

Higher National Unit Specification

General information for centres

Unit title: Team Working in Care Settings

Unit code: DG5D 35

Unit purpose: This Unit is designed to enable candidates to achieve an understanding of effective team working and to evaluate their practice in this context.

Candidates will have the opportunity to:

- ◆ apply theories of team formation and effective function from a leadership perspective
- ◆ evaluate team and individual performance

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

1. Evaluate team effectiveness in accordance with factors that contribute to good team working.
2. Analyse how effective interpersonal skills and dynamics contribute to group and team work.
3. Evaluate the contribution of performance review and the associated goal setting to the success of any organisation.

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

**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.*

Recommended prior knowledge and skills: An understanding that people have different preferred ways of working and that good communication underpins effective team working is suitable prior knowledge for this Unit. This could be evidenced by the achievement of National Units or SVQ Level 2. Alternatively, knowledge of working in a team setting or the possession of relevant life experience would be desirable.

Core skills: The Unit provides opportunities for the following core skills:

Working With Others through the content and assessment of this Unit requiring a demonstration of this skill.

Problem Solving through the requirement to analyse areas of effectiveness.

General information for centres (cont)

Communication written communication could be demonstrated both by the actual assignment itself as well as the types of communication which will be used in workplaces to facilitate a team approach.

Oral communication could be demonstrated through examples of the different ways workers convey information to each other, to individuals receiving services and to other organisations in their work setting.

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.

If this Unit is delivered as part of the HNC Early Education and Childcare it could be delivered in tandem with, for example, “Working in an Early Years and Childcare Setting”. This Unit could also be used as a ‘stand alone’ unit and/or for CPD purposes, or may be located as an Optional Unit in other HNCs (e.g. HNC in Social Care).

Assessment: For this Unit a range of assessment methods will be used. Specific details for each Outcome can be found in the evidence requirements for the Outcomes.

Higher National Unit specification: statement of standards

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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

Evaluate team effectiveness in accordance with factors that contribute to good team working

Knowledge and/or skills

- ◆ The characteristics and relative merits of individual, group and team working
- ◆ Team roles and team dynamics
- ◆ Factors that detract from the effectiveness of team working

Evidence requirements

Evidence for Outcome 1 may be generated by a case study or specific questions which examine the range of teams encountered, exemplifies roles of individuals and shows how they work together to produce effective teamwork within the sometime constraints of the workplace.

Evidence for Outcome 1 will be drawn from each of the knowledge and/or skills items above.

Candidates will be required to show that they can:

- ◆ identify, apply and evaluate the appropriate methods of working (individual, group or team) to achieve different outcomes
- ◆ define the characteristics and behaviours of team members using examples from research
- ◆ analyse the behaviour of team members through application of team role theory
- ◆ analyse contributions to team dynamics through application of team role theory
- ◆ identify the characteristics of an effective team and discuss the need for clear objectives, willingness to address issues, resolve conflicts and an understanding of factors that may prevent effective teamwork
- ◆ evaluate the performance of a team by the application of appropriate performance indicators and recommend strategies to remedy ineffective working

Higher National Unit specification: statement of standards (cont)

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Assessment guidelines

Candidates will be required to produce a report from materials presented as a case study or in response to specific questions. Additional questions may be used to supplement the detail of the case study.

Any case study should provide sufficient background information and specific detail to enable candidates to relate the required theory to the context in which they work.

Candidates who have suitable workplace experience should base their assessment on real experience. However, some organisations may not provide sufficient opportunity to meet all the evidence requirements of this Unit and it would be appropriate for the lecturer or trainer to provide a case study scenario.

Outcome 2

Analyse how effective interpersonal skills and dynamics contribute to group and team work

Knowledge and/or skills

- ◆ Personality types
- ◆ Motives and needs
- ◆ Clear communication
- ◆ Resolution of conflict

Evidence requirements

Evidence for Outcome 2 will be drawn from each of the four knowledge and/or skill items listed above.

Evidence for Outcome 2 should include written evidence, based on a case study, to demonstrate how different personalities contribute to group and team working.

Candidates will be required to show that they can:

- ◆ apply a knowledge of different personality types to the workplace to enable an evaluation of quality in working relationships
- ◆ apply theories of needs and motives to working relationships
- ◆ analyse and evaluate the interactions between workplace colleagues
- ◆ explain the different factors that contribute to clear communication e.g. active listening, non-verbal communication, assertion

Higher National Unit specification: statement of standards (cont)

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- ◆ evaluate the quality of communication in terms of the content, style of language and the intention of the message
- ◆ identify possible causes of conflict and suggest strategies to resolve these issues
- ◆ evaluate situations of conflict in the workplace and apply suitable strategies to improve working relationships

Evidence for the first two knowledge and/or skill items may be derived from a case study, presented to the candidates by the tutor, in which fictional working relationships are examined. Candidates would be required to identify different personality types and their interactions providing evidence, from the case study, to justify their conclusions. This assessment tool could also be used to examine and suggest improvements to content and style of communication.

The use of the case study may be extended to include the remaining two knowledge and/or skill items. The candidate will identify aspects of helpful and unhelpful communication and will suggest appropriate strategies to resolve areas of conflict.

The final knowledge and/or skill item may be evidenced by the candidate planning and carrying out a presentation based on an issue of conflict e.g. bullying, sexual harassment, anger management.

Assessment guidelines

Candidates should produce a report from information presented as a case study with additional specific questions if required. This assessment approach may be extended to all four knowledge and/or skill items. Alternatively, knowledge and/or skills relating to conflict resolution and/or communication may be evidenced through an oral presentation supported by a written transcript of the presentation with appropriate referencing.

The candidate's presentation should illustrate aspects of helpful and unhelpful communication and how these affect successful resolution of conflict.

Outcome 3

Evaluate the contribution of performance review and the associated goal setting to the success of any organisation

Knowledge and/or skills

- ◆ The origin and importance of team and individual goals
- ◆ Demonstration of the understanding that team goals may be set through the appraisal system, by the team leader, or by the team itself
- ◆ Managing a performance review

Higher National Unit specification: statement of standards (cont)

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Evidence requirements

For Outcome 3 evidence should be generated to show: the importance of establishing team goals, methods of setting team goals, pros and cons of appraisal (including its value within the organisation). This evidence could be demonstrated by an essay.

Evidence for the knowledge and/or skills in Outcome 3 should be generated through an assessment.

Candidates will need to provide evidence on all the knowledge and/or skill items to demonstrate that they understand and can:

- ◆ place the team goals within a context of organisational needs and the requirements of external agencies e.g. HMIE and Care Commission, so that wider issues may be addressed
- ◆ evaluate the benefits of goal setting, at all organisational levels, to the organisation and to the individual
- ◆ critically evaluate performance review systems (appraisal systems) in general and as a method for establishing goals, targets and the need for staff development
- ◆ set appropriate goals in collaboration with the “owner” of the goals
- ◆ manage a performance review that benefits both appraisee and appraiser

Assessment guidelines

Outcome 3 is concerned with the cycle of goal setting, monitoring and reviewing the progress and effectiveness of the goals to meet targets and to satisfy internal and external demands on the organisation. The principles of goal setting, monitoring and reviewing systems (appraisal systems) and their value are fundamental to any successful organisation. The assessment should allow the candidate to discuss these principles in general without being constrained by their own workplace experience. This allows candidates whose workplace does not fully enable teamwork or formally review staff performance to demonstrate their understanding of the knowledge and skills contained in Outcome 3.

The evidence requirements for this Outcome could be met by an assessment in the form of an essay.

Alternatively the candidate could be asked to produce a report or reports based on a case study. Additional questions may be used to ensure that the assessment covers all areas of the evidence requirements.

