Technical specifications for

City & Guilds SCQF Level 5

Qualifications in Effective Team Member Skills (8813)

Version: 1.0 (January 2017)

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This document is intended for current and prospective centres of ILM and City & Guilds. It contains Supporting Notes for ILM qualifications, which are awarded by The City and Guilds of London Institute. The main purpose of this document is to provide guidance to centres looking to deliver the specialist suite of ILM qualifications in leadership, management and coaching. This is a generic document and should always be read in conjunction with the technical specifications of an ILM qualification and the ILM Centre Guide [www.i-l-m.com/centreguide](http://www.i-l-m.com/centreguide)

Supporting Notes for SCQF Qualifications

Version: 291014

**Understanding the Format of Qualifications**

**Qualification Structure**

A qualification consists of credit based units of learning and assessment. Each qualification will have a structure specifying which units are mandatory (if any) and which are optional. The credit and units required to complete a qualification are set out by the Rules of Combination (RoC). As each unit belongs to a qualification under a permissible RoC, we can recognise more easily how long it will take to achieve both the units and the overall qualification based on learning time size and level.

**Qualification Level, Credit and Size**

The level of a unit or qualification indicates its complexity, the depth of achievement required and/or the autonomy of that learner demonstrating that achievement. SCQF has 12 levels ranging from Access at SCQF level 1, up to Doctorate at Level 12.

**Learning Time**

In a qualification, one credit is equal to 10 hours of learning time. For example a 3 credit unit highlights that on average, a learner will take about 30 hours to complete. Learning time is the average time it takes a learner to complete the learning outcomes of a unit. This can include tutorial time, group work, private study, reading, research, practical learning, work-based learning and assessment. Learning time includes guided learning hours and time allocated for self-directed study.

**Guided Learning Hours**

Guided Learning Hours (GLH) is the time that a trainer/tutor is available to guide learners. Skills Funding Agency (formerly the Learning and Skills Council) defines GLH as:

*“Guided learning hours (GLH) are defined as all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes* *lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.”*

Guided learning can include tutorials, e-learning courses, guided reading, tutor facilitated discussion, one-to-one feedback and online guidance given by a tutor. It also includes the time spent by staff assessing a learner’s achievement for example in the assessment of knowledge and competence for a vocational qualification. However it does not include time spent by staff in the day-to-day marking of assignments and homework where the learner is not present, nor does it include hours where supervision is of a general nature and is not specific to the study of learners.

The actual GLH of a learner journey should be benchmarked against the sum of the GLH specified unit-by-unit, combined with the additional hours cited for induction and tutorial support for the qualification. Any proposed learner journey that significantly differs from these benchmark figures should be discussed in advance with an ILM Quality & Compliance Manager.

The table below shows the difference between GLH and Learning Time:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tutor\* Directed/Facilitated** | **Learner Directed** | **Assessment** |
| **Guided Learning Hours** | * Induction * Tutorials and tutorial support time * Directed activities such as role play, case studies etc * Facilitated group discussion * Action learning Sets * Supervised work-based learning or practice * Directed on-line learning * Guidance prior to assessment |  |  |
| **Learning Time** | * Induction * Tutorial and tutorial support time * Directed activities such as role play, case studies etc * Facilitated group discussion * Action learning Sets * Supervised work-based learning or practice * Directed on-line learning * Guidance prior to assessment | * Reading * Research * Self-study * Discussion with relevant others in the workplace * Practice in the workplace | Time taken for learner to complete assessment |

\*In this context, the term tutor covers teachers, deliverers, instructors, lecturer, trainer or any others involved in delivering the training.

**ILM Approval**

**Learner Registration**

Unless otherwise agreed documented learners must be registered with ILM within four weeks of the beginning of a programme lasting more than three months, or within one week for programmes of shorter duration. Registration should be completed electronically via the Walled Garden. More detail on this is available from the Customer Handbook <https://www.i-l-m.com/Information-for-centres/customer-handbook>

**Induction**

Centres must ensure that each programme should start with a short induction. The learner journey plan briefly covers this, however this section emphasises some of the key areas:

* Outline of the programme/qualification (content, delivery methods, hours, attendance etc).
* The assessment requirements (assessment methods, support and resources available, submission dates, appeals procedure, plagiarism, any special considerations etc).
* Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism (see the Customer Handbook for more information).
* Roles and responsibilities of centre staff, employer of the learner (where applicable) and ILM.
* Expectations of, and benefits to, the individual and where relevant, their employer.

**ILM Assessment Strategy**

This section gives generic guidance on ILM’s assessment strategy for its units. Assessment guidance is primarily designed to help assessors mark ILM assessments to the required standards and also acts as guidance that can be conveyed to learners to help them in writing their assessments.

Centres should ensure that all units included in a qualification are assessed and the assessment must address all of the learning outcomes and assessment criteria for the relevant unit(s).

**Unit Assessment**

ILM provides an assignment task for each unit. These are recommended for most units and, for the few remaining mandatory units, they are prescribed. The ILM assignments are used by the large majority of centres. However centres are free to develop their own assessment instruments (for example, when organisation-specific contextualisation is wanted) as long as the method of assessment is suitable for the particular unit(s) and assessment criteria and that all the assessment criteria for the unit(s) are addressed. These must be approved by your Quality & Compliance Manager before being used.

