SQA Advanced Unit Specification

General information

Unit title: Team Development

Unit code: HT0H 48

Superclass: AF

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Unit purpose

The purpose of this unit is to develop learners' knowledge and skills as effective team members, and to underline the importance of effective teamworking, primarily in the computing and IT industry. This unit is intended to extend learners' existing knowledge and skills – particularly those attained in a unit such as *Team Working in Computing* (HP1X 47) – in working as part of a team to develop a project. Learners will have the opportunity to expand on their skills, both within a small generic computing peer group and potentially with fellow students undertaking awards in areas such as creative arts. This should help prepare learners for the challenges of working in small development teams, both in the workplace and within higher education.

There is also the potential for encouraging the development of entrepreneurial aspirations by aiming the developments towards the various mobile application marketplaces. The unit also has the potential to encapsulate the knowledge and experience obtained by team entries to development competitions.

Outcomes

On successful completion of the unit the learner will be able to:

1 establish a team
2 undertake a development process in a team
3 evaluate team dynamics

Credit points and level

1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Entry is at the discretion of the centre, but it is recommended that learners undertaking this unit would have achieved GM8K 47 SQA Advanced Certificate in Computing, specifically the unit HP1X 47 *Team Working in Computing,* or have equivalent qualifications or experience. Learners should preferably have achieved or be working towards the Core Skills of Working *with Others* and *Information and Communication Technology (ICT)* at SCQF level 6.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements.**

SQA Advanced Unit Specification: Statement of standards

Unit title: Team Development

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Establish a team.

Knowledge and/or Skills

- Aims and scope of a development
- Team members
- Assigning roles

Outcome 2

Undertake a development process in a team.

Knowledge and/or Skills

- Development meetings
- Analysing a problem
- Designing potential solutions
- Implementing partial solutions

Outcome 3

Evaluate team dynamics.

Knowledge and/or Skills

- Peer evaluation
- Self evaluation
- Team evaluation

Evidence requirements for this unit

This assessment should be carried out under supervised and unsupervised, open-book conditions. Assessors should ensure the authenticity of learner evidence by using relevant methods, eg interviews. Learners can use the internet and other resources but plagiarism cannot be accepted.

This is a team assignment, however, learners should be assessed independently for parts of it. It must be clear that each learner has produced sufficient evidence to meet the minimum evidence requirements. A group mark could be allocated for part of it. Each learner may not necessarily produce the same volume of work, but they may have put effort in other measureable ways. If it's beneficial for each team member to produce the same evidence then that approach could be used. The focus of the evidence requirements is based on the learner's ability to participate effectively in the group activities rather than on successful completion of the project.

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- identify and define the aim and scope of the development
- identify relevant team members required for the development
- identify relevant roles to be assigned to team members
- participate effectively in development meetings
- analyse the problem
- design potential solutions
- implement partial solutions
- produce constructive peer evaluations
- produce a constructive self evaluation
- produce a constructive team evaluation

SQA Advanced Unit: Support Notes

Unit title: Team Development

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit is primarily targeted at learners who are undertaking either the *SQA Advanced Diploma in Computing: Software Development* or the *SQA Advanced Diploma in Computer Science* but may also be beneficial for learners undertaking *SQA Advanced Diploma in Computing: Networking* or *SQA Advanced Diploma in Computing: Technical Support*.

The purpose of this unit is to develop learners' existing knowledge and/or skills of being an effective team member and the importance of effective teams in the computing and IT industry. It is expected that learners build on their knowledge and experience particularly from any other units they have achieved such as *Team Working in Computing* (HP1X 47) or from work experience.

It is recommended that a holistic approach is used for this unit and that teams work on a scenario which allows them to develop a product, while also developing themselves as effective team members. By the end of the unit, learners should have a much better understanding of why effective team work is so fundamental in computing and IT, and also what type of team member they are, including their strengths and weaknesses. There is potential to work with fellow students undertaking awards in areas such as creative arts.

This unit would also be a good opportunity for teams to get involved in a competition, whether internal, centre based or external, such as the *Microsoft Imagine Cup* **(http://www.imaginecup.com/)**. This could be reviewing examples of competition case studies. It would be best to expose learners to good and bad examples of team work. These do not have to be entirely based on computing and IT examples, as sometimes looking at teams in different disciplines can help illustrate the key aspects of team work better.

