

## National Unit Specification: General Information

**UNIT** Working with Others (Higher)

**NUMBER** D01F 12

### COURSE

#### SUMMARY

This core skills Unit seeks to develop skills in working co-operatively with others to analyse, plan and complete a complex task. A complex task has a goal which is presented to the candidates as a general idea, they have to agree on the structure and scope of the goal taking account of the size and expertise of the group. 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 the candidates.

#### OUTCOMES

- 1 Analyse a complex 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 2).

#### CREDIT VALUE

1 Credit at Higher (6 SCQF credit points at SCQF level 6\*)

*\*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

**Publication date:** March 2004

**Source:** Scottish Qualifications Authority

**Version:** 02

© Scottish Qualifications Authority 2004

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

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: General Information (cont)

### 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 Higher.

## National unit specification: statement of standards

### UNIT Working with Others (Higher)

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 a complex task in co-operation with others.

##### Performance Criteria

- a) Negotiate within the group in order to agree the nature and scope of the goal, taking account of the number and expertise of those involved.
- b) Identify activities which are possible components of the task.
- c) Select essential activities by negotiating with others.

##### Evidence Requirements

Oral and/or written evidence that shows that the candidate has analysed a complex task with others working on the task by:

###### PC (a)

Agreeing through negotiation, on a goal whose nature and scope can realistically be met by the group

###### PC (b)

Identifying with others, jobs which are possible components of the co-operative task.

###### PC (c)

Negotiating with others in order to select essential jobs to include in a plan of the task.

#### OUTCOME 2

Plan the complex task in co-operation with others.

##### Performance Criteria

- a) Negotiate rules for the effective management of the group.
- b) Decide with others working in the task, how to proceed with the task, including identifying roles and responsibilities.
- c) Negotiate actual allocation of roles and responsibilities with others working on the task.

##### Evidence Requirements

Oral and/or written evidence that the candidate has planned a complex task with others working on the task by:

###### PC(a)

Contributing effectively to group negotiations to decide on the effective management of the group while carrying out the task.

## **National unit specification: statement of standards (cont)**

**UNIT** Working with Others (Higher)

**PC(b)**

Deciding with others, jobs which are essential components of the task, and how to carry out these jobs and the responsibilities involved.

**PC(c)**

Negotiating with others who will 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) Negotiate working methods with others, taking account of available resources.
- b) Contribute effectively to group decisions.
- c) Keep others informed of progress.
- d) Anticipate needs of others working on the task.
- e) Carry out own role and responsibilities effectively.

#### **Evidence Requirements**

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

**PC (a)**

Negotiating working methods which take account of others' strengths and of available resources.

**PC (b)**

Contributing effectively when the group makes decisions about the task.

**PC (c)**

Keeping others informed of on-going progress made on his or her allocated jobs, including set backs and adjustments.

**PC (d)**

Anticipating needs of others and demonstrate this awareness while working on the task.

**PC (e)**

Fulfilling own responsibilities by carrying out his or her allocated jobs effectively.

### **OUTCOME 4**

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

#### **Performance Criteria**

- a) Identify suitable criteria to use during the evaluation.
- b) Gather and present information on own contribution to the task.
- c) Comment on strengths and weaknesses of own contribution to the task.

## National unit specification: statement of standards (cont)

**UNIT** Working with Others (Higher)

- d) Evaluate how well the group worked as a co-operating team.
- e) Identify ways of improving co-operative work in future.

### 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 solution to difficulties.

#### PC(b)

The candidate gathers and presents information on own contribution possibly as reflective text referring to a personal log.

#### PC(c)

The candidate's responses to the 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(d)

The candidate's response to an evaluation question on how well the group worked as a co-operating team. The candidate should support this conclusion by referring to the views of other group members and to personal logs.

#### PC(e)

The candidate's response to an evaluation question identifying at least two ways of improving co-operative work in future, based on the experience of contributing to this complex task.

#### Note:

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

## National unit specification: support notes