National Unit Specification: General Information

UNIT   Working with Others (Access 3)

NUMBER   D01F 09

COURSE

SUMMARY
This core skills Unit seeks to develop skills in working co-operatively with others to complete a simple task. The task should consist of a few components which have been identified for the candidates. The task may be set in any context which will interest the candidates.

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

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

CREDIT VALUE
1 Credit at Access 3 (6 SCQF credit points at SCQF level 3*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS
Information on the automatic certification of any core skills in this Unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

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

•   Working with Others at Access 3.

Administrative Information

Superclass: HB

Publication date: March 2004

Source: Scottish Qualifications Authority

Version: 02

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National unit specification: statement of standards

UNIT   Working with Others (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1
Plan a simple task in co-operation with others.

Performance Criteria
a)   Choose responsibilities to undertake during the task and explain personal choice.
b)   Agree actual allocation of responsibilities with others working on the task.

Evidence Requirements
Oral and/or written evidence which shows that the candidate has planned a simple task with others by:

PC(a)
Choosing jobs in the co-operative task that he or she would prefer to do and explaining this choice to others working on the task.

PC(b)
Agreeing with the others working on the task which jobs he or she will actually do.

OUTCOME 2
Carry out the task in co-operation with others.

Performance Criteria
a)   Carry out own responsibilities effectively.
b)   Work co-operatively with others by providing and seeking simple information.

Evidence Requirements
Performance, oral and/or written evidence which shows that the candidate has worked co-operatively with others on the task by:

PC (a)
Carrying out effectively the jobs he or she has agreed to do.

PC (b)
Providing simple information to other group members and asking them for simple information.

OUTCOME 3
Review and evaluate the effectiveness of own contribution to the task.

Performance Criteria
a)   Identify strengths and weaknesses of own contribution to the task.
b)   With prompting from teacher/lecturer, back up these opinions with evidence.

National unit specification: statement of standards (cont)

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Evidence Requirements
PC (a)
Oral and/or written evidence that the candidate has evaluated his or her contribution to the task by answering a small number of questions provided, which identify the strengths and weaknesses of his or her contribution.

Examples of questions:

- Did I complete my jobs?
- Did I get things done on time?
- Did I take advice from other people in my group?
- Did I help other people in my group as much as I could?

PC (b)
Candidates should be prompted to go beyond giving a yes/no response and to support their opinions by reference to the views of other group members and to personal logs.

National unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT

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

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

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

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

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

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

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

- carrying out an investigation or project
- undertaking a work placement, study visit or field trip
- improving performance in physical education or in music, drama and other performing arts fields
- learning languages

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- undertaking enterprise initiatives
- taking part in the Duke of Edinburgh award scheme.

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

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Teaching and learning approaches should encourage candidates to identify evidence of their skills in working with others and to look for opportunities to transfer these skills to other situations in their curriculum and life.

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

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

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

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

GUIDANCE ON APPROACHES TO ASSESSMENT

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

National unit specification: support notes (cont)

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

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

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

Suggested assessment instruments

Outcome 1
All PCs. Responses to short answer questions, possibly in the form of an oral interview, would be suitable. An oral interview would facilitate teacher/lecturer prompting.

Outcome 2
All PCs. Observation of performance, video recording or entries in a personal log of carrying out the task would be suitable for recording performance evidence.

Outcome 3
All PCs. Responses to short answer questions, possibly in the form of an oral interview, would be suitable. An oral interview would facilitate teacher/lecturer prompting.

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

National unit specification: support notes (cont)

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

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

SPECIAL NEEDS

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Core Skill Units
Working with Others: progression chart   **Appendix**

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