

Teamwork

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Teamwork suite of units has been designed to develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Working with others	Take part in group activities	Participate in group tasks	Work with others towards a shared goal	Contribute to team tasks	Manage and coordinate team activities
Roles and responsibilities	Carry out a simple role	Identify roles in a team	Explain roles required	Describe roles needed for success	Analyse importance of roles in team performance
Communication	Listen and respond to others	Show listening skills	Participate in discussions	Communicate effectively	Evaluate effectiveness of communication
Respect and collaboration	Show positive responses to others	Identify ways to support others	Describe importance of listening	Work respectfully with others	Evaluate contributions and group dynamics
Planning and organisation	Follow simple instructions	Identify tasks and equipment	Take part in planning	Contribute to planning tasks	Plan and monitor group work
Reflection and improvement	Recognise participation	Identify own actions	Identify contributions of others	Review own contribution	Evaluate team and individual performance
Independence and application	Participate with support	Respond with guidance	Demonstrate independently	Apply in structured tasks	Apply, adapt and evaluate
Cognitive demand	Participate / demonstrate	Identify / state	Describe / explain	Explain / apply	Analyse / evaluate / monitor

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of teamwork, communication and interpersonal skills
- be able to support learners in developing collaborative skills in practical group settings
- be able to facilitate inclusive and respectful group interactions.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe and inclusive environment that supports group work, discussion and collaborative activities.

Teaching and Learning Materials

- structured lesson plans and session materials
- learner handouts and activity materials to support teamwork and communication
- scenario-based materials to support group problem-solving and collaboration
- visual resources such as prompts, role descriptions and teamwork examples.

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to digital devices where appropriate
- classroom resources including whiteboard and stationery.

Practical Resources

- role cards or badges to support allocation of team roles
- materials for group activities, e.g., project resources, task materials or shared equipment
- tools to support planning and organisation, e.g., checklists, templates or simple project plans.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Teamwork at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Observation	Learners take part in a group activity.
Demonstration	Learners demonstrate taking turns in a task.
Practical Task	Learners carry out a simple role in a group.
Observation	Learners collect or use items needed for a task.
Observation	Learners demonstrate listening and responding positively to others.

Entry Level 2

Assessment of Teamwork at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify team roles and responsibilities.
Matching Task	Learners match roles to tasks.
Planning Task (Supported)	Learners identify their role and required equipment.
Practical Activity	Learners participate in a group task.
Scenario Task	Learners identify ways to support and listen to others.

Entry Level 3

Assessment of Teamwork at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Description Task	Learners describe qualities of effective teamwork.
Explanation Task	Learners explain roles within a team.
Group Activity	Learners participate in planning and completing a task.
Observation	Assessor observation of teamwork behaviours.
Reflection Task	Learners identify contributions of others.

Level 1

Assessment of Teamwork at Level 1 should include:

Assessment Type	Examples of Tasks
Explanation Task	Learners describe team roles and purposes.
Practical Task	Learners contribute to a team activity.
Communication Task	Learners demonstrate effective communication.
Observation	Assessor observation of teamwork behaviours.
Reflection Task	Learners review outcomes and own contribution.

Level 2

Assessment of Teamwork at Level 2 should include:

Assessment Type	Examples of Tasks
Description Task	Learners describe team dynamics and roles.
Planning Task	Learners plan tasks to meet a team objective.
Monitoring Task	Learners track progress against deadlines.
Practical Activity	Learners carry out a team activity.
Evaluation Task	Learners evaluate communication and team performance.
Reflection Task	Learners assess own and others' contributions.

Unit Content

Entry Level 1

Unit Title: Teamwork

Unit Reference Number: CBM146

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Principles of Progression

Progression step 1 - I can get along with others with and without support

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to work with others in a group	1.1 Demonstrate working with others in a group task
	1.2 Demonstrate taking a turn in a group task
2. Be able to take on a role within a group	2.1 Carry out a simple role within a group task
	2.2 Collect an item needed for a group task
3. Understand how to respect others in a group	3.1 Demonstrate a positive response to a peer
	3.2 Demonstrate listening to a peer or teacher

Indicative Content

LO1 AC 1.1 Learners must demonstrate being with others in a group task e.g., sitting at a shared table with two other students to complete a large floor puzzle.

