



National Unit Specification: general information

UNIT Working as a Team in a Care Setting (Higher)

CODE F1NY 12

COURSE Care Practice (Higher)

SUMMARY

This is a mandatory Unit in the *Care Practice (Higher)* Course but it can also be taken as a free standing Unit.

This Unit is suitable for candidates who wish to gain employment at support worker level in the health and social care sectors. It is also suitable for those who wish to progress to study at Further Education Colleges or at Higher Education Institutions.

This Unit is designed to develop knowledge and understanding of the ways of operating in a team in a care setting and to enable candidates to understand their performance as part of a team in a specified care setting. Candidates must complete this Unit in the context of a care environment.

OUTCOMES

- 1 Describe theories of team development relevant in a care setting.
- 2 Explain the way a team functions effectively and the factors which may affect that functioning.
- 3 Explain the roles and responsibilities of care teams.
- 4 Evaluate the effectiveness of own contributions to the working of a specific care team.

Administrative Information

Superclass: AF

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National Unit Specification: general information (cont)

UNIT Working as a Team in a Care Setting (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the Centre, candidates would benefit from having attained one of the following, or equivalent:

- ◆ Care (Intermediate 2) Course or Units
- ◆ Early Education and Childcare (Intermediate 2) Course or Units
- ◆ Standard Grade in a social subject at Credit level
- ◆ Standard Grade in a science subject at Credit level
- ◆ Standard Grade Social and Vocational Skills at Credit level

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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 Access 1 to Doctorates.*

CORE SKILLS

There is no automatic Certification of Core Skills or Core Skills component in this Unit.

National Unit Specification: statement of standards

UNIT Working as a Team in a Care Setting (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Describe theories of team development relevant in a care setting.

Performance Criteria

- (a) Describe the process of team development in terms of current theory.
- (b) Describe the stages of team development in terms of current theory.
- (c) Describe the roles of team members in terms of current theory.

OUTCOME 2

Explain the way a team functions effectively and the factors which may affect that functioning.

Performance Criteria

- (a) Describe a theory which accounts for the way a team functions effectively.
- (b) Explain individual factors which affect the functioning of a team.
- (c) Explain the organisational factors which affect teams.

OUTCOME 3

Explain the roles and responsibilities of care teams.

Performance Criteria

- (a) Describe the aims and objectives of a specific team.
- (b) Describe the roles and responsibilities of the team.
- (c) Explain the professional responsibilities of each of the members of the team.

OUTCOME 4

Evaluate the effectiveness of own contribution to the working of a specific care team.

Performance Criteria

- (a) Describe own contribution to the work of the team.
- (b) Evaluate how own contribution has impacted on the team.
- (c) Review own strengths and areas for development in relation to working as part of the team.

National Unit Specification: statement of standards (cont)

UNIT Working as a Team in a Care Setting (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification.

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcomes 1 and 2

Written and/or oral evidence is required to demonstrate the achievement of Outcomes 1 and 2 to the standards specified in the Outcomes and Performance Criteria. The evidence for these Outcomes must be obtained under controlled, supervised and closed-book conditions within a time limit of 45 minutes.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit. The use of a cut-off score may be appropriate for this assessment.

Each assessment must sample across the mandatory content of the Unit and will allow candidates to generate evidence which covers:

- ◆ **three** ways that people change from being individuals to being members of a team during team development
- ◆ **two** stages of team development in terms of current theory
- ◆ **two** roles taken within a team in terms of current theory
- ◆ **one theory** that accounts for the way a team functions effectively
- ◆ **two** individual factors which affect the functioning of the team
- ◆ **two** organisational factors which affect the team.

Outcomes 3 and 4

Written and/or recorded oral evidence is required which demonstrates that the candidate has achieved these Outcomes to the standard specified in the Outcomes and Performance Criteria. The evidence should cover:

- ◆ **one** type of team from an identified care environment
- ◆ the professional role of each member of the team in a care setting
- ◆ the role and professional responsibilities of each member to the functioning of the team
- ◆ the candidate's contribution to the work of the care team
- ◆ the impact of the candidate's contribution on the team in their placement
- ◆ the candidate's own strengths and the areas for development in relation to working as a team.

The evidence should be generated by candidates on their own at appropriate points throughout the Unit. Teachers/lecturers must ensure that it is the candidate's own work.

National Unit Specification: statement of standards (cont)

UNIT Working as a Team in a Care Setting (Higher)

A suitable instrument of assessment would be a report. Candidates should be given a clear brief which allows them to generate evidence covering both Outcomes and related Performance Criteria.

The standard to be applied is illustrated in the National Assessment Bank (NAB) pack available for this Unit. If a centre wishes to design its own assessments, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Working as a Team in a Care Setting (Higher)

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

The mandatory content for this Unit can be found in the appendix at the end of this Unit specification.

This is a mandatory Unit in the *Care Practice (Higher) Course*. It is also an optional Unit of the *National Certificate in Health and Social Care (Higher)* but can be taken as a freestanding Unit.

Outcome 1

Theories of team development

- ◆ Process: How the group becomes a team
- ◆ Stages: Tuckman's model — forming, storming, norming, performing
- ◆ Roles: Belbin's model — leader, negotiator, challenger, scapegoat or sociological role theory.