Where a case study is used, it should include details of the organisation and its setting, the team composition, and the specific, significant task for the team. The organisation should be relevant to candidate’s work setting. The information given in the case study must be sufficiently complex to allow the candidate to evidence all the points in the evidence requirements section.

Administrative Information

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Higher National Unit specification: support notes

Unit title: Team Working in Care Settings

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 designed to enable candidates to develop their knowledge and understanding of team working in an early education and childcare setting. It should also allow them to develop skills and underpinning knowledge that will prepare them for a supervisory or team leader role. They will be able to analyse and evaluate the effectiveness of team members and team leaders and, where appropriate, contribute their workplace experience.

The skills which will be examined will be relevant to many differing workplace situations e.g. pre-five care, after-school care, out of school care. It is intended that candidates will understand the importance of a working environment that values the input from various individuals, groups and teams and recognises the differing roles which staff members adopt in order to create this environment.

The Unit will include theories of team membership and working coupled with supporting communication skills. In addition, it is recommended that some aspects of interpersonal skills be investigated through role-play.

Outcome 1 enables the candidate to examine the differing groups and teams to which people belong within the workplace setting at different times and for different purposes. These teams are based on different partnerships whose combined purposes and skills will create the most advantageous climate for the children concerned. Examples of teams with different purposes could include care of children with extra support needs, curriculum planning and feedback to parents.

Also the differences and similarities between groups and teams e.g. size, purpose, membership, should be investigated.

Candidates are asked to explore the characteristics of an effective team e.g. the need for clear objectives, willingness to address issues and resolve conflict etc, and to use that knowledge to analyse their effectiveness in the workplace team.

Teams may include all those with an interest in the child's education and welfare e.g:

- ◆ Parents – partnership in assessment, information gathering, daily activities
- ◆ Colleagues – staff meetings, team meeting, planning meetings

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- ◆ Specialist services – music/art therapists, educational psychologists, speech and language therapists, physiotherapists, special support needs auxiliaries
- ◆ Outside agencies – HMIE, Scottish Council for the Regulation of Care (Care Commission), other support agencies

It also looks at the roles which people adopt in pursuit of an effective team:

- ◆ Chair
- ◆ Shaper
- ◆ Plant
- ◆ Resource investigator
- ◆ Team worker
- ◆ Company worker
- ◆ Completer/finisher
- ◆ Monitor/evaluator
- ◆ Specialist

These roles are based upon the work of Meredith Belbin. The candidate should be encouraged to examine how the interactions between these team roles contribute to the team's progress. The parties and agencies above may also be incorporated into the team using Belbin's theory of team roles.

The diversity of teams that may be encountered and the variety of experience amongst their members emphasise the need for clear and effective communication in different settings.

However, not all teams work effectively. The reasons for this should be considered and the observable symptoms should enable the candidate to evaluate team progress and suggest appropriate remedial action. Reasons for ineffective team working may be related to factors such as workplace culture, inappropriate leadership and failure during team formation as described by Tuckman.

Outcome 2 assists the candidate to understand:

- ◆ theories of motive and motivation such as those of Maslow and Herzberg. These can be applied to the work setting to improve commitment and work satisfaction
- ◆ how an awareness of different personality types improves the ability to work with others. No particular personality inventories are recommended (they may be seen as useful, but incomplete, models) as the purpose is to create awareness of the differences and commonalities that both support and hinder working relations. The candidate should be encouraged to understand that much of the effectiveness of team working is built upon this diversity

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- ◆ the need for clear and effective communication given the diversity of teams that may be encountered and the variety of experience amongst their members
- ◆ conflict resolution calls upon a range of communication skills and introduces some aspects of anti-discriminatory practice

Practical applications can include team-building exercises (Hawks and Doves), problem-solving, ice-breaking activities.

Communication skills might include verbal and non-verbal communication, listening skills and assertiveness. Successful management of performance reviews (Outcome 3) and coaching situations also employ these skills and they could be usefully reinforced at the appropriate points.

Outcome 3 highlights the need for team goals. A prime characteristic of a team is its focus on its goals and, therefore, setting the correct goals is of paramount importance. The candidate will be encouraged to understand some of the ways in which goals may be set by the team while recognising that all goals must relate directly to the major aims of the school, nursery, playgroup etc, but within the wider context of guiding agencies and legislation. This can help to develop an overview of how the organisation can provide for the continuing professional development of its staff whilst responding to the wider demands of outside agencies and achieve its own objectives, including a professional service to its customers.

The communication skills of Outcome 2 could be usefully reinforced within the monitoring and review process. There will also be opportunities to evaluate their management of such a process.

Some appraisal systems that might be examined are:

- ◆ appraisal by team leader
- ◆ appraisal by peers
- ◆ 360 degree appraisal

The use of SMART objectives (Specific, Measurable, Achievable, Relevant and Trackable) could be cited as an element of good practice in setting focused goals but other strategies such as 'stretch goals' should also be considered.

Guidance on the delivery and assessment of this Unit

This Unit may form part of a group award that is particularly aimed towards providing candidates with knowledge and skills related to workplace practice. Although written as part of the Early Education and Childcare Framework, it is envisaged that the Unit may be delivered to other candidates who undertake workplace experience.

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The Unit may be delivered by lecture and interactive teaching. Candidates would benefit from the use of role-play, scenario presentations and task exemplars. It would be beneficial for candidates to research the material using online facilities.

Candidates own workplace practice and/or life experiences should be considered, in order to make the Unit meaningful and valuable to them as individuals.

It is recommended that Assessment be carried out using a variety of methods. The details of these recommendations are within the individual Outcome, Evidence Requirements.

Open learning

This Unit may be delivered by distance learning. It would be beneficial for the candidate to be in a suitable workplace and this should be discussed and confirmed with the assessor.

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Team Working in Care Settings

This Unit is designed to enable you to gain an understanding of the qualities of an effective team and your contribution to it. Throughout the Unit you will have opportunities to extend your knowledge of the value of good team working and develop your own skills in team building. It is envisaged that you will be working in a setting that requires these skills and therefore your enhanced knowledge and skills will make you a more effective worker.

The Unit is written with Early Education and Childcare, Social Care and Health Care settings in mind. Within a workplace setting, you would have the opportunity to relate theory to practice and learn to evaluate your own practice. Many prospective employers understand the importance of an understanding of the elements of team working.

The Unit includes theories of team membership and working and has three main Outcomes.

Outcome 1 will enable you to examine the differing groups and teams to which people belong within the workplace setting at different times and for different purposes. You will look at different partnerships whose combined purposes and skills will create the most advantageous climate for the vulnerable individuals with whom you work. You will be asked to explore the characteristics of an effective team and to use that knowledge to analyse your own effectiveness within your team.

Outcome 2 will assist you in an awareness of different personality types and their possible interactions in the workplace. It also examines the factors that contribute to and hinder clear communication, further linking these skills to good working practice. This Outcome raises an awareness of the causes and effects of conflict within the workplace and touches on factors such as bullying. Strategies for the resolution of conflict are examined.

Outcome 3 highlights the need for team goals and how these goals may be set. You will be given opportunities to identify how such goals are reached and the effect that external agencies such as the Care Commission Scotland and HMIE have on the working of an establishment. Appraisal systems are examined and, in particular, their value in establishing the future targets for individuals and establishments as well as enabling staff development. You will be able to apply skills and knowledge gained elsewhere in the unit to evaluate your management of an appraisal process.

You may be asked to participate in role-play situations and use your personal experience to evaluate practices within the workplace in general.

Assessment for the Unit will take the form of individual assessments for each Outcome. There is a variety of types of assessment including case study, specific response to questions, essay and candidate presentation to class.