



WORKING WITH OTHERS
SCQF Level 4
40 Hour Unit (F3GE 10)

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 straightforward activities, in surroundings they are used to, and with limited support from the tutor. The Unit is designed for those who may have some 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 3 or 4, eg National Qualifications or SVQs.

Assessment and evidence

You should choose an activity and/or activities that are familiar to the learners in their personal or social lives, in the community, education, or workplace. Learners should be involved in discussions, but you should influence the final choice, making sure that the learners consider all the options and reach a decision that is in the best interests of the group.

The activity and/or activities should be capable of being broken down into straightforward roles. When discussing which learner will be responsible for each role, the group should take account of each member's individual preferences as far as possible.

Learners are expected to complete their tasks and be willing to adapt their own role as and when necessary.

You may offer limited support to help learners decide on the criteria to be used to evaluate their own contribution to the activity and/or activities. You can also help them to identify their own strengths and weaknesses when reviewing their co-operative contribution. Learners should be able to identify new or improved skills acquired during the course of the activity and/or activities and to set some objectives for the improvement of their own skills and of future co-operative working.

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:

- ◆ work with others to identify the main roles within the co-operative activity and/or activities, what role they will take, what tasks they will do, and how these relate to the roles and tasks of others
- ◆ carry out their own role in the co-operative activity and/or activities, adapting their role as necessary (eg accommodating any difficulties or changing circumstances)
- ◆ respond sensitively to the needs of others, recognising their strengths, skills, and preferences, where possible
- ◆ seek and offer support from/to others (eg encouraging; sharing resources; demonstrating or explaining something)
- ◆ identify 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/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 criteria, supporting this with evidence
- ◆ identify how they could improve their skills in working co-operatively with others and future co-operative working arrangements
- ◆ set objectives for how they could improve both their own skills and co-operative working 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 straightforward 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 think about what their own contribution could be. It might be helpful if they recall other occasions when they worked successfully in a co-operative situation, at work or in educational or social contexts. Ask them to identify what they undertook, what skills they used, and what they were best at doing. Then they should relate these experiences to what they are attempting and identify whether they have any knowledge or skills which they can apply to the co-operative working activity, eg perhaps they have been involved in a fund-raising activity for charity or in planning an event.

The learners must identify what the main roles will be in the activity and/or activities, what their own role will be, and how these relate to the roles of others working on the same activity and/or activities.

You should explain that learners might have to take on tasks that 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 match the most suitable people to tasks, even when this conflicts with their own personal preferences. Remind them that they do not have to be good at everything, so long as someone else working with them 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 to help the co-operative effort, not about being the best.

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

With your support learners must take responsibility for their own contribution to the co-operative working, and recognise and value the roles and input of others. They must also show that they can adapt their own role and behaviour to deal with any difficulties or changing circumstances that may arise.

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 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 to others. They should be sensitive to the needs of others by listening carefully, thinking about how they might give support, and then responding helpfully and politely, perhaps by sharing resources, demonstrating, or explaining. 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, eg a teacher, tutor, workplace supervisor, or team leader.

Learners need to be aware of situations where somebody obviously needs help but has not asked for it, eg if they are not carrying out a task properly or if they seem unsure about what to do in a particular situation. In this case, they should offer their support by genuinely trying to help, and not interfering or being critical of the other person's efforts. This can be recorded in a learner diary or log, or by tutor observation noting the help or information they have given to others.

In assessing this Unit, your focus should be on the way the learners went about the process rather than the final outcome, which may or may not have been successful.

Learners should be made aware that the process is important, not the end result. The activity 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

Encourage the learners to be honest and open with others when they are reviewing the co-operative contribution, as it is an important learning process for them and will enable them to do better in the future. You should explain that, even if they feel that they had some difficulties, this does not mean that they will not achieve this Unit.

At this level learners have to set criteria for judging their own performance and that of others to co-operative working. For example, you might help them to consider how effectively they used their time and resources, how much help they offered to others, and how they coped with difficulties.

Using these set criteria, learners must evaluate their own contribution and that of others to the activity and/or activities by examining what they did well and where they could have done better. They should think about the activity and/or activities and identify any new or improved skills they have acquired through the experience of working with others, taking into account any feedback from you or others. If they think there is a better way of doing something next time they are in a similar situation, and you agree, get them to record this; alternatively you can record this as tutor evidence.

Learners must set some objectives for how they could improve their own skills and suggest improvements for future co-operative working.

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 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 and/or activities. In this case you must record the evidence for this Unit clearly as part of the integrated activity.