**Integrated Assessment**

Units can be assessed individually or in clusters. In the latter case, a single integrated assessment instrument can be designed to assess two or more units. A rationale is needed for integration as this is not suitable for any combination of units. The usual logic is either sequencing (i.e. one unit naturally follows and builds on another) or overlap (i.e. common ground between units).

Even when a learner does not pass an integrated assessment overall, he/she may well have passed one of the units from which it was comprised. Therefore all integrated assessments must be capable of de-construction back to unit level to identify unit achievement. This involves, for any of the units that were integrated, simply identifying whether all of the assessment criteria has been met.

**Guidance on Marking an Assessment**

The ILM pass mark is 50%, which represents the minimum acceptable standard. If this standard is not achieved, the learner must be referred. The only acceptable reason for a referral is a failure to meet one or more assessment criteria. Although there can be grounds for being unable to mark an assignment, learners cannot be referred purely because of poor literacy, presentation or missing a deadline – the reason must relate to the requirements of the assessment as articulated by the criteria. This principle applies for all ILM qualifications and every unit.

In line with most other Awarding Organisations, ILM introduced criterion assessment in 2012. In this method, every assessment criterion counts. In order to pass, a learner must meet every assessment criterion in the assessment.

In the units and mark sheets, ILM has provided a weighted mark available to each assessment criterion. As the pass mark is 50%, learners must gain at least half the marks available (e.g. 6/12) in order to meet that criterion. If any criteria are not met, this produces an automatic referral. Consequently, it is possible to gain over 50% and still not pass because one or more criteria have not been met.

Centres have the opportunity to opt out of using marks. However ILM strongly recommends the use of marks because it considers that this is best practice. Firstly, people like to know ‘how well they have done’. Secondly, ILM wishes to encourage learners to achieve more than the minimum standard, as reflected in higher marks. Nevertheless, if a centre chooses not to use marks, a judgement must be still made whether each assessment criterion has been met. However, instead of awarding marks, a simple pass/fail is recorded. As usual, if any criterion receives a ‘fail’ then the submission must be referred.

ILM SCQF qualifications do not offer ‘merit’ or ‘distinction’ grades. Centres may recognise different levels of achievement by their learners, but this is independent of the achievement of the SCQF qualification.

**Guidance offered by Sufficiency Descriptors**

Assessment is the exercise of professional judgement. In contrast to binomial (i.e. black-and-white pass/fail) assessment, as used for NVQs, ILM’s approach is to award marks according to the degree to which the learner’s evidence meets each assessment criterion.

For example, if the learner’s submission only just met a criterion, then, with 20 marks available, this would attract 10. If the evidence fell just short of the requirement then this would be awarded a mark of 8 or 9/20. If no evidence had been offered, or it was completely irrelevant to the assessment criterion, then zero marks should be given.

To clarify the standard of evidence required from learners, ILM provides sufficiency descriptors on every mark sheet for most of its qualifications. Three are given for each assessment criterion, labelled as: referral, pass and good pass. These illustrate the different standards that approximate to one-quarter marks (e.g. about 5/20), half marks and around three-quarter marks for that assessment criterion.

Assessment must always be carried out with reference to the assessment criteria. By clarifying the assessment criteria, sufficiency descriptors are merely guides for marking. They offer typical examples of the way in which a learner’s evidence might exceed or fall short of the standard.

**Sufficiency in Assessment**

As outlined by the descriptors, judging the sufficiency of a learner’s piece of work is often a key aspect in assessment. The test of whether the evidence is of sufficient quantity and quality is very much informed by the qualification level and, in particular, by the verb used in the relevant assessment criterion.

The higher levels expect a fuller learner response with greater breadth and depth. Increased detail and referencing is required and more exploration is sometimes needed.

Assessors, tutors and learners must examine the verb used in the assessment criterion. At levels 2 and 3, basic assessment verbs such as ‘list’ and ‘describe’ are commonly used in criteria. ‘List’ is self-explanatory and one of the simplest of requirements. However if a criterion asks for a description then, even at level 2, a mere list will not suffice. At the higher levels, more demanding assessment verbs like ‘assess’, ‘evaluate’ and ‘analyse’ are used.

A word count is indicated for the assignment for each unit. This is not prescriptive and a submission cannot be failed on word count alone. The word count is merely guidance on the size of assignment that could gain the minimum 50%. However mere quantity is no guarantee of passing because a learner could greatly exceed the word count but still fail to address the criteria.

**Other Information**

**ILM Membership**

ILM offers tutors free membership that is not time-bound. This gives access to the Learning Zone which includes 50 e-learning modules, fact sheets and video clips, mapped to ILM units.

All ILM learners qualify for free studying membership of ILM, gaining access to a wealth of specialist information and advice including the Learning Zone. Studying membership lasts for the length of the learner’s programme (or a year, whichever is greater) and is an ideal way to support their studies and on-going leadership and management development.