It is important that the development doesn't overshadow the purpose of the unit. It is also important to remember that teams and learners are probably not professionals yet, but that they should be adopting a professional approach. It may be important to remind learners that this is a learning experience for all the team, and that they have a bit more leeway to support and coach team members than they would in a real-life situation.

Outcome 1

This outcome deals with the initial stages of a project. It starts by clarifying what identifying aims, and scoping a project actually mean and how these are established. For example, it should be clarified that scoping a project is a project-management activity which looks at the entire requirements of a project, whereas scoping a product – ie software app – is carried out as part of the project. It would also be pertinent to emphasise the importance of avoiding 'scope creep'.

Other relevant activities of the initiation stage of a project such as feasibility studies, SMART (Specific, Measurable, Achievable, Relevant and Time) techniques, who is involved and how these are carried out, could be discussed. It may also benefit learners to review lifecycle models they know and introduce any ones they've not worked with before. At the time of writing, industry is favouring lean methods such as Agile, over traditional SDLC (Software Development Lifecycles).

The typical makeup of a development team and their roles should be examined. It may be pertinent to use examples of different types of teams in computing and IT and other industries. It would also be very important to look at good and bad examples of team work. Discussion could start off with what the difference is between groups and teams and look at how effective high-performing teams operate.

This unit gives learners the opportunity to be introduced to some of the factors that affect teams, in much more detail than they possibly have before. Discussion could include [1]Belbins*'* team roles and how he believes 'weaknesses should be managed'; [2]Tuckman and Jensen's stages in group development – 'forming, storming, norming, performing, adjourning'; what motivates people, ie [3]Maslow's 'hierarchy of needs'; how teams develop, the importance of team building, clearly defined roles, creating synergy, planning, coaching, delegation, good leadership ([4]John Adair's 'Action Centred Leadership' is useful), personal effectiveness, team rules and ultimately getting team members on board and working towards a common goal. Methods for getting all team members involved and how to get a balance between louder and quieter team members' contributions should be looked at. Wiseman's concepts such as 'groupthink' and 'social loafing and the bystander effect' [5] may help with this. To help teams generate creative thinking, activities such as Rebus puzzles, and theories such as those put forward by Albert Jan 'Ap' Dijksterhuis*,* and Loran F Nordgren's **(**'unconscious thought theory'[6]*),* could be introduced.

Professional behaviour should be discussed, particularly what is acceptable in terms of manners and respect. Personal effectiveness could also be covered at this stage, eg time management.

It may also be pertinent to point out that in some team hierarchies, members have to carry out several roles. Activities should also look at how student teams can assign roles when they do not have the experience and a definitive role.

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[1] Dr Meredith Belbins Team Roles can be found at **http://www.belbin.com**

[2] Bruce Tuckman introduced his model of group development in his article 'Developmental sequence in small groups', *Psychological Bulletin*, 63, 384-399. (1965). In 1977, jointly with Mary Ann Jensen, he added the 5th stage. Information about this model can be found in various books and websites.

[3] Abraham Maslow's theory of human needs was first published in his 1943 paper "A Theory of Human Motivation". Information about this theory can be found online and in various books.

[4] John Adair's theory on leadership can be found at **http://www.johnadair.co.uk**/ and from various resources

[5] Professor Richard Wiseman's techniques are detailed in his book *59 Seconds: Think a little, change a lot*

[6] A Theory of Unconscious Thought, *Perspectives on Psychological Science* June 2006 1: 95-109,

Outcome 2

This outcome looks at the next stage in the process once a team has been formed. Each of the key tasks of analysis, design and implementation should be clarified. Most importantly reference should be made throughout about how teams need to communicate effectively, particularly through meetings, to carry these tasks out and define what needs to be done to meet the aims and scope of the project.

It would be relevant to look at effective meetings and the tools and techniques required for this eg agendas, minutes, role of the chair/facilitator, time keeping, how to involve all team members. Discussion could also include why meetings are required and the importance of having an aim for a meeting, not just 'meeting for meeting's sake'. It could be useful to look at scenarios of what could happen in a project where meetings haven't been used to full effect, in order for learners to better understand that these should be integral to the success of the development.

