

Unit 8: Working as Part of a Group

Unit reference number: R/502/0465

QCF level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

Unit introduction

This unit aims to help learners develop the skills required for working in a group through involvement in a group work task. This includes being able to review the progress of the group and their own progress and skills development and to suggest ways they could improve.

This unit provides valuable opportunities for learners to build up skills that help to develop positive attitudes and are therefore very valuable in learning and employment. In addition, the skills required to work successfully as a group member are those which contribute to effective leadership. Good leaders must have a good idea of how a group works, what makes a good group and a good group worker. These skills include planning, taking turns in discussion, collaborating and cooperating, extending ideas through sharing with others, supporting and building on the contributions of others and receiving feedback.

In this unit learners will review their achievements, both as individuals and as a group and make suggestions for ways they could improve their group work skills in a stress free situation, providing opportunities for increased motivation and enhanced self-esteem.

For learning outcome 1, learners will establish the ground rules needed for group-work. There will be the opportunity for learners to take part in planning the group-work task and the individual activities needed to complete the group task.

Learners participate in a group task for learning outcome 2. They will be able to demonstrate they are able to work with others in a positive way to carry out individual tasks and achieve the aims of the group task. This includes: making suggestions appropriately, dealing with instructions, dealing with feedback, supporting others and requesting support from others, when needed.

For learning outcome 3, learners appraise the progress made by the group and their own contribution. They review aspects of the task that went well and those which were less successful. Finally they propose ways they could improve their skills in working with others.

Completing this unit will contribute to the development of Personal Learning and Thinking Skills in the areas of Team Workers and Effective Participators, as well as

contributing to the learners overall personal and social development. This unit relates to Level 1 key skills standards in working with others.

Essential resources

Learners will need the opportunity to work as part of a group.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to contribute to working as part of a group in appropriate ways	1.1	Suggest appropriate ground rules for working with others	<ul style="list-style-type: none"> □ <i>Establishing ground rules for working as part of a group:</i> clear goals; ensuring everyone is listened to; respect others opinions and views; democratic decisions; sharing understanding of expected behaviour and attitudes; sharing tasks fairly; recognising individual strengths; taking ownership
		1.2	Contribute to the planning of group and individual activities	<ul style="list-style-type: none"> □ <i>Recognising skills and strengths to plan activities:</i> organising skills; encouraging contributions from everyone; motivating others; punctuality; reliability; creativity; helping others; accepting help from others; accepting constructive criticism; practical skills, e.g. computer literacy; honesty and openness; flexibility; maintaining confidentiality; individual activities, e.g. researching and finding out about resources, travel, timetables, opening times, booking travel tickets, providing food, drinks, taking notes at meetings

Learning outcomes	Assessment criteria	Unit amplification
2 Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities	<ul style="list-style-type: none"> □ <i>Respect others' contribution</i>: listening to ideas of other group members without interrupting; agreeing group decisions; following decisions of group
	2.2 Make suggestions appropriately	<ul style="list-style-type: none"> □ <i>Contribute to group decisions</i>: offering own ideas; suggesting solutions to problems faced by group; suggesting a better way of doing something; offering practical skills
	2.3 Deal with instructions appropriately	<ul style="list-style-type: none"> □ <i>Complete own task</i>: following instructions for task; completing agreed task on time; completing task to satisfactory standard
	2.4 Deal with feedback appropriately	<ul style="list-style-type: none"> □ <i>Respond to feedback from others</i>: accepting feedback positively; listening carefully; asking for clarification; asking for suggestions of ways to improve
	2.5 Support others and ask for support when required	<ul style="list-style-type: none"> □ <i>Support other group members</i>: asking other group members if they need help; showing group members how to do something; helping group members to complete their task; completing task for absent group member □ <i>Ask for support from others</i>: e.g. when instructions need explaining, when clarification needed, to complete aspects of task

Learning outcomes	Assessment criteria	Unit amplification
3 Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together	<ul style="list-style-type: none"> □ <i>Group progress in working together:</i> e.g. all members contributed, individual strengths recognised, communication skills developed, learnt to trust one another □ <i>Individual contribution to group task:</i> e.g. contributed ideas to planning, asked advice from another group member, helped another group member to complete their task
	3.2 Describe how they contributed to the work of the group	<ul style="list-style-type: none"> □ <i>Successful aspects of group task:</i> e.g. all aspects of task completed, timeframe met, group task met its aim, completed to a good standard
	3.3 Describe what went well and what went less well	<ul style="list-style-type: none"> □ <i>Less successful aspects of group task:</i> e.g. some group members were absent, some individuals did not follow agreed instructions
	3.4 Suggest how they could improve their skills in working with others	<ul style="list-style-type: none"> □ <i>Improving own skills in working with others:</i> e.g. learning about responding positively to feedback

Information for tutors

Delivery

The emphasis in this unit is on developing learners' skills in working as an effective member of a group through involvement in a practical group task.

To establish appropriate ground rules for group working, learners could work in small groups to analyse case studies of different group tasks, some which were more successful than others. A question and answer session could determine the reasons the success in the group, for example some people did not complete their tasks, some group members did not follow the group agreements. From this, key points could be collated on a board or flipchart. Learners could produce posters of group-working ground rules to display in the classroom for learners to refer to throughout the unit.

Identification of the group task, the group members and the individual activities is required at this stage of the unit. Learners could be involved in selecting the group task. Teams could be made up of around four to seven people. In groups, learners could discuss possibilities for appropriate tasks and report back to the whole class. Learners could develop a discussion to decide which group work tasks are manageable, achievable and match the skills and interests of the group members in 'what if' scenarios.

The groups could work together to produce a clear plan to include all tasks involved in the group work, the roles and responsibilities of all individuals and timescales. The tutor will need to use prompts to help the group to develop this plan to ensure all activities and roles for each group member have been included. This could be presented as a mind map or a colour-coded flow chart to act as an aid memoir during completion of the group work task.

For learning outcome 2, learners need to implement the agreed group task. Learners could work in groups to devise a checklist to log the group-work skills they demonstrate during the task.

Learners should be encouraged to review their own performance in the group task for learning outcome 3, using evidence from their checklist. This needs to include the effectiveness of their individual group work skills and how their individual contribution affected the success of the overall group task. Ways for learners to develop their group working skills could be explored through tutorials or small group discussions.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Case studies – compare case studies of group tasks, some of which were more successful than others.

Group discussion – ‘Why were some tasks less successful? ‘What are the features of successful group working?’

Activity – watch DVDs or videos of group work, for example *The Apprentice*, to consider the skills and strengths of individuals which contribute to success in group work tasks.

Team-building activities.

Tutor-led discussion – issues to consider when choosing a group work task:

- manageable in timescale
- costs
- provide opportunity for all to be involved
- match the skills and interests of group members.

Activity – groups discuss and select options for group task.

Group tutorials to agree group task.

Activity – groups plan task and allocate activities.

Record plan and activities on a time line. Provide a copy for all group members.

Assessment – witness statements to support contribution to discussions for suggestions of ground rules, and flexible contribution to planning decisions (learning outcome 1) [Functional Skills Level 1 Speaking and Listening].

Activity – group-working skills – design a format to log group working skills and their contribution as a group member.

Practical – carry out group task. Record progress and skills used during task.

Group tutorials to monitor progress.

Assessment – present evidence of group work skills identified in unit content in agreed format (learning outcome 2).

Tutor-led discussion – ‘What is the value of by reviewing the progress made by the group during the task?’ ‘How may individuals benefit from assessing their contribution to the task?’

Activity – group review of progress made during group task.

Activity – individual review of own contribution to group task and ways to improve skills in working with others.

One-to-one tutorial to review individual contribution to group, successes, what did not go well and how to improve in working with others.

Assessment – record assessment of group’s progress, own contribution and ways to improve skills in working with others (learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1, learners will need to list at least five ground rules required for working with others. This may be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For assessment criterion 1.2, learners will need to play a part in the planning or the whole group task and the allocation of individual activities. This may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed which may be through witness statements, peer group assessment or by the tutor. To meet the requirements for 1.2, documentation will need to be retained for internal and external verification.

The evidence required for assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 may be provided by a checklist completed by the learner during the task. The checklist may take a variety of formats. The checklist will need to be verified by the tutor. Alternative methods of evidencing may be used, for example an observation or video recording.

For assessment criterion 3.1, learners need to assess how well the group worked together during planning and completing the group task. Learners may use the checklist completed during the task to review their own group-working skills for 3.2 and 3.3. For 3.2, learners need to give brief detail about how they contributed to the work of the group. For 3.3, the learner will need to give brief detail about one aspect of their group task which went well and one aspect which was less successful. For 3.4, more than one way for the learners to develop their skills in working with others could be explored through one-to-one discussion with the tutor. Responses should be recorded for verification purposes.

Suggested resources

Website

www.ehow.com/list_5988265_group-teamwork-activities.html

Ehow.com – Ideas for group activities