

# WORKPLACE CORE SKILLS ASSESSMENT SUPPORT PACK



## WORKING WITH OTHERS SCQF Level 4

Part 1: Information for assessors

Part 2: Exemplar assessment tasks

Part 3: Exemplar recording documentation

## Part 1: Information for assessors

### What is involved?

The Unit is designed for the workplace and the content should involve an activity and/or activities that are suited to the requirements of the candidate's working environment.

The focus of the Unit is on the candidate's behaviour and attitude towards others when working on a shared activity/activities rather than the activity/activities themselves. Candidates will demonstrate their co-operative working skills by:

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

These skills should be useful to candidates in their current and future jobs, as well as in their social and personal lives.

The Unit is designed for those who have some skill and experience in working with others in the workplace. The interactions undertaken in the assessments should be straightforward, for example, at assistant worker level. The Unit might be suitable for candidates who are currently working towards an SVQ/NVQ at Level 2 or 3.

The Working with Others activity and/or activities can be combined with the other Core Skills Units: Communication, Numeracy, ICT and Problem Solving. If you adopt this approach, records must be kept for each Unit.

## Guidance on the Unit

Candidates at SCQF Level 4 should be able to work co-operatively with others on a workplace activity and/or activities which involve straightforward interactions.

They may need limited support to adapt their role and behaviour to deal with any emerging difficulties and identifying and selecting evaluation criteria, either from you, or from a supervisor or other workplace mentor.

The “What do I need to do” section of the Unit lists knowledge, understanding and competence which candidates must have and what they need to do to prove this.

You may want to discuss these with the candidates. The following notes give detailed pointers on the things candidates need to know and be able to do:

### What candidates need to do:

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

#### Identifying their role and the roles of others

Candidates must work with others involved in the co-operative activity and/or activities to identify:

- ◆ the main roles within the co-operative activity and/or activities
- ◆ their own role
- ◆ which tasks they will do
- ◆ how they relate to the roles of others involved

## Carrying out their role

Candidates must demonstrate that they can

- ◆ work effectively with others, for example by finishing their tasks properly, in the right order, and in a way that fits in with what others have to do
- ◆ take responsibility for their own contribution to the co-operative effort, and recognise and value the roles and input of other people
- ◆ adapt their actions and behaviour when appropriate, for example:
  - ◆ covering for someone who is off ill
  - ◆ taking on part of someone else's role if they are experiencing difficulties
  - ◆ coping with changes in timescale

## Asking for information and support from others

Candidates must ask for information and support from other people working on the same activity and/or activities, for example if they:

- ◆ are unsure of what to do at particular stages of the activity/activities
- ◆ need advice on how to carry out some of their tasks
- ◆ need extra information
- ◆ need resources to be provided
- ◆ want reassurance and general support

Candidates should be clear about what they are asking, and be courteous to people they are asking for support or information.

## Providing information and support to others

As well as requesting help and advice, candidates must be prepared to offer the same kind of support. They should be sensitive to the needs of others by:

- ◆ asking if they need help
- ◆ offering encouragement
- ◆ recognising their strengths, skills and preferences
- ◆ listening carefully to the needs and wishes of others, thinking about how they might help, and then responding helpfully and politely - they may not always be able to provide the information or help required, but should try to recommend who might be the appropriate person to give this assistance, for example, a workplace supervisor or team leader
- ◆ explaining or demonstrating something that they know more about than other people
- ◆ sharing information and/or resources
- ◆ acting considerately to others and trying to anticipate other people's needs, for example:
  - ◆ looking out for situations where somebody obviously needs help but has not asked for it, for example, if they were not carrying out a task properly, or were not meeting the time schedule
  - ◆ if they seem unsure what to do in a particular situation: in this case, candidates would have to be tactful in the way they offered help - showing they were genuinely trying to help, and not interfering or being critical of others' efforts.

## Reviewing co-operative contribution

Candidates must reflect on and review their own performance, and on how well the co-operative working arrangements operated overall. You should encourage them to keep a log, or make a recording of their activity and/or activities, which they can easily check back to identify the things they think they did well, where they experienced any difficulty and any areas for

improvement. You should explain that, even if they feel that they had some difficulties, this does not mean that they will not achieve the Unit.

Deciding on measures for judging how well they co-operated with others

The candidates should identify questions they can use to judge their own contribution to the activity and/or activities. These might be, for example:

- ◆ did they complete all their activities
- ◆ did they get things done on time
- ◆ did they adapt their role to suit any changing circumstances
- ◆ did they seek support from others
- ◆ did they help, support and encourage other people as much as they could
- ◆ did they respond sensitively to others' needs
- ◆ were they polite and respectful
- ◆ how did they resolve any difficult issues or deal with other people's behaviour

### **Asking for feedback and advice on their co-operative contribution**

The candidates should identify questions to ask others involved in the co-operative working which will help them judge how effective their own contribution to the activity and/or activities was. These might be, for example:

- ◆ was I helpful
- ◆ was I polite and respectful
- ◆ did I carry out my tasks to the required standard
- ◆ is there anything you think I could have done better

Using their chosen measures and feedback to judge how well they co-operated with others, and how well the co-operative working arrangements operated overall

Candidates must judge their own contribution to the co-operative activity and/or activities against the measures and feedback they have decided on, and how well the co-operative working arrangements operated. For example:

- ◆ what they did particularly well
- ◆ anywhere they could have done better
- ◆ how they dealt with any difficulties
- ◆ how they and the others interacted
- ◆ whether the common goal was achieved

Setting personal objectives for improving their own co-operative working skills in future

Candidates must reflect on what they have learnt from the co-operative working experience and think of anything they would do differently or improve upon next time, for example, is there any specific training they feel they need to support them in future co-operative working?

Candidates should use the findings of their reflection to identify and set objectives:

- ◆ how they could improve their own co-operative working skills
- ◆ how future co-operative working arrangements could be improved

## How do candidates show they have achieved the Unit?

The Unit requires the candidates to provide evidence for both tasks:

### Task 1: Work co-operatively with others

Candidates must work co-operatively with at least one other person, who may be a colleague, client or customer, to achieve a common goal.

### Task 2: Checking and evaluating

Candidates must check how well they and others involved contributed to the co-operative working activity and/or activities.

## Assessment requirements

Candidates may be working co-operatively with others on various activities as part of their existing job role. Evidence from more than one co-operative working activity can be used as evidence against either of the Unit tasks.

The activity and/or activities should be relatively familiar to the candidate. The activity and/or activities should have a clear aim and be capable of being broken down into separate, straightforward roles. The roles themselves should be familiar to the candidate and the interpersonal skills should be straightforward.

In assessing this Unit, your focus should be on the way the candidates went about the activity and/or activities, rather than whether or not the activity and/or activities were completely successful.

## Gathering evidence

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

You may wish instead to observe the candidate carrying out a task and use oral questioning. This requires you to create and complete a record of questions asked and candidate responses.

From the candidate'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 or e-portfolio.

If you have chosen to integrate Working with Others with other Units being undertaken by the candidate, it may be possible to assess Working with Others as part of a larger single activity. In this case you must keep separate records for this Unit.

You should try to identify naturally-occurring opportunities for assessment where possible. The exemplar in this pack could be used or contextualised for this purpose.

The assessment process is likely to involve one or more of the following:

- ◆ observation
- ◆ recording
- ◆ oral questioning

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 candidate responses. All evidence, whether produced by the candidate or a record made by yourself, must be retained, signed and dated by you.

## Planning

You should work out where opportunities for meeting the Unit standards are likely to arise. Where possible, these should be built into the assessment process.

You should explain and discuss this assessment process with the candidates so that they are clear about what is expected of them.

## Part 2: Exemplar assessment task

Note for assessors

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

- ◆ to illustrate to candidates the type of materials that could be used to generate evidence
- ◆ to help identify the type and amount of evidence which candidates should have gathered in their portfolio
- ◆ to help identify the level of complexity in evidence required for the Core Skill at this level
- ◆ to help you to identify / create an assessment task related to the candidate's own work environment
- ◆ as an off-the-shelf assessment although every effort should be made to source/provide candidates with assessment materials which relate to their specific area of work

## Exemplar assessment

Your company has just taken delivery of a new product range. You have been asked to work with colleagues in your department in designing and setting up a display so that all other staff can see what is available.

Each product within the new range must be displayed clearly and attractively, with a specification and cost price for each item, so that senior staff can make a decision on how each one should be promoted to your clients. You must decide on the most effective way of doing this, perhaps by posters, a PowerPoint presentation, or standing display cards.

An area within Reception has been designated for the display. You have been told to start on Tuesday morning, and finish before close of business that day.

The people involved will be you, your line manager, and three other colleagues. You will need to identify with them:

- ◆ what the roles are, for example:
  - ◆ will there be an overall manager
  - ◆ will one person be in charge of all IT work
  
- ◆ what needs to be done, for example:
  - ◆ examining the new product range
  - ◆ preparing display
  
- ◆ how people can best cope with the scope of work involved, taking into account the timescale, and their existing workloads

You will then work with the others to make sure everything goes smoothly. If circumstances change, or if you find things are not working out the way they should, you may need to adapt your own role and behaviour, for example you may need to take over part of someone else's role if they have problems, or swap roles.

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

- ◆ keep your eyes open for people who may be a bit unsure about what to do, and help if you can
- ◆ try to anticipate the needs of others, for example, by offering to share resources with them
- ◆ if you need help, ask 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 your line manager, other senior staff, or colleagues to try and sort out the best way to deal with what has happened

## **Part 3: Exemplar recording documentation**

This section gives some examples of forms which could be used by the candidates and/or assessor to gather evidence and record assessment decisions.

You are encouraged to adapt these materials to suit you and your candidate's preferred approach i.e. boxes can be made bigger, format can be changed to a non-table format, font size etc.

### **Assessment Plan**

You should work out where naturally-occurring opportunities for meeting the standards are likely to arise and, where possible, build them into the assessment process.

You should explain and discuss the assessment process with candidates so they are clear about what is expected of them.

### **Assessment Checklists**

Candidates could use the assessment checklists as a means of cross referencing evidence in their portfolio to the Unit.

Assessors could use the assessment checklists to record assessment decisions and any relevant comments.

### **Summary Checklist**

The summary checklist could be used to record the assessment decisions from the assessment checklists on a single form.

## Assessment Plan

Working with Others (SCQF Level 4)

Candidate: \_\_\_\_\_

Task to be assessed: \_\_\_\_\_

Proposed date of assessment: \_\_\_\_\_

Proposed method of assessment	Tick	Notes
Assignment or project		
Observed performance		
Witness testimony		
Written questions		
Oral questioning		
Product evaluation, for example,, written document		
Previous evidence		
Other evidence		

Details agreed and signed by:

Assessor \_\_\_\_\_

Candidate \_\_\_\_\_

Line Manager (if required) \_\_\_\_\_

Date \_\_\_\_\_

## Assessment checklist

Working with Others (SCQF Level 3)

Task 1: Working  
co-operatively with others

Candidate Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Task 1: Work co-operatively with at least one other person who may be a colleague, client or customer to achieve a common goal</b>			
	<b>Evidence</b>	<b>Assessor initials &amp; date</b>	<b>Comments</b>
Used straightforward inter-personal skills			
Worked with others to identify the main roles within the co-operative working activity and/or activities: what their role was; what tasks they would do and how they related to the roles of others involved			
Carried out own role, adapting their actions and behaviour as appropriate			
Asked politely for information and support from others			
Looked for ways to be helpful in providing information and support to others			

## Assessment checklist

Working with Others (SCQF Level 4)

Task 2: Reviewing co-operative contribution

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Task 2: Check how well you contributed to the co-operative working activity and/or activities.</b>			
	<b>Evidence</b>	<b>Assessor initials &amp; date</b>	<b>Comments</b>
Decided on measures to judge how well they co-operated with others			
Asked for feedback on own contribution to the co-operative activity and/or activities			
Used their chosen criteria and feedback to make a decision on how well they co-operated with others, and how well the co-operative working arrangements operated overall			
Set personal objectives for how they could improve their own co-operative working skills and future co-operative working arrangements			

## Summary Checklist

Working with Others (SCQF Level 4)

Candidate Name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Centre: \_\_\_\_\_

<b>Task</b>	<b>Date achieved</b>
1 Working co-operatively with others	
2 Reviewing co-operative contribution	
Assessor's signature: _____	Date: _____

## **ADMINISTRATION INFORMATION**

### **Credit Value**

6 SCQF credit points at SCQF Level 4



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