COMHAIRLE NÁISIÚNTA NA gCÁILÍOCHTAÍ GAIRMOIDEACHAIS

NATIONAL COUNCIL FOR VOCATIONAL AWARDS

Module Descriptor

Teamworking

Level 2 G20034

September 2001

www.ncva.ie

Level 2 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.ncva.ie.
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the NCVA approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	**Module Title**	**Teamworking**
2	**Module Code**	**G20034**
3	**Level**	**2**
4	**Credit Value**	**1 credit**
5	**Purpose**	This module is a statement of the standards to be achieved to gain an NCVA credit in Teamworking at Level 2. It has been developed as a general studies module and is designed to be taken across a wide range of NCVA certificates. The module is designed for delivery in a teamworking environment and to encourage learners to value their personal experiences and contributions in teamworking.
6	**Preferred Entry Level**	National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	**Special Requirements**	None.

8 General Aims

Learners who successfully complete this module will:

8.1	appreciate the role of teamworking within organisations
8.2	understand how teams are best constructed
8.3	develop an awareness of the different roles and personality types in teamworking
8.4	work effectively as a team member
8.5	develop a range of skills effective in teamworking
8.6	implement team actions.

9 Units

The specific learning outcomes are grouped into 4 units.

Unit 1	**Teams**
Unit 2	**The Team Member**
Unit 3	**Skills for Teamworking**
Unit 4	**Leadership Skills in Teamworking**

10 Specific Learning Outcomes

Unit 1 **Teams**

Learners should be able to:

10.1.1	explain the role of teamworking in different types of organisations
10.1.2	outline the advantages and disadvantages of teamworking for the organisation and the individual
10.1.3	identify situations in which teamworking is effective
10.1.4	identify different types of teams and their function
10.1.5	evaluate the effectiveness of teamworking as a management tool
10.1.6	identify the stages of team development
10.1.7	identify different roles played by team members
10.1.8	discuss the different personality types evident within teams.

Unit 2 **The Team Member**

Learners should be able to:

10.2.1	explain the role of the individual in teamworking
10.2.2	outline the interpersonal skills relevant to teamworking
10.2.3	recognise the importance of communication in teamworking
10.2.4	identify the issues which arise when more than one team is involved in a task
10.2.5	describe the impact of teams on one another in a multi-team environment

10.2.6	demonstrate the use of initiative
10.2.7	play different roles within a team
10.2.8	provide feedback on performance
10.2.9	accept constructive criticism
10.2.10	value other team members' ideas and opinions
10.2.11	demonstrate openness, honesty and trust in dealing with other members of the team
10.2.12	identify their personal contribution to working in a team
10.2.13	recognise personal strengths and weaknesses related to working in a team.

Unit 3	**Skills for Teamworking**
	Learners should be able to:
10.3.1	participate in setting team objectives
10.3.2	implement a team plan
10.3.3	monitor team progress
10.3.4	implement control mechanisms eg feedback, documentation
10.3.5	participate in team evaluation
10.3.6	participate in decision making
10.3.7	demonstrate problem solving skills
10.3.8	utilise negotiating skills
10.3.9	be aware of the conflicting needs of the individual and the team
10.3.10	recognise potential conflict situations
10.3.11	participate in conflict resolution techniques.

Unit 4	**Leadership Skills in Teamworking**
	Learners should be able to:
10.4.1	understand the need for motivation in reaching team objectives
10.4.2	distinguish between different theories of motivation
10.4.3	identify different leadership styles
10.4.4	identify the role and function of the team leader
10.4.5	anticipate problems
10.4.6	identify solutions
10.4.7	co-ordinate the team in selecting relevant problem solving techniques
10.4.8	facilitate inter and intra team communications
10.4.9	demonstrate negotiation skills in leadership
10.4.10	distinguish between team and organisation objectives
10.4.11	involve team members in decision making.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.
All assessment is carried out in accordance with NCVA regulations.
Assessment is devised by the internal assessor, with external moderation by the NCVA.

Summary	**Skills Demonstration**	**60%**
	Learner Record	**40%**

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in each of the following skill areas:

- participating in a team, including communication and interpersonal skills
- problem solving in a team context, including setting objectives, decision making and resolving conflicts
- leading a team, including negotiating and co-ordinating skills.

The internal assessor will devise suitable tasks to be carried out by candidates in team situations.

The skills may be assessed over a period of time.

The candidate must submit supporting documentation as part of the assessment eg record of tasks carried out with outcomes, notes taken. The evidence can be presented as written, oral, graphic, visual or a combination of these as required.

11.2 Learner Record

A personal journal will be compiled by candidates. It will include the following aspects of the learner's experience:

- description of teamworking activities, including challenges/conflicts encountered and how dealt with
- reflection on experiences at the time
- evaluation of personal strengths and weaknesses
- description of skills acquired.

The journal may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Teamworking G20034 Skills Demonstration 60%

Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Participating in a Team • positive contribution to discussions • full participation in team activities • excellent group skills – including others, accepting criticism • effective communication with team members and team leader	**20**	
Problem Solving in a Team Context • clear setting of objectives/goals • accurate and timely identification of problems • accurate identification of possible solutions • use of realistic implementation process	**20**	
Leading a Team • appropriate roles assigned to team members • effective negotiation of decisions • successful resolution of conflicts • successful outcome, task completed	**20**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*	**60**	

Internal Assessor's Signature: _____ ***Date:*** _____

External Examiner's Signature: _____ ***Date:*** _____

Individual Candidate Marking Sheet 2		Teamworking G20034 Learner Record 40%

Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
• comprehensive description of activities, challenges and positive experiences	**10**	
• critical reflection and evaluation of experiences • clear understanding of group processes	**10**	
• effective use of insight in analysing own progress • realistic evaluation of strengths and weaknesses	**10**	
• comprehensive description of skills acquired	**10**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*	**40**	

Internal Assessor's Signature: _____ ***Date:*** _____

External Examiner's Signature: _____ ***Date:*** _____

NCVA Module Results Summary Sheet

Module Title: Teamworking
Module Code: G20034

		Assessment Marking Sheets	Mark Sheet 1	Mark Sheet 2	Total 100%	Grade*
		Maximum Marks per Marking Sheet	60	40		
Candidate Surname	*Candidate Forename*					

Signed:

Internal Assessor: _____ *Date:* _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official NCVA Module Results Sheet issued to centres before the visit of the external examiner.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment

Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

research – requiring individual/group investigation of a topic
process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

NCVA Assessment Principles

1 Assessment is regarded as an integral part of the learning process.

2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.

5 The reliability of assessment techniques is facilitated by providing support for assessors.

6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.