The Unit requires learners to work co-operatively with others to complete an activity and/or activities.

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

- ◆ work with others to organise a fund-raising event for a charity
- ◆ organise an event, eg residential activity, school disco or talent show
- ◆ take part in an enterprise activity

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.

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 straightforward activities, in surroundings they are used to, and with limited support from the tutor. The Unit is designed for those who have some experience in the skills involved in working with others. 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 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 activity and/or activities you decide to set.

Working with others – examples of activities

Example 1

The group might decide to organise two mini fund-raising events to develop a community ethos within the school and to raise funds for charity. The aim is to make sure everyone enjoys themselves. This could be a quiz night and/or talent show.

The group would:

- ◆ discuss what needs to be done in relation to the two events and how they will be promoted within the school
- ◆ decide each person's role: it is helpful to brainstorm all the ideas to see what needs to be done. Once a list has been drawn up the group could then decide who is doing what. Some may opt to do something because they know they can do it well. It is important that individual preferences are listened to on the basis of strengths and skills to do a specific job, eg creating posters; making up quiz questions; compiling entry forms; drawing up the celebrity panel for the talent show; compering; drawing up a programme for each event; organising teachers and pupils to take part; deciding on an entry fee per team/act; collecting the admission fee; managing the accounts; organising volunteer helpers; selling refreshments during an interval; presentation and prizes for the winners
- ◆ discuss health and safety requirements

One event would be sufficient to achieve the Unit. However, it is important to recognise that some groups are capable of running several events and quite often do so. The advantage of this is that they are able to reinforce the skills required for co-operative working and reviewing the process.

You should steer the group and be able to offer limited support in carrying out the activities. The group should recognise that at this level you are expected to be supportive throughout the duration of the activities and as such will be able to offer guidance and support on an on-going basis.

Some members of the group may want to do the same things, eg drawing up a programme for the events. The group as a whole will need to show understanding about this and discuss with you who would be best to carry out particular tasks based on strengths, skills, and personal preferences.

Learners may find that they need to adapt their own role if things are not working out the way they should, eg they may need to help with someone else's role if they are experiencing difficulties, or swap roles if this would help produce a better outcome. Sometimes difficulties are easily overcome

provided group members are willing to talk about the problems as and when they arise.

It is worth considering how best to record the evidence of working with others. Groups planning fun events often enjoy the planning and taking part but not the recording of evidence. You can be influential in the recording process. Evidence may include photographs, recorded evidence, video presentation, PowerPoint presentation, e-mails, blogs/logs/diaries. Learners enjoy using a range of technology to record their evidence.

When working together members of the group should try to:

- ◆ keep an eye open for people who may be a bit unsure about what they are doing and lend a helping hand if required; offer a friendly word of advice when needed or explain how they would deal with the problem if they think they can help
- ◆ anticipate and be sensitive to the needs of others
- ◆ ask for help, especially from others in the group who may have the skills to help out
- ◆ get on well with others in the group, showing consideration for their point of view and an understanding of the different ways in which group members will carry out their tasks
- ◆ talk to you or a member of the group if something goes wrong to try and sort out together the best way to deal with what has happened

Example 2

The group may decide to organise an investigative field trip as part of a PSE (Personal and Social Education) project to try to establish local employment opportunities in the area; eg the group might decide to work within a 5-mile radius.

Working with you, the group may need to consider the following aspects:

- ◆ what needs to be done, eg getting a map of the area and drawing a 5-mile radius around the area; locating employer-based organisations to arrange a visit to find out what job opportunities may exist; planning the itinerary; deciding who will investigate what
- ◆ individual and group preferences and how the information will be gathered and presented
- ◆ strengths and skills within the group, eg who would be best at finding out about transport costs? Who would be best at writing up the results of the findings?

It is important to understand how the investigation will develop and the importance of specific roles and responsibilities within the group:

- ◆ You should steer the group and offer limited support. It is important to guide learners to make sure that everything they do is within the policy and procedures of your centre. The group may seek guidance as and when they need it and should keep you informed of progress throughout the investigation.
- ◆ Some people may not be willing to take responsibility for specific tasks whilst others will clash and want to do the same things. It is best for learners to show understanding about this and, with your directed support, discuss within the group who would be best to carry out particular tasks.
- ◆ Learners may find that they need to adapt their own role if things are not working out the way that they should, eg they may need to help someone else in their role if they are experiencing difficulties, or swap roles if people decide this would produce a better final outcome.
- ◆ Make sure that roles and responsibilities are shared out evenly and that some learners are not the silent minority.

