

SQA Advanced Unit Specification

General information for centres

Unit title: Working within a Project Team

Unit code: HT3P 47

Unit purpose: This unit can be delivered in a variety of curriculum areas and is designed to provide candidates with the experience of working in a team to negotiate goals, roles and responsibilities, support co-operative working and present agreed project outcomes within the timescale prescribed by the team. Individual team members (candidates) should be able to identify and gather appropriate evidence, evaluate written information related to the task, contribute to formal meetings and group discussions, apply methodologies from (a) selected area(s) of the award to the project, track and record progress and produce a written report to a prescribed format with supporting, referenced documentation where appropriate. As the final part of the written report, candidates should also be able to evaluate and draw conclusions in relation to their own contribution.

On completion of the Unit the candidate should be able to:

- ◆ Individually gather and/or read and evaluate written, graphical or pictorial information on a team task, and in co-operation with others, decide on a course of action for completing the project.
- ◆ In co-operation with others, plan, organise and carry out the task.
- ◆ Individually, produce a written report, in a prescribed format, reflecting on what has been done and drawing conclusions for the future.

Credit value: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to doctorates.*

Recommended prior knowledge and skills: Access to this unit is at the discretion of the Centre, however it would be beneficial if candidates had achieved the core skills of Communication and Working with Others at SCQF level 5.

Core skills: The core skills of Working with Others at Higher and Communication at Higher are embedded in this unit specification.

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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.

Assessment: This project-based assessment is in the form of a Practical Assignment. Since the core skills of Working with Others at Higher and Communication at Higher are embedded in this specification, you must follow the assessment instructions and evidence requirements given. If you wish to use a different assessment model you should seek prior moderation of the assessment instrument/s you intend to use to ensure that the core skills are still covered. Please note, candidates must achieve all of the minimum evidence specified for each Outcome to pass the unit and achieve the core skills.

The assessment task is a Group (Team) Project comprising 3-4 candidates in each group. The project undertaken by candidates must be a complex task involving:

- ◆ a complex activity involving either large amounts of detail, or related ideas, or discussion of abstract/technical concepts
- ◆ a context which may be familiar or unfamiliar to the candidate
- ◆ a factual topic

Candidates (the team) may agree a suitable topic with the assessor. They might complete a task for a 'real' client, or the topic may be presented as a scenario. However, in either case, the topic must be factual. Where the topic is proposed by the team, the scope of the task should be sufficient to allow individual members to contribute fairly. Appropriate supporting documentation should be presented to the assessor for consideration together with e.g. a project proposal outlining the task and detailing the projected outcomes. Sufficient written information relating to the task must be presented to allow candidates, as individuals, to produce an evaluation (see 'Minimum Evidence Requirements' for the reading element of the core skill in Communication in Outcome 1 of this unit).

Instructions for the assessment task should be distributed and agreed to allow the candidate sufficient time to gather and/or assimilate the details and submit an initial evaluation of the written information by the specified date. The candidate should also be given a date for completion of Outcome 1 and a further date for completion of the practical assignment overall. Project teams will hold formal meetings and group discussions with a view to deciding on a course of action for completing the task within the specified timescale, including allocating sub-tasks to individual team members. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

At this level, although candidates are working collaboratively in a group, they should work independently, i.e. without undue assistance from the assessor. It is up to centres to take reasonable steps to ensure that the project is the work of the candidates and that each candidate has contributed equally and fairly to the work of the group. For example, centres may wish to question candidates informally at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research (etc) is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

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The project consists of three stages, each of which relates to an outcome: planning (Outcome 1); developing (Outcome 2) and report writing to include evaluating (Outcome 3). The initial reading and evaluation of the written information on the task (stage 1), must be carried out by each candidate working on her/his own. The remainder of the first stage, (i.e. formal meetings, group discussions, scheduling and task allocation) should be carried out by all members of the project team. Stage 2 should be carried out by the project team, although every team member (candidate) will individually carry out tasks allocated to them at the planning stage and evidence must clearly show each member's contribution. Stage 3 must be completed on an individual basis but will, by definition, include reference to the work of others in the team. Candidates should be introduced to evaluation criteria at an early stage and be provided with guidelines for the report, in terms of layout and format, and the final submission should be to an agreed acceptable level of presentation. Details of the minimum evidence required to pass each stage is provided with each outcome/stage and the 'Assessment Guidelines' provide additional information.