Other forms of effective project communication can be discussed as part of this, particularly how advancements in technology can be used, eg for working remotely, global teams.

If not already discussed in Outcome 1 it may be relevant to determine how team members should treat each other and what is acceptable in a professional environment, eg language, respect, consideration for others, team support.

The key to this outcome is to show learners examples of meetings and projects being carried out, whether via case studies or by speaking to people who have experience in this area.

With regards to analysis, design and implementation, current standards and best practise should be looked at, eg for interviews, researching user and system requirements, prototyping. Learners could compare the tools and techniques discussed to those they have used previously and therefore consider trying a different approach. Instances of why and when partial implementation may be required should be clarified, eg tendering for a contract, prototype for a new idea.

Outcome 3

Outcome 3 builds on learners' existing knowledge and looks at the importance of evaluating how a team and its members have performed in an educational situation.
The emphasis of this outcome is on how these types of evaluation are used in education as a learning tool to help learners learn about their capabilities, more so than how they are used in industry. It would be important to mention that in professional projects, teams are not necessarily always evaluated to this level of self and peer evaluation.

Examples of typical approaches used by project managers and team members could be given, eg project managers' end-of-project evaluation of how team members have worked together, and individual evaluation using annual performance/career reviews. Approaches used by team members should include peer and self evaluations. Emphasis should be placed on how to write these properly, and on why these are an important part of personal development, particularly for students. It could also be worthwhile to look at new approaches to evaluation that are being used in industry, eg 360-degree manager/employee evaluation.

Good examples of the kind of evaluation used in industry could be given, illustrating how this is used as a meaningful and effective mechanism for future projects. It is important to emphasise that evaluation is something constructive and positive which is used for team members to develop properly, therefore team members should adopt a professional approach.

Relationship to UK NOS and/or other industry standards

At the time of writing this unit relates to some AoCs (Areas of Competence) of UK National Occupational Standards (NOS) for various UK Sector Skills Councils (SSCs) and other industry standards. The standards identified here are the most obvious ones which could possibly be developed as part of this unit. This is not a definitive list; when you are reading these standards you may find other relevant information not mentioned here.

e-skills UK

This unit primarily relates to the Computing SSC, e-skills, *IT and Telecoms Professional UK NOS*. The most relevant AoCs from this are likely to be:

1 Discipline 4: Solution Architecture. In particular:
   (i) 4.1 A.1 Contribute to IT architecture work
   (ii) 4.3 Human Needs Analysis
   (iii) 4.6 Human computer interaction/interface (HCI) design
   (iv) 4.7 Systems Design

2 Discipline 5. Solution Development and Implementation. In particular:
   (i) 5.2 Software development
   (ii) 5.2.P.1 Plan software development activities

The unit could also help to develop several disciplines of e-skills *NOS for IT Users v3* such as:

1 Using Productivity Tools and Applications — such as *PM: Project management software*, *SS Spreadsheet software*, *WP Word Processing software* and *BS: Bespoke or specialist software.*
2 Using IT to Find and Exchange Information — most AoCs could be developed.

The National Skills Academy, SFIA and BCS

The seven IT Professional Standards as defined by The National Skills Academy (led by e-skills) extend the e-skills IT and Telecoms NOS. Of these, there are several which this unit relates to, mainly:

1 Personal Competencies (sub-discipline of Transferable Competencies)
2 Project Inception and Scope Management (sub-discipline of IT Project Management)

…and to some extent:

3 Architecture, Analysis and Design
4 Organisational Design (sub-discipline of Business Change).

More information can be found on their website at **http://www.itskillsacademy.ac.uk/standards/it-professional-standards.**

The IT Professional Standards are also organised and aligned to relevant SFIA (Skills Framework for the Information Age) skills and levels. More information about these can be found at **http://www.sfia.org.uk/**. The BCS (The Chartered Institute for IT) helped to produce this framework and is subsequently a member of SFIA **(http://www.bcs.org/content/conCertification/102).**

Creative Skillset

Skillset, the SSC for Creative Industries' *National Occupational Standards for Interactive Media and Computer Games* identifies other AoCs which relate to team and project work in general. These are an indication of transferable skills which can be attained and developed as part of this Unit.

