



**WORKING WITH OTHERS**  
SCQF Level 5  
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. This Unit is about working co-operatively with others on an activity and/or activities which involve non-routine interactions.

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 co-operatively with others on an activity and/or activities. The tasks involved will occur quite often in the course of the learners' educational, social or workplace experience but not necessarily every day. You will be providing background assistance. The Unit is designed for those who have experience in the skills involved in working with others. The Unit might be suitable for learners who are currently working towards other qualifications at SCQF Levels 4 or 5, eg National Qualifications or SVQs.

## Assessment and evidence

At this level, learners should be able to work independently, asking for your help only when necessary. You, or another teacher, tutor, workplace supervisor or mentor, will act as a facilitator and adopt a mainly consultative role.

You should choose an activity and/or activities which involves a situation where the overall goal will be clear. It should be capable of being broken down into separate roles which may in themselves be complex and where the relationships between the component roles may not be immediately obvious. Some of the tasks may be unfamiliar to the learners. The inter-personal skills involved should be varied and some of them may present a challenge to the learner. Learners are expected to complete the tasks allocated to them but must also be willing to adapt their role if difficulties arise and to explain the reasons for such amendments. They should decide on the criteria to be used to evaluate their own strengths and limitations, their contribution to the activity and/or activities and the overall co-operative performance.

Learners should identify new or improved skills acquired in the course of the activity and/or activities and set objectives for future improvement of their own knowledge and 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, a mix of all three methods can be effective, though learners might still 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. Making a recording can also be helpful. 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:

- ◆ work with others to identify the main roles within the co-operative activity and/or activities, what their role is, what they will do and how these relate to the roles and activities of others;
- ◆ organise their own role in the co-operative activity and/or activities;
- ◆ make/accept suggestions and adapt their role and behaviour accordingly (eg accommodating any difficulties or changing circumstances);
- ◆ pro-actively seek and offer support from/to others (eg anticipating others' needs; keeping others informed of progress; taking time to praise others);
- ◆ contribute to co-operative decision making (eg managing conflict; deciding on role changes);
- ◆ develop criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities;
- ◆ receive and consider feedback and advice on their contribution to the co-operative activity and/or activities and/or activities;
- ◆ evaluate their own contribution to the co-operative activity and/or activities against their chosen criteria, justifying their conclusions with evidence;
- ◆ evaluate overall co-operative working (eg consider their own involvement; the involvement of others);
- ◆ set objectives for how they could improve both their own skills and co-operative working in future, justifying their conclusions with evidence.

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 encouraging them to remember other situations when they worked successfully when co-operating with others.

The learners must identify the roles and the relationships between them, and then examine which of these match most closely their own knowledge and skills. You may advise learners by reminding them that they might have to take on tasks which they are not very keen to do, but for which they have the best knowledge and skills. It is important that they understand the need to allocate people to the most suitable tasks, even when this conflicts with their own personal preferences.

Remind learners that they don't have to be good at everything, so long as someone else they are working with is good at the things they feel are not their own strong points. This Unit is about working together in a situation where each person can use their own particular strengths, not about being the best. Learners should be open about their strengths and weaknesses and bear in mind that others may not be as confident as they are.

Learners must listen carefully to the opinions of others, but also be sure of their own views, and be clear and reasonable in the way they express them. They should be prepared for their own views to change in the light of discussion and reasoned argument from others.

They must be able to manage any role changes resulting from discussion, and if necessary, deal with conflict between the people they are working with.

Learners should keep everyone informed of the progress they are making with their tasks and keep abreast of the progress of others.

Learners should be aware of any rules or procedures covering their activity and/or activities and plan to work within these. They must understand how systems operate in their workplace, school, college or community, eg whether they need special permission to do certain things.

You should remind learners that there probably will be times when they are unsure of what to do at particular stages, need advice on how to carry out their tasks, or just need a little encouragement and support. When these situations occur, they should ask others for guidance and advice.

Learners should be alert for occasions when they could help others, and be sensitive to their needs, even if they have not been asked specifically for support. In this situation, learners will have to be tactful. At this level, the support given should go beyond supplying information and giving practical help. For example, it may be that someone is worried that they may not be able to complete a task properly or in time. In a case like this, learners should give encouragement and, if necessary, demonstrate how the task should be done.