An exemplar instrument of assessment has been produced to provide an example of the kind of evidence required to demonstrate achievement of this unit and to indicate the national standard of achievement required at SCQF level 7.

Unit specification: statement of standards

Unit title: Working within a Project Team

Unit code: HT3P 47

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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 – Stage 1

Individually, gather and/or read and evaluate written, graphical or pictorial information on a team task, and in co-operation with others, decide on a course of action for completing the project

Knowledge and/or skills

- ◆ Define a team task
- ◆ Summarise and evaluate a variety of written texts on a team task
- ◆ Analysis techniques
- ◆ Decision making strategies
- ◆ Documentation associated with formal meetings (e.g. Agenda, Minutes)
- ◆ Project planning and recording activities
- ◆ Introductory evaluation skills (task, self and peer)
- ◆ Research skills

Evidence requirements

Where the task is presented by a project team for the assessor to consider its suitability in terms of scope, agreement must be reached with regard to the set of tasks and project outcomes before the project commences. This will be evidenced by the production of a team project proposal subject to the approval of the assessor.

Outcome 1 (Stage 1 – Planning) - Each candidate (**independently**) is required to provide a summary and evaluation in detail of the written information relating to their project topic. To meet the reading component of the core skill in Communication, the response **must** be written or recorded on audio tape and be generated under controlled conditions.

All members of the team will be expected to participate in deciding a course of action to complete the task and evidence must clearly show which sub-tasks were allocated to each team member to progress during stage 2 (Outcome 2). Evidence for Outcome 1 must be checked by the assessor before the team commences work on outcome 2. Candidates will need evidence as follows (some generated as an individual and some in a team of 3-4 people).

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The proposal must be agreed **before** the team commences work and all related documents must appear in the final report produced for Outcome 3 by each candidate (e.g. within the appendices).

Communication (Reading)

Candidates will demonstrate their knowledge and/or skills by summarising and evaluating **individually** in detail a written text which is in a structured format and is concerned with the presentation and analysis of information on a complex vocational issue. (See 'Assessment Guidelines' for more information on the suitability of written texts and choice of topic for the project). The response must be written or recorded on audio tape and must:

- ◆ Summarise the main points made
- ◆ Evaluate the effectiveness of the text in meeting the needs of purpose and readership in terms of conventions, language and format

Evidence will be generated in controlled conditions.

Communication (Oral)

Candidates will need evidence to demonstrate their knowledge and/or skills by taking part in sustained spoken communication which has a clear remit involving analysis and decision making on a complex vocational issue and which **involves two to three others**. Candidates should discuss a range of approaches and agree a solution. The solution must include allocating sub-tasks to individual team members to progress development of the project with a view to completing the task.

A detailed observation checklist and/or a video recording, individual written records and support material must be retained as evidence of performance for each candidate. Each member of the group must make a sustained and significant contribution. Written records of meetings such as action minutes, (the format and layout of which should be prescribed), must be appropriate and accurate in content.

Each candidate must:

- ◆ Plan a contribution to a formal discussion
- ◆ Convey selected information accurately and coherently
- ◆ Present supporting material relevant to purpose and audience
- ◆ Use register and language consistently and effectively
- ◆ Use appropriate tone, pace and non-verbal communication
- ◆ Promote communication by responding to the contributions of others
- ◆ Complete a written record of activities and conclusions (may be integrated with outcome 3 of this unit – report writing).

