



WORKING WITH OTHERS
SCQF Level 4
40 Hour Unit

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 some support from the tutor. The Unit is designed for those who 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 make the final choice.

The activity and/or activities should be capable of being broken down into straightforward roles and tasks and most of the component tasks should be familiar to them.

Learners are expected to complete the tasks allocated to them but also be willing to adapt their role if difficulties arise.

Learners should decide on the criteria to be used to evaluate their own contribution to the activity and/or activities. You can help them to identify their own strengths, limitations and existing skills relevant to this activity and/or activities. They should be able to identify new or improved skills acquired during the course of the activity and/or activities and to set objectives 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 or oral questioning, or by observation. At this level, oral questioning and observation are probably the most appropriate methods, though learners might find it useful to complete a record sheet, work plan or log as they carry out their activities.

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 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 work out the assessment plan before the learners begin the Unit or shortly after. 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 on completion the learners will know how to:

- ◆ 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 activities 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 the steps involved in meeting the requirements for both these stages.

Working co-operatively with others

This involves the ability to work with others, to use 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 tasks 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 task, eg perhaps they already understand how certain procedures are carried out in their school, college or workplace; have carried out tasks like this before; or have information they can share with others in their community.

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

You should explain that they might have to take on tasks which 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 don't 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.

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

Learners must take responsibility for their own contribution to co-operative working and recognise and value the roles and input of other people. They must show that they can adapt their role and behaviour to deal with any difficulties that arise.

You should remind learners that there will probably be times when they are unsure of what to do at particular stages, or need advice on how to carry out their tasks. When these situations occur, they should ask other people, or you, for guidance and advice. You can advise the learners that they should be clear about what they are asking to be respectful and courteous. It will be very helpful to you if the learners record in their log any occasions when they asked for advice, why they needed the advice, who they asked, and what the response was. Otherwise, they must remember to tell you all the details so that you can keep a record for assessment.

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 should look out for 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 what to do in a particular situation. In this case, learners would have to be tactful in the way they offered help: they would want their person who needed support to know that they were genuinely trying to help, and not interfering or being critical of their efforts. You should make sure that learners know that they should note down in their log any help or information they have given to others.

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

Learners should have demonstrated the skills needed, but this 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 frank when they are discussing problems, 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 their own criteria for judging their own performance and that of others, to co-operative working. For example, they might consider how effectively they used time and resources; how much help they offered to others; how they coped with difficulties.

Using these 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 knowledge and skills they have learnt or improved 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 note this in their log or remind you about it for assessment.

Learners must set objectives for how they could improve their knowledge and skills in the future, and suggesting improvements for future collaborative 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 workbook which includes all the evidence-gathering items. An alternative would be to provide worksheets which can be made into a portfolio.

If you have chosen to integrate the activity and/or activities for this Unit with work on other Units being undertaken by the learner, it may be possible to assess the working with others as part of a larger single activity and/or activities. In this case you must keep separate records for this Unit.

The Unit requires learners to work with colleagues 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 money raising event for a charity;
- ◆ organise with other people an all day meeting which is taking place in your college, learning centre, workplace or community centre;
- ◆ take part in a skills competition with your workmates on a work placement.

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 which the learner needs to produce;
- ◆ to help identify the level of complexity in evidence required for the Core Skill at this level;
- ◆ to help you to create an assessment task related to the learner's own situation.

At this level, learners are expected to be able to work with others in straightforward activities, in surroundings they are used to, and with some 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 task 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 tasks you decide to set.

Task: Working co-operatively with others

Personal/Social Context

The community hall committee have asked some of you to organise a fun evening event to develop a feeling of “belonging” in the community. A local company has agreed to sponsor the event, if you do all the organising. This is not a fund-raising event; the aim is just to make sure everyone enjoys themselves. This could be a quiz, bingo session, line-dancing class, etc. You will need to identify the costs involved for your sponsor.

The people involved will be you, a representative of the hall committee, and some other volunteers. You will need to discuss with them:

- ◆ what needs to be done, eg deciding what the event will be; how it will be advertised;
- ◆ what you would like to do: this may be something you know you can do well, eg creating promotional posters;
- ◆ what the volunteers should do, eg who would be best at sourcing a band to play for a ceilidh dance; who would be best at keeping an account of the costs;
- ◆ how people can best cope with the scope of work involved, taking into account their personal situations and commitments.

It is important to understand how you and other people will feel about working on this job:

- ◆ the hall committee has overall responsibility, so you should make sure that everything you and the other volunteers do is within the rules laid down – asking for guidance if you need it;
- ◆ some volunteers may want to do the same things, eg drawing up a programme for the event: you will need to show understanding about this, and discuss with them who would be best to carry out particular tasks;
- ◆ you may need to let other people do jobs you would have liked to do yourself, if this means keeping everyone happy;
- ◆ you may find that you need to adapt your own role if things are not working out the way they should, eg you may need to take over all or part of someone else’s role if they are experiencing difficulties, or swap roles if people decide this would produce a better outcome.

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

- ◆ keep your eye open for people who may be a bit unsure about what to do, and lend a helping hand if you can: sometimes a friendly word can be enough, or simply showing them what you would do;
- ◆ try to anticipate and be sensitive to the needs of others;
- ◆ if you need help, ask for help from someone you think can do the job well, or who has done this job before;
- ◆ try to get on well with the people you are working with, and show consideration for their point of view and the way they like to work;
- ◆ if anything goes wrong, don't be afraid to talk to the committee representative or the other volunteers to try and sort out together the best way to deal with what has happened.

Educational Context

Some of your class have been asked to organise an investigative field trip for your subject area, eg to test pollution levels in local water sources; check whether local rights-of-way are still kept open.

The people involved will be you, your class tutor, and your classmates. You will need to discuss with them:

- ◆ what needs to be done, eg deciding what the topic for the field trip will be; when it will take place; how many people will be involved;
- ◆ what you would like to do: this may be something you know you can do well, eg creating an itinerary;
- ◆ what other classmates should do, eg who would be best at finding out about transport; who would be best at writing up the results of your findings.

It is important to understand how you and other people will feel about working on this job:

- ◆ your tutor has overall responsibility for the trip, so you should make sure that everything you and the others do is within the college/school rules and procedures – asking for guidance if you need it – and keeping the tutor informed at all times;
- ◆ some people may want to do the same things, eg taking water samples; deciding on the route: you will need to show understanding about this, and discuss with them who would be best to carry out particular tasks;
- ◆ you may need to let other people do jobs you would have liked to do yourself, if this means keeping everyone happy;
- ◆ you may find that you need to adapt your own role if things are not working out the way they should, eg you may need to take over all or part of someone else's role if they are experiencing difficulties, or swap roles if people decide this would produce a better outcome.

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

- ◆ keep your eye open for people who may be a bit unsure about what to do, and lend a helping hand if you can: sometimes a friendly word can be enough, or simply showing them what you would do;
- ◆ try to anticipate the needs of others;
- ◆ if you need help, ask for help from your tutor, or someone else you think can carry out this task well, or who has previous experience;
- ◆ try to get on well with the people you are working with, and show consideration for their point of view and the way they like to work;
- ◆ if anything goes wrong, don't be afraid to talk to your tutor or your classmates to try and sort out together the best way to deal with what has happened.

Workplace Context

The company wants to set up a stand at a Trade Exhibition, promoting their services/products to potential new clients. Your team has the responsibility for ensuring that advance planning has been done. They will need to make sure that all promotional materials are available at the stand.

The people involved will be you, your line manager, and some colleagues. You will need to discuss with them:

- ◆ what needs to be done, eg deciding what promotional materials are available; what kind of stand you should set up;
- ◆ what you would like to do: this may be something you know you can do well, eg consulting with the Trade Exhibition staff;
- ◆ what your colleagues should do, eg who would be best at sourcing the promotional materials within your company; who would be best at gathering, sorting and arranging these materials;
- ◆ how people can best cope with the scope of work involved, taking into account the timescale, and their existing workloads.

It is important to understand how you and other people will feel about working on this job:

- ◆ your line manager has overall responsibility, so you should make sure that everything you and the others do is authorised – asking for guidance if you need it;
- ◆ some colleagues may want to do the same things, eg setting up the stand: deciding on the way materials are displayed: you need to show understanding about this, and discuss with them who would be best to carry out particular tasks;
- ◆ you may need to let other people do jobs you would have liked to do yourself, if this means keeping everyone happy;
- ◆ you may find that you need to adapt your own role if things are not working out the way they should, eg you may need to take over all or part of someone else's role if they are experiencing difficulties, or swap roles if people decide this would produce a better outcome.

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

- ◆ keep your eye open for people who may be a bit unsure about what to do, and lend a helping hand if you can: sometimes a friendly word can be enough, or simply showing them what you would do;
- ◆ try to anticipate the needs of others, eg by offering to share resources with them;
- ◆ if you need help, ask for help from someone you think can do the job well, or who has done this job before;
- ◆ try to get on well with the people you are working with, and show consideration for their point of view and the way they like to work;
- ◆ if anything goes wrong, don't be afraid to talk to your line manager, other senior staff or colleagues to try and sort out together the best way to deal with what has happened.

Note for the tutor

As the tutor, you might find it useful to think about these elements when you are managing the activity:

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

- ◆ you identify the overall aim of the activity and/or activities;
- ◆ you explain how the Unit will be assessed, eg by learners keeping logs and/or providing written notes; you making a recording, observing and asking them questions;
- ◆ the learners discuss the activity and/or activities, identifying the roles and tasks;
- ◆ learners make their own preferences clear and discuss with others who would be best to work on each task;
- ◆ learners agree on roles and tasks;
- ◆ the learners carry out the activity and/or activities, ensuring that everyone works co-operatively together by giving and requesting help and information;
- ◆ you provide a supportive role where necessary.