Learners should also recognise occasions when someone simply needs some time and space to work things out for themselves. Knowing when to refrain from offering help or advice is nearly as important as knowing when to offer it. Part of anticipating the needs of other people is working out when to do nothing more than give quiet encouragement and a friendly ear and when to offer practical help.

Practical help can involve explaining things that are not clear or demonstrating how to do something. It could also mean sharing resources and equipment fairly, so that tasks are completed on schedule. Learners may have to exchange all or part of a role with another, or take over a task started by someone else. Alternatively, they may have to hand over tasks they have begun. In all of these circumstances, learners will have to show patience and tolerance. Any disagreements should be resolved in a friendly fashion through discussion, without your involvement.

In assessing this Unit, your focus should be on the way the learners went about the activity and/or activities, rather than whether or not the activity and/or activities were completely successful. The outcome of the activity and/or activities is important, but the most important thing is that the activity and/or activities should provide plenty of opportunities for the learners to show that they can work effectively with others. Learners must have demonstrated the skills needed, but this may not have resulted in an expected or totally 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 be able to suggest ways of improving such situations in the future.

### **Reviewing co-operative contribution**

Learners have to reflect on and review how well they performed in the activity and/or activities. You should make it clear that if they feel they experienced some difficulties, this does not mean that they will not achieve this Unit. Encourage them to be honest and frank when they are talking to you about any problems: the lessons they have learned will be helpful when working with others in the future. If they think there is a better way of doing something next time they are in a similar situation, then they should make a note of this in their log.

At this level, learners have to set and develop their own criteria for judging their own contribution and that of others to the co-operative effort, and then check their performances against these. For example, they might consider how effectively they used time and resources; how well they anticipated the needs of others; how they coped with conflict.

Learners should consult with others working on the co-operative activity and/or activities, and if they have kept a log and/or a recording, it will be easy for them to look back on their roles and tasks to identify and discuss things they felt were done well and which were the most problematic. They could decide why this was so: perhaps because of the skills and experience they had before the activity and/or activities started or because they received some useful advice.

In reviewing what they did well, the difficulties they encountered and what they would change in the future, learners will need to be clear about what happened. They can use their log or any other evidence they have in support of their evaluation of their own contribution to the collaborative effort.

Learners must also be able to evaluate the overall co-operative working. They should be able to point to difficulties, why these occurred, how they were resolved and why the methods for dealing with any problems were effective. They should be able to explain what they would do differently in different situations and why.

Learners must set objectives, not only for improving their own skills, but also for how overall co-operative working could be improved in the future. They must be able to provide evidence based on their experience in the co-operative activity and/or activities to justify their conclusions.

## 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 an activity and/or activities.

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

- ◆ work with others to implement a promotional activity and/or activities designed to attract members of the public along to an open day which your local community centre or business is having;
- ◆ organise with fellow students a whole day meeting which is taking place in your college and which involves external presenters and participants from your own college and from outside organisations;
- ◆ be part of a committee responsible for running a school sponsored swim

## 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 should be able to work independently, asking for your help only when necessary. The Unit is designed for those who have experience in the skills involved in working with others.

You, or another teacher, tutor, workplace supervisor or mentor, will act as a facilitator and adopt a mainly consultative role. Learners must complete both stages. These are:

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

Some possible contexts for the task are suggested in the following section.

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

You and other volunteers have been asked to organise a “mini-triathlon” day at the local leisure centre to promote interest in fitness. The event will feature swimming, spinning and gymnastics. You need to work out the roles and tasks, organise and manage the day.

Here are some of the elements you might want to consider:

- ◆ what needs to be done, eg deciding what the event will be; how it will be promoted;
- ◆ what the volunteers should do, eg whose skills will be best applied to the roles and tasks;
- ◆ how people can best cope with the scope of work involved, 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:

- ◆ people have different skills levels for different tasks: it is important to be sensitive and responsive to how easy or difficult it is for each of the volunteers to organise and complete their tasks;
- ◆ everyone may not agree about the way things should be done, or who should do what – any conflict should be resolved amicably;

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

- ◆ keep everyone informed of your progress, and respond positively and encouragingly when they give you feedback on how they are getting on;
- ◆ be proactive in helping and supporting others, and in asking for help yourself if you need to;
- ◆ keep communications open by discussing any changes or difficulties that occur, and offer/listen to suggestions for how things might be improved.

- ◆ be prepared to adapt your own role, or work with the others to find a better allocation of roles, if you think this would bring about a more successful outcome.

## Educational Context

You and some other students from different disciplines should co-operate in designing a draft booklet designed to help other students live within their budget. The college will edit the draft and produce the document. The content should cover the most important issues, eg how to find and afford appropriate accommodation; eating well on a very limited budget; understanding and controlling alcohol and drugs; study-leisure balance; coping with demands from family and friends.

Here are some of the elements you might want to consider:

- ◆ what needs to be done, eg identifying the content; designing a format;
- ◆ what the students should do, eg whose skills will be best applied to the roles and tasks;
- ◆ how people can best cope with the scope of work involved, taking into account their study speciality and personal commitments.

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

- ◆ people have different skills levels for different tasks: it is important to be sensitive and responsive to how easy or difficult it is for each of the students to organise and complete their tasks;
- ◆ everyone may not agree about the way things should be done, or who should do what – any conflict should be resolved amicably.

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

- ◆ keep everyone informed of your progress, and respond positively and encouragingly when they give you feedback on how they are getting on;

- ◆ be proactive in helping and supporting others, and in asking for help yourself if you need to;
- ◆ keep communications open by discussing any changes or difficulties that occur, and offer/listen to suggestions for how things might be improved;
- ◆ be prepared to adapt your own role, or work with the others to find a better allocation of roles, if you think this would bring about a more successful outcome.

### Workplace Context

The estate manager for a large stately home has commissioned the planting of a 5 hectare forest of mixed broad-leaved native trees. You and other workers have been asked to organise this work.

Here are some of the elements you might want to consider:

- ◆ what needs to be done, eg identifying a suitable the planting location; sourcing a supplier for the young trees;
- ◆ what you should each, eg whose skills will be best applied to the roles and tasks;
- ◆ how you can all co-ordinate the various elements of preparation, ordering and planting.

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

- ◆ people have different skills levels for different tasks: it is important to be sensitive and responsive to how easy or difficult it is for each person to organise and complete their tasks;
- ◆ everyone may not agree about the way things should be done, or who should do what – any conflict should be resolved amicably.

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

- ◆ keep everyone informed of your progress, respond positively and encouragingly when they give you feedback on how they are getting on;
- ◆ be proactive in helping and supporting others, and in asking for help yourself if you need to;
- ◆ keep communications open by discussing any changes or difficulties that occur and offer/listen to suggestions for how things might be improved;
- ◆ be prepared to adapt your own role, or work with the others to find a better allocation of roles, if you think this would bring about a more successful outcome.

## Note for the tutor

At this level, your role as tutor will be mainly that of facilitator. You should give limited help only.

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

- ◆ you explain how the Unit will be assessed, eg by learners keeping logs and/or providing written notes: you or the learners making a recording; you observing and asking them questions;
- ◆ the learners discuss the activity, examining the roles and tasks and identifying which tasks fall into natural sets of work;
- ◆ learners make their own strengths and limitations clear, and state their preferences, reaching agreement with others on who would be best equipped to carry out specific roles and tasks;
- ◆ the learners carry out the activity and/or activities, taking positive action to make sure that all everyone supports each other by giving and requesting help and information;
- ◆ learners contribute to the management of the activity and/or activities by helping with decision making; adapting or changing their roles and tasks; dealing with conflict;

## Task 2: Reviewing co-operative contribution

- ◆ learners decide on the criteria they will use to judge their own contribution to the activity and/or activities;
- ◆ you support the learners in reviewing their progress, identifying achievements and difficulties and deciding what they would change in the future;
- ◆ you support learners to judge their own contribution to the activity and/or activities, giving evidence to support their judgement, including feedback from others;
- ◆ learners identify the strengths and weaknesses of the whole activity, discussing these with others;
- ◆ learners outline what they have learnt from the activity and/or activities, eg developed any new skills or improved on skills they already had;
- ◆ you support learners in setting objectives for how they could improve their own skills and knowledge in future and possible improvements for future co-operative working.

## 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: the learner should use this form to identify the criteria they have developed for evaluation, and evaluate 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 5**

**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:




## Assessment checklist

<b>Learner:</b>
<b>Working with others: SCFQ Level 5</b> <b>Assessment Checklist</b>
<b>Skill</b>
Work with others to identify the main roles within the co-operative activity and/or activities, what their role is, what they will do and how these relate to the roles and activities of others.
<b>Evidence</b>
<b>Tutor's comments</b>
<b>Skill</b>
Organise their own role in the co-operative activity and/or activities.
<b>Evidence</b>
<b>Tutor's comments</b>
<b>Skill</b>
Make/accept suggestions and adapt their role and behaviour accordingly (eg accommodating any difficulties or changing circumstances).
<b>Evidence</b>
<b>Tutor's comments</b>
<b>Skill</b>
Pro-actively seek and offer support from/to others (eg anticipating others' needs; keeping others informed of progress; taking time to praise others).
<b>Evidence</b>
<b>Tutor's comments</b>

<b>Learner:</b>
<b>Working with others: SCFQ Level 5 continued</b>
<b>Assessment Checklist</b>
<b>Skill</b>
Contribute to co-operative decision making (eg managing conflict; deciding on role changes).
<b>Evidence</b>
<b>Tutor's comments</b>
<b>Skill</b>
Develop criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities.
<b>Evidence</b>
<b>Tutor's comments</b>
<b>Skill</b>
Receive and consider feedback and advice on their contribution to the co-operative activity and/or activities.
<b>Evidence</b>
<b>Tutor's comments</b>
<b>Skill</b>
Evaluate their own contribution to the co-operative activity and/or activities against their chosen criteria, justifying their conclusions with evidence.
<b>Evidence</b>
<b>Tutor's comments</b>

<b>Learner:</b>	
<b>Working with others: SCFQ Level 5 continued</b>	
<b>Assessment Checklist</b>	
<b>Skill</b>	
Evaluate overall co-operative working (eg consider their own involvement; the involvement of others).	
<b>Evidence</b>	
<b>Tutor's comments</b>	
<b>Skill</b>	
Set objectives for how they could improve both their own skills and co-operative working in future, justifying their conclusions with evidence.	
<b>Tutor's signature:</b>	<b>Date:</b>

## Summary checklist

<b>Learner:</b>	
<b>Learner number:</b>	
<b>Centre:</b>	
<b>Working with Others SCQF Level 5</b>	<b>Date achieved</b>
Working co-operatively with others	
Reviewing co-operative contribution	
<b>Tutor's signature:</b>	<b>Date:</b>

## 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 writing a short report
- ◆ you filling in a work book, worksheet or diary

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

- ◆ work with others to identify the main roles within the co-operative activity and/or activities, what your role is, what you will do and how these relate to the roles and activities of others;
- ◆ organise your own role in the co-operative activity and/or activities;
- ◆ make/accept suggestions and adapt your role and behaviour accordingly (eg accommodating any difficulties or changing circumstances);
- ◆ pro-actively seek and offer support from/to others (eg anticipating others' needs; keeping others informed of progress; taking time to praise others);
- ◆ contribute to co-operative decision making (eg managing conflict; deciding on role changes);
- ◆ develop criteria which you can use to evaluate your contribution and the contribution of others to the co-operative activity and/or activities;
- ◆ receive and consider feedback and advice on your contribution to the co-operative activity and/or activities;
- ◆ evaluate your own contribution to the co-operative activity and/or activities against your chosen criteria, justifying your conclusions with evidence.

- ◆ evaluate overall co-operative working (eg consider your own involvement; the involvement of others);
- ◆ set objectives for how you could improve both your own skills and co-operative working in future, justifying your conclusions with evidence.

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

- ◆ work with others to implement a promotional activity and/or activities designed to attract members of the public along to an open day which your local community centre or business is having;
- ◆ organise with fellow students a whole day meeting which is taking place in your college and which involves external presenters and participants from your own college and from outside organisations;
- ◆ be part of a committee responsible for running a school sponsored swim

### **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](http://www.sqa.org.uk))

## ADMINISTRATIVE INFORMATION



### Credit Value

1 Credit(s) at (SQA Level 09) (6 SCQF credit points at SCQF Level 5)

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