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Working with Others (Team):

Each candidate will need **individual** evidence of:

- ◆ Identification of the possible components of the task and the selection of the essential components in negotiation with others
- ◆ negotiating and agreeing the nature and scope of the goal taking account of the size and expertise of the team
- ◆ collaboration on procedures to undertake the task
- ◆ negotiation and agreement on task responsibilities within the team, taking account of own and others' strengths
 - negotiation of the roles and rules for the management of the team
 - negotiation of working methods, taking account of available resources
 - co-operative working by:
- ◆ anticipating the needs of others
- ◆ keeping others informed of progress and difficulties, and implications of these
- ◆ contributing to group decisions

Assessment guidelines

Communication (Reading)

Any detailed and structured document may be used, but it is suggested that the text(s), which should be agreed by the assessor, would either be presenting a scenario, or would be presented as a task researched by a project team and agreed by the assessor as appropriate for the team to progress. In either case, texts should be based on a 'real' or realistic client or scenario. Texts may include images, tables, sketches, photographs etc.

Communication (Oral)

Candidates should take part in formal discussions / meetings with others, during which they analyse the task. Each candidate should make brief planning notes and a record of proceedings such as action minutes.

Outcome 2 – Stage 2

In co-operation with others, plan, organise and carry out the task

Knowledge and/or skills

- ◆ Methods of tracking progress, and measuring against the initial project plan
- ◆ Methodologies from areas within the award

Evidence requirements

Although the project will be undertaken by a team of 3-4 candidates, evidence of each candidate **individually** carrying out the project, meeting the requirements of the plan and managing the project is required. Evidence must be incorporated as text and/or appear as referenced appendices within the written report produced for stage 3 of this unit.

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It is anticipated that evidence will involve the application of the knowledge and/or skills acquired from appropriate area(s) of the award to which it relates and must clearly indicate which sub-tasks were carried out by each member of the team. The evidence will comprise:

- ◆ Tracking and documenting the underpinning processes (Note – documentation may be included in the report produced for stage 3 of this unit)
- ◆ Fulfilling the roles and responsibilities allocated
- ◆ Production of the agreed set of project outcomes (Note: some, such as documents, charts, photographs etc may be included as appendices in the report produced for stage 3 of this unit)

Outcome 3 – Stage 3

Individually, produce a written report in a prescribed format, reflecting on what has been achieved and drawing conclusions for the future

Knowledge and/or skills

- ◆ Report writing skills
- ◆ Report structure and format (i.e. organisational standards)
- ◆ Evaluation skills (task, self and peer)

Evidence requirements

Candidates (i.e. each member of the team) will need evidence to demonstrate their knowledge and/or skills by showing that they can, individually, provide the following:

Communication (Written Communication)

Evidence of an **individually**-produced, written report which presents and analyses the team task (giving details of both team and individual contributions). The text must:

- ◆ Present information relevant to purpose and readership accurately and coherently
- ◆ Use a clear and logical sequence appropriate for purpose and readership
- ◆ Use language and register effectively and appropriately for purpose and readership
- ◆ Use consistently accurate spelling, syntax and punctuation

The text, which will be expected to be in the region of 850 words, and may include supplementary papers, **must** be produced in controlled conditions, meet an agreed brief and be in a prescribed format.

Written Evaluation

An evaluation of the effectiveness of the approach/strategy taken which includes all stages of the activity, i.e. analysis of the activity, the planning and organisation of the activity and the outcome of the activity. Where appropriate, the evaluation, in terms of Working with Others may include reference to supplementary papers.

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Working with Others:

The written evaluation, which will be incorporated at the end of the written report or produced separately, must include:

- ◆ contribution to the task analysis and planning
- ◆ effectiveness of the contribution to the negotiation of goals, roles and responsibilities
- ◆ evaluation of strengths and weaknesses of own contribution to the team activity
- ◆ justification of this evaluation by referring to information gathered
- ◆ conclusions about how effectively the team as a whole collaborated
- ◆ Peer evaluation

An **individually** produced written report is required for this outcome. Each member of the project team must produce a report meeting all of the evidence requirements specified. Candidates will be provided with guidelines in terms of layout and format and the final submission will be to an agreed acceptable level of presentation. The final part of the report must cover all the evidence requirements detailed above, in terms of an evaluation, for the core skill of Working with Others.

The report **must** be produced under controlled conditions.

