

# Teamwork

## Unit delivery and assessment pack



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## Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

## Unit overview

| Title                | Teamwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suite                | Skills for Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Unit Codes           | S626E1<br>S626E2<br>S626E3<br>S626L1<br>S626L2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| GLH                  | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Unit Aim             | To develop Learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Unit Summary         | <p>This unit will give opportunity for learners to gain practical experience in contributing to team tasks, communicating effectively, and reflecting on their own and other people's performance.</p> <p>At Entry Level, learners focus on basic participation in group activities. They begin to recognise different roles within a team, contribute in simple ways, and show respect for others through taking turns, listening, and polite interaction. The emphasis is on developing confidence in working with others and understanding how their actions support group tasks in everyday or vocational contexts. Activities are practical, supported, and designed to encourage repeated opportunities to take part and reflect.</p> <p>At Level 1 and 2, learners build on these skills to participate effectively and responsibly in more complex group tasks. They explore team roles and responsibilities in depth, contribute purposefully to achieving shared objectives, and respond constructively to the ideas and feedback of others. Learners are encouraged to plan, review, and improve their teamwork performance, linking skills directly to vocational and workplace scenarios. The focus is on developing independence, accountability, and transferable employability skills through practical, real-world activities.</p> |
| Curriculum for Wales | <p><b>Areas of learning and experience:</b> The Teamwork unit supports several Areas of Learning and Experience by giving learners opportunities to develop communication, personal and social skills, and practical problem-solving abilities. Through collaborative activities, learners strengthen their understanding of Humanities, Expressive arts, and Health and well-being, as they work together, plan tasks, and respect diverse perspectives. The units supports progress towards the Health and well-being Statement of What Matters: <i>Healthy relationships are fundamental to our well-being.</i></p> <p><b>Integral and cross-curricular skills:</b> Integral skills such as Personal effectiveness, Planning and organising, and Critical</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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thinking and problem-solving are developed as learners plan, take part in, and review group activities. Opportunities for Creativity and innovation may also arise through collaborative tasks and shared problem-solving activities. This unit promotes cross-curricular skills such as Literacy, Numeracy, and Digital competence, through discussion, recording information, organising tasks, and reviewing teamwork activities in authentic vocational contexts.

**Cross-cutting themes:** Teamwork naturally embeds the cross-cutting theme of Diversity and Human rights, as learners are encouraged to respect and value different perspectives, and to consider shared responsibilities within teams and the impact of their actions. This unit supports Careers and work-related experiences, by developing workplace collaboration, communication, and shared responsibility through vocational and practical activities. Opportunities may also arise to explore teamwork within Local, national, and international contexts, helping learners understand how people work together in different communities and environments.

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## Entry Level Learning Outcomes and Assessment Criteria

| Learning Outcomes<br>(the learner will)                                          | Assessment criteria<br>(the learner can)                                                                                                             |                                                                                                                                                                    |                                                                                                                                                                |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  | Entry 1                                                                                                                                              | Entry 2                                                                                                                                                            | Entry 3                                                                                                                                                        |
| <b>LO1</b> Be aware of the roles people take within a group                      | <b>E1 1.1</b> Show one role people may take in a group.<br><br><b>E1 1.2</b> Point out a role in a simple group activity.                            | <b>E2 1.1</b> Recognise several different roles people may take in a group.<br><br><b>E2 1.2</b> Point out an appropriate role for themselves in a group activity. | <b>E3 1.1</b> Suggest different roles people may take in a group.<br><br><b>E3 1.2</b> State why they have chosen a particular role in a group task.           |
| <b>LO2</b> Be able to take part in group activities and contribute appropriately | <b>E1 2.1</b> Respond to simple instructions during a group activity.<br><br><b>E1 2.2</b> Respond to a group activity, making a basic contribution. | <b>E2 2.1</b> Follow simple instructions during a group activity.<br><br><b>E2 2.2</b> Give a relevant contribution to a group activity without being prompted.    | <b>E3 2.1</b> Follow a sequence of instructions during a group activity.<br><br><b>E3 2.2</b> Make appropriate contributions to a group activity.              |
| <b>LO3</b> Be able to show respect for other people in a group setting           | <b>E1 3.1</b> Respond to other people with support or reminders.<br><br><b>E1.3.2</b> Show simple respectful behaviour.                              | <b>E2 3.1</b> Listen to other people and respond appropriately at least once.<br><br><b>E2 3.2</b> Show respectful behaviour in a group setting.                   | <b>E3 3.1</b> Listen and respond appropriately to other people's ideas.<br><br><b>E3 3.2</b> Demonstrate respectful behaviour consistently in a group setting. |

|                                                                                       |                                                                                                                                  |                                                                                                                                                          |                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LO4</b> Be able to work collaboratively with other people to complete a basic task | <b>E1 4.1</b> Respond to a simple shared task with other people.<br><br><b>E1 4.2</b> Show one thing they did to help the group. | <b>E2 4.1</b> Follow instructions to complete a simple shared task with other people.<br><br><b>E2 4.2</b> Recognise own contribution to the group task. | <b>E3 4.1</b> Work cooperatively with other people to complete a straightforward group task.<br><br><b>E3 4.2</b> Give a description of how your own contribution helped the completion of the task. |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*If not specified, then a plural reference within assessment criterion refers to a minimum of two.*

