



WORKING WITH OTHERS
SCQF Level 2
40 Hour Unit

CORE SKILLS UNIT ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is designed for delivery in schools, colleges, workplaces, community and other learning environments. The content should involve tasks and skills that are suited to the requirements of the individual learner. The focus of the Unit is on transferable skills:

- ◆ carrying out an activity and/or activities and/or activities co-operatively with others
- ◆ reviewing co-operative contribution

These skills should be useful to learners in their education, in their social and personal lives, or in current and future jobs.

At this level, learners are expected to be able to work with others in very simple activities where they may need support at all stages of the activities. The Unit is designed for those who have little or no skill and experience in working with others. The work undertaken in the assessment should be simple and routine. The Unit might be suitable for learners who are currently working towards other qualifications at SCQF Level 2, eg National Qualifications or SVQs.

Assessment and evidence

You should choose a very simple activity and/or activities that are similar to activities already practised by the learners in their personal or social lives, in the community, education or workplace. The activity and/or activities must have a very clear aim and be capable of being broken down into very simple tasks and roles. The learners may need considerable support to understand the aim of the activity and/or activities and, the individual tasks which have to be undertaken, and in identifying their own role and the roles of the others involved.

You may find it helpful to refer to previous similar activities in which the learner has been involved to assist learners to identify any existing knowledge and skills relevant to this activity and/or activities.

Learners are expected to co-operate with others to complete the activity and/or activities, carrying out the tasks allocated to them.

You should provide the learners with very simple criteria or structured questions to enable them to review the strengths and weaknesses of their own contribution to the activity and/or activities and to identify their future learning needs. It is important that learners are not put at a disadvantage by working on tasks that are more complex than required. If suitable activities are difficult to identify, the exemplar tasks suggested in Part 2 of this pack could be contextualised.

Assessment can be by written or oral questioning, or by observation. At this level, oral questioning and observation are probably the most appropriate methods, though learners might find it useful to complete a record sheet, work plan or log as they carry out their tasks. However, they should not be pressured into completing a log if they have limited writing skills.

When assessing by observation, you must keep a detailed checklist. Similarly, if you use oral questioning, you must keep a record of both the questions and learner responses. All evidence, whether produced by the learner or a record made by yourself, must be retained, signed and dated by you.

Planning

You should work out where opportunities for meeting the standard are likely to arise. Where possible this should be built into the assessment process. You should discuss this assessment process with the learners so that they are quite clear about what is expected from them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that on completion the learners will know how to:

- ◆ identify what their role is, what they will do within the co-operative activity and/or activities and what tasks they will carry out and how these relate to the roles and activities of others;
- ◆ carry out their own role in the co-operative activity and/or activities;
- ◆ ask for information and support from the other people involved(eg Can they provide assistance if the learners need help? Can they give information if the learners need it?)
- ◆ give information and support to other people (eg by asking if they need help; explaining something which the learner knows more about);
- ◆ guided by their tutor, review their own contribution to the co-operative activity and/or activities (eg Did they complete all their tasks? Did they get things done on time? Did they seek support from others? Did they help others as much as they could? Were they polite and respectful to others?)
- ◆ give an example of a strength and area for improvement in their own contribution to the co-operative activity and/or activities (eg What did they do particularly well? What did they find difficult?)
- ◆ guided by their tutor, set objectives for how they could improve their own skills and knowledge in future.

Assessment guidance, together with some suggested activities, is contained in Part 2.

The Unit can be broken down into the following two stages:

- ◆ working co-operatively with others;
- ◆ reviewing co-operative contribution

The notes contained in the following paragraphs provide general guidance on the steps involved in meeting the requirements of both these stages.

Working co-operatively with others

This involves the ability to work with others to use interpersonal skills appropriately, to recognise and value the roles of other people, to take responsibility for their own contribution and to support co-operative working in appropriate ways.