	AC 1.2 Learners must demonstrate taking a turn in a group task e.g., waiting for a peer to place a block before placing their own block on a shared tower.
LO2	AC 2.1 Learners must carry out at least one simple role within a group task e.g., acting as the 'handout person' by giving one worksheet to each person in their small group. AC 2.2 Learners must collect one item needed for a group task e.g., going to the art cupboard to get the glue sticks for their table's poster project.
LO3	AC 3.1 Learners must demonstrate at least one positive response to a peer e.g., smiling or nodding when a classmate offers a suggestion or completes a part of the task. AC 3.2 Learners must demonstrate listening to a peer or teacher e.g., stopping their own activity and looking toward a peer who is speaking during a group circle.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Community participation relating to group sustainability initiatives

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages collaboration and respect for others

Entry level 2

Unit Title: Teamwork

Unit Reference Number: CBM147

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Principles of Progression

Progression step 2 - I can make friends and try to resolve disagreements, seeking support when needed

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the roles within a team	1.1 Identify different roles in a group task
	1.2 Give examples of what a specific team member does
2. Be able to contribute to a team task	2.1 Identify a task they will complete within the group
	2.2 Identify the equipment needed for the group activity
3. Understand how to respect others in a team	3.1 Give examples of how to help a team member
	3.2 Identify a way to show listening skills with a team member

Indicative Content

LO1 AC 1.1 Learners must identify at least two different roles in a group task e.g., pointing to the 'Leader' and the 'Scribe' on a classroom job chart.
Naming who is the 'folder' and who is the 'packer' during a school newsletter mail-out task.

	AC 1.2 Learners must give at least two examples of what a specific team member does. e.g., - the "Tidier" puts the pens back in the pot at the end of the lesson - the "Timekeeper" tells the group when there are five minutes left
LO2	AC 2.1 Learners must identify at least two tasks they will complete within the group e.g., - watering the plants in the school garden project - sticking pictures on the poster AC 2.2 Learners must identify at least two pieces of equipment needed for each of the group activities e.g., - a pair of scissors and a glue stick for a collage task - flour and a bowl for a group baking session
LO3	AC 3.1 Learners must give at least two examples of how to help a team member. e.g., - holding the paper steady while a friend cuts it (with teacher supervision) - sharing their coloured pencils if a peer runs out of a certain colour. AC 3.2 Learners must identify at least two ways to show they are listening to a team member e.g., - looking at a person's face when they are speaking - staying quiet and not interrupt when a friend is sharing an idea

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Community participation relating to group sustainability initiatives

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Encourages collaboration and respect for others.

Entry Level 3

Unit Title: Teamwork

Unit Reference Number: CBM148

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Principles of Progression

Progression step 3 - I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the features of an effective team	1.1 Identify qualities of a good team member
	1.2 Explain different roles required to complete a task
2. Be able to work with others towards a shared goal	2.1 Participate in a group planning discussion
	2.2 Use appropriate equipment safely during a team activity
3. Understand how to value the contributions of others	3.1 State why it is important to listen to others' ideas
	3.2 Identify a positive contribution made by a team member

Indicative Content

- | | |
|-----|---|
| LO1 | AC 1.1 Learners must identify at least three qualities of a good team member e.g., <ul style="list-style-type: none">• being punctual so the group can start the task on time• being helpful by offering to share resources with others• being reliable by finishing the specific task they were assigned |
|-----|---|

	AC 1.2 Learners must explain three different roles required to complete a task e.g., • a 'Scribe' is needed to write down the group's ideas • a 'Researcher' is needed to look up facts on a computer • a 'Presenter' is needed to talk to the teacher about the finished work
LO2	AC 2.1 Learners must participate in a group planning discussion e.g., • suggesting one idea for a theme during a group mind mapping session • agreeing on who will do which job by nodding or saying, "I'll do that" • asking a question to clarify what the group needs to do next. AC 2.2 Learners must use at least two pieces of equipment safely during a team activity e.g., • using a digital camera correctly to take photos for a group project • using a paper trimmer with teacher supervision to cut borders for a display • using a tablet or laptop to search for images to include in a group presentation
LO3	AC 3.1 Learners must state at least three examples of why it is important to listen to others' ideas e.g., • to make sure everyone feels included in the school project • someone else might have a faster or better way to solve a problem • to avoid making mistakes by misunderstanding the plan AC 3.2 Learners must identify one thing that a team member did well in the task e.g., • they held the door open while the team moved equipment • they found a great image for the poster • they worked very hard on the drawing

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	community participation relating to group sustainability initiatives

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages collaboration and respect for others

Level 1

Unit Title: Teamwork

Unit Reference Number: CBM149

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Principles of Progression

Progression step 4 - I can form and maintain healthy relationships with a wider circle of people. I can respect other people's points of view and use this to help resolve conflict

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the requirements of a successful team	1.1 Outline the purpose of a specific team task
	1.2 Describe the roles needed to achieve a team goal
2. Be able to work as a member of a team	2.1 Contribute to the completion of a team task
	2.2 Communicate effectively with other team members
3. Understand how to review team performance	3.1 Describe positive outcomes of the team's work
	3.2 Review own contribution to the team task

