



WORKING WITH OTHERS
SCQF Level 6
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 co-operatively with others on a complex activity and/or activities. Some tasks involved in this Unit will be unfamiliar to the learners, but will still be relevant when working with others in a variety of contexts. Help from the tutor will rarely be needed.

The Unit is designed for those who have experience in the skills involved in working with others, and might be suitable for learners who are currently working towards other qualifications at SCQF levels 5 or 6, eg National Qualifications or SVQs.

Assessment and evidence

At this level, learners should be able to work independently with others, consulting you only as a last resort.

The activity and/or activities will be complex, but the overall goal should be clear. The activity and/or activities should comprise complex roles which are capable of being broken down into separate tasks, which may not be familiar to the learners. Learners must analyse their own roles and tasks, and those of the people they will be working with on the activity and/or activities. The relationships between roles will not be obvious.

Learners must negotiate working methods, roles and tasks with others, but must also be willing to adapt their role if difficulties arise, and to explain the reasons for such amendments. They must demonstrate co-operative working and support others throughout the activity and/or activities.

They must decide on and develop the criteria to evaluate their contribution to collaborative working in all aspects of the activity and/or activities. They must gather and present evidence related to these criteria in support of their evaluation. From this they will suggest a strategy for enhancing their performance in the future. They must set and agree criteria to evaluate the extent to which their co-operative working was effective and the objectives of the activity and/or activities were met, identifying possible improvements in future collaborative activities.

Learners must identify new or improved skills acquired in the course of the activity and/or activities and, by reflecting on their own experience and feedback received from others, will set objectives for future improvement of their own knowledge and skills.

Assessment can be by written or oral questioning, or by observation. At this level, a mix of all three methods can be effective, though learners might still 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. Making a recording can also be helpful. 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:

- ◆ analyse the requirements of their own role and the roles of others within the co-operative activity and/or activities and the relationship between them
- ◆ organise their own role to contribute effectively to the co-operative activity and/or activities, adapting it as necessary
- ◆ negotiate working methods which are consistent with the resources available
- ◆ promote co-operative working towards a consensus (eg by offering encouragement; valuing diversity; sharing resources; dealing sensitively with disagreement)
- ◆ modify their behaviour to meet the needs of others and of different situations
- ◆ motivate themselves and others to progress towards a common goal, overcoming any barriers and/or difficulties
- ◆ develop criteria which they can use to evaluate their own involvement and the involvement of others in the co-operative activity and/or activities
- ◆ seek and consider feedback and advice on their contribution to the co-operative activity and/or activities
- ◆ evaluate their own contribution to the co-operative activity and/or activities against these criteria, justifying their conclusions with evidence
- ◆ evaluate overall co-operative working (eg consider their own involvement; the involvement of others)
- ◆ use reflection and feedback to set objectives for how they could improve both their own skills and future co-operative working in future, justifying their conclusions with evidence

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.

The learners must analyse the roles and tasks needed to achieve a successful outcome for the activity and/or activities, and discuss the relationships between them. They should then examine which of these match most closely their own knowledge and skills. Learners should be able to describe what they can contribute to the activity and/or activities. They might offer examples of work they have done before, highlight their skills and knowledge, or cite information relevant to the activity and/or activities. 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.

You must not identify or analyse the tasks for the learners. They should consider all aspects of the activity and/or activities. However, the final decision on the activity and/or activities to be carried out, and its goal, has to be confirmed with you.

Remind learners that they don't have to be good at everything, so long as someone else 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. Learners should be open about their strengths and weaknesses, and bear in mind that some people may not be as confident as they are about speaking up for themselves, and may need to be invited to give their opinions.

Learners can complete a log to identify the activity and/or activities, the tasks they have agreed to do, and when they will complete these. This gives them a work plan to remind them of what they have to do next. They could also note whether the tasks are the same as those they wanted to do at the start, and if not, why not.

It is important that learners identify any areas where they might need help or information throughout all stages of their activity and/or activities. You will be available in a consultative role only, and at this level the learners themselves would be expected to carry out almost all the work on the activity and/or activities. Other colleagues and peers should be the main sources of information and help. On occasions, the learners may be able to get help from people they meet in the course of their daily life, either at work, or in educational or social contexts.

Learners should be aware of any rules or procedures covering their activity and/or activities and plan to work within these. They must understand how systems operate in their workplace, school, college or community, eg whether they need special permission to do certain things. If they have access to a reference library in their organisation, this may provide helpful information on procedures, etc. However, you should not supply these automatically: the learners should seek them out.

Learners must demonstrate their ability to adapt their role in the collaborative activity and/or activities. For example, this might be because one or more people feel that their skills are better suited to different roles, or because deadlines have been changed and more people need to co-operate on a particular task. Learners may have to exchange all or part of a role, or take over a task started by someone else. Alternatively, they may have to hand over tasks they have begun. In all of these circumstances, they will have to show patience and tolerance to each other. Any disagreements should be resolved in a friendly fashion through discussion, without your involvement.

Learners must play a full part in reaching the best decisions to allow the activity and/or activities to be completed successfully. This means listening carefully to the opinions of others, but also being sure of their own views, and being clear and reasonable in the way they express them. They should be prepared for their own views to change in the light of discussion and reasoned argument from others. They must be able to manage any role changes resulting from discussion, and, if necessary, deal with conflict. If conflict does develop, learners must be able to deal with this sensitively; bearing in mind that co-operation is key to the success of the activity and/or activities.

Learners should keep others informed of the progress they are making with their tasks, and keep abreast of the progress of the activity and/or activities. This will allow them recognise the need to make changes to the allocation of roles and tasks if they think this would improve progress.

You should remind learners that there probably will be times when they might be unsure of what to do at particular stages, need advice on how to carry out their tasks, or could just do with a little encouragement and support. When these situations occur, they should ask other people for guidance and advice.

As well as requesting help and advice, learners must be prepared to offer the same kind of support to others. Everyone will need support and information from others if they are to make the shared activity and/or activities work well. 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. At this level, the support given should go beyond supplying information and giving practical help. For example, it may be that someone is worried that they may not be able to complete a task properly, or in time. In a case like this, learners should give encouragement to their colleagues.

Anticipating others' needs is a vital component of collaborative working. Learners should be alert for occasions when they help others, even if they have not been asked to do so, but should also be aware of situations where they can make another person's task easier by intervening before a problem occurs. In this situation, learners will have to behave tactfully and sensitively.

Learners should also recognise occasions when another person simply needs some time and space to work things out for themselves. Knowing when to refrain from offering help or advice is equally as important as knowing when to offer it. Part of anticipating the needs of other people is working out when to do nothing more than give quiet encouragements and a friendly ear, and when to offer practical help.

Support is a great motivator, and is not restricted to practical help, information or advice. Being cheerful, keeping everyone's spirits up by introducing humour, or providing much-needed refreshments can all help keep the activity and/or activities on track. Everyone benefits from the feel-good factor of giving and accepting help.

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. However, at this level, it is likely that a reasonably successful outcome would be achieved. The most important

thing is that the activity and/or activities should provide plenty of opportunities for the learners to show that they can work effectively on a co-operative activity and/or activities. Learners may 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

Learners have to reflect on and review how well they performed in the activity and/or activities. You should make it clear that if they feel that they have had some difficulties, this does not mean that they will not achieve this Unit. Encourage them to be honest and frank when they are talking to you: the lessons they have learned will be helpful when working with others in the future. If they think there is a better way of doing something next time they are in a similar situation, then they should make a note of this in their log.

At this level, learners have to set and develop their own criteria for judging their own contribution and that of others to the co-operative effort, and then check their performances against these. For example, they might consider how effectively they used time and resources; how well they anticipated the needs of others; how they coped with conflict; how effective the co-operative effort was. They could decide why this was so: perhaps because of the skills and experience they had before the activity and/or activities started, or because they received some useful advice.

In reviewing what they did well, the difficulties they encountered, and what they would change in the future, learners will need to be clear about what happened. They will need to gather evidence relevant to their chosen criteria to support their evaluation of their own contribution to the collaborative effort. They might want to include feedback from others working with them, submit their record sheets, logs or recordings, or cite factors which affected their performance.

Learners must reflect on what they have learnt from the activity and/or activities and identify any new skills or knowledge they have acquired, or say how they developed existing strengths. They should consider this learning carefully, and then identify areas of skill and knowledge that they need to develop for their contribution to future collaborative working, and set objectives to achieving these. They must evaluate the collaborative

performance against criteria they have developed themselves, so that they can agree on the extent to which working was effective and the objectives of the activity and/or activities were met. They should be able to identify positive factors, and to point to difficulties for themselves and the whole activity and/or activities, analyse why these occurred, say they were resolved and why the methods for dealing with any problems were effective.

Learners must suggest improvements for future collaborative working. For example, they might consider that more thought and time should be put into the analysis of roles and tasks, so that a better match of skills could be achieved. In situations where certain individuals have not co-operated in activities before, the learner might suggest that the collaborative dynamic could be improved by creating a clearer hierarchy of responsibility. Or, more simply, make sure that resources were available when and where they were required.

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. In this case you must keep separate records for this Unit.

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

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

- ◆ devising, promoting and implementing a project to reduce waste in an organisation, including measures such as recycling and improving energy efficiency
- ◆ organising with others a two day residential conference which involves presenters and participants from your own and from outside organisations
- ◆ participating in a team which is responsible for reviewing the skills needs of work placement trainees on an on-going basis

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 should be able to work independently, asking for your help only as a last resort. The Unit is designed for those who have experience in the skills involved in working with others.

You, or another teacher, tutor, workplace supervisor or mentor, will act as a facilitator and adopt a mainly consultative role. 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 below.

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

- ◆ Organise a charity event, eg an outing for disadvantaged kids and their carers; a formal ball; fashion show
- ◆ Organise an Open Day; either for a single or linked organisations

Educational Context

- ◆ Carry out a survey on a major issue and disseminate the findings through a variety of media
- ◆ Put on a TV-style skills show for an audience, eg cooking; room refurbishment; fashion makeover

Workplace Context

- ◆ Develop a skills competition for organisations learning/working in the same field
- ◆ Arrange a training event for a specific skill area, inviting all local organisations
- ◆ Put on a showcase event to promote an organisation's activities, products or services

Note for the tutor

At this level, your role as tutor will be mainly that of facilitator. You should give limited help only.

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

- ◆ you explain how the Unit will be assessed, eg by learners keeping logs and/or providing written notes: you or the learners making a recording; you observing and asking them questions
- ◆ the learners discuss the activity, examining the roles and tasks and identifying which tasks fall into natural sets of work
- ◆ learners make their own strengths and limitations clear, and state their preferences, reaching agreement with others on who would be best equipped to carry out specific roles and tasks
- ◆ the learners carry out the activity and/or activities, taking positive action to make sure that all everyone supports each other by giving and requesting help and information
- ◆ learners contribute to the management of the activity and/or activities by helping with decision making; adapting or changing their roles and tasks; dealing with conflict

Task 2: Reviewing co-operative contribution

- ◆ learners decide on the criteria they will use to judge their own contribution to the activity and/or activities
- ◆ you support the learners in reviewing their progress, identifying achievements and difficulties and deciding what they would change in the future
- ◆ you support learners to judge their own contribution to the activity and/or activities, giving evidence to support their judgement, including feedback from others
- ◆ learners identify the strengths and weaknesses of the whole activity, discussing these with others
- ◆ learners outline what they have learnt from the activity and/or activities, eg developed any new skills or improved on skills they already had
- ◆ you support 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: the learner should use this form to identify the criteria they have developed for evaluation, and evaluate 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 6

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 and/or activities where I made a contribution	What my role was	What I did

Working with Others: SCQF Level 6		
Review sheet		
Learner:		
Reviewing co-operative contribution		
Learner's evaluation criteria	Self Evaluation	Summary of evidence presented
Learner's learning	Self Evaluation	
What I have learnt from the activity and/or activities		
My objectives for improving my skills and knowledge in future		
My suggestions for how future working could be improved		
Tutor's signature:		Date:

Assessment checklist

Learner:
Working with others: SCFQ Level 6 Assessment Checklist
Skill
Analyse the requirements of their own role and the roles of others within the co-operative activity and/or activities and the relationship between them
Evidence
Tutor's comments
Skill
Organise their own role to contribute effectively to the co-operative activity and/or activities, adapting it as necessary
Evidence
Tutor's comments
Skill
Negotiate working methods which are consistent with the resources available
Evidence
Tutor's comments
Skill
Promote co-operative working towards a consensus (eg by offering encouragement; valuing diversity; sharing resources; dealing sensitively with disagreement)
Evidence
Tutor's comments

Learner:
Working with others: SCFQ Level 6 continued Assessment Checklist
Skill
Modify their behaviour to meet the needs of others and of different situations
Evidence
Tutor's comments
Skill
Motivate themselves and others to progress towards a common goal, overcoming any barriers and/or difficulties
Evidence
Tutor's comments
Skill
Develop criteria which they can use to evaluate their own involvement and the involvement of others in the co-operative activity and/or activities
Evidence
Tutor's comments
Skill
Seek and consider feedback and advice on their contribution to the co-operative activity and/or activities
Evidence
Tutor's comments

Learner:	
Working with others: SCFQ Level 6 continued	
Assessment Checklist	
Skill	
Evaluate their own contribution to the co-operative activity and/or activities against these criteria, justifying their conclusions with evidence	
Evidence	
Tutor's comments	
Skill	
Evaluate overall co-operative working (eg consider their own involvement; the involvement of others)	
Evidence	
Tutor's comments	
Skill	
Use reflection and feedback to set objectives for how they could improve both their own skills and future co-operative working in future, justifying their conclusions with evidence	
Evidence	
Tutor's comments	
Tutor's signature:	Date:

Summary checklist

Learner:	
Learner number:	
Centre:	
Working with Others SCQF Level 6	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:

- ◆ the tutor asking you questions
- ◆ you writing a short report
- ◆ you filling in a work book, worksheet, diary or action plan

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

- ◆ analyse the requirements of your own role and the roles of others within the co-operative activity and/or activities and the relationship between them
- ◆ organise your own role to contribute effectively to the co-operative activity and/or activities, adapting it as necessary
- ◆ negotiate working methods which are consistent with the resources available
- ◆ promote co-operative working towards a consensus (eg by offering encouragement; valuing diversity; sharing resources; dealing sensitively with disagreement)
- ◆ modify your behaviour to meet the needs of others and of different situations
- ◆ motivate yourself and others to progress towards a common goal, overcoming any barriers and/or difficulties
- ◆ develop criteria which you can use to evaluate your own involvement and the involvement of others in the co-operative activity and/or activities
- ◆ seek and consider feedback and advice on your contribution to the co-operative activity and/or activities
- ◆ evaluate your own contribution to the co-operative activity and/or activities against these criteria, justifying your conclusions with evidence

- ◆ evaluate overall co-operative working (eg consider your own involvement; the involvement of others)
- ◆ use reflection and feedback to set objectives for how you could improve both your own skills and future co-operative working in future, justifying your conclusions with evidence

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

- ◆ devising, promoting and implementing a project to reduce waste in an organisation, including measures such as recycling and improving energy efficiency
- ◆ organising with others a two day residential conference which involves presenters and participants from your own and from outside organisations
- ◆ participating in a team which is responsible for reviewing the skills needs of work placement trainees on an on-going basis

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 assessment instruments, or considering alternative Outcomes for Units.

Further advice can be found in the SQA document Guidance on Assessment Arrangements for Learners with Disabilities and/or Additional Support Needs. (www.sqa.org.uk)

ADMINISTRATIVE INFORMATION

Credit Value

1 Credit(s) at (SQA Level 09) (6 SCQF credit points at SCQF Level 6)



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