What makes a team and how this evolves should be discussed. Some models of team development could be explored — Tuckman's model of group formation specifically outlines the stages of forming, norming, storming and performing and about how to manage teams. Sheriff's model of group process shows how the team starts out as a group of individuals but, through tasks, starts to form a coherent unit. Centres may wish to use the sociological role theory via social network analysis roles within the team and the team as a dynamic changing entity.

Outcome 2

Theory of team function — two or more theories

Specific factors affecting teams

- ◆ Individual factors: personal motivation, intrinsic rewards, extrinsic rewards. Centres may also wish to include management style and types of people in the team
- ◆ Organisational factors: work procedures, health and safety requirements and line management structure.

National Unit Specification: support notes (cont)

UNIT Working as a Team in a Care Setting (Higher)

Outcome 3

Roles and responsibilities of teams

- ◆ Teams and their roles and responsibilities in each case.

Selected Team

- ◆ Aims and objectives of the team
- ◆ The professional role of each member of the team
- ◆ The contribution of each member to the functioning of the team as a whole.

Outcome 4

Candidate's evaluation of own contribution to working in a team

See appendix to the Statement of Standards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered using a variety of learning and teaching methods, eg case studies, role play, visiting speakers, simulated exercises, etc. Examples could be drawn from the candidate's observations in their work or placement experience.

Outcome 1

The starting point is:

- ◆ What is a group and how they become a team
- ◆ What affects this team formation: groups need, for example, cooperation, coordination and commonly understood procedures to work effectively. This process needs to be covered as do the stages and the roles of team members in a theoretical team. This will assist candidates to understand how they can contribute and become an effective team member.

Initial class discussion of the performance of teams within a care setting could be stimulated by asking participants to reflect on advantages and disadvantages of team working. Where the placement involves an area that requires the provision of 24 hour care, the issue of limited human resources should be highlighted. An explanation of sociological role theory could take place by encouraging the class to perform a social role network analysis on themselves. This should highlight the roles that they take in different groups and then can be used as a basis for the discussion of team roles within a care setting. Candidates should be encouraged to explore how roles develop and change.

National Unit Specification: support notes (cont)

UNIT Working as a Team in a Care Setting (Higher)

Outcome 2

Initial class discussion would encourage the group to explore how the teams with which they may have been involved can be affected by various factors. There are various theories that may be used to explain the functioning of a team. The action centred model, which defined the importance of the individual tasks and groups in the delivery of services might be a useful starting point. Discussion of how individual factors affect the team might include a discussion of a motivation theory, eg McGregor's Theory of X and Theory Y. This should lead to a discussion of extrinsic rewards (eg money) and intrinsic rewards (eg job satisfaction). When discussing organisational factors it might be helpful to include reference to Weber's theory of bureaucracy and how bureaucracy then has an impact on service. An introduction to organisational charts could be given which would help the candidate to locate the team in a graphic and straightforward way. An example of work procedure should be taken to show how this affects the team, eg the existence of disciplinary procedures, or particular health and safety at work procedures.

Outcome 3

The class group could identify a variety of care settings and discussion should then enable the group to identify a range of teams which operate in a care environment. This would require some input on the concept of the primary care team as the direct client care team.

Outcome 4

This Outcome encourages the candidate to reflect on their own contribution to the team and to reflect on the development required to enable them to be useful and effective team players. Discussion with supervisors, teachers/lecturers and colleagues in the placement will help develop their abilities in this area.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence should be retained by teachers/lecturers.

Outcomes 1 and 2

An appropriate instrument of assessment for **Outcomes 1 and 2** would be a single closed-book test, lasting **45 minutes**, which may contain a range of structured short answer, restricted and extended response type questions.

Care should be taken to ensure that sufficient time is allowed for remediation and reassessment.

If re-assessment is required it should sample across a different range of mandatory content.

National Unit Specification: support notes (cont)

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Outcomes 3 and 4

An appropriate instrument of assessment for **Outcomes 3 and 4** would be a placement report. The evidence collected should be based on the candidate's placement or workplace experience and should cover the relevant information required in the Statement of Standards.

The NABs illustrate the national standard requirements for the Unit. NAB materials provide assessment instruments and guidance on implementation.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

UNIT: Working as a Team in a Care Setting (Higher)

NB: This appendix forms part of the Statement of Standards, ie requirements that are mandatory.

Outcome 1

Theories of team development

- ◆ Process: How the group becomes a team
- ◆ Stages: Tuckman's model — forming, storming, norming, performing
- ◆ Roles: (i) Belbin's model — leader, negotiator, challenger, scapegoat
or
(ii) Sociological role theory

Outcome 2

At least **two theories** that account for the functions of a team

- ◆ Individual factors: personal motivation, intrinsic rewards, extrinsic rewards
- ◆ Organisational factors: work procedures, health and safety requirements, and line management structure.

Outcome 3

Roles and responsibilities of teams

- ◆ Types of teams and their roles and responsibilities in each case.

Selected team

- ◆ The professional role of each member of the team
- ◆ The contribution of each member to the functioning of the team as a whole.

Outcome 4

The evaluation of the candidate's own contribution to working in a team must cover:

- ◆ Understanding their role
- ◆ Cooperative working
- ◆ Anticipating needs of others
- ◆ Providing support for others
- ◆ Showing own strengths and areas for development
- ◆ Keeping others informed of progress
- ◆ Contributing to team decisions
- ◆ Their own contribution to the team
- ◆ The candidate's reflection on their required areas of development.