SKS = Skillset SSC **(www.creativeskillset.org)**
MSC = Management Standards Centre **(www.management-standards.org.uk)**
SFE = Small Firms Enterprise Development Initiative (www.sfedi.co.uk)
ESK = E-Skills SSC **(www.e-skills.com)**

Creative SkillSet AoC	Description	AoC from various SSC NOS
Manage Your Work	This AoC is about managing your time and schedule, asking for help when you need it, and ensuring you are able to produce work of the required quality within the allocated deadline.	MSC — A1 Manage your own resources SFE — H1 Improve your time management and delegation skills ESK ESDPO Develop personal and organisational effectiveness
Work With Others	This AoC is about working as part of a team, and communicating with other people.	MSC — D1 Develop productive working relationships with colleagues MSC — D2 Develop productive working relationships with colleagues and stakeholders SKS — X1 Contribute to good working relations SKS — DMI14 Liaise with team members to assist the production process ESK — CCIWC Interpersonal and written communication
Make Effective Use of IT	This AoC is about using computers and software applications – knowing what systems to use, how to use them and how to resolve problems with them.	SFE — F2 Communicate using IT SFE — F3 Choose and use computers and software SKS — DMI3 Contribute to the production of designs using IT
Keep Your Skills Up To Date	This AoC is about maintaining your ongoing professional development.	MSC — A2 Manage your own resources and professional development SFE — A3 Check your own skills MSC — A3 Develop your personal networks

Creative SkillSet AoC	Description	AoC from various SSC NOS
Manage People	**NOTE:** Some of the theories behind these are relevant for the unit, though this isn't the focal point of the unit.	MSC: D7 Provide learning opportunities for colleagues B5 Provide leadership for your team B6 Provide leadership in your area of responsibility B7 Provide leadership for your organisation C1 Encourage innovation in your team C2 Encourage innovation in your area of responsibility C3 Encourage innovation in your organisation

Links to other Qualifications and Progression Pathways

This unit will help to prepare learners for further study such as graded unit and university projects. It will also help to develop one of the main skills gaps identified by employers. Feedback from industry has found that there is a shortfall in graduates with good team work and communication skills.

Guidance on approaches to delivery of this unit

A lot of the information in the *Guidance on the content and context for this unit* suggests some approaches to delivery.

The nature of this unit implies that it would be best to deliver and assess the outcomes sequentially in the order of Outcomes 1–3, since it follows a development process.

The unit could start off by looking at some good and bad examples of real team situations and ask learners to review the key points of these. Examples could be case studies and UK TV competitions such as *The Apprentice, Gordon Ramsay's Kitchen Nightmares.* These could be used as a basis to build from. It may also be useful to get learners to do a self assessment of their previous experience of working in a team to identify their strengths and weaknesses, and ultimately what they would like to get out of the unit in terms of developing as a team member.

Talks and visits from professionals and ex-students, including those at university, may help learners to get a more realistic understanding of why this unit is important and what they should be aiming to get from it.

It's recommended that a learner-centred, participative and practical approach is used for formative exercises and assessments. This could be achieved by working through a few different scenarios in teams. These scenarios don't necessarily have to all be related to computing. In fact, different contexts can help learners to understand the importance of good team work and values. The teams could change on each occasion to add variety or be the same throughout the unit to help develop working relationships. Alternatively it may be beneficial for learners work in the same team that they were in for *Team Working in Computing* (HP1X 47) or another subject (as per professional teams). There are merits and disadvantages to either approach, so it's entirely up to the centre to pick the best way to do this.

During these tasks the lecturer/assessor could observe and feedback to the teams. It is important that learners are given the opportunity to reflect on their progress and how they are developing. They could keep a record, eg log or diary, to help with this. It may be useful to let each team member try out different roles to help them define their strengths.

Simulated or role-play situations may also be a useful way to let learners gain first-hand experience of a team carrying out essential tasks, holding meetings and an evaluation, eg a manager feeding back to a member of staff. Exercises that teach coaching techniques may also help learners to learn how to support team members. Suitable teaching tasks and activities should be used to help avoid team members being carried.

While the focus of the unit isn't on teaching technical skills such as programming, it may be pertinent to include a few exercises for Outcome 2. These could be used to extend or reinforce skills covered in another unit.

