

National Unit Specification: General Information

UNIT Working with Others (Access 3)

NUMBER D01F 09

COURSE

SUMMARY

This core skills unit seeks to develop skills in working with others to complete a simple task where the components are specified. The task may be set in any context which will interest candidates and allow them to demonstrate achievement at the level specified.

OUTCOMES

- 1 Plan a simple task in co-operation with others.
- 2 Carry out the simple task in co-operation with others.
- 3 Review and evaluate the effectiveness of own contribution to the co-operative task.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained Working with Others (Access 2).

CREDIT VALUE

1 Credit at Access 3.

CORE SKILLS

Information on the automatic certification of core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The attainment of this unit will lead to the automatic award of:

- Working with Others at Access 3.

Administrative Information

Superclass: HB

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National unit specification: statement of standards

UNIT Working with Others (Access 3)

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 1

Plan a simple task in co-operation with others.

Performance Criteria

- a) Explain own preferences for allocation of responsibilities.
- b) Agree with others allocation of responsibilities for specified components of the task.

Evidence Requirements

Oral and/or written evidence which shows that the candidate has planned a simple task with others as described in PC (a) and (b).

OUTCOME 2

Carry out the simple task in co-operation with others.

Performance Criteria

- a) Carry out task effectively in terms of fulfilling own responsibilities.
- b) Work co-operatively in terms of providing information to and seeking information from others.

Evidence Requirements

Performance, oral and/or written evidence which shows that the candidate has given and asked for information related to the components of the task and has fulfilled individual responsibilities as allocated.

OUTCOME 3

Review and evaluate the effectiveness of own contribution to the co-operative task.

Performance Criteria

- a) Given some simple criteria, identify strengths and weaknesses of own contribution to the co-operative task.
- b) With prompting, support comments with one or more references to supporting evidence.

National unit specification: statement of standards (cont)

UNIT Working with Others (Access 3)

Evidence Requirements

Oral and/or written evidence showing that the candidate has used simple given criteria to evaluate personal contribution. Simple criteria should be given in the form of a set of relevant questions provided by the teacher or lecturer:

Simple criteria:

When they are reviewing the effectiveness of their own contribution, candidates could respond to simple questions such as:

- Did I complete my part?
- Did I get things done on time?
- Did I take advice?
- Did I help as much as I could?

Candidates should be prompted to go beyond giving a yes/no response and to support their conclusions by reference to opinions of others, recorded work, personal logs or diaries.

Note:

Evidence for all outcomes will normally derive from a single task which will demonstrate that the task has been thought through and carried out collaboratively and that candidates have evaluated their own contribution. The task will be a simple task where the components are specified. However, it is also possible to gather evidence from several smaller pieces of work. Evidence may be presented in the form of, for example, oral or written reports, records of performance, identified relevant sections from projects, reports, classwork logs or diaries.

National unit specification: support notes

UNIT Working with Others (Access 3)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

The content and context for this core skills unit should be appropriate to the personal and vocational needs of the candidate.

Core skills units are stated at five levels of attainment, with activities becoming progressively more demanding in breadth and depth, and in the extent of individual autonomy required. The appendix to this unit shows the relationship between the levels in Working with Others.

This unit provides opportunities for the automatic certification of the core skill Working with Others at Access 3. This core skill emphasises the importance of co-operative action while undertaking tasks and tackling problems, a skill which is used in a range of personal, educational, social, vocational and occupational contexts.

This unit covers the core skill in three outcomes, as shown below:

Skills	Outcome
to plan, agree and take responsibility for tasks undertaken with others	1
to support co-operative working in appropriate ways	2
to review the effectiveness of own contribution to tasks undertaken with others	3

This unit provides opportunities for candidates to develop skills in working with others while undertaking a simple task. A simple task is defined for the purpose of this unit as a given task which is broken down into a small number of specified simple components. The task should allow candidates to demonstrate achievement as specified in the three outcomes in the statement of standards for the unit.

National unit specification: support notes (cont)

UNIT Working with Others (Access 3)

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

- carrying out an investigation or project
- undertaking a work placement, study visit or field trip
- improving performance in physical education or in music, drama and other performing arts fields
- learning languages
- undertaking enterprise initiatives
- taking part in the Duke of Edinburgh award scheme.

In fact, the skill is a regular part of learning in many subjects, providing opportunities for candidates to have the core skill assessed and to gain an additional qualification beyond the carrier subject. Similarly, the skill of working with others is required in virtually every field of employment.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

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.

Certificating achievement of Working with Others recognises that candidates have demonstrated an appropriate level of skill in a particular context and there is an implication that, in contexts which are accessible to the candidate, transfer is reasonably likely to occur. However, it must also be recognised that familiarity with a context, as well as personal attitudes to others, influence the candidate's ability to develop and transfer the skill.

In order to help candidates make the transfer, teacher/lecturers should draw their attention to the skills of working co-operatively and should provide learning experiences which offer candidates opportunities to use a team approach. Where appropriate, arrangements should be made to ensure that there are no artificial barriers to learning. The nature of the candidate's learning needs should be taken into account when planning learning experiences.

National unit specification: support notes (cont)

UNIT Working with Others (Access 3)

At this level, it may be necessary for the teacher/lecturer to prompt candidates while they are demonstrating certain aspects of working with others. Candidates might need some degree of prompting but continual prompting should not be necessary. The teacher/lecturer may need to prompt candidates to explain their individual preferences while planning the task and to help resolve allocation of responsibilities during the planning stage. When the task is underway, the teacher/lecturer may prompt candidates to cover all necessary information while they are working co-operatively together. Later, when candidates are reviewing the strengths and weaknesses of their own contributions, the teacher/lecturer should give the candidates some simple criteria to help them focus their thoughts, for example, Did I complete my part? . . . on time? Did I help others as much as I could? Did I heed teacher/lecturer advice offered? Candidates should be able to back up responses by references to supporting evidence.

Working with others is closely related to the other core skills. It always involves communication skills and may be aided by aspects of numeracy and information technology. It is often the main approach used in undertaking tasks and tackling problems, which brings it into close association with problem solving core skills.

GUIDANCE ON APPROACHES TO ASSESSMENT

Arrangements should be made to ensure that there are no artificial barriers to assessment. The nature of candidates' special educational needs should be taken into account when selecting assessment instruments, and possibilities for alternative arrangements should be considered.

If this unit is being used in conjunction with other units or courses, evidence of attainment should be gathered, wherever possible, from naturally occurring activities within these units or courses. Evidence will normally derive from a single task which will demonstrate that the task has been thought through and carried out collaboratively and that candidates have reviewed their individual contributions. However, it is also possible to gather evidence from several smaller pieces of work. Evidence may be presented in the form of, for example, oral or written responses to short answer questions, video recordings of performance, identified relevant sections from projects, or logs of tasks. It is recommended that an observation checklist is completed by a member of staff to provide evidence of the candidate's co-operation with others while undertaking all three outcomes. Entries in the checklist should be brief.

Where the Working with Others unit is being combined with another unit to create an enhanced learning and teaching programme, care must be taken to ensure that all aspects of each unit are covered and adequate time must be allowed for the coverage of both units. Such a programme would create opportunities to consolidate the skills gained in this unit.

National unit specification: support notes (cont)

UNIT Working with Others (Access 3)

Evidence should be indexed to the relevant outcome, performance criteria and evidence requirements of the Working with Others unit and should be collated and retained for assessment and moderation purposes.

Suggested assessment instruments

Outcome 1

All PCs. Responses to short answer questions, possibly in the form of an oral interview, would be suitable. An oral interview would facilitate teacher/lecturer prompting.

Outcome 2

All PCs. Observation of performance, video recording or entries in a personal log of carrying out the task would be suitable for recording performance evidence.

Outcome 3

All PCs. Responses to short answer questions, possibly in the form of an oral interview, would be suitable. An oral interview would facilitate teacher/lecturer prompting.

Information on suggested assessment instruments	
short answer question	candidate response should consist of a few words
oral interview	a structured conversation, generally on a one-to-one basis, eliciting information directly from the candidate; results may be recorded in a questionnaire format
log	candidate demonstrates outcome of learning in a particular context; entries in a log record evidence, noting aspects such as targets, dates when targets achieved, actions, contacts.

This core skill unit is aided by National Assessment Bank materials which provide assessment materials exemplifying the evidence required for achievement of the core skill.

National unit specification: support notes (cont)

UNIT Working with Others (Access 3)

In cases where the candidate has had to complete a core skills unit to meet the requirements of a Scottish Group Award, that unit will be counted as a unit credit within the Scottish Group Award as well as being counted towards meeting the core skills profile required.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).

Core Skill units

Working with Others: progression chart

Appendix

Skill	Access 2	Access 3	Intermediate 1	Intermediate 2	Higher
Plan	Plan a simple, known task in co-operation with others.	Plan a simple task in co-operation with others.	Plan a straightforward task in co-operation with others.	Analyse an unstructured task in co-operation with others. Plan the task in co-operation with others.	Analyse a complex task in co-operation with others. Plan the complex task in co-operation with others.
Do	Carry out the simple, known task in co-operation with others with teacher/lecturer support.	Carry out the simple task in co-operation with others.	Carry out the straightforward task in co-operation with others.	Carry out the task in co-operation with others.	Carry out the complex task in co-operation with others.
Review	Review the effectiveness of own contribution to the co-operative task.	Review and evaluate the effectiveness of own contribution to the co-operative task.	Review and evaluate the effectiveness of own contribution to the co-operative task.	Review and evaluate the effectiveness of own contribution to the co-operative task.	Review and evaluate the effectiveness of own contribution to the co-operative task.