Task 2: Reviewing co-operative contribution

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

Part 3: Exemplar recording documentation

This section provides sample forms which 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 skills:

- ◆ working co-operatively with others: a work book or 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 forms 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' answers.

Assessment 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 sheets

Working with others: SCQF Level 4

Record Sheet: Workbook/ log

Learner:

Carrying out the activity and/or activities together with others

Description of each part of the activity and/or activities where I made a contribution:

What my role was:

What I did:

| | | |
|--|--|--|
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Working with Others: SCQF Level 4

Review sheet

Learner:

Reviewing co-operative contribution

| | Learner's answer | Examples |
|--|------------------|----------|
| How did I identify the main roles; my own role and tasks; how these related to the roles and activities of others? | | |
| What were the measures I decided on to judge my contribution to co-operative working, and for the contributions of others? | | |
| How did I carry out my own role, adapting it if necessary? | | |
| In what ways did I respond sensitively to the needs of others? | | |
| Did I seek/give information or support if needed? | | |
| Did I ask for feedback, and consider and reflect on the advice I received? | | |
| Did I review my own contribution, and the contributions of others, using the measures I decided on? | | |

| | | |
|---|--|--------------|
| How might I improve my knowledge and skills in the future, and improve my contribution to co-operative working? | | |
| What are my objectives for improving my skills for co-operative working in future? | | |
| Tutor's signature: | | Date: |

Assessment checklist

| |
|--|
| Learner: |
| Working with others: SCFQ Level 4 Assessment Checklist |
| Skill |
| 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 activities of others |
| Evidence |
| Tutor's comments |
| Skill |
| 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). |
| Evidence |
| Tutor's comments |
| Skill |
| Respond sensitively to the needs of others, recognising their strengths, skills and preferences, where possible. |
| Evidence |
| Tutor's comments |

| |
|--|
| Learner: |
| Working with others: SCFQ Level 4 continued Assessment Checklist |
| Skill |
| Seek and offer support from/to others (eg encouraging; sharing resources; demonstrating or explaining something). |
| Evidence |
| Tutor's comments |
| Skill |
| Identify criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities. |
| Evidence |
| Tutor's comments |
| Skill |
| Receive and consider feedback and/or advice on their contribution to the co-operative activity and/or activities. |
| Evidence |
| Tutor's comments |

| | |
|--|--------------|
| Learner: | |
| Working with others: SCFQ Level 4 continued | |
| Assessment Checklist | |
| Skill | |
| Review their own contribution to the co-operative activity and/or activities against their chosen criteria, supporting this with evidence. | |
| Evidence | |
| Tutor's comments | |
| Skill | |
| Identify how they could improve their skills in working co-operatively with others and future co-operative working arrangements. | |
| Evidence | |
| Tutor's comments | |
| Skill | |
| Set objectives for how they could improve both their own skills and co-operative working in future. | |
| Evidence | |
| Tutor's comments | |
| Tutor's signature: | Date: |

Summary checklist

| | |
|---|----------------------|
| Learner: | |
| Learner number: | |
| Centre: | |
| Working with Others SCQF Level 4 | Date achieved |
| Working co-operatively with others | |
| Reviewing co-operative contribution | |
| Tutor's signature: | Date: |

Part 4: Information for learners

As you work through this Unit, your tutor will need to gather evidence to prove that you have demonstrated all the working with others skills.

This can be done by:

- ◆ your tutor asking you questions;
- ◆ you writing a short report;
- ◆ you filling in a work book, worksheet or diary.

By the end of the Unit you must show that you can:

- ◆ work with others to identify the main roles within the co-operative activity and/or activities, what role you will take, what tasks you will do and how these relate to the roles and activities of others;
- ◆ carry out your own role in the co-operative activity and/or activities, adapting your 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 you can use to evaluate your contribution and the contribution of others to the co-operative activity and/or activities;
- ◆ receive and consider feedback and/or advice on your contribution to the co-operative activity and/or activities;
- ◆ review your own contribution to the co-operative activity and/or activities against your chosen criteria, supporting this with evidence;
- ◆ identify how you could improve your skills in working co-operatively with others and future co-operative working arrangements;

- ◆ set objectives for how you could improve both your own skills and co-operative working in future.

These are some of the things you might do to provide the evidence:

- ◆ work with others to organise a money raising event for a charity;
- ◆ organise with other people an all day meeting which is taking place in your college, learning centre, workplace or community centre;
- ◆ take part in a skills competition with your workmates on a work placement.

Learners with disabilities and/or additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting the most appropriate assessment activity and considering any reasonable steps which might be necessary to allow the learner to meet the assessment standard.

Further advice can be found in SQA's Assessment Arrangements' web pages (www.sqa.org.uk)

ADMINISTRATIVE INFORMATION



Credit Value

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