



Excellect 209 (PTY) LTD Trading as

# **NICORE**

## **Training and Development**

54 Columbus Str. Steiltes Mbombela 1201 · 072 819 9440 · 013 744 0407

# **OPERATE IN A TEAM**

US 8420

NQF Level: 02

Credits: 4

# **COURSE OVERVIEW**



## **PURPOSE OF THE UNIT STANDARD**

A person assessed as competent against this unit standard will be able to:

Operate in a team, understanding the structure of the team, and the roles and responsibilities of each team member. The learner will be able to identify and take into account external (environmental) factors that influence the workings and success of the team; and evaluate the success of the team.

This competence will enhance the ability of learners and workers to participate in teams. It will also contribute to ensuring that teamwork is more effective in workplaces and in provider organisations, as well as contribute to transforming workplaces into sites of learning.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Identify the structure and purpose of a particular team.

### **ASSESSMENT CRITERIA**

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.

They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

Method of assessment:

Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.

A range of assessment methods should be used, including:

Direct observation - watch the practitioner carry out the task or produce a desired outcome during the course of his or her normal work under normal workplace conditions

Product sample - examine the outcomes previously produced by the practitioner

Simulation of a specific task - set a specific task for the practitioner to demonstrate in a simulated environment

Questioning (verbal or written) - ask relevant questions linked to the unit standard

Testimony - collect a portfolio of evidence from suitable people (eg: reports from a third party)

# US 8420

## Operate In A Team

---



Integrated assessment:

It may be more effective and efficient to assess a number of unit standards together thus reducing the overall number of assessment 'events'.

- Consider a complete activity in the workplace (the 'whole of work' approach) and see which unit standards relate to this activity.
- Work out how practitioners could collect evidence on a number of unit standards at the same time covering all the critical aspects of the standards.
- Ensure that commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

### **SPECIFIC OUTCOME 2**

Describe and carry out the roles and responsibilities required to work in a team.

### **SPECIFIC OUTCOME 3**

Identify factors affecting a team within workplace and learning environment and explain affect.

### **SPECIFIC OUTCOME 4**

Describe the workplace and learning environment organisation.

### **SPECIFIC OUTCOME 5**

Review the effectiveness of a team.