Centres can advise learners and tutors to activate their studying membership for free at any time by visiting [*www.i-l-m.com/Membership-Studying*](http://www.i-l-m.com/Membership-Studying)

For further information on studying membership, contact the ILM Membership team on 01543 266867 or send an email to [*membership@i-l-m.com*](mailto:membership@i-l-m.com)

**Learning Resources at ILM**

ILM offers its centres a range of learning resources and support materials/tools to assist in the teaching and learning of ILM qualifications. ILM also validates high quality third party learning resources.

Please call ILM Customer Services Team on 01543 266867 or email [*customer@i-l-m.com*](mailto:customer@i-l-m.com)for further information.

**Qualification Structures and Details**

**Award in Effective Team Member Skills at SCQF Level 5**

|  |  |
| --- | --- |
| Credit Value: | Minimum 3 credits |
| Induction: | Minimum 1 hour |
| Tutorial Support: | Minimum 2 hours |
| Guided Learning Hours (GLH): | 9 hours |
| Duration: | To be completed in 3 years |
| Rules of Combination: | Learners are required complete one mandatory unit (530).  **Refer to the overview of units table.** |
| Assessments: | Criterion assessment applies to all units within this qualification (i.e. the learner must adequately evidence each assessment criterion). For further details see the ILM recommended Mark-Sheet for each unit. |

**SCQF Level 5 Certificate in Effective Team Member Skills**

|  |  |
| --- | --- |
| Credit Value: | Minimum 13 credits |
| Induction: | Minimum 1 hour |
| Tutorial Support: | Minimum 2 hours |
| Guided Learning Hours (GLH): | 45 hours |
| Duration: | To be completed in 3 years |
| Rules of Combination: | Learners are required complete two mandatory unit (527, 530).  **Refer to the overview of units table.** |
| Assessments: | Criterion assessment applies to all units within this qualification (i.e. the learner must adequately evidence each assessment criterion). For further details see the ILM recommended Mark-Sheet for each unit. |

**Overview of Units**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ref** | **Unit Title** | **SCQF Level** | **CV\*** | **GLH\*\*** | **Mandatory\*\*\*** |
| 8813-527 | Developing Effective Team Member Skills | 5 | 10 | 36 | C |
| 8813-530 | Developing Yourself as an Effective Team Member | 5 | 3 | 9 | A C |

\*Credit Value

\*\* Guided Learning Hours

\*\*\* A = Award C= Certificate

|  |  |  |  |
| --- | --- | --- | --- |
| Title: | | **Developing effective team member skills** | |
| SCQF Level: | | 5 | |
| Credit value: | | 10 | |
| Unit guided learning hours | | 36 | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1. Understand responsibilities for health and safety within the organisation | | 1  1.2  1.3  1.4 | Outline the organisation’s health and safety policies, practices  Identify a hazard within the work area and Outline the risk associated with it  Outline how an incident or accident associated with this hazard should be reported in the organisation  Describe own responsibility in the event of a fire evacuation or first aid incident |
| 1. Understand the legal requirements as a team member | | 2.1  2.2  2.3 | Outline why an employment contract/agreement is necessary  Explain what they should do if they believe there is unfair discrimination within the team  Outline other legal obligations that govern the team |
| 1. Know how to contribute towards solving problems | | 3.1  3.2  3.3 | Outline a problem faced by a team in the organisation  Outline the solution agreed by the team leader and the team  Outline how this solution could be implemented |
| 1. Communicate effectively with the team | | 4.1  4.2 | Identify own strengths and weaknesses in communicating with other team members  Identify ways in which own ability to communicate with other team members could be improved |
| 1. Understand what is required when communicating with those outside the team | | 5.1  5.2 | Explain the organisational requirements when communicating with those outside the team  Outline what team members could do to improve communication with people outside the team |
| 1. Know how to contribute to a positive work environment within a diverse team | | 6.1  6.2 | Explain what they could do to contribute to a positive work environment within a diverse team  Describe an example of inappropriate behaviour in the team and explain what actions should be taken if this happens |
| 1. Understand how to use physical resources efficiently | | 7.1  7.2 | Identify the resources required for a specific team activity and explain why it is important to have appropriate levels  of these resources to meet the activity  Outline how to obtain materials or consumable items for the team |
| 1. Know how to manage yourself and your time in line with your team goals | | 8.1  8.2  8.3 | Identify own strengths and areas for improvement as a team member  Set personal objectives to help to achieve the team’s goals or targets  Describe a simple time management technique they could use to help achieve their objectives |
| 1. Know how to manage yourself in a stressful situation | | 9.1  9.2  9.3 | Outline likely causes of stress to themselves and its likely impact on the team  Describe what they could do to manage the recognised stress  Identify sources of support available to the individual in the workplace or elsewhere, to help deal with stress |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | To develop effective team members skills. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | Links to MSC 2004 NOS: A1, D1, E5, E8, E11 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | Council for Administration (CfA) | |
| Equivalencies agreed for the unit (if required) | | M2.33 Developing effective team member skills | |
| Location of the unit within the subject/sector classification system | | 15.3 Business Management | |
| **Additional Guidance about the Unit** | | | |
| **Indicative Content:** | | | |
| 1 | * Health and safety policies and legislation within own organisation * Potentially harmful working practices within own work area and associated risks * Difference between risk and hazard * Reporting accidents and near miss incidents to the relevant authority within the organisation * Compliance with fire safety and first aid legislation, including the identification, application and use of fire extinguishers and first aid procedures and provision | | |
| 2 | * The necessity and benefits for a contract of employment * Current legislation relating to unfair discrimination within the team * Legal obligations that relate to a team within an organisation * The procedure for taking disciplinary action | | |
| 3 | * Basic methods of information gathering and retrieval to identify problems within the team * Using success criteria that would help identify the best possible technique to resolve problems * Implementing solutions within the team | | |
| 4 | * Areas of strength and possible weakness in communication * Incorporating clarity, logic, accuracy, relevance, conciseness whilst communicating with other team members within the organisation * Effective methods of communication with those in the workplace and for those external to the workplace | | |
| 5 | * Legal, organisational and ethical rules when providing information to those outside of the organisation * Building and maintaining effective methods of communication with people outside the team | | |
| 6 | * Building a positive work culture and learning environment that respects diversity * Cultures, beliefs and value systems * Importance of respecting differences, tolerance and inclusiveness * Discrimination disciplinary measures * Organisational equal opportunity and diversity policy | | |
| 7 | * Different types of physical resources used within the team * Importance of having sufficient resources, and the implications of shortfall * Methods to plan and procedures for procuring necessary resources for the team * Health and Safety requirements associated with organisations physical resources | | |
| 8 | * Areas of strength and possible improvement * Personal objectives in relation to team objectives * Basic appreciation of use of SMART objectives * Developing flexibility, responding to changing circumstances at a daily level * Different time management techniques | | |
| 9 | * Causes and impacts of stress within the work team * Simple stress management techniques * Available sources of support * Appreciation of effective time management * Simple action planning techniques | | |

**Assignment Task – DEVELOPING EFFECTIVE TEAM MEMBER SKILLS**

|  |  |  |
| --- | --- | --- |
| Centre Number: | | Centre Name: |
| Learner Registration No: | | Learner Name: |
| TASK  This assignment is all about demonstrating you have the knowledge and understanding to develop effective team member skills and work within a productive team. You will be required to write a report for management on what is required to develop effective functioning teams and team members. To aid you in this task it will useful to think about the following   * Understand responsibilities for health and safety within the organisation * Understand the legal requirements as a team member * Know how to contribute towards solving problems * Communicate effectively with the team * Understand what is required when communicating with those outside the team * Know how to contribute to a positive work environment within a diverse team * Understand how to use physical resources efficiently * Know how to manage yourself and your time in line with your team goals * Know how to manage yourself in a stressful situation   NOTE:  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1750 words: the suggested range is between 1500 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | |
|  | Assessment Criteria | |
| Understand responsibilities for health and safety within the organisation  *Your assignment task should cover these criteria* | Outline the organisation’s health and safety policies, practices  8 marks  Identify a hazard within the work area and Outline the risk associated with it  8 marks  Outline how an incident or accident associated with this hazard should be reported in the organisation  4 marks  Describe own responsibility in the event of a fire evacuation or first aid incident  12 marks | |
| Understand the legal requirements as a team member  *Your assignment task should cover these criteria* | Outline why an employment contract/agreement is necessary  8 marks  Explain what they should do if they believe there is unfair discrimination within the team  12 marks  Outline other legal obligations that govern the team  8 marks | |
| Know how to contribute towards solving problems  *Your assignment task should cover these criteria* | Outline a problem faced by a team in the organisation  4 marks  Outline the solution agreed by the team leader and the team  8 marks  Outline how this solution could be implemented  8 marks | |
| Communicate effectively with the team  *Your assignment task should cover these criteria* | Identify own strengths and weaknesses in communicating with other team members  8 marks  Identify ways in which own ability to communicate with other team members could be improved  4 marks | |
| Understand what is required when communicating with those outside the team  *Your assignment task should cover these criteria* | Explain the organisational requirements when communicating with those outside the team  8 marks  Outline what team members could do to improve communication with people outside the team  4 marks | |
| Know how to contribute to a positive work environment within a diverse team  *Your assignment task should cover these criteria* | Explain what they could do to contribute to a positive work environment within a diverse team  12 marks  Describe an example of inappropriate behaviour in the team and explain what actions should be taken if this happens  12 marks | |
| Understand how to use physical resources efficiently  *Your assignment task should cover these criteria* | Identify the resources required for a specific team activity and explain why it is important to have appropriate levels  of these resources to meet the activity 12 marks  Outline how to obtain materials or consumable items for the team  4 marks | |
| Know how to manage yourself and your time in line with your team goals  *Your assignment task should cover these criteria* | Identify own strengths and areas for improvement as a team member  8 marks    Set personal objectives to help to achieve the team’s goals or targets  8 marks  Describe a simple time management technique they could use to help achieve their objectives  12 marks | |
| Know how to manage yourself in a stressful situation  *Your assignment task should cover these criteria* | Outline likely causes of stress to themselves and its likely impact on the team  8 marks  Describe what they could do to manage the recognised stress  12 marks  Identify sources of support available to the individual in the workplace or elsewhere, to help deal with stress  8 marks | |
| By submitting I confirm that this assignment is my own work | | |