Formative exercises could also be used to use and review a variety of team communication tools which industry is currently using, eg online groups, Wikis.

To help encourage self-study, formative tasks could be set which have to be completed for the next class. This may help teams get into the practise of meeting outside class time.

Suggested Delivery Hours

As a guide, teaching and assessing the unit could be divided as:

- 10 hours formal teaching for each outcome (totalling 30 hours)
- 5 hours for formative assessments
- 4 hours for summative assessments
- 1 hour for any remediation/reassessment

NOTE: Under the current SQA design rules for units, it is recommended that no more than 10% of the delivery time for a unit is used for summative assessments, therefore, more emphasise may have to be placed on formative work. The time for the summative assessments can be spread out across the unit as opposed to a concentrated period at the end of it.

Links to other units

Opportunities exist for this unit to be delivered with another unit(s) which requires learners to undertake a development process as part of a team. In this case it is recommended that the other unit(s) are at SCQF level 8. This may be the best approach to use if teams are entering a competition such as the Microsoft Imagine Cup, as it's likely that more than 40 hours will be required to undertake this.

A competition would also determine how and when the unit is delivered in the session and the approaches taken for assessment. This could also give opportunities to use alternative learning and teaching approaches which are more realistic to how professional teams work.

As with other Units, it is recommended that this should not be delivered or assessed with a graded unit, as these are stand-alone units whereby the grade is affected by the amount of assistance given.

Guidance on approaches to assessment of this unit

The assessments should be open-book and carried out under supervised and unsupervised conditions. Assessors should use methods to ensure authenticity of learner evidence. For example oral questions could be used to check the authenticity of evidence produced unsupervised.

It is recommended that a holistic approach is used to assess this unit. Learners could be given a brief with a scenario or choose their own to work on. Competitions such as Microsoft Imagine Cup could be used for the assessment. This approach would determine how the unit is assessed and the format use for evidence. It would be best to assess each outcome sequentially. Integration should be used where possible and assessors should use their professional judgement to avoid over assessing and production of evidence.

Of the three assessment types, observation and questioning are probably most appropriate. Evidence can be generated using different methods of assessment such as an assignment, oral questions, role-play and simulations. However, a team project with questioning and peer and self-report techniques, eg diary, log, is recommended as the best approach for this unit. The methods selected should be suitable for the task and learners. Using a variety of assessment methods may help learners develop new and transferable skills. Please refer to SQAs *Guide to Assessment* for more information.

A project is practical, more open-ended and particularly suited to assessment of outcomes concerned with analysis, synthesis and evaluation. Projects are most effective when learners already possess the necessary skills in planning, accessing resource material and in writing reports.

A group portfolio of evidence could be used for the entire development process (perhaps including roles, planning meetings, presentations, paper and digital prototypes). One of the key considerations of the assessment is to ensure that all team members produce sufficient evidence and that no one is carried. Each member may produce different evidence or in a different format which is more appropriate for them.

How teams are selected is entirely up to the centre. It may be beneficial for learners to work in the same team they were in for *Team Working in Computing (*HP1X 47). The assessor may have to assign or agree on the roles if it's beneficial for the team. It is recommended that teams consist of 3–4 people, however this is not definitive. If there is a strong justification for larger or smaller teams these approaches can be considered.

Written and/or oral evidence can be used for all outcomes. This can be recorded by video, audio, on paper, digitally or using any other suitable format. The chosen format(s) must make it clear that the learner has met all the minimum evidence requirements. Assessors could keep a progress log of interviews with learners and record observations.

The instrument of assessment can be issued at any time suitable for the learners. The timing of this should be adequate to enable learners to disseminate what they are being asked to do and develop ideas. Issuing it early on in the unit or just before it, can help them form ideas and carry out research. It would be important, though, to avoid the assessment driving the delivery of the unit and becoming part of the formative assessments. This is one of the reasons that issuing it a bit later, before the assessment period, may be more beneficial.

Prior verification of centre-devised assessments would help to ensure that the national standard is being met.

Outcome 1

Each group member should contribute to defining the aims and scope of the project. This could be evidenced through individual proposals and/or research which are used to create a group report. Whatever method is used it must be clear that each learner understands how to define the aims and scope of a development project. Alternatively a group report could be produced and each member uses a log/diary to detail their own contribution and understanding. This log could be used to gather evidence throughout the project for all the outcomes.

