

## National Unit Specification: general information

**UNIT** Working with Others on a Group Activity (Access 1)

**NUMBER** D9FO 07

### SUMMARY

This unit is designed principally for candidates developing basic skills in a supported learning environment. The unit seeks to develop skills in co-operation when working with a familiar person or persons.

Candidates should be allowed to use their normal mode of communication while undertaking the unit.

### OUTCOME

Work co-operatively on a group activity with at least one other familiar person.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre and, as this is an introductory unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points\* at SCQF level 1)

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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## Administrative Information

**Superclass:** HB

**Publication date:** April 2003

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: statement of standards**

### **UNIT** Working with Others on a Group Activity (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME**

Work co-operatively on a group activity with at least one other familiar person.

### **Performance criteria**

- a) Agrees on a realistic personal task to undertake as part of the group activity.
- b) Identifies other person(s) taking part in the group activity.
- c) Works co-operatively while carrying out the group activity.

### **Evidence requirements**

Written and/or oral and/or performance evidence that the candidate can:

PC (a) agree on a realistic task to be undertaken.

PC b) identify other person(s) taking part in the group activity.

PC (c) work co-operatively while carrying out the group activity by:

- providing simple information
- seeking simple information from others
- staying on task

## National Unit Specification: support notes

### UNIT Working with Others on Group Activity (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

It should be emphasised that it is the spirit of co-operation in working with another person(s) on a group activity which is the aim of this unit, not the completion of the personal task. The task which the candidate undertakes is the medium for demonstrating the co-operation.

The group activity should give the candidate the opportunity to give and receive information, and to adhere to his/her personal task.

The range of contexts in which skills in working with others on a group activity can be developed is very wide and at this level may involve:

- improving co-operation in any area of the candidate's curriculum, eg. home economics, managing environmental resources, gardening, independent travelling, independent living, etc. It may encompass small tasks in any or in a combination of these areas
- improving co-operation in the areas of leisure, living and socialising
- contributing to an investigation or project as a member of a group
- undertaking a study visit or field trip, or a school outing, as a member of a group
- improving performance in physical education or in music, drama and other performing arts fields
- contributing to enterprise initiatives
- taking part in an award scheme (eg. The Caledonian Award).

A candidate who successfully completes this unit may wish to progress to one or more of the Personal and Social Education Access 1 units. In some cases, candidates may progress to an Access 2 unit within the Personal and Social Education suite of units.

For further information on progression please see Appendix 1.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Teaching and learning approaches should encourage candidates to identify evidence of their skills in working with others and to look for opportunities to transfer these skills to other situations in their curriculum and life. There will be quite an onus on the teacher/lecturer to remind the candidate that co-operating with others is the main purpose of this unit. All learning experiences should offer the opportunity to work with one or more people who are familiar to the candidate. The teacher/lecturer should try to promote a good relationship among those working on the group activity.

## **National Unit Specification: support notes (cont)**

### **UNIT**            Working with Others on a Group Activity (Access 1)

At this level, it is acceptable for the teacher/lecturer to prompt candidates while they are demonstrating certain aspects of working with others on a group activity. It is anticipated that support will be given, for example, that the teacher/lecturer will prompt candidates to explain their individual preferences while agreeing the candidate's personal task. When the group activity is underway, the teacher/lecturer may prompt candidates to help them co-operate while they are working on their tasks.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal unit assessment.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be allowed to use their normal mode of communication while undertaking the assessment.

Evidence may be presented in a variety of forms, for example, oral or written responses to short answer questions, or video or audio recordings of performance. It is recommended that an observation checklist is completed by a member of staff to record evidence of the candidate's co-operation with others while undertaking the outcome. Entries in the checklist should be brief.

The responsible person familiar to the candidate should advise on setting a realistic task which is relevant to the candidate. A checklist relating to the candidate's performance on the task should be kept for continuous referral.

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. As candidate evidence may be generated by oral and/or performance evidence for this unit, records should be kept of candidate performance. These could be in the form of checklists completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklists must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

### **Outcome**

All PCs - responses to short answer questions, possibly in the form of an oral interview (see following table) or observation of candidate's performance would be suitable. An informal/group discussion could be used to elicit candidate responses.

## National Unit Specification: support notes (cont)

**UNIT** Working with Others on a Group Activity (Access 1)

| <b>Suggested assessment instruments</b>                               |  |
|---|--|
| Short answer question   | candidate response should consist of a few words   |
| Oral interview  | a teacher/lecturer led discussion, generally on a one-to-one basis, eliciting information directly from the candidate; results may be recorded in a questionnaire format |
| Task - performance evidence recorded using Teacher/lecturer checklist | observation of candidate's performance in co-operating with other(s) in the group activity.  |

An exemplar assessment is provided in Appendix 2 to these Support Notes.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

|  |   |
|--|---|
| Curriculum Descriptors<br>(not certificated)     | <p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>  |
| Independent Access 1 units                       | <p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07      Sampling Work: An Introduction<br/> D9ET 07      Handling Money<br/> D9EV 07      Recognising Time<br/> D9EW 07      Basic Communication in a Familiar Setting<br/> D9EX 07      Using Basic Computer Skills<br/> D9EY 07      Personal Profiling: An Introduction</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p> |
| Access 1 units derived from<br>Access 2 outcomes | <p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>  |
| Access 2 units                                   | <p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>   |

**Notes**

1. This exemplar is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.
3. It should be emphasised that it is the spirit of co-operation in working with another person(s) which is the aim of this unit, not the completion of the task. The task is the medium for demonstrating the co-operation.

**Name of Candidate** .....

**The group activity is a visit to the library.**

**PC (a) Agrees on a realistic personal task to undertake as part of the group activity**

For our visit to the library, I have agreed to do one task (tick).

|    |   |   |
|----|---|---|
| 1  | Find out the address  |   |
| 2  | Find out the telephone number                                 |   |
| 3  | Contact person(s) at library and arrange a suitable day, time | ✓ |
| 4  | Check transport, check how to get there                       |   |
| 5  | Check times of meals  |   |
| 6  | Check cost of meals/teas etc.                                 |   |
| 7  | Find out what is on offer at the venue                        |   |
| 8  | Inform others of details                                      |   |
| 9  | Bring back leaflets   |   |
| 10 | Check if all the group have leaflets                          |   |

**My task:**

Contact person at library and arrange the day and time for our visit.

**PC (b) Identifies other person(s) taking part in the group activity**

Other people in my group are:

Anna

Ben

Mrs Smith



**PC (c) Works co-operatively while carrying out the group activity**

- Seeking simple information from others

**Examples:**

phoned library or got details of opening times from a relative or friend;  
got telephone number of library from a relative or friend;  
discussed and agreed with other(s) in group, day and time of visit.

- Providing simple information

**Examples:**

gave name of library and opening times to other(s) in the group;  
let library know the day and time of visit.

- Staying on task

**Examples** (Teacher/lecturer observes and records briefly):

willingness to pursue task  
attitude to other person(s)

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

**Teacher/lecturer signature** ..... **Date** .....

## Assessment Exemplar 2

### Notes

1. This exemplar is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.
3. It should be emphasised that it is the spirit of co-operation in working with another person(s) which is the aim of this unit, not the completion of the task. The task is the medium for demonstrating the co-operation.

Name of Candidate .....

**The group activity is organising the living room.**

### PC (a) Agrees on a realistic personal task to undertake as part of the group activity

I have agreed to do one task (tick) while we are organising the living room.

- |    |  |                                     |
|----|--|-------------------------------------|
| 1  | Dusting  | <input type="checkbox"/>            |
| 2  | Putting things back                                | <input type="checkbox"/>            |
| 3  | Putting things back in drawers                     | <input type="checkbox"/>            |
| 4  | Putting furniture back                             | <input type="checkbox"/>            |
| 5  | Deciding where to put the furniture                | <input type="checkbox"/>            |
| 6  | Vacuum, cleaning                                   | <input checked="" type="checkbox"/> |
| 7  | Polishing  | <input type="checkbox"/>            |
| 8  | Cleaning window                                    | <input type="checkbox"/>            |
| 9  | Cleaning floor                                     | <input type="checkbox"/>            |
| 10 | Find the necessary tools for the job (dusters etc) | <input type="checkbox"/>            |
| 11 | Put away tools etc                                 | <input type="checkbox"/>            |

### My task:

Hoover the living room floor.

### PC (b) Identifies other person(s) taking part in the group activity

Other people in my group are:

Mr. Smith

Christine

Stewart

Tom



**PC(c) Works co-operatively while carrying out the group activity**

- Seeking simple information from others

**Examples:**  
discussed and agreed with the other(s) and Mr. Smith the best time for me to Hoover;  
asked the others which jobs they were doing.

- Providing simple information

**Examples:**  
Told the group that I would like to Hoover and that I had hoovered before and was good at it.

- Staying on task

**Examples** (Teacher/lecturer observes and records briefly):  
willingness to pursue task;  
attitude to other person(s).

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

**Teacher/lecturer signature**..... **Date** .....