demonstration 25%

Learner's Name: _____   Learner's PPSN: _____

Assessment Criteria	Maximum		Learner	
	<u>Tech 1</u>	<u>Tech 2</u>	<u>T.1</u>	<u>T.2</u>
<u>Learner's Contribution as a Team Member and as Team Leader</u> <u>(LO5/6/7)</u> <u>Team Member</u> – Documented evidence of **active participation and demonstration of skills** in a manner consistent with theory, models and techniques. Clear demonstration of understanding and knowledge integration <u>Team Leader</u> – Documented evidence of **active leadership with demonstration of leadership skills** in a manner consistent with leadership theory/models/techniques.		15 10		
<u>Individual Learner Reflection on Experience as Team Member and Leader</u> <u>(LO1-8)</u> Documented *reflection* on application of theory to practice with focus on • Features of effective teamwork (LO1) • Roles, responsibilities, skills in team (LO2) • Key foci/issues in team at different stages of team development (LO3) • Inter/intra teamwork (LO4) • Team process, controls (ie documentation), team outcome, feedback and overall experience as a team member and leader(LO 5-7) • *Personal* strengths , progress and challenges in relation to application of theory in team, team dynamic, specific skills/group processes, contribution to team as member and leader (LO8)	15			
<u>Individual Learner Evaluation of Key learning outcomes and</u> <u>Identification of Potential for Future Application of Learning (LO1-8)</u> Documented realistic *evaluation* of overall integration of theory and practice and of key personal learning outcomes. (Follow through from comparison report in first assessment is required to demonstrate overall progress). Realistic identification of potential for future application	8 2			
Total Mark (50)	25	25		

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Assessor's Signature: _____ Date: _____

External Authenticator's Signature: _____ Date: _____