Assessment Guidelines

The report (guideline - a minimum of 1,000 words) may include additional supplementary information, for example as Appendices. Candidates should introduce the team task through the planning and development stages, detailing which sub-tasks were allocated to each member of the team.

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Administrative information

Unit code:	HT3P 47
Unit title:	Working within a Project Team
Superclass category:	AG
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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

Unit specification: support notes

Unit title: Working within a Project Team

This part of the Unit specification is offered as guidance. The support notes 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 intended to provide candidates with the experience of working in a team of around 3-4 people to carry out a specific task in a variety of curriculum areas e.g. in Horticulture, to design and prepare a small garden in a specific location, or in Computing, to design and produce a software solution for a client. Individuals within each team will be required to negotiate goals, roles and responsibilities, support co-operative working and present the agreed project outcomes within the timescale prescribed by the team.

The core skills of Working with Others at Higher and Communication at Higher are embedded. Candidates must achieve all of the minimum evidence specified for each Outcome to pass the unit and achieve the core skills.

The unit has 3 outcomes, each of which relates to a project stage i.e. Planning (stage 1 - outcome 1), Developing (stage 2 – Outcome 2) and Report Writing incorporating an Evaluation (stage 3 – Outcome 3). Some tasks require the team to work as a whole while others require candidates to work on their own.

As this unit requires the application of methodologies from other areas of the award, it is recommended that it is delivered towards the end of the academic year (for full-time students) or towards the end of the SQA Advanced Certificate (where students attend on a part-time or evening basis).

Guidance on the delivery and assessment of this Unit

The method adopted for allocating individuals to each team is not prescribed. Assessors may place individuals e.g. either randomly or based on Belbin's Team Roles Theory, or the assessor may decide to leave candidates to decide themselves.

The project topic may be presented as a scenario or the team may agree a suitable topic with the assessor e.g. to complete a task for a 'real' client. However, in either case, the topic must be factual but must not be trivial, nor should the scale be too wide (bearing in mind the notional design length of this unit). Where proposed by the team, a project proposal outlining the task and detailing the anticipated project outcomes should be presented to the assessor for consideration.

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Attendance at some team meetings and a formal method of monitoring (such as a team appointment system with records of completed and scheduled work) throughout development is suggested as a minimum, but care should be taken to ensure that undue assistance is not given.

At an early stage, candidates should be introduced to the evaluation criteria required for Outcome 3 in addition to the organisational standards for documents e.g. those associated with meetings such as an agenda and minutes; planning and recording; and the layout expected for the final report. It may also be worth providing **some** headings and sub-headings for the report (to ensure complete core skill coverage). It is recommended that candidates are aware of the term 'plagiarism' and its meaning. Where items have been sourced elsewhere and used within their project, these should be acknowledged using the notation provided by the centre in the organisational standards for documents.

Due to the fact that two core skills at Higher are embedded within this unit, assessors may wish to adopt a team-teaching approach for some areas e.g. the reading and possibly the oral component of Communication in outcome 1, and/or for Working with Others. Alternatively, it may be possible for candidates to develop components of these core skills at Higher level elsewhere (see core skills signposting in units contributing to the specific award being undertaken by candidates).

A submission date should be set for the completion of Outcome 1 (Stage 1 - planning) to allow sufficient time for teams to complete stages 2 and 3. Stage 1 should be checked by the Assessor / Project Supervisor, before each team starts work on the next stage. A further completion date should be set for submission of the practical assignment overall.

The team is then required to work together for the remainder of this outcome (covering part of the Working with Others core skill). Examples of the type of documentation which may contribute towards planning: an action plan outlining the key tasks to be carried out or formal project plan including Project start and planned completion date, resources required (i.e. time, people, equipment), specification of what the team intends to achieve / deliver, planned schedule of team meetings (and of ongoing meetings with the Project Supervisor).

All teams will be required to hold formal meetings with an Agenda and e.g. Action Minutes. In order to meet the requirements of the oral component of the core skill in Communication, each candidate must participate (speak) at a formal meeting and complete a written record of activities and conclusions. Teams will need to agree a plan and allocate tasks to individual team members in order to progress the project to the development stage (Outcome 2).