## Level 1 and Level 2 Learning Outcomes and Assessment Criteria

| Learning Outcomes<br>(the learner will)                                              | Assessment criteria<br>(the learner can)                                                                                                                                    |                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                      | Level 1                                                                                                                                                                     | Level 2                                                                                                                                                                                                        |
| <b>LO1</b> Understand the roles and responsibilities involved in effective teamwork  | <b>L1 1.1</b> Identify a range of roles and responsibilities within a team.<br><br><b>L1 1.2</b> Describe why it is important to carry out own role.                        | <b>L2 1.1</b> Explain a range of roles and responsibilities required for effective teamwork.<br><br><b>L2 1.2</b> Explain the importance of individual responsibility within the team.                         |
| <b>LO2</b> Be able to participate effectively and responsibly in group tasks         | <b>L1 2.1</b> Make contributions to help achieve group objectives during a group task.<br><br><b>L1 2.2</b> Follow agreed procedures and instructions during a group task.  | <b>L2 2.1</b> Make relevant contributions to support team objectives during a group task.<br><br><b>L2 2.2</b> Follow agreed procedures and adapt to changing needs during a group task.                       |
| <b>LO3</b> Be able to demonstrate respect for other people's views and contributions | <b>L1 3.1</b> Listen to the views and contributions of other people.<br><br><b>L1 3.2</b> Respond appropriately and respectfully to other people's views and contributions. | <b>L2 3.1</b> Identify and consider the views and contributions of other people during a discussion.<br><br><b>L2 3.2</b> Give constructive and respectful feedback to other people's views and contributions. |
| <b>LO4</b> Be able to work collaboratively to complete a task and review performance | <b>L1 4.1</b> Work with other people to complete a group task.<br><br><b>L1 4.2</b> Review own contribution and identify one area for improvement.                          | <b>L2 4.1</b> Work effectively with other people to complete the group task.<br><br><b>L2 4.2</b> Review own contribution and suggest ways to improve both individual and team performance.                    |

*If not specified, then a plural reference within assessment criterion refers to a minimum of two.*

## Delivery guidance

### Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Teamwork include Community participation, Looking after others, Understanding self and others, Healthy relationships, Work experience, Fairness and inclusion in the workplace, Customer service. These units complement each other by reinforcing core interpersonal, social, and collaborative skills that underpin effective group work in vocational and community contexts. Together they build a wider foundation of communication, empathy, inclusion, and real-world participation, helping learners apply teamwork skills confidently across different environments.

There may also be links to other WJEC qualifications including VCSE Retail and Customer Service, GCSE Business and Business AS/A Level.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

### Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

| Learning outcome | Amplification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LO1</b>       | <ul style="list-style-type: none"> <li>• Become aware that people in a group do different things (e.g. one person talks, one person writes, one person gathers materials).</li> <li>• Understand very simple role labels (e.g. helper, organiser, recorder, timekeeper, speaker).</li> <li>• Recognise that roles can change depending on the task (e.g. the helper becomes the speaker, the recorder becomes the organiser, the organiser becomes the helper).</li> <li>• Begin to see that their own skills can link to a suitable group role (e.g. someone good at talking becomes the speaker, someone good at writing becomes the writer, someone good at helping others becomes the helper).</li> </ul> |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|            | <p>For Level 1 and 2 learners:</p> <ul style="list-style-type: none"> <li>• Explore a variety of team roles (e.g. leader, recorder, resource manager, timekeeper).</li> <li>• Understand responsibilities associated with each role and how they support the team.</li> <li>• Recognise how strengths, skills, and preferences relate to role choice.</li> <li>• Understand how individual accountability contributes to team success.</li> </ul>                                                                                                                                                                                                                                                                                                                      |
| <b>L02</b> | <ul style="list-style-type: none"> <li>• Participate in simple group tasks with increasing independence.</li> <li>• Follow instructions appropriate to their level (visual, single-step, or multi-step).</li> <li>• Make contributions such as offering objects, ideas, or assistance.</li> <li>• Show willingness to join in and complete agreed parts of the task.</li> </ul> <p>For Level 1 and 2 Learners:</p> <ul style="list-style-type: none"> <li>• Make relevant contributions that move the task forward.</li> <li>• Follow agreed methods, procedures, and ground rules.</li> <li>• Work towards shared goals and adapt when circumstances change.</li> <li>• Communicate clearly and appropriately in group discussions and activities.</li> </ul>         |
| <b>L03</b> | <ul style="list-style-type: none"> <li>• Listen to other people with support, gradually developing appropriate responses.</li> <li>• Demonstrate respectful behaviour (waiting, taking turns, simple politeness).</li> <li>• Show awareness that other people have ideas and feelings.</li> <li>• Begin to manage their behaviour so the group activity can continue smoothly.</li> </ul> <p>For Level 1 and 2 Learners:</p> <ul style="list-style-type: none"> <li>• Actively listen to others and consider different viewpoints.</li> <li>• Show inclusive, respectful behaviour in communication.</li> <li>• Respond to ideas constructively, offering alternatives or support.</li> <li>• Recognise that diverse views improve the quality of teamwork.</li> </ul> |
| <b>L04</b> | <ul style="list-style-type: none"> <li>• Join with one or more peers to complete a shared activity.</li> <li>• Understand that tasks can be shared and require cooperation.</li> <li>• Carry out simple responsibilities within the group.</li> <li>• Recognise the value of their own contribution and that of other people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |

|  |                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>For Level 1 and 2 Learners:</p> <ul style="list-style-type: none"> <li>• Take responsibility for completing assigned parts of the task.</li> <li>• Support other team members and maintain positive working relationships.</li> <li>• Reflect on their contribution and the team's overall performance.</li> <li>• Identify strengths and areas for improvement in future teamwork situations.</li> </ul> |
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## Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- Simple group sorting tasks (e.g. tools, materials, ingredients) where learners take turns and share responsibilities.
- Paired or small-group assembly activities, such as putting together a basic product, kit, or display.
- Role-card activities using very simple roles (e.g. helper, collector, organiser) for short tasks.
- Follow-the-leader tasks to practise listening, turn-taking, and basic cooperation.
- Group problem-solving games with simple instructions, such as building the tallest tower from limited materials.
- Shared practical tasks in vocational areas (e.g. setting up a workstation, tidying tools, preparing ingredients).
- Communication circles where learners practise saying one idea or preference while other people listen.
- Mini group reflections using pictures, visuals, or sentence starters ('I helped by...', 'We worked together when...').

The following activities would be suitable for use with Level 1 and 2 learners:

- Structured team projects where learners plan, divide tasks, and complete a vocational product or service.
- Rotating team roles (leader, timekeeper, recorder, materials manager) in practical sessions to build responsibility.
- Vocational scenario tasks, such as preparing a client area, completing a maintenance task, or assembling a product as a team.
- Collaborative problem-solving challenges with constraints (limited time or materials) to encourage teamwork strategy.
- Peer feedback activities, where learners respectfully evaluate each other's teamwork contributions.
- Group discussions for planning and decision-making, practising listening, compromise, and justification of ideas.

- Workplace-style simulations, such as shift handover briefings or team meetings with a defined objective.
- Team review and improvement sessions, where learners analyse their group performance and propose improvements.

## Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- Observation records from tutors detailing learner participation and behaviours.
- Learner self-reflection sheets describing their role, contribution, and learning.
- Witness statements from support staff, peers, or employers confirming participation.
- Photographic evidence of learners taking part in group tasks or producing outcomes.
- Video recordings of teamwork activities, discussions, or practical tasks.
- Completed group task outputs, such as assembled products, displays, or prepared work areas.
- Role assignment sheets showing agreed roles and responsibilities within the group.
- Team planning documents, such as mind maps, checklists, or simple plans.
- Minutes or notes from group discussions or meetings recorded by learners or staff.
- Peer feedback forms describing contributions and teamwork behaviours.
- Tutor-marked worksheets or task sheets completed during or after group activities.
- Learning journals or logbooks where learners record what they did and how they worked with other people.
- Audio recordings of learners contributing to group discussions or reflecting on their role (e.g. voice notes, assisted recordings).
- Task rotation records showing learners experiencing different roles across activities.

## Experiences

To provide a real world context you could do the following:

- Learners work together to complete a practical task such as setting up a workshop area, preparing a basic display, or assembling a simple product. Each learner takes a different role, mirroring workplace expectations and responsibilities. This experience helps learners understand how individual contributions support the overall success of a team.
- Learners collaborate to help run a small event, such as a charity stall, open day preparation, or a simple service activity. They must communicate, divide tasks, and work cooperatively to meet deadlines. This enables learners to practise teamwork with real purpose and see how their behaviour affects outcomes for other people.
- Learners observe employees working in teams and learn about different job roles and responsibilities in a live setting. They may speak with staff about how teams communicate, solve problems, and maintain respect within the workplace. This gives learners a practical understanding of how teamwork skills transfer directly to vocational environments.

## Resources and organisations

### Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

### Resources available to support delivery

|                       |                                                                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Young Dragons</b>  | <a href="#">Young Dragons</a> – Teamwork challenges, leadership activities                                                              |
| <b>Skills Builder</b> | <a href="#">SkillsBuilder.org</a> – Framework for teamwork and resources for learners                                                   |
| <b>BBC</b>            | <a href="https://www.bbc.co.uk/bitesize/articles/zrdswtly">https://www.bbc.co.uk/bitesize/articles/zrdswtly</a> – resources on teamwork |
| <b>WRU</b>            | Education Learning Resources – <a href="#">Welsh Rugby Union</a> – <a href="#">Education Learning Resources</a>                         |

### Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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