**MARK SHEET –: Developing effective team member skills**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above confirms authenticity of submission.** 2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation.  By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**   **However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** | | | | | |
| **Learning Outcome / Section 1:** Understand responsibilities for health and safety within the organisation [32 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 1.1  Outline the organisation’s health and safety policies, practices | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| The organisation’s health and safety policies and/or practices are merely stated as opposed to being briefly described  A brief description is given of both the organisation’s health and safety policies and practices **but** the description is incorrect or minimal | | * A brief description is given of both the organisation’s health and safety policies and practices | | | * A brief description is given of both the organisation’s health and safety policies and practices and may be supported by relevant documentation (such as organisations’ policy statements) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Identify a hazard within the work area and outline the risk associated with it | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| A hazard within the work area is not identified  The risk associated with the identified hazard is merely stated as opposed to being briefly explained | | An appropriate identification is given of a hazard within the work area  The risk associated with the identified hazard is briefly explained | | | An detailed identification is given of a hazard within the work area  The risk associated with the identified hazard is briefly explained using a recognised method of risk assessment | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3  Outline how an incident or accident associated with this hazard should be reported in the organisation | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | |
| How an incident or accident associated with the hazard identified in AC 1.2 should be reported in the organisation is merely stated as opposed to being briefly described  A brief description is given of how an incident or accident associated with this hazard identified in AC 1.2 should be reported in the organisation **but** is incorrect or minimal | | * A brief description is given of how an incident or accident associated with the hazard identified in AC 1.2 should be reported in the organisation | | | * A brief description is given of how an incident or accident associated with the hazard identified in AC 1.2 should be reported in the organisation and may be supported by examples of incident or accident documentation used by the organisation | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 1.4  Describe own responsibility in the event of a fire evacuation or first aid incident | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| Own responsibility in the event of a fire evacuation or first aid incident is merely listed as opposed to described  A description is given of own responsibility in the event of a fire evacuation or first aid incident **but** the description is inappropriate or minimal | | * A description is given of own responsibility in the event of a fire evacuation or first aid incident although the description may be limited | | | * A thorough and detailed description is given of own responsibility in the event of a fire evacuation or first aid incident | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the legal requirements as a team member [28 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 2.1  Outline why an employment contract/agreement is necessary | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| Why an employment contract/agreement is necessary is merely listed as opposed to being briefly described  A brief description is given of why an employment contract/agreement is necessary  **But** the description is incorrect or minimal | | A brief description is given of why an employment contract/agreement is necessary | | | A brief description is given of why an employment contract/agreement is necessary  and may include the consequences of not being given an employment contract/agreement | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2  Explain what they should do if they believe there is unfair discrimination within the team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * What should done if it is believed that there is unfair discrimination within the team is merely listed or stated as opposed to explained * An explanation is given of what should done if it is believed that there is unfair discrimination within the team **but** the explanation is inappropriate, incorrect or minimal | | * An explanation is given of what should done if it is believed that there is unfair discrimination within the team although the explanation may be limited | | | * A thorough and detailed step by step explanation is given of what should done if it is believed that there is unfair discrimination within the team | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Outline other legal obligations that govern the team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| Legal obligations (other than unfair discrimination) that govern the team are merely listed as opposed to being briefly described  A brief description is given of the legal obligations (other than unfair discrimination) that govern the team **but**  the description is incorrect, or minimal  Less than two legal obligations (other than unfair discrimination) that govern the team are briefly described | | * A brief description is given of two or more legal obligations (other than unfair discrimination) that govern the team | | | * A brief description is given of a range of legal obligations (other than unfair discrimination) that govern the team | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 3:** Know how to contribute towards solving problems [20 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 3.1  Outline a problem faced by a team in the organisation | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | |
| * A problem faced by a team in the organisation is merely stated as opposed to being briefly described * A brief description is given of a problem faced by a team in the organisation **but** the description in inappropriate or minimal | | * A brief description is given of a problem faced by a team in the organisation | | | * A brief description is given including the scope and impact of a problem faced by a team in the organisation | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 3.2  Outline the solution agreed by the team leader and the team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * The solution agreed by the team leader and the team is merely stated as opposed to being briefly described   A brief description is given of the solution agreed by the team leader and the team **but** the description is inappropriate or minimal | | * A brief description is given of the solution agreed by the team leader and the team | | | * A brief description is given of the solution agreed by the team leader and the team and may include an outline of the process used to achieve the solution | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.3  Outline how this solution could be implemented | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * How this solution could be implemented is merely stated as opposed to being briefly described * A brief description is given of how this solution could be implemented **but** is inappropriate or minimal | | * A brief description is given of how this solution could be implemented | | | * A brief description including resources and timescales is given of how this solution could be implemented | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 4:** Communicate effectively with the team [12 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 4.1  Identify own strengths and weaknesses in communicating with other team members | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| Less than two of own strengths **and/or** less than two weaknesses in communicating with other team members are not identified  Own strengths and weaknesses in communicating with other team members are identified but are inappropriate or minimal | | Two or more of own strengths **and** two or more of own weaknesses in communicating with other team members are briefly identified | | | * A range of own strengths **and** a range of ownweaknesses in communicating with other team members are identified using a recognised approach (such as SWOT analysis or 360 degree feedback) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 4.2  Identify ways in which own ability to communicate with other team members could be improved | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | |
| Ways in which own ability to communicate with other team members could be improved are not identified  Ways in which own ability to communicate with other team members could be improved are identified but are inappropriate or minimal | | * Ways in which own ability to communicate with other team members could be improved are briefly identified | | | * Ways in which own ability to communicate with other team members could be improved are identified in detail | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 5:** Understand what is required when communicating with those outside the team [12 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 5.1  Explain the organisational requirements when communicating with those outside the team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * The organisational requirements when communicating with those outside the team are merely listed or stated as opposed to explained * An explanation is given of the organisational requirements when communicating with those outside the team **but** is inappropriate or minimal | | * An explanation is given of the organisational requirements when communicating with those outside the team although the explanation may be limited | | | * A thorough and detailed explanation is given of the organisational requirements when communicating with those outside the team | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 5.2  Outline what team members could do to improve communication with people outside the team | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | |
| What team members could do to improve communication with people outside the team is merely listed as opposed to being briefly described  A brief description is given ofwhat team members could do to improve communication with people outside the team **but** is inappropriate or minimal | | * A brief description is given ofwhat team members could do to improve communication with people outside the team although the types of people outside the team may not be specifically grouped or categorised | | | * A brief description is given ofwhat team members could do to improve communication with different groupings of people outside the team | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 6:** Know how to contribute to a positive work environment within a diverse team [24 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 6.1  Explain what they could do to contribute to a positive work environment within a diverse team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * What could be done to contribute to a positive work environment within a diverse team is merely listed as opposed to explained * An explanation is given of what could be done to contribute to a positive work environment within a diverse team **but** the explanation is incorrect, inappropriate or minimal | | * An explanation is given of what could be done to contribute to a positive work environment within a diverse team although the explanation may be limited or the nature of the diverse team may be implicit rather than explicit | | | * An thorough and detailed explanation is given of what could be done to contribute to a positive work environment within a diverse team, the nature of the diverse team being made explicit | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 6.2  Describe an example of inappropriate behaviour in the team and explain what actions should be taken if this happens | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| An example of inappropriate behaviour in the team is not described or is merely stated as opposed to described  An example of inappropriate behaviour in the team is described **but** no appropriate explanation or only a minimal explanation is given of what actions should be taken | | An example of inappropriate behaviour in the team is described although the description may be limited **and** an appropriate explanation is given of what actions that should be taken | | | An example of inappropriate behaviour in the team is described in detail **and** an appropriate step by step explanation is given of what actions that should be taken | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 7:** Understand how to use physical resources efficiently [16 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 7.1  Identify the resources required for a specific team activity and explain why it is important to have appropriate levels of these resources to meet the activity | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * The resources required for a specific team activity are not identified or if identified are inappropriate or minimal * Less than two resources required for a specific team activity are identified * No explanation is given as to why it is important to have appropriate levels of these resources to meet the activity * An explanation is given as to why it is important to have appropriate levels of these resources to meet the activity **but** the explanation is inappropriate or minimal * Why it is important to have appropriate levels of these resources to meet the activity is merely stated as opposed to being explained | | * At least two resources required for a specific team activity are identified * An explanation is given as to why it is important to have appropriate levels of these resources to meet the activity, although the explanation may be limited | | | * A range of resources required for a specific team activity are identified * A detailed explanation is given as to why it is important to have appropriate levels of these resources to meet the activity | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 7.2  Outline how to obtain materials or consumable items for the team | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | |
| No recognisable description is found of how to obtain materials or consumable items for the team  A description is given of how to obtain materials or consumable items for the team  but it is minimal, incorrect or inappropriate | | How to obtain materials or consumable items for the team is described although the description may be limited | | | How to obtain materials or consumable items for the team is fully described | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 8:** Know how to manage yourself and your time in line with your team goals [28 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 8.1  Identify own strengths and areas for improvement as a team member | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| Less than two own strengths **and/or** less than two areas for improvement are identified  The identified strengths or areas for improvement do not recognisably relate to being a team member | | * Two or more appropriate own strengths as a team member are identified **and** * Two or more appropriate areas for improvement as a team member are identified * The identified strengths and areas for improvement may be more subjective than objective | | | * An appropriate range of own strengths as a team member are identified in detail **and** * An appropriate range of areas for improvement as a team member are identified in detail * The self-assessment as a team member may use a recognised model (such as SWOT analysis) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 8.2  Set personal objectives to help to achieve the team’s goals or targets | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * Less than two personal objectives to help to achieve the team’s goals or targets are found * At least two objectives are given **but** they are not acceptably SMART and/or they are not objectives to help to achieve the team’s goals or targets | | * At least two SMART objectives are given to help to achieve the team’s goals or targets although **one** element of SMART may be missing (e.g. there may be no measurability) and/or their link to the team’s goals or targets may be more implicit than explicit | | | * Several fully SMART objectives are given to help to achieve the team’s goals or targets with their link to the strengths and areas for improvement identified in AC 8.1 | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 8.3  Describe a simple time management technique they could use to help achieve their objectives | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * A simple time management technique they could use to help achieve the objectives set in AC 8.2 is merely stated as opposed to described * No recognisable description is found of a simple time management technique they could use to help achieve their objectives set in AC 8.2 * A description is given of a simple time management technique they could use to help achieve their objectives set in AC 8.2 but it is minimal, incorrect or inappropriate | | A description is given of a simple time management technique they could use to help achieve their objectives set in AC 8.2 although the description may be limited | | | * A thorough and detailed description is given of a simple time management technique they could use to help achieve their objectives set in AC 8.2 | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 9:** Know how to manage yourself in a stressful situation [28 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 9.1  Outline likely causes of stress to themselves and its likely impact on the team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * Less than two likely causes of stress to self are merely listed as opposed to being briefly described * A brief description is given oflikely causes of stress to self **but** is inappropriate or minimal   The likely impact on the team of stress to self is merely stated as opposed to being briefly described or is inappropriate or minimal  Likely causes of stress to self does not relate to the likely impact on the team | | * A brief description is given of two or more likely causes of stress to self **and** the likely impact this has on the team, although the relationship of the stress to self and its impact on the team may be more implicit than explicit | | | * A brief description is given of a range of likely causes of stress to self explicitly linked to the likely impact it has on the team. | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 9.2  Describe what they could do to manage the recognised stress | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * What could be done to manage the recognised stress (in AC 9.1) is merely stated as opposed to described   No recognisable description is found of what could be done to manage the recognised stress (in AC 9.1)  A description is given of what could be done to manage the recognised stress (in AC 9.1) but it is minimal or inappropriate | | A description is given of what could be done to manage the recognised stress (in AC 9.1) although the description may be limited | | | * A thorough and detailed description is given of what could be done to manage the recognised stress (in AC 9.1 | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 9.3  Identify sources of support available to the individual in the workplace or elsewhere, to help deal with stress | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| Sources of support available to the individual in the workplace or elsewhere, to help deal with stress are not identified  Less than two sources of support available to the individual in the workplace or elsewhere, to help deal with stress are identified  The sources of support identified are not recognisably those that might help to deal with stress | | Two or more appropriate sources of support available to the individual in the workplace or elsewhere, to help deal with stress are identified | | | A range of appropriate sources of support available to the individual in the workplace or elsewhere, to help deal with stress are identified in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | | | **/ 200** | | | **TOTALMARKS** | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Title: | | **Developing yourself as an effective team member** | |
| SCQF Level: | | 5 | |
| Credit value: | | 3 | |
| Unit guided learning hours | | 9 | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1. Understand what is meant by teams and teamwork | | 1.1  1.2  1.3  1.4 | Explain the difference between a group and a team  Describe how a group becomes a team  Outline the characteristics of a good team  List the advantages of working in a team |
| 1. Understand the importance of communication within a team | | 2.1  2.2 | Explain why it is important for people working in teams to be able to communicate with each other  Give examples of barriers to communication that may prevent a team from working effectively |
| 1. Know how to deal with conflict in a team | | 3.1  3.2 | Give examples of behaviours that could cause conflict in a team  Outline some thing a team member can do to reduce one of these examples of conflict |
| 1. Review own performance as a team member | | 4.1  4.2 | Identify own strengths and weakness as a team member  Identify ways to improve own ability to function effectively in a team |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | To develop yourself as an effective team member. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | Links to MSC 2004 NOS: A2, D1, D10, E11 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | Council for Administration (CfA) | |
| Equivalencies agreed for the unit (if required) | | M2.34 Developing yourself as an effective team member | |
| Location of the unit within the subject/sector classification system | | 15.3 Business Management | |
| **Additional Guidance about the Unit** | | | |
| **Indicative Content:** | | | |
| 1 | * The difference between groups and teams * Tuckman’s Model (forming, storming, norming, performing) * Belbin’s Team Roles * Appreciation of skills and abilities of other team members | | |
| 2 | * Team building, positive work relationships, business development, conflict management * Barriers to communication * The interrelationship of skills, interdependence, trust and respect in a team * Relationship of organisational goals and team objectives | | |
| 3 | * Organisational/team politics, differences in social [norms](file:///C:\wiki\Norm_(sociology)), [values](file:///C:\wiki\Value_(personal_and_cultural)), and religion * Ways of preventing conflict – recognising different stages of conflict escalation and the signs of conflict and aggression * Handling conflict and resolution procedures * Organisational equality of opportunity policy | | |
| 4 | * Personal skills and abilities as an effective team member * Areas of possible improvement * Personal development and training, self awareness, improving communications, interpersonal skills | | |