Assigning roles and tasks could be decided using meetings and minutes as evidence of group decisions. Meetings could be online groups as well as face-to-face meetings. Again it's not enough for group members to just sign their name as agreeing to these. Some other evidence such as an individual reflective analysis could be carried out. In this, individual members could give a justification of why they are best suited to the role. Alternatively individuals could be asked to identify team members that are required, explain one or some of the roles and why these are important.

A project plan would help to scope the project and define team members' roles.

Outcome 2

Evidence of meetings such as agendas and minutes, online communication would be suitable. Each team member should produce suitable types of evidence for the roles they've been assigned for analysis, design and implementation. It's possible that team members may be more involved with one aspect of the development and less of the others, eg they have been assigned a lot of tasks for the analysis but aren't producing the prototype. Each team member should have some involvement with the analysis, design and implementation such as agreeing with decisions being made.

It is recommended that all evidence produced for this outcome is done as a team submission. This could be a presentation any other suitable format. This could take the slant of a pitch to present the idea.

Outcome 3

Peer and self evaluation of the learner's contribution to the team development should be produced. Methods such as interviews and surveys could be used to gather information. It is recommended that the same questions are used for each team member. Templates could be given for this. Feedback from peers and assessors, along with information from log books/diaries would form the basis of the learner's individual report. Learners should back up their findings with evidence; it is not enough for them to say they performed well without a justification. As an indication, this could be about 1,000–1,500 words in total including supporting evidence.

A combined team report could be used to summarise how effective the team was. Each team member would contribute to this and agree to the final submission. Alternatively the team evaluation could form part of the individual report, particularly if there have any grievances within the team.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

Opportunities exist to develop all components of *Problem Solving, Communication, Information and Communication Technology (ICT)* and *Working with Others* at SCQF level 6. If centres want to use this unit to automatically credit all or parts of these Core Skills, they must ensure that they incorporate the General and Specific skills. At the time of writing these are detailed in the SQA document *Core Skills Framework: An Introduction.* If this approach is used it is also recommended that the instruments of assessment are prior verified by SQA.

These will also help to develop a variety of transferable employability skills in particular effective communication and working as a team member.

History of changes to Unit

Version	Description of change	Date

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

For further information, please call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

General information for learners

Unit title: Team Development

The purpose of this unit is to develop learners' knowledge and skills as effective team members, and to underline the importance of effective teamworking, primarily in the computing and IT industry. This unit is intended to extend learners' existing knowledge and skills – particularly those attained in a unit such as *Team Working in Computing* (HP1X 47) – in working as part of a team to develop a project. You will have the opportunity to expand on your skills, both within a small generic computing peer group and potentially with fellow students undertaking awards in areas such as creative arts. This should help prepare you for the challenges of working in small development teams both in the workplace and within higher education.

There is also the potential for encouraging the development of entrepreneurial aspirations by aiming the developments towards the various mobile application marketplaces. The unit also has the potential to encapsulate the knowledge and experience obtained by team entries to development competitions such as *Microsoft's Imagine Cup* **(http://www.imaginecup.com/)**.

On successful completion of the unit you will be able to:

1 establish a team
2 undertake a development process in a team
3 evaluate team dynamics

This will require you to:

- identify and define the aim and scope of the development
- identify relevant team members required for the development
- identify relevant roles to be assigned to team members
- participate effectively in development meetings
- analyse the problem
- design potential solutions
- implement partial solutions
- produce constructive peer evaluations
- produce a constructive self evaluation
- produce a constructive team evaluation

You will work in a team and also be assessed on your individual knowledge and/or skills.

During the unit you will have several activities which help you to develop your knowledge and/or skills in team development. These will be supplemented by formative assessments. About ten per cent of the time will be spent on the summative assessment which will involve the team developing a partial solution, eg prototype, based on scenario. Your assessor may give you a scenario or ask you to pick one.

This unit can help you to develop all components of the Core Skills of *Problem Solving, Communication, Information and Communication Technology (ICT)* and *Working with Others* at SCQF level 6. It is also linked to the e-skills UK and Creative Skillset NOS (National Occupational Standards).