



**WORKING WITH OTHERS**  
SCQF Level 3  
40 Hour Unit (F3GE 09)

# **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

Consider choosing an activity or several smaller activities that are familiar to the learners in their personal or social lives, in the community, education, or workplace. The activity and/or activities can be unfamiliar but it is important that the roles being carried out are familiar to the learners. The activity and/or activities should have a clear aim and be capable of being broken down into simple tasks and roles. The aim of the activity and/or activities should be explained and the individual tasks which have to be undertaken should also be explained.

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 the 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 and/or oral questioning, and/or by observation. At this level oral questioning and observation are probably the most appropriate methods, although learners might find it useful to complete a record sheet, diary, or log as they carry out their tasks.

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 the 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 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 learners will:

- ◆ identify what their role is, what they will do, and how these relate to the roles 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 (eg 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 the 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 tasks? Did they get things done on time? Did they seek support from others? Did they help others as much as they could?)
- ◆ 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 (eg what did they do particularly well)
- ◆ 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 meeting the requirements for both these stages.

## Working co-operatively with others

This involves the ability to work with others to use simple 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 the proposed co-operative activity and/or activities, what tasks they will be expected to carry out, and the knowledge or skills which they can apply to this. It might be helpful to remind learners of the occasions when they worked with others towards a common goal. Ask them to identify what tasks they carried out, what skills they used, and what they think they were best at doing. They can 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 communication skills, numeracy skills, working with computers, listening skills, drawing skills.

Learners will need to discuss what the different roles will be and what tasks will need to be carried out. With your help learners should explore how roles will relate to others in the group and what support they will give and receive from others.

It is important that the learners understand how to work co-operatively with others and the importance of using simple interpersonal skills. 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. It is worth taking time to discuss with them how they can overcome difficulties should they arise and how this may mean that they need to adapt their role if necessary.

There will probably be times when they are unsure of what to do or need advice on how to carry out their tasks. When these situations occur, they can ask you or other members in the group for guidance and support. Learners should be clear about what they are asking and show respect for others at all times. It will be very helpful to you if the learners record in a diary/log any occasions when they asked for advice, why they needed the advice, who they asked, and what the response was. As a tutor the most likely way of recording this is for you to keep a record of this for assessment purposes (direct observation).

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. The process is important, not the final outcome. Learners often demonstrate the skills needed to work co-operatively with others but this may not have resulted in a satisfactory outcome. This is not important and should not deter you from considering how they carried out the activity and considering what they have achieved in the circumstances that have prevailed. Very often an unsuccessful outcome provides good evidence of working co-operatively with others. As a tutor it is important that you consider the final outcome with the group and that they reflect on the process.

### 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. 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 they need to be aware of any difficulties they may have overcome as this is just as important as the final outcome.

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 dealt with difficult issues or other people's behaviour.

You should help them by offering your support and encouraging them to be honest and open with others. They need to understand that they can discuss problems with you, as this is an important learning process for them and will enable them to carry out the activity and to reflect on this to do better in the future.

Learners must judge their own contribution by simply examining what they did well and where they could have done better. You may need to give them support to identify a simple list of criteria (usually in the form of set questions) to review their own contribution. They must think about the activity and/or activities and identify what they have learned from working with others, taking into account any feedback from you or others.

Encourage the learners to think about what they have learned and if there is a better way of doing something next time they are in a similar situation. 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 record of work that includes all the evidence-gathering items. An alternative would be to provide assessment evidence in a portfolio.

If you have chosen to integrate the assessment activity for this Unit with other Units being undertaken by the learner, it may be possible to assess the working with others as part of a single activity or activities. In this case you must record the evidence for this Unit clearly as part of the integrated activity.

This Unit requires learners to work co-operatively with others to complete a simple activity and/or activities.

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

- ◆ work with others to provide a tuck shop which stocks Fair Trade goods
- ◆ work with others to engage in a community activity, eg to tidy up the local park
- ◆ work with others to provide a service, eg car washing; to promote recycling within your centre

## Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

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

## 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 that the learner needs to produce
- ◆ to help identify the evidence required for this Core Skill at this level
- ◆ to help you create an assessment activity related to the learner's experience at this level

At this level learners are expected to be able to work with others in a familiar or unfamiliar activity involving simple interactions, where they may need support at all stages. This 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. These are:

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

Some possible contexts for the activity and/or activities are suggested below.

Part 3 contains generic exemplar record sheets that you may use as they are. However, you may also adapt these to reflect the detail of the activity and/or activities you decide to set.



## Working with others – examples of activities

### Example 1

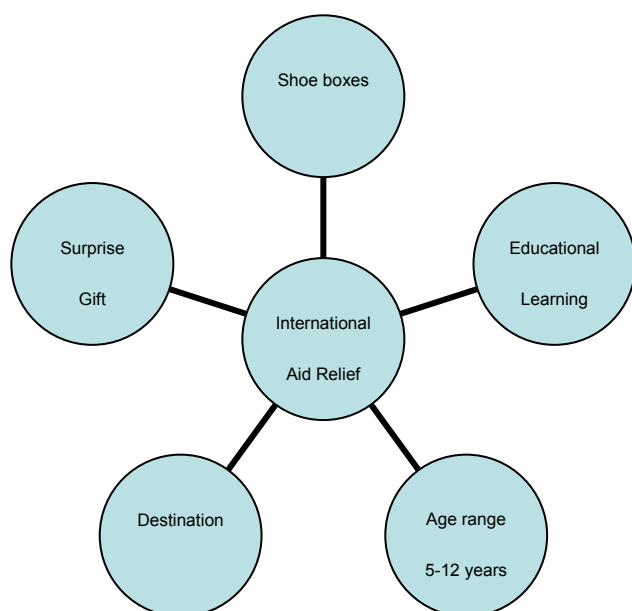
With tutor support the group may wish to consider a relevant community activity from a tutor-prepared list. There are many relevant local and global community activities that the group may wish to consider, eg organising Christmas boxes for local pensioners, organising boxes for an international aid relief, tidying up an area within the local community, or organising a community project.

The group should discuss the proposed community activities on the list prepared by the tutor to try to decide what activity they want to carry out. The discussion should be recorded as evidence of the process. At this level the group will need to be supported to decide on a relevant activity.

Activity: Organising boxes for international aid relief

The group decide with their tutor to organise boxes for an international aid fund that contributes towards educational support within the global community.

It is a good idea, to identify roles and tasks, for the group to record all their ideas as part of a brainstorming activity.



The group may choose to consider the following tasks with tutor support:

- ◆ making contact with the international aid relief organisation to discuss the contents of the shoe boxes and their final destination

- ◆ organising the contents of the shoe boxes in terms of relevant educational learning materials (pen, pencil, ruler, eraser, notebook, colouring pens, calculator, dictionary, story book for appropriate age level) and a surprise toy
- ◆ asking for donations of relevant items of learning materials or surprise gifts
- ◆ asking for donations of empty or filled shoe boxes
- ◆ designing a note to be put in each shoe box, eg friendly note, poem, or letter
- ◆ deciding on a target number of shoe boxes, eg 50

In this type of activity it is easy to understand how the activity can be carried out by the group. There will be lots of tasks to undertake and the role of the tutor is crucial here to ensure that the group is supported in carrying out the activity.

Using the brainstorming activity and the list of tasks the group must decide on who is doing what. It is important for the tutor to break down the tasks into simple roles and for the group to consider who is best to carry out a specific role. A good way of doing this is for the tutor to break down the tasks into what needs to be done. The group can look at all the tasks and the roles identified within them and decide on the individual or individuals suited to carry out a specific role(s). This can be done on a wall chart.

List of identified roles:

- ◆ phoning international aid fund (with tutor support and a prepared phone conversation) to establish where the boxes could be sent, contents, and arrangements for pick-up
- ◆ asking for donations of shoe box items and/or contacting a stationery firm to ask for donations
- ◆ asking for shoe boxes of a suitable size from a store or family and friends
- ◆ decorating the outside and inside of the boxes
- ◆ deciding on a specific small gift for each shoe box — sponsorship or donations
- ◆ attaching a letter, note, or poem to each box

This type of activity lends itself to tutor-supported co-operative working. Learners will be able to carry out their own role and/or work with others. They will be able to relate to what others are doing as they work towards completing the activity.

## Example 2

Activity: Work with other class members to set up a tuck shop which stocks fair-trade goods

Before anything is planned the tutor might suggest that the group need to be able to understand what exactly are fair-trade goods. A representative from the local co-operative supermarket may be invited into the school to talk to the group.

As a result of this the group may then decide to make a visit to the store to see how many fair-trade goods are stocked in the store.

The tutor could, with the help of the store, make up a worksheet which allows the group to find the selected fair-trade goods in the store.

The local store may make a donation or longer-term sponsorship of fair-trade goods to the school tuck shop in return for the proceeds going back into the local community.

- ◆ The group would need to explain to the school community (with the help of their tutor) what fair-trade goods are and how the tuck shop will operate (publicity leaflet/tuck shop goods/prices list, opening times).
- ◆ Tasks would involve setting up the tuck shop within the school and arranging to speak with the head teacher about this, stocking shelves, price list, cash register or cash box, rota duty within the tuck shop, counting the takings, stock control, banking the money/bank account.
- ◆ The school might use this as an exercise to promote more healthy eating.
- ◆ In order to kick start the tuck shop there might be a launch whereby some tasty free fair-trade goods are launched as free samples.
- ◆ It is easy to see how this kind of activity will generate specific tasks which the tutor can then consider in relation to specific job roles that can be carried out by the group. A list of specific tasks like those described and job roles could be identified. The group, with directed support from the tutor, can then discuss who is best suited to the roles specified.

## Stages

As the tutor, you might find it useful to think about the following points when you are managing the activity and/or activities.

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

- ◆ Explain the activity and/or activities to the learners and identify the tasks, making sure that learners understand what is involved.
- ◆ Explain how the Unit will be assessed, eg learners keeping diaries, logs, written notes, recordings, tutor observation, and/or asking them questions.
- ◆ Learners discuss the tasks with you and make their preferences clear.
- ◆ Learners carry out the activity with tutor support aimed at ensuring that all members support each other by giving and requesting help and information.
- ◆ Tutor support throughout the activity as and when required.

### Stage 2: Reviewing co-operative contribution

- ◆ Help the learners decide on their own criteria for measuring their contribution to the co-operative activity and/or activities.
- ◆ 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.
- ◆ Help the learners to reflect on their own performance, comparing the way they actually worked against the criteria they set for themselves.
- ◆ Help the learners to decide what they did well or where they could have done better.
- ◆ 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 that 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 stages:

- ◆ Working co-operatively with others: a learner 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 record sheets 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' responses.

### Observation 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 sheet – Stage 1

## Learner log

<b>Learner:</b>		
<b>Tutor:</b>		
<b>Working co-operatively with others</b>		
The tasks I will carry out	What my role will be	What I actually did
<b>Tutor observation/comments:</b>		
<b>Tutor signature:</b>		<b>Date:</b>

## Record sheet – Stage 2

### Review sheet

<b>Learner:</b>	
<b>Tutor:</b>	
<b>Reviewing co-operative contribution</b>	
Prompts	Responses
How did I identify my own role and tasks, and how these related to the roles of others?	
How did I decide on measures to judge my own contribution to the co-operative working?	
How did I carry out my own role, adapting it when necessary?	
Did I ask for information or help when I needed it? Give an example.	
Did I give information or help to others when they needed it? Give an example.	
Did I ask for feedback and advice? Give an example.	
Did I review my own contribution, using the criteria agreed with the tutor?	

## Record sheet – Stage 2 (cont)

### Review sheet

<b>Learner:</b>	
<b>Tutor:</b>	
<b>Reviewing co-operative contribution</b>	
<b>Prompts</b>	<b>Responses</b>
What did I do well?	
What did I have difficulty with?	
What could I do to improve my knowledge and skills in the future?	
<b>Tutor observation/comments:</b>	
<b>Tutor signature:</b>	<b>Date:</b>



# Observation checklist

## Working with Others at SCQF level 3

<b>Learner:</b>
<b>Tutor:</b>
Identify what their role is, what they will do, and how these relate to the roles of others within the co-operative activity and/or activities
<b>Tutor observation/comments:</b>
Carry out their own role in the co-operative activity and/or activities, adapting their role as necessary (eg accommodating any difficulties)
<b>Tutor observation/comments:</b>
Ask for information and support from the other people involved (eg Can they assist other learners and give information when required?)
<b>Tutor observation/comments:</b>

## Observation checklist (cont)

### Working with Others at SCQF level 3

<b>Learner:</b>
<b>Tutor:</b>
Provide information and support to other people (eg ask if others need help; listen carefully to others needs and wishes; explain something which they know more about; act considerately towards others)
<b>Tutor observation/comments:</b>
Decide on measures which they could use to judge their own contribution to the co-operative activity and/or activities (eg Did they complete all their tasks? 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 others?)
<b>Tutor observation/comments:</b>
Ask for feedback and/or advice on their contribution to the co-operative activity and/or activities
<b>Tutor observation/comments:</b>

## Observation checklist (cont)

### Working with Others at SCQF level 3

<b>Learner:</b>	
<b>Tutor:</b>	
Review their own contribution to the co-operative activity and/or activities using set criteria	
<b>Tutor observation/comments:</b>	
Identify strengths and areas for improvement of their own contribution to the co-operative activity and/or activities (eg what did they do particularly well and what did they find difficult)	
<b>Tutor observation/comments:</b>	
Set objectives for how they could improve their own skills and knowledge in future	
<b>Tutor observation/comments:</b>	
<b>Tutor signature:</b>	<b>Date:</b>

## Summary checklist

<b>Learner:</b>	
<b>Learner number:</b>	
<b>Centre:</b>	
<b>Working with Others at SCQF level 3</b>	<b>Date achieved</b>
Stage 1: Working co-operatively with others	
Stage 2: Reviewing co-operative contribution	
<b>Tutor signature:</b>	<b>Date:</b>

## ADMINISTRATIVE INFORMATION

### Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 3



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