A good starting point for learners would be for you to help them think about how they will be participating in the proposed co-operative activity and/or activities; what tasks they will be expected to undertake and the knowledge or skills which they can apply to this. It may be helpful if they recall any other occasions when they worked with others towards a common goal, either at work, or in educational or social contexts. Ask them to identify what tasks they had done or helped with, what skills they used, and what they were best at doing. Then they should relate these experiences to what they will be doing in the co-operative activity and/or activities.

Learners will need to discuss with you and others what the different roles will be and what tasks will need to be carried out. With your help learners should explore how these roles will interact, what support they will give others and that others can give to them.

It is important that the learners understand the essential features of successful co-operation and the importance of using inter-personal skills to foster a climate where co-operative working will thrive. You should help them with this. They must demonstrate that they can work effectively with others by supporting others and working in a way that fits in with what other people have to do.

You should remind learners that there will probably be times when they are unsure of what to do at particular stages, or need advice on how to carry out their tasks. When these situations occur, they should ask other people, or you, for guidance and advice. You can advise the learners that they should be clear about what they are asking and to be courteous.

As well as requesting help and advice, learners must be prepared to offer the same kind of support.

They should be sensitive to the needs of others by listening carefully, thinking about how they might help and then responding helpfully and politely, even though they may not always be able to provide the information or help required

In assessing this Unit, your focus should be on the way the learners went about the co-operative activity and/or activities, rather than whether or not anything was completely successfully. Even if learners demonstrated the skills needed, this may not have resulted in an expected or satisfactory outcome.

Reviewing co-operative contribution

This requires the ability to review the process of working co-operatively with other people, which may involve resolving issues and handling other people's behaviour. The learner should evaluate the outcomes, identify the value of their own contribution and reflect on any personal learning and development that may be needed to enhance their contribution to future collaborative work.

With your help, learners must be able to reflect on and review their own performance. If they have kept a log or made a recording, they can easily check back over their work. If they are relying on memory alone, you will probably have to ask them some questions and make suggestions to help them to recall how well they did. You should explain that even if they feel that they had some difficulties, this does not mean that they will not achieve this Unit.

You should help learners to review their own contribution by providing very simple criteria or structured questions. They should identify what they did well, and what they found difficult. Learners must identify what they have learnt from the experience of working with others, taking into account any feedback from you or other people involved. They must be able to identify any areas where their skills could be improved.

Gathering evidence

It may be appropriate for you to gather written evidence produced by the learner while carrying out the practical activities. However, written evidence is not essential for this Unit and is inappropriate if it disadvantages the learner.

You may wish instead to use oral questioning. This requires you to create and complete record sheets comprising a checklist, questions asked and learner responses.

From the learner's point of view, it is useful to have the means of keeping all the work of this Unit together. You can help here by creating and providing a workbook which includes all the evidence-gathering items. An alternative would be to provide worksheets which can be made into a portfolio.

If you have chosen to integrate the activity and/or activities for this Unit with work on other Units being undertaken by the learner, it may be possible to assess the working with others as part of a larger single activity. In this case you must keep separate records for this Unit.

The Unit requires learners to work co-operatively with others on a very simple activity and/or activities.

This may be achieved in many ways. Some typical activities might be:

- ◆ working with others to rearrange a classroom, workroom or meeting space to use the space more effectively;
- ◆ organising an outing to the cinema with friends – choice of cinema and film; times; transport; tickets;

Part 2: Assessment guidance

You can use the exemplar assessments given in this section in several ways:

- ◆ to help identify the type and amount of evidence which the learner needs to produce
- ◆ to help identify the level of complexity in evidence required for the Core Skill at this level
- ◆ to help you to create an assessment task related to the learner's own situation

At this level, learners are expected to be able to work with others in very simple activities where they may need support at all stages. The Unit is designed for those who have little or no skill and experience in working with others. The work undertaken in the assessment should be very simple and routine. Learners must complete both stages. These are:

- ◆ working co-operatively on an activity and/or activities;
- ◆ reviewing co-operative contribution;

Part 3 contains generic exemplar Record Sheets which you may use as they are. However, you may also adapt these to reflect the detail of the tasks you decide to set.

Task: Working co-operatively with others

Personal/Social Context

A meeting for 10 people has been arranged in your village hall/community centre for Friday evening. Your club uses the hall last thing on Friday afternoon, so you have been asked to make sure that the meeting hall and kitchen are clean and tidy, and that everything is prepared for the next meeting, like setting out mugs, teaspoons and sugar/milk on a clean table.

The people involved will be you, the hall supervisor, and the other people who come to your club. You will need to discuss with them:

- ◆ what needs to be done, eg washing up the mugs you used for your club meeting;
- ◆ what you would like to do: this may be something you know you can do well, eg setting the table to look very pretty with a posy of flowers and colourful paper napkins;
- ◆ what the members should do, eg who would be best at cleaning up from your own club meeting; who would be best at collecting everything you need to prepare for the hall?

It is important to understand how you and other people will feel about working on this job:

- ◆ the hall supervisor has responsibility for everything that goes on in the hall, so you should make sure that everything you and the other club members do is within the rules laid down – asking for guidance if you need it;
- ◆ some club members may want to do the same things, eg washing up, setting tables, and you will need to show understanding about this, and discuss with them who would be best to carry out particular tasks;
- ◆ you may need to let other people do jobs you would have liked to do yourself, if this means keeping everyone happy.

When you are all preparing and working together, there are some things you can do which will help everything run smoothly:

- ◆ keep your eye open for people who may be a bit unsure about what to do, and lend a helping hand if you can: sometimes a friendly word can be enough, or simply showing them what you would do;
- ◆ if you need help, ask for help from someone you think can do the job well, or who has done this job before;
- ◆ if anything goes wrong, don't be afraid to talk to the hall supervisor or the other club members, to try and sort out together the best way to deal with what has happened.

Educational Context

Your art teacher has arranged for a display of students' artwork. A poster has been designed and printed to advertise this. Some of your class have been asked to get 100 photocopies made of the poster. 10 of these are to be pinned up in prominent places around the school. The rest are to be distributed to the 90 pupils in S4.

The people involved will be you, the art teacher, and the other people working with you (probably another 2 or 3 people). You will need to discuss with them:

- ◆ what needs to be done, eg getting the copies made, distributing to other classes;
- ◆ what you would like to do: this may be something you know you can do well, eg asking office staff to make the copies for you;
- ◆ what you should each do, eg who would be best at looking for suitable places to pin up the posters.

It is important to understand how you and your classmates will feel about working on this job:

- ◆ your art teacher has given you this responsibility, so will be keen that everything goes well; so you should make sure that you keep him/her informed about what has happened;
- ◆ some people may want to do the same things, eg distributing the posters to other pupils, and you will need to show understanding about this, and discuss with them who would be best to carry out particular tasks;
- ◆ you may need to let other people do jobs you would have liked to do yourself, if this means keeping everyone happy.

When you are all preparing and working together, there are some things you can do which will help everything run smoothly:

- ◆ keep your eye open for people who may be a bit unsure about what to do, and lend a helping hand if you can: sometimes a friendly word can be enough, or simply showing them what you would do;
- ◆ if you need help, ask for help from someone you think can do the job well: this could be a teacher, a member of office staff, or another pupil;
- ◆ if anything goes wrong, don't be afraid to talk to your art teacher, or your classmates, to try and sort out together the best way to deal with what has happened.

Workplace Context

The store manager has asked the junior staff to do a window display for a new range of jewellery products. He has said that you can use any of the standard display materials, which you can find in the storeroom clearly marked "Display resources". You should do this on Monday morning as soon as you come to work.

The people involved will be you, the store manager, and the other junior staff in your workplace. You will need to discuss with them:

- ◆ what needs to be done, eg finding the display materials, looking at the new jewellery products;

- ◆ when the work should be done: the store manager has set a deadline, but you will need to make sure that you and your co-workers are able to work to this timescale;
- ◆ what you would like to do: this may be something you know you can do well, eg setting up a display;
- ◆ what the members should do, eg who would be best at choosing which products look best on particular displays.

It is important to understand how you and your co-workers will feel about working on this job:

- ◆ your store manager has given you this responsibility, so will be keen that everything goes well; so you should make sure that you keep him/her informed about what has happened, and ask for help if you need it;
- ◆ some of your co-workers may want to do the same things, eg choosing items of jewellery for display, and you will need to show understanding about this, and discuss with them who would be best to carry out particular tasks;
- ◆ you may need to let other people do jobs you would have liked to do yourself, if this means keeping everyone happy.

When you are all preparing and working together, there are some things you can do which will help everything run smoothly:

- ◆ keep your eye open for people who may be a bit unsure about what to do, and lend a helping hand if you can: sometimes a friendly word can be enough, or simply showing them what you would do;
- ◆ if you need help, ask for help from someone you think can do the job well: this could be a co-worker, a senior member of staff, or the store manager;
- ◆ if anything goes wrong, don't be afraid to talk to your store manager, another senior member of staff, or one of your co-workers, to try and sort out together the best way to deal with what has happened.

Note for the Tutor

As the tutor, you might find it useful to think about these elements when you are managing the activity and/or activities:

Task 1: Carrying out an activity and/or activities co-operatively with others

- ◆ you explain to the learners what the activity and/or activities are, and identify the individual tasks, making sure that the learners understand what is involved;
- ◆ you tell the learners that you will be helping them at all stages of the activity and/or activities;
- ◆ you explain how the Unit will be assessed, eg by learners keeping logs and/or providing written notes if they want to; you making a recording, observing and asking them questions;
- ◆ the learners discuss the tasks with you, and make their own preferences clear;
- ◆ you help the learners carry out the activity and/or activities, ensuring that the learners support each other by giving and requesting help and, information;
- ◆ be available throughout the activity in case the learners need extra support.

Task 2: Reviewing co-operative contribution

- ◆ you help the learners review their progress by identifying achievements and difficulties; deciding what they might do better in the future - making sure that learners supports their views with evidence from the activity and/or activities;
- ◆ you help the learners to use their self-evaluation to set objectives for improving their knowledge and skills for the future;

Part 3: Exemplar recording documentation

This section provides sample forms which can be used by the learner and tutor to gather evidence and record assessment decisions.

Record Sheets

Record sheets are provided for each of the two skills:

- ◆ working co-operatively with others: a work book or log similar to this example could be used;
- ◆ reviewing co-operative contribution: this review sheet helps learners reflect on their performance.

The learners can use these forms to write down their contribution to the activity and/or activities. Alternatively, if you use oral questioning as the assessment method, you may use them to record the learners' answers.

Assessment Checklist

You can use this to record the learners' achievement and to accompany any visual recording made of the activity and/or activities.

Summary Checklist

The Summary Checklist enables you to record the results on a single form.

Record sheets

Working with others: SCQF Level 2

Record Sheet: Workbook/ log

Learner:

Carrying out the activity and/or activities together with others

Description of each part of the activity and/or activities where I made a contribution:	What my role was:	What I did:

Working with Others: SCQF Level 2		
Review sheet		
Learner:		
Reviewing co-operative contribution		
	Learner's answer	Examples
Did I identify my role and tasks and how these related to the roles and activities of others?		
Did I carry out my own role?		
Did I ask for information and support from other people?		
Did I give information and support to others?		
Did I contribute to the co-operative work? For example, did I complete all my tasks? Did I get things done on time? Was I polite and respectful to others?		
What did I do well?		
What did I find difficult?		
How could I improve my skills and knowledge in future?		
Tutor's signature:		Date:

Assessment checklist

Learner:
Working with others: SCFQ Level 2 Assessment Checklist
Skill
Identify what their role is, what they will do within the co-operative activity and/or activities and what tasks they will carry out and how these relate to the roles and activities of others.
Evidence
Tutor's comments
Skill
Ask for information and support from the other people involved (eg Can they provide assistance if the learners need help? Can they give information if the learners need it?)
Evidence
Tutor's comments
Skill
Give information and support to other people (eg by asking if they need help; explaining something which the learner knows more about).
Evidence
Tutor's comments

Learner:	
Working with others: SCFQ Level 2 continued	
Assessment Checklist	
Skill	
Guided by their tutor, review their own contribution to the co-operative activity and/or activities (eg Did they complete all their tasks? Did they get things done on time? Did they seek support from others? Did they help others as much as they could? Were they polite and respectful to others?)	
Evidence	
Tutor's comments	
Skill	
Give an example of a strength and area for improvement in their own contribution to the co-operative activity and/or activities (eg What did they do particularly well? What did they find difficult?)	
Evidence	
Tutor's comments	
Skill	
Guided by their tutor, set objectives for how they could improve their own skills and knowledge in future.	
Evidence	
Tutor's comments	
Tutor's signature:	Date:

Summary checklist

Learner:	
Learner number:	
Centre:	
Working with Others SCQF Level 2	Date achieved
Working co-operatively with others	
Reviewing co-operative contribution	
Tutor's signature:	Date:

Part 4: Information for learners

As you work through this Unit, your tutor will need to gather evidence to prove that you have demonstrated all the skills of working co-operatively with others.

This can be done by:

- ◆ your tutor asking you questions
- ◆ you or the tutor making a visual recording
- ◆ you filling in a work book, worksheet or diary

By the end of the Unit you must show that you can:

- ◆ identify what your role is, what you will do within the co-operative activity and/or activities and what tasks you will carry out and how these relate to the roles and activities of others;
- ◆ carry out your own role in the co-operative activity and/or activities;
- ◆ ask for information and support from the other people involved (eg Can they assist you if you need help? Can they give you information you need?)
- ◆ give information and support to other people (eg by asking if they need help; explaining something which you know more about)
- ◆ guided by your tutor, review your own contribution to the co-operative activity and/or activities (eg Did you complete all your tasks? Did you get things done on time? Did you seek support from others? Did you help others as much as you could? Were you polite and respectful to others?)
- ◆ give an example of a strength and area for improvement in your own contribution to the co-operative activity and/or activities (eg What did you do particularly well? What did you find difficult?)
- ◆ guided by your tutor, set objectives for how you could improve your own skills and knowledge in future.

These are some of the things you might do to provide the evidence:

- ◆ work with fellow students to rearrange a classroom or meeting space to use the space more effectively;
- ◆ organise an outing to the cinema with friends, agree choice of cinema and film; times; transport; tickets.

Learners with disabilities and/or additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting the most appropriate assessment activity and considering any reasonable steps which might be necessary to allow the learner to meet the assessment standard.

Further advice can be found in SQA's Assessment Arrangements' web pages (www.sqa.org.uk)

ADMINISTRATIVE INFORMATION



Credit Value

1 Credit(s) at (SQA Level 09) (6 SCQF credit points at SCQF Level 3)

Unit Code	F3GE 08
Superclass:	HB
Publication Date	August 2008
Source:	Scottish Qualifications Authority
Version:	01

Helpdesk 0845 279 1000
Fax: 0845 213 5000
Email: customer@sqa.org.uk
Website: www.sqa.org.uk

Optima Building	Ironmills Road
58 Robertson Street	Dalkeith
Glasgow	Midlothian
G2 8QD	EH22 1LE

© Scottish Qualifications Authority 2008