When working together learners may want to consider the following:

- ◆ Brainstorm all their ideas and with your support establish a priority to do list.
- ◆ Consider the strengths and skills within the group and discuss who should do what. This may mean that the group is split up into sub-groups taking on specific responsibilities.
- ◆ Map out a 5-mile radius and collate the details of the work organisations contained within it.
- ◆ Prepare a list of standard interview questions and collate responses.
- ◆ Arrange visits over a specified time frame.
- ◆ Use photographic evidence (mobile phones) and record responses with electronic devices where appropriate.
- ◆ You may need to draft a letter to be sent out to organisations before the visits explaining the purpose of the investigation.

The investigative findings could be analysed and presented as part of a group presentation session. If the group felt that their findings had a wider significance then the findings could be presented to a wider school/college/local business audience.

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

- ◆ Identify the overall aim of the activity and/or activities, eg to organise two mini fun events to create a community ethos within the school.
- ◆ Explain how the Unit will be assessed, eg learners keeping diaries, logs, written notes, recordings, tutor observation and/or asking questions.
- ◆ Discuss the activity and/or activities with learners, identifying the main roles and tasks and how these relate to others.
- ◆ Support learners so that they make their own preferences clear and discuss with others who would be best to work on each task based on strengths, skills, and individual preferences.
- ◆ Help learners agree on roles and tasks and the relationships between them.
- ◆ Monitor learners carrying out the activity and/or activities, ensuring that everyone works co-operatively by giving and requesting help and information.
- ◆ Provide a supportive role throughout the duration of the activity as and when necessary.

Stage 2: Reviewing co-operative contribution

- ◆ Offer support to learners and help with identifying the criteria for evaluating their performance.
- ◆ Encourage learners to seek and use feedback from others.
- ◆ Offer support to learners in reviewing their contribution to the activity and/or activities; give evidence to support their judgement, including feedback from others.
- ◆ Offer support to learners in identifying what they have learned from the activity and/or activities.
- ◆ Offer support to learners in setting objectives for how they could improve their own skills and knowledge, and possible improvements for future co-operative working.

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

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

Record sheet – Stage 2

Review sheet

Learner:	
Tutor:	
Reviewing co-operative contribution	
Prompts	Responses
How were the main roles identified, my own role and tasks identified, and how did these relate to the roles and tasks of others?	
What criteria were used to judge my own contribution to the co-operative working, and the contributions of others?	
How did I carry out my own role, adapting it when necessary?	
In what ways did I respond sensitively to the needs of others? Give an example.	
Did I seek or offer any support? Give examples.	
Did I receive any feedback and/or advice on my contribution and review this?	

Record sheet – Stage 2 (cont)

Review sheet

Learner:	
Tutor:	
Reviewing co-operative contribution	
Prompts	Responses
Did I review my own contribution, and the contributions of others, using the criteria chosen?	
How might I improve my skills and my contribution to future co-operative working?	
What are my objectives for improving my own skills for co-operative working in future?	
Tutor observation/comments:	
Tutor signature:	Date:

Observation checklist

Working with Others at SCQF level 4

Learner:
Tutor:
Work with others to identify the main roles within the co-operative activity and/or activities, what role they will take, what tasks they will do and how these relate to the roles and tasks of others
Tutor observation/comments:
Carry out their own role in the co-operative activity and/or activities, adapting their role as necessary (eg accommodating any difficulties or changing circumstances)
Tutor observation/comments:
Respond sensitively to the needs of others, recognising their strengths, skills, and preferences, where possible
Tutor observation/comments:

Observation checklist (cont)

Working with Others at SCQF level 4

Learner:
Tutor:
Seek and offer support from/to others (eg encouraging; sharing resources; demonstrating or explaining something)
Tutor observation/comments:
Identify criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities
Tutor observation/comments:
Receive and consider feedback and/or advice on their contribution to the co-operative activity and/or activities
Tutor observation/comments:

Observation checklist (cont)

Working with Others at SCQF level 4

Learner:	
Tutor:	
Review their own contribution to the co-operative activity and/or activities against their chosen criteria, supporting this with evidence	
Tutor observation/comments:	
Identify how they could improve their skills in working co-operatively with others and future co-operative working arrangements	
Tutor observation/comments:	
Set objectives for how they could improve both their own skills and co-operative working in future	
Tutor observation/comments:	
Tutor signature:	Date:

Summary checklist

Learner:	
Learner number:	
Centre:	
Working with Others at SCQF level 4	Date achieved
Stage 1: Working co-operatively with others	
Stage 2: Reviewing co-operative contribution	
Tutor signature:	Date:

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 4



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