

Unit Title:	Developing a team
OCR unit number	24
QN number	H/602/0402
Level:	2
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

This unit aims to provide the learner with the knowledge of key team theories and the ways in which organisations and teams work towards creating equality of opportunity, diversity and inclusion for all team members.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Know the importance of key team theories in team development</p>	<p>The Learner can:</p> <p>1.1 Identify team roles</p> <p>1.2 List team developmental stages</p> <p>1.3 Outline how theories could apply in case studies</p>	<p>This may include:</p> <ul style="list-style-type: none"> management theories which explore team development. For example Belbin, Tuckman, etc. benefits of involving all members of the team in achieving objectives <p>This may include:</p> <ul style="list-style-type: none"> how teams of people can develop and grow and become more capable the role of the team leader in enabling team development <p>This may include:</p> <ul style="list-style-type: none"> apply management theories to practical situations and stages in a team's development
<p>2 Know how to integrate new team members</p>	<p>2.1 Outline the purpose of having a diverse team</p>	<p>This may include:</p> <ul style="list-style-type: none"> how diverse groups of people can contribute a range of skills, and the benefits of this to an organisation and to individuals

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.2 Identify barriers facing new team members</p> <p>2.3 Describe processes for integrating new team members</p>	<p>This may include:</p> <ul style="list-style-type: none"> • an understanding of how the balance of a team can be changed by introducing someone new • peer group pressure and the potential impact <p>This may include:</p> <ul style="list-style-type: none"> • how to realign roles and responsibilities in a non-threatening way • support mechanisms that can be put into place for new team members, such as mentoring or work shadowing • reviewing performance and providing supportive feedback
<p>3 Know how organisations work towards equality, diversity and inclusion for team members</p>	<p>3.1 Identify the effects of relevant legislation on equality, diversity and inclusion</p> <p>3.2 Outline organisational processes designed to enhance equality, diversity and inclusion</p>	<p>This may include:</p> <ul style="list-style-type: none"> • equality and diversity legislation by which organisations are bound • sources of information in respect of legislation • why it is important that organisations comply with legislative requirements <p>This may include:</p> <ul style="list-style-type: none"> • how organisational culture can impact on equality and diversity policies • how different organisations ensure they comply with equality and diversity legislation, for example in relation to recruitment, staff promotion and working patterns • how managers and team leaders can lead by example and demonstrate appropriate behaviour in respect of equality and diversity • what happens if people get it wrong

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is provided.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of developing a team, as detailed in the 'Teaching Content' section of the unit.

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

Guidance on assessment and evidence requirements

This unit shares similar themes with unit D/602/0379 Key Principles of Team Leading (L2 mandatory unit); the units could, therefore, be taught in conjunction with each other.

If the unit is to be taught in a college or other learning environment, teacher/tutors could consider the following ways of helping learners to generate evidence:

- engaging learners in researching management/team leading theories
- encouraging learners to analyse and report on real teams with which they are familiar (this does not have to be in a work environment, for example it could be a football team or voluntary organisation)
- providing case studies which either individuals or groups of learners are asked to evaluate and report on
- providing outcomes from legal precedents which learners are asked to study and discuss

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 The case study, where used for unit D/602/0379 (see above), could be further utilised to demonstrate achievement of assessment criteria 1.1, 1.2 and 1.3.

LO2 Learners could work in groups to produce a job description, person specification and induction plan for a new post to be introduced to the team (linked to case study, above).

LO3 Continuing the case study theme the same, or different, groups of learners could be asked to study a series of legal precedents and examples of real, organisational policies and procedures in respect of equality and diversity. They could then go on to produce their own team policy and procedure.

If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:

- personal statements
- recorded question and answer sessions with assessor
- case studies, endorsed by someone from within the workplace who can attest to the accuracy
- outcomes from research, referenced to the source
- work product such as records of recruitment activity, induction plans, in-house policies and procedures (it would be good practice to 'signpost' to these rather than include them in the portfolio), etc.

National Occupational Standards (NOS) mapping/signposting

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
None applicable		

* indicates partial coverage of the National Occupational Standard

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

- Stationery or a CD-rom.
- Access to a photocopier, PC and printer is desirable but not essential.
- Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but learners are not expected to reproduce other people's written work.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .