



WORKING WITH OTHERS
SCQF Level 3
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 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 simple activities where they may need support at all stages of the activity and/or 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 and might be suitable for learners who are currently working towards other qualifications at SCQF levels 2 or 3, eg National Qualifications or SVQs.

Assessment and evidence

You should choose an activity and/or activities that are familiar to the learners in their personal or social lives, in the community, education or workplace. The activity and/or activities should have a clear aim and be capable of being broken down into simple roles. You should tell the learners about the aim of the activity and/or activities and the individual tasks which have to be undertaken.

Learners should be given support so that they understand clearly what is expected of them. You may find it helpful to refer to previous activities learners may have contributed to in the community, in education or in the workplace. This can help learners identify their relevant existing knowledge and skills.

Learners are expected to co-operate with others, complete the tasks allocated to them, and also be willing to adapt their role, with your support, if difficulties arise.

You should support the learners in deciding on criteria to be used to evaluate their own contribution to the activity and/or activities and to identify any areas for future improvement of their own knowledge or skills.

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 activities.

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 the assessment plan before the learners begin the Unit or shortly after. You should explain and discuss this assessment process with the learners so that they are clear about what is expected of 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, and how these relate to the roles and activities of others within the co-operative activity and/or activities
- ◆ carry out their own role in the co-operative activity and/or activities, adapting their role as necessary (for example, accommodating any difficulties)
- ◆ ask for information and support from the other people involved (eg Can they assist if the learner needs help? Can they give information the learner needs?)
- ◆ provide information and support to other people (eg by asking if they need help; listening carefully to their needs and wishes; explaining something which the learner knows more about; acting considerately towards them)
- ◆ decide on measures which they can use to judge their contribution to the co-operative activity and/or activities (eg Did they complete all their activities? Did they get things done on time? Did they seek support from others? Did they help others as much as they could? How did they get on with the other people involved? Were they polite and respectful?)
- ◆ ask for feedback and/or advice on their contribution to the co-operative activity and/or activities
- ◆ review their own contribution to the co-operative activity and/or activities against their chosen measures
- ◆ identify strengths and areas for improvement of their own contribution to the co-operative activity and/or activities (for example, what did they do particularly well and what did they find difficult)
- ◆ 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 for 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 might be helpful if they recall 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 undertook, what skills they used, and what they were best at doing. Then they should relate these experiences to what they are attempting, and identify whether they have any knowledge or skills which they can apply to the task, eg perhaps they already understand how certain procedures are carried out in their school, college or workplace; have carried out tasks like this before; or have information they can share with others in their community.

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. They must show that they can adapt their role if necessary, eg if a problem occurs, or if someone else is experiencing difficulty with their role.

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. It will be very helpful to you if the learners record in their log any occasions when they asked for advice, why they needed the advice, who they asked, and what the response was. Otherwise, they must remember to tell you all the details so that you can keep a record for assessment.

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 activity and/or activities, rather than whether it was completely successful. Even if learners demonstrated the skills needed, but this may not have resulted in an expected or satisfactory outcome. Factors outwith the learners' control may have produced difficulties, and in this case, they should be able to explain that they were aware of these factors and that they may have needed to adapt individual their contribution to co-operative working.

Reviewing co-operative contribution

Learners must be able to reflect on and review their own performance. They can discuss all these things with you so that you can tell them whether they are on the right lines. If they have kept a log, or made a recording, they can easily check back over the activity and/or activities to identify the things they think they did well and areas where they experienced difficulty. 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 identify how they should judge their own co-operative contribution, eg whether they completed all their tasks on time; if they asked for support from others or offered help to others; how they resolved difficult issues or dealt with other people's behaviour.

You should help them by encouraging them to be honest and frank when they are discussing problems with you, as it is an important learning process for them, and will enable them to do better in the future.

Learners must judge their own contribution by examining what they did well and where they could have done better. You can give them a list of factors to check their achievements against. They must think about the activity and/or activities and identify what they have learnt from the experience of working with others, taking into account any feedback from you or others.

If the learners think there is a better way of doing something next time they are in a similar situation, and you agree, get them to note this in their log or remind you about it for assessment. This will help them greatly with setting their objectives for how they could improve their own skills and knowledge in future.

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 with others to complete a simple activity and/or activities.

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

- ◆ work with fellow students to encourage the school/college snack bar to stock Fair Trade goods;
- ◆ work with others to tidy up the local park;
- ◆ work with others to ensure that customers get the best service from your team.

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 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. Learners must complete both stages of the working with others task. These are:

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

Some possible contexts for the task are suggested below.

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

Your library has donated 50 boxes of books to your community centre. The community leader has asked your club to be responsible for dealing with these. You have been asked to unpack the books, sort them into categories which should prove attractive to the people who use the centre, eg youth club; badminton and indoor bowling clubs; senior citizens' forum; playgroup. They also need to be labelled and stacked in sections; either on the existing shelves or in a cupboard. You will need to create a simple checklist to record which club is borrowing the books. You have to do this between Saturday lunchtime and Sunday teatime.

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

- ◆ what needs to be done, eg sorting the books into categories; labelling
- ◆ what you would like to do: this may be something you know you can do well, eg creating a checklist;
- ◆ what the members should do, eg who would be best at stacking the shelves;
- ◆ how people can best cope with the timescale, taking into account their personal situations and commitments.

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

- ◆ the community leader has responsibility for everything that goes on in the centre, 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 sorting; stacking, 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.

- ◆ you may find that you need to adapt your own role if things are not working out the way they should, eg you may need to take over all or part of someone else's role if they are experiencing difficulties, or swap roles if people decide this would produce a better outcome.

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;
- ◆ try to get on well with the people you are working with, and show consideration for their point of view and the way they like to work;
- ◆ if anything goes wrong, don't be afraid to talk to the community leader or the other club members, to try and sort out together the best way to deal with what has happened.

Educational Context

Work with other class members to set up a simple newsletter to send to a school/college you are twinned with. Decide on what items of interest you will include, who to consult and how you will present the information. Then design and write the newsletter.

The people involved will be you, your tutor and your classmates. You will need to discuss with them:

- ◆ what needs to be done, eg deciding on a format; what should be included;
- ◆ what you would like to do: this may be something you know you can do well, eg researching items of interest;
- ◆ what the members should do, eg who would be best at designing the layout of the newsletter;

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

- ◆ the tutor has overall responsibility for the finished product, so you should make sure that everything you and your classmates do is within the school/college rules – asking for guidance if you need it;
- ◆ some of your classmates may want to do the same things, eg designing the method of presentation, 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;
- ◆ you may find that you need to adapt your own role if things are not working out the way they should, eg you may need to take over all or part of someone else's role if they are experiencing difficulties, or swap roles if people decide this would produce a better outcome.

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;
- ◆ try to get on well with the people you are working with, and show consideration for their point of view and the way they like to work;
- ◆ if anything goes wrong, don't be afraid to talk to your tutor, other member of teaching staff, or your classmates, to try and sort out together the best way to deal with what has happened.

Workplace Context

The ICT facilities in your company need to be updated. Management has asked that everyone helps to identify all the hardware currently owned, label it, and create a checklist of every item, so that the replacement value can be calculated. This will include not only equipment in use, but also outdated items stacked away at various locations in the building.

The people involved will be you, your line manager, and other staff members. You will need to discuss with them:

- ◆ what needs to be done, eg identifying what equipment is currently used; what is in storage;
- ◆ what you would like to do: this may be something you know you can do well, eg creating a checklist;
- ◆ what the members should do, eg who would be best at identifying places where equipment might be located.

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

- ◆ your line manager will be responsible for your work, so you should make sure that everything you and the colleagues you are working with conforms to company rules, eg access to all store rooms and equipment - ask for guidance if you need it;
- ◆ some colleagues may want to do the same things, eg labelling, 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;
- ◆ you may find that you need to adapt your own role if things are not working out the way they should, eg you may need to take over all or part of someone else's role if they are experiencing difficulties, or swap roles if people decide this would produce a better outcome.

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;
- ◆ try to get on well with the people you are working with, and show consideration for their point of view and the way they like to work;
- ◆ if anything goes wrong, don't be afraid to talk to your line manager, other senior staff or colleagues 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:

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

- ◆ you explain the activity and/or activities to the learners, and identify the tasks, making sure that learners understand what is involved;
- ◆ you explain how the Unit will be assessed, eg by learners keeping logs and/or providing written notes; you making a recording, observing and asking them questions;
- ◆ the learners discuss the tasks with you and make their preferences clear;
- ◆ you help the learners carry out the activity, ensuring that all members 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 decide on their own criteria for measuring their contribution to the co-operative activity and/or activities;
- ◆ you encourage the learners to ask for feedback and/or advice on their contribution from other people working on the activity and/or activities, or from you;
- ◆ you help the learners to reflect on their performance, comparing the way they actually worked against the criteria they set for themselves
- ◆ you help the learners to decide what they did well, or where they could have done better;
- ◆ you help the learners to set objectives for how they could improve their skills and knowledge in 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 3

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 3

Review sheet

Learner:

Reviewing co-operative contribution

	Learner's answer	Examples
Did I Identify my own role and tasks, and how these related to the roles and activities of others?		
Did I decide on measures to judge my contribution to co-operative working?		
Did I carry out my own role, adapting it if necessary?		
Did I ask for information or help if I needed it?		
Did I give information or help to other people if they needed it?		
Did I ask for feedback and advice?		
Did I review my own contribution, using the measures I decided on?		
What did I do well?		
What did I have difficulty with?		
What could I do to improve my knowledge and skills in the future?		
Tutor's signature:		Date:

Assessment checklist

Learner:
Working with others: SCFQ Level 3 Assessment Checklist
Skill
Identify what their role is, what they will do, and how these relate to the roles and activities of others within the co-operative activity and/or activities.
Evidence
Tutor's comments
Skill
Carry out their own role in the co-operative activity and/or activities, adapting their role as necessary (for example, accommodating any difficulties)
Evidence
Tutor's comments
Skill
Ask for information and support from the other people involved (eg Can they assist if the learner needs help? Can they give information the learner needs?).
Evidence
Tutor's comments

Learner:	
Working with others: SCFQ Level 3 continued	
Assessment Checklist	
Skill	
Provide information and support to other people (eg by asking if they need help; listening carefully to their needs and wishes; explaining something which the learner knows more about; acting considerately towards them)	
Evidence	
Tutor's comments	
Skill	
Decide on measures which they can use to judge their contribution to the co-operative activity and/or activities (eg Did they complete all their activities? Did they get things done on time? Did they seek support from others? Did they help others as much as they could? How did they get on with the other people involved? Were they polite and respectful?).	
Evidence	
Tutor's comments	
Skill	
Ask for feedback and/or advice on their contribution to the co-operative activity and/or activities.	
Evidence	
Tutor's comments	
Tutor's signature:	Date:

Learner:	
Working with others: SCFQ Level 3 continued	
Assessment Checklist	
Skill	
Review their own contribution to the co-operative activity and/or activities against their chosen measures	
Evidence	
Tutor's comments	
Skill	
Identify strengths and areas for improvement of their own contribution to the co-operative activity and/or activities (for example, what did they do particularly well and what did they find difficult)	
Evidence	
Tutor's comments	
Skill	
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 3	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 working with others skills.

This can be done by:

- ◆ your tutor asking you questions
- ◆ you or your 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, and how these relate to the roles and activities of others within the co-operative activity and/or activities;
- ◆ carry out your own role in the co-operative activity and/or activities, adapting your role as necessary (for example, accommodating any difficulties);
- ◆ 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?).
- ◆ provide information and support to other people (eg by asking if they need help; listening carefully to their needs and wishes; explaining something which you know more about; acting considerately towards them);
- ◆ decide on measures which you can use to judge your contribution to the co-operative activity and/or activities (eg Did you complete all your activities? Did you get things done on time? Did you seek support from others? Did you help others as much as you could? How did you get on with the other people involved? Were you polite and respectful?)
- ◆ ask for feedback and/or advice on your contribution to the co-operative activity and/or activities;
- ◆ review your own contribution to the co-operative activity and/or activities against your chosen measures.

- ◆ identify strengths and areas for improvement of your own contribution to the co-operative activity and/or activities (for example, what you did you do particularly well and what did you find difficult);
- ◆ set objectives for how you could improve your own skills and knowledge.

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

- ◆ work with fellow students to encourage the school/college snack bar to stock Fair Trade goods;
- ◆ work with others to tidy up the local park;
- ◆ work with others to ensure that customers get the best service from your team.

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 09
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