Assignment Task – Presentation – Developing yourself as an effective team member

|  |  |  |
| --- | --- | --- |
| Centre Number: | Centre Name: | |
| Learner Registration No: | Learner Name: | |
| TASK  This assignment is all about showing you have the knowledge and understanding to develop yourself as an effective team member. You will be required to deliver a presentation on Teams and effective Teamwork. To aid you in this task it will be useful to reflect on your understanding of:   * What is meant by teams and teamwork? * The importance of communication within a team * Dealing with conflict * Reviewing your own performance as a team member.   NOTE:  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 850 words: the suggested range is between 700 and 1000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | |
|  | | Assessment Criteria |
| Understand what is meant by teams and teamwork  *Your assignment task should cover these criteria* | | Explain the difference between a group and a team  12 marks  Describe how a group becomes a team 12 marks  Outline the characteristics of a good team  8 marks  List the advantages of working in a team  8 marks |
| Understand the importance of communication within a team  *Your assignment task should cover these criteria* | | Explain why it is important for people working in teams to be able to communicate with each other  12 marks  Give examples of barriers to communication that may prevent a team from working effectively  12 marks |
| Know how to deal with conflict in a team  *Your assignment task should cover these criteria* | | Give examples of behaviours that could cause conflict in a team  12 marks  Outline some thing a team member can do to reduce one of these examples of conflict  8 marks |
| Review own performance as a team member  *Your assignment task should cover these criteria* | | Identify own strengths and weakness as a team member  8 marks  Identify ways to improve own ability to function effectively in a team  8 marks |
| By submitting I confirm that this assignment is my own work | | |

**MARK SHEET – Developing yourself as an effective team member**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above confirms authenticity of submission.** 2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation.  By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**   **However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** | | | | | |
| **Learning Outcome / Section 1:** Understand what is meant by teams and teamwork [40 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 1.1  Explain the difference between a group and a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * No explanation is given of the difference between a group and a team * The difference between a group and a team is explained **but** the explanation is incorrect, inappropriate or minimal | | The difference between a group and a team is explained although the explanation may be limited | | | A detailed explanation is given of the difference between a group and a team and may include examples to illustrate the difference | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2  Describe how a group becomes a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| A description is given of how a group becomes a team **but** it is incorrect, inappropriate or minimal | | A description is given of how a group becomes a team although the description may be limited | | | A detailed description is given of how a group becomes a team and may include examples to illustrate the process | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3  Outline the characteristics of a good team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| The characteristics of a good team are merely listed as opposed to being briefly described  Less than two characteristics of a good team are briefly described | | * A brief description is given of two or more characteristics of a good team | | | * A brief description is given of a range of characteristics of a good team and may be supported by illustrations of the various characteristics | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.4  List the advantages of working in a team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| The advantages of working in a team are not listed  Less than two advantages of working in a team are listed | | Two or more advantages of working in a team are listed | | | * Several advantages of working in a team are listed in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the importance of communication within a team [24 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 2.1  Explain why it is important for people working in teams to be able to communicate with each other | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| No explanation is given of why it is important for people working in teams to be able to communicate with each other  An explanation is given of why it is important for people working in teams to be able to communicate with each other **but** the explanation is inappropriate, incorrect or minimal | | * An explanation is given of why it is important for people working in teams to be able to communicate with each other, although the explanation may be limited | | | * A detailed explanation is given of why it is important for people working in teams to be able to communicate with each other | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Give examples of barriers to communication that may prevent a team from working effectively | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Less than two examples are given of barriers to communication that may prevent a team from working effectively * Examples of barriers to communication are given **but:-** * are not those that may prevent a team from working effectively * are inappropriate * are minimal | | * Two or more examples are given of barriers to communication that may prevent a team from working effectively although the examples may be limited | | | * A range of detailed examples are given of barriers to communication that may prevent a team from working effectively | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 3:** Know how to deal with conflict in a team [20 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 3.1  Give examples of behaviours that could cause conflict in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | |
| * Less than two examples are given of behaviours that could cause conflict in a team * Examples are given of behaviours that could cause conflict in a team **but** are inappropriate or minimal | | * Two or more examples are given of behaviours that could cause conflict in a team although the examples may be limited | | | * A range of detailed examples are given of behaviours that could cause conflict in a team | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Outline something a team member can do to reduce one of these examples of conflict | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| One thing a team member can do to reduce one of the examples of conflict (in AC 3.1) is not outlined  An outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) **but** is incorrect, inappropriate or minimal | | * An outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) although the outline is limited | | | * A detailed outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 4:** Review own performance as a team member [16 Marks] | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 4.1  Identify own strengths and weakness as a team member | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| Less than two strengths **and/or** less than two weaknesses are identified  Own strengths and/or own weaknesses as a team member are identified but are inappropriate or minimal | | Two or more of own strengths **and** two or more of own weaknesses as a team member are briefly identified | | | * A range of own strengths **and** a range of ownweaknesses as a team member are identified using a recognised approach (such as SWOT analysis or 360 degree feedback) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 4.2  Identify ways to improve own ability to function effectively in a team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | |
| * Less than two ways to improve own ability to function effectively in a team are identified * Ways to improve own ability to function effectively in a team are identified **but** are inappropriate or minimal | | * Two or more ways to improve own ability to function effectively in a team are identified | | | * A range of ways to improve own ability to function effectively in a team are identified in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | |