

National Unit Specification: General Information

UNIT Working with Others (Intermediate 2)

NUMBER D01F 11

COURSE

SUMMARY

This core skills Unit seeks to develop skills in working co-operatively with others to complete an unstructured task. An unstructured task has an identified goal but the activities which make up the task are not obvious nor have they been identified for the candidates. The task may be set in any context which will interest candidates.

OUTCOMES

- 1 Analyse an unstructured task in co-operation with others.
- 2 Plan the task in co-operation with others.
- 3 Carry out the task in co-operation with others.
- 4 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 (Intermediate 1).

CREDIT VALUE

1 Credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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.*

Administrative Information

Superclass: HB

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National Unit Specification: General Information

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 Intermediate 2.

National unit specification: statement of standards

UNIT Working with Others (Intermediate 2)

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

Analyse an unstructured task in co-operation with others.

Performance Criteria

- a) Identify activities which are possible components of the task.
- b) Select essential activities, by negotiating with others.

Evidence Requirements

Oral and/or written evidence which shows that the candidate has analysed an unstructured task with others working on the task by:

PC (a) identifying with others, jobs which are possible components of the co-operative task.

PC (b) negotiating with others in order to select essential jobs to include in a plan of the task.

OUTCOME 2

Plan the task in co-operation with others.

Performance Criteria

- a) Decide with others working the task, how to proceed with the task, including identifying roles and responsibilities.
- b) Negotiate actual allocation of roles and responsibilities with others working on the task.

Evidence Requirements

Oral and/or written evidence which shows that the candidate has planned an unstructured task with others working on the task by:

PC (a) Collaborating with others in order to make decisions about which jobs are essential components of the task, how to carry out these jobs and the responsibilities involved.

PC (b) negotiating with others who carry out each job, based on the strengths of group members.

OUTCOME 3

Carry out the task in co-operation with others.

Performance Criteria

- a) Contribute effectively to group decisions.
- b) Carry out own role and responsibilities effectively.
- c) Keep others informed of progress.

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) Contributing effectively when the group makes decisions about the task.

PC(b) fulfilling own responsibilities by carrying out his or her allocated jobs effectively.

National unit specification: statement of standards (cont)

UNIT Working with Others (Intermediate 2)

PC(c) keeping others informed of progress made on his or her allocated jobs including setbacks and adjustments.

OUTCOME 4

Review and evaluate the effectiveness of own contribution to the co-operative task.

Performance Criteria

- a) Identify suitable criteria to use during the evaluation.
- b) Comment on strengths and weaknesses of own contribution to the task.
- c) Explain how own contribution to the task could have been improved.

Evidence Requirements

PC (a) Oral and/or written evidence that the candidate has prepared questions which are suitable criteria to evaluate his or her contribution to the task.

Evaluation questions could refer to:

- task analysis
- identification of essential activities in the task
- group planning for the task
- providing support and information
- contributing to group solutions to difficulties

PC (b) the candidate's responses to evaluation questions identify the strengths and weaknesses of his or her contribution to the task. Candidates should support their opinions by referring to the views of other group members and to personal logs.

PC (c) the candidate's response to an evaluation question on how his or her contribution could have been altered to improve overall group performance. The candidate should support this conclusion by referring to the views of other group members and to personal logs.

Note:

Evidence for all outcomes will normally come from a single task.

National unit specification: support notes

UNIT Working with Others (Intermediate 2)

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 THE CONTENT AND CONTEXT FOR THIS UNIT

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 Intermediate 2. 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 four outcomes, as shown below:

Skill	Outcome
to analyse an unstructured task in co-operation with others	1
to plan, agree and take responsibility for tasks undertaken with others	2
to support co-operative working in appropriate ways	3
to review the effectiveness of own contribution to tasks undertaken with others	4

This Unit provides opportunities for candidates to develop skills in working with others while undertaking an unstructured task. An unstructured task is defined for the purpose of this Unit as a task where the overall goal or general idea is clear but the possible components of the task are not obvious or specified. The task should interest candidates and allow them to demonstrate achievement as specified in the four outcomes in the statement of standards for the Unit.

National unit specification: support notes

UNIT Working with Others (Intermediate 2)

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
- organising and 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
- undertaking enterprise initiatives
- taking part in Young Engineers or the Duke of Edinburgh award schemes.

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 LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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, the teacher/lecturer should offer advice to candidates on certain aspects of working with others.

While the candidates are planning the task together, the teacher/lecturer should emphasise that sharing responsibilities might involve identifying components of the task, defining and allocating roles of group members, or deciding on group procedures.

National unit specification: support notes

UNIT Working with Others (Intermediate 2)

Teachers/lecturers should make it clear to their candidates that in the context of this Unit, co-operating with others involves anticipating the needs of others, considering the implications of these anticipated needs (which may include difficulties), keeping others informed of progress and contributing to group decisions.

When drawing a conclusion, it is important that candidates consider how they might have acted as individuals to improve the overall performance of the group.

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 FOR THIS UNIT

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.

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 restricted response 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 four 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.

National unit specification: support notes

UNIT Working with Others (Intermediate 2)

Suggested assessment instruments.

Outcome 1

All PCs. Response to a restricted response question for each performance criterion would be suitable. The response may involve an oral interview.

Outcome 2

All PCs. Response to a restricted response question for each performance criterion would be suitable. The response may involve an oral interview.

Outcome 3

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 4

All PCs. Response to a restricted response question for each performance criterion would be suitable. The response may involve an oral interview.

Supporting evidence for PC (c) should be indexed to the candidate's evidence for PC (c) and retained with the response.

Information on suggested assessment instruments	
restricted response question	candidate response should be more discursive than a short answer but not lengthy; restricted responses typically would vary between a few sentences and a paragraph in length
oral interview	a structured conversation, generally on a one-to-one basis, eliciting information directly from the candidate
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)

UNIT Working with Others (Intermediate 2)

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.