Unit 18 - Working in a Team

Overview

Working in a team at Entry Level 3 requires the candidate to understand the strengths and weaknesses of team work. They need to be able to understand their roles and responsibilities, and those of their team mates, in a team. They need to demonstrate that they can work with colleagues and motivate themselves and others.

A work activity will typically be 'straightforward or routine' because:

The task or context will be familiar and involve few variable aspects. The techniques used will be familiar or commonly undertaken.

Example of context – Make a simple report on working with a team.

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at RQF entry level 3 (EQF Level 1) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well- defined, routine tasks. Be aware of information relevant to the area of study or work
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Requirements

- Standards must be confirmed by a trained Level 1 Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the online mark book on the INGOTs.org certification site.
- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and online work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.
- When the candidate provides evidence of matching all the criteria to the specification, subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.
- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.
- Each unit at Level 1 has recommended 40 guided learning hours based on time required to complete by an average learner.

Assessment Method

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Assessors can score each of the criteria N, L, S or H. N indicates no evidence and it is the default setting. L indicates some capability but some help still required to meet the standard. S indicates that the candidate can match the criterion to its required specification in keeping with the overall level descriptor. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full unit award. Once the candidate has satisfied all the criteria by demonstrating practical competence in realistic contexts they achieve the unit certificate.

Expansion of the assessment criteria

1. The candidate will know about team working

1.1 I can identify key rules for effective team work

Candidates should be able to identify a few key ways that make for effective teamwork

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

Team work is seen as a central, though often not emphasised, "soft" skill that is essential in employment. The skills are not really things that can always be taught directly as they are not "hard" skills, such as being able to add up certain numbers. Team work relies on support and encouragement of self others and a shared belief in an end goal. Most candidates can probably think of times that they have played in team sports and been let down by people in the team for various reasons, even though their performance was good. One effective key is to make sure that people are in the right role to make the team work, something England football team managers have struggled with for years.

1.2 I can identify the skills individuals need for effective team work

Candidates should be able to identify some skills required

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

The infographic on this [1] web page is a good illustration of some of the skills required fro good team work. You need to be able to communicate effectively, but also listen carefully as everyone's input is important. You need to respect the opinions of key people or the team as a whole and be reliable. There will always be disagreements, so you or others need to be able to manage this conflict.

2. The candidate will know how to match their strengths and interests to a team task

2.1 I can, with guidance, identify some aspects of a given team task that I think I could do well, based on my strengths and interests

The candidate will be able to identify their own team skills

Evidence: From portfolios and assessor observations

Additional information and guidance

This will vary depending on the individual, but they need to demonstrate an identified skill in team work and give some evidence. For example, they could be seen leading a meeting of their peers. They can have some guidance as in most cases these are skills that are developed over time and not

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necessarily natural ones.

3. The candidate will know their own role and responsibilities in relation to a team task

3.1 I can identify what the team is working to achieve in the team task

The candidate will be able to identify the overall goals and timelines of the team

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

A team will be established to achieve some objective or goal and in order to measure this, they will need to establish what these are. Some overview of what their main goals are and perhaps even some short, medium and long term objectives.

3.2 I can identify my own role and responsibilities in the task

The candidate will be able to identify their main role and responsibilities

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Candidate's comments here will vary depending on what role they have as each role will have different responsibilities. They may be the team leader, so need to set some targets and make sure the team meets these individually and as a collective. They might be responsible for marketing, so their role is to promote and advertise what the team is doing and why. They might be involved in finance, so need to eep track of the money earned and spent and make reports back to the team about this.

4. The candidate will know how to work positively as a member of a team

4.1 I can listen to ideas and suggestions of other team members without interrupting them

The candidate will demonstrate good listening skills

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

It is not always easy, especially when you feel very knowledgeable about your subject or role, to be able to hear from other people. A real skill in team work is being able to engage and involve all members of the team. The candidates need to demonstrate that they can listen to their colleagues and use these ideas to build up a better solution overall that involves all team members.

4.2 I can give my own ideas and suggestions when asked to do so

The candidate will be able to participate fully in the team

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

It is no good going to a team leader after the product has been shipped to tell them that X part was the wrong one to use. Even if the team does not accept your ideas and suggestions, you still need to offer them in order to give everyone the chance to think about and discuss all options.

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4.3 I can offer help to other team members when asked to do so

The candidate will be able to demonstrate their support skills

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Helping others, whether they ask or not, will ensure that the team as a whole accomplishes what it set out to do. When one of your colleagues asks for help, you need to be there for them. If you can't help them directly, you need to demonstrate that you can find someone else who can or work with them in support to find the answers.

4.4 I can follow instructions to complete the aspects of the task I was allocated

The candidate will be able to demonstrate an ability to follow instructions

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

As part of a team, candidates will at certain points need to complete tasks set by others. They need to be able to show that they can complete these as instructed. It is good if they ask for clarification if they are not 100% sure of what the instructions are asking them to do.

5. The candidate will understand their performance as a member of a team

5.1 I can identify areas where I worked well as a team member

The candidate will be able to carry out some basic self evaluation

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Most people are usually aware when they have done something really well and beyond what is required. Candidates should be able to comment on some occasion where they helped someone in the team and they went above and beyond what was required and were pleased with how they did.

5.2 I can identify areas where I could improve my ability to work as part of a team

The candidate will be able to identify areas where they can grow with support

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

No person is a finished article and everyone can always improve the way they do things or learn new skills. Candidates need to be encouraged to look at areas where they did not do as well as they wanted and to think of ways that they can do better in that area later, whether this is through training or changing their ideas and actions. They need to be encouraged that there is no shame in admitting you could do better next time, as long as you think about why and how.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate guided by the above guidance. Criteria should be interpreted in the context of the general descriptors of RQF Level 1 qualifications. They should make notes of any significant issues for any candidate and be in a position to advise candidates on suitable routes for progression. They must be prepared to enter

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into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound. In the event of missing evidence, the assessor will be requested to gather appropriate information before the award can be made.

Source URL: https://theingots.org/community/emel3u18x

Links
[1] https://www.thebalancecareers.com/list-of-teamwork-skills-2063773

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