Indicative Content

- LO1 AC 1.1 Learners must outline the purpose of a specific team task e.g.,
- the goal of the group is to clear the school garden to make space for a new vegetable patch

- the team needs to produce a 5-minute presentation on healthy eating for a younger year group
- the team must organise a recycling collection for the classroom to reduce waste

AC 1.2 Learners must describe at least three roles needed to achieve a team goal e.g.,

- a 'Team Leader' to keep everyone on track
- a 'Resource Manager' to get tools
- a 'Researcher', 'Note-taker', and 'Designer' for a group poster project
- a 'Timekeeper' and the 'Safety Officer' for a group science experiment.

LO2 AC 2.1 Learners must contribute to the completion of the team task e.g.,

- helping a team member carry heavy boxes to the storage area during a classroom reorganisation
- researching facts about local wildlife for a group report on the environment
- painting a section of a group mural according to the agreed design.

AC 2.2 Learners must demonstrate effective communication with other team members e.g.,

- using clear speech to explain a problem they are having with a piece of equipment
- sending a polite email or message to a team member to share a saved document
- using active listening by nodding and summarizing what a peer said during a group meeting.

LO3 AC 3.1 Learners must describe at least three positive outcomes of the team's work e.g.,

- the team finished the task 10 minutes early because everyone worked well together
- the final product (e.g., a school display) looks professional and colourful
- the group successfully raised £20 for charity through their collaborative bake sale

AC 3.2 Learners must outline at least three examples of their own contribution to the team task e.g.,

- they were good at staying focused but could have offered more ideas during the plan
- they helped the group by bringing in all the necessary materials.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Community participation relating to group sustainability initiatives

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages collaboration and respect for others

Level 2

Unit Title: Teamwork

Unit Reference Number: CBM150

Level: Dau (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Principles of Progression

Progression step 5 - I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts

I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand the principles of effective team dynamics		1.1	Describe the importance of diverse roles within a team
		1.2	Summarise the characteristics of an effective team meeting
2. Be able to manage responsibilities within a team		2.1	Plan specific tasks to achieve a shared team objective
		2.2	Monitor progress against a group deadline
3. Understand how to improve team performance		3.1	Reflect on the effectiveness of communication within the group
		3.2	Assess individual and team contributions to the final outcome

Indicative Content

- LO1 AC 1.1 Learners must describe the importance of having diverse roles within a team referencing at least three different roles e.g.,
- having both a 'Creative Thinker' and a 'Detail Finisher' ensures ideas are both imaginative and practical
 - a 'Coordinator' prevents effort from being duplicated by different team members
 - a 'Resource Investigator' finds external information that the rest of the team might not have access to
 - a 'Monitor-Evaluator' provides a logical perspective that prevents the team from making impulsive mistakes.

AC 1.2 Learners must summarise at least four characteristics of an effective team meeting e.g.,

- a clear agenda is needed so that everyone knows the topics to be discussed
- a designated chairperson is required to ensure everyone has a fair chance to speak
- taking minutes to record agreed actions and deadlines
- the need for a respectful environment where differing opinions are debated professionally.

- LO2 AC 2.1 Learners must plan at least three specific tasks to achieve a shared team objective e.g.,
- creating a "To-Do" list with names assigned to each sub-task for a school presentation
 - designing a simple Gantt chart to show which team members are working on different parts of a project
 - setting "SMART" targets (Specific, Measurable, Achievable, Relevant, Time-bound) for a group fundraising goal.

AC 2.2 Learners must monitor and progress against the identified tasks in line with the group deadline e.g.,

- using a shared digital checklist to tick off completed tasks as the deadline approaches
- leading a "stand-up" meeting midway through a lesson to ask team member if they are on schedule
- adjusting the plan when a team member is absent to ensure the final goal is still met on time
- recording milestones in a project log to track if the group is falling behind or ahead of schedule.

LO3	AC 3.1 Learners must reflect on the effectiveness of communication within the group including at least one positive and one negative example e.g., - the use of a group chat helped or hindered the clarity of instructions. - a time a misunderstanding occurred and how the team resolved it through discussion. - the team listened to minority opinions during the decision-making process - the tone used during feedback sessions was constructive and supportive AC 3.2 Learners must assess at least two examples of own and two example of the team member's contributions to the final outcome e.g., - scoring the team's final product against the original brief and explaining why that score was given - identifying a specific skill they used that directly contributed to the project's success - assessing a peer's contribution by highlighting one strength and one area for their future development - determining which parts of the group process were most successful and which parts caused delays.
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Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Community participation relating to group sustainability initiatives

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages collaboration and respect for others