The results of Stage 1 should be submitted by the due date and checked by the Assessor / Project Supervisor before each team starts work on the next stage.

Outcome 2 (Stage 2) - The correct **application** of methodologies and task development (to an agreed standard) is required e.g. consideration of soil type and climate to select the correct type of shrubs and plants for a garden. The ultimate aim is to complete the task (either partially or completely) and produce the agreed results. Where the initial aim/proposal was for completion within the prescribed timescale, and only partial completion was achieved, the report produced for Outcome 3 should highlight specific reason(s) for non-completion.

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Assessors should satisfy themselves that work completed by individuals is the candidates' own.

Outcome 3 (Stage 3) – Each member of the team, **independently**, should produce and submit a written report of a minimum of 1,000 words. To meet the written component of the core skill in communication, the report should be to an agreed level of presentation and use consistently accurate spelling syntax and punctuation. The report must be produced under controlled conditions. Where appropriate, documents should appear as appendices, and be referred to within the report

To meet the requirements of the core skill of Working with Others at Higher, the evaluation must cover each of the bullet points listed under this core skill in the statement of standards for Outcome 3.

Open learning

If this unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001 – publication code A1030)*.

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.

General information for candidates

Unit title: Working within a Project Team

This unit is designed to provide you with the experience of working in a team of 3-4 people to complete a task. The unit has 3 outcomes, each of which relates to a project stage i.e. Planning (stage 1 - outcome 1), Developing (stage 2 – outcome 2) and Report Writing incorporating an Evaluation (stage 3 – outcome 3). Some tasks require you to work on your own while others involve the team working as a whole.

The core skills of Working with Others at Higher and Communication at Higher are embedded within this unit. On satisfactory completion of all outcomes, you will be awarded the unit and the core skills of Working with Others and Communication at Higher.

The project topic will either be presented to you as a scenario by your assessor or you will be presented with guidelines from which the team will be required to find a suitable client/topic. Where your team identifies your own topic, you may find it useful to prepare a project proposal, and make an appointment with your assessor / Project Supervisor to discuss the proposal. Your proposal **must** be approved by your Project Supervisor **before** you proceed (and must be submitted along with your final report e.g. as an Appendix).

Outcome 1 (Stage 1)

Each member of the team **independently** will be required to provide a summary and evaluation in detail of the written information relating to their project topic. The response **must** be written or recorded on audio tape and will be generated under controlled conditions.

At this stage, you will also be introduced to evaluation criteria and the organisational standards for documentation which you will use throughout your project (i.e. document / report layout etc).

Your team is then required to work together for the remainder of this outcome. You may wish to produce a feasibility report, detailing what you already know about the topic and listing your objectives. Creation of an action plan outlining the key tasks to be carried out may also assist. In addition, you may find it useful to produce a schedule which includes details of the following: Project start and planned completion date, resources required (i.e. time, people, equipment), specification of what the team intends to deliver (deliverables), planned schedule of team meetings (and ongoing meetings with your Project Supervisor). Note - as you progress through development of the project, it may be necessary for you to revise your schedule.

All teams will be required to hold formal meetings with an Agenda and Action Minutes (the format and layout of which will be supplied by your Project Supervisor). Teams will need to agree a plan and allocate tasks to individual team members in order to progress the project to the development stage (Outcome 2). A completion date will be set for the planning stage (Outcome 1), to allow sufficient time to complete stages 2 and 3. Stage 1 will be checked by your Project Supervisor before you and your team start work on the next stage.

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Outcome 2 (Stage 2)

In Outcome 1, you will have identified methodologies to adopt and tasks to complete to progress development of your project within your team. Outcome 2 requires the correct **application** of these methodologies and task development to a standard agreed by your Project Supervisor - the aim being to complete the team task (either partially or completely) and produce the agreed project outcomes. Some tasks will be carried out by the team but some must be completed on an individual basis (allocated in Outcome 1).

Outcome 3 (Stage 3) – report writing and evaluation.

For this outcome, each member of the team, **independently**, should produce and submit a written report of a minimum of 1,000 words. The report must be produced under controlled conditions. Your Project Supervisor will provide guidelines in terms of layout and format and the final submission should be to an agreed acceptable level of presentation. Where appropriate, documents representing project outcomes should appear as appendices, and be referred to within the report.

Content - The main body of the report (guideline - minimum of 1000 words) must provide details of the project, and show how the task was completed (either partially or completely). Where the initial aim/proposal was for completion within the prescribed timescale, and only partial completion was achieved, the report should highlight specific reason(s) for non-completion. The report **must** conclude with an evaluation covering a number of specific points which your Project Supervisor will provide.

Information Sources - During project development, it is likely that you will access a variety of information sources e.g. books, journals, CD-Rom, web sites etc to locate, select and extract information specific to your needs. Where such information is included within your final submission, you will require to 'source' the information. Where direct quotes are taken you could use e.g. quotes and/or possibly footnotes, and details of all information sources should be listed within a Bibliography. NB: Items within Appendices and the bibliography must **not** be included in your word count.

Working within a Project Team

What to include in the Team's Project Proposal

- TITLE** Should provide an accurate description of what the team intends to do (ensure this is not too long)
- AIM** You should have a SINGLE aim
- OBJECTIVES** The objectives should describe HOW you will meet your aim (you should have between 3 to 5 objectives)
- CONTENT** A few short paragraphs (approximately 3-4) detailing, for example, the background to your project; a **brief** summary detailing what you already know about the topic; the procedures you will consider; a list of the **project outcomes** that individual team members intend to produce and the benefits you expect as a result of carrying out this piece of work.
- METHODOLOGY** A few short paragraphs explaining how you envisage development of the project. This section must detail methodologies from areas of your course which you intend to utilise during project development e.g. research methods, specific statistical functions to analyse data, personal development theories etc.

Working Within a Project Team – Candidate Guidelines

Guidelines to assist in identifying a team task and / or progressing the scenario provided by your assessor

GENERAL INFORMATION

1. If you were provided with a topic, please continue at paragraph 3 below, otherwise please refer to paragraph 2.
2. Probably the most difficult thing for you will be identifying a topic for your team task. You are more likely to succeed if you choose to develop something you and other members of the team find interesting
3. It is your project, so **you and your team** must manage it.
4. It is your responsibility to schedule developments and make (and keep) appointments with your supervisor (Lecturer/Assessor).
5. It is your responsibility to record details of, (and implement), anything agreed during appointments with your supervisor
6. Keep a log of developments – i.e. document everything you do, and why you are doing it (to assist you when compiling your report)
7. Try not to over-commit yourself – remember the limited time available to you (and the fact that you have other subjects to study as part of your award)
8. Please refer to the ‘General Information for Candidates’ provided with the unit specification for further guidance on progressing your Team Task

WORKING WITHIN A PROJECT TEAM

SUPERVISOR APPOINTMENT LOG - SESSION 2017/2018

Supervisor Name:

Date	Time	Student / Team Name(s)	Appt No	Completion Date agreed	Next Appt
9 am – 10.30 am General Class Discussion and Open Questions					
Coffee Break					

Date	Time	Student / Team Name(s)	Appt No.	Completion Date Agreed	Next Appt
Coffee Break					

Date	Time	Student / Team Name(s)	Appt No	Completion Date Agreed	Next Appt
Coffee Break					

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WORKING WITHIN A PROJECT TEAM (UNIT NO XXXX) SESSION 2017/2018

Sample Form for Tracking Progress (to be retained and completed by each student)

TEAM NAME/IDENTIFIER:

Student Name:

Project Title:

PLANNING DETAILS:

Project Start Date:

Project Planned Completion Date:

SCHEDULING DETAILS:

Activity:

Start Date:

Planned Completion Date:

ACTION:

Activity:

Start Date:

Planned Completion Date:

ACTION:

APPOINTMENTS:

Date:

Time:

- 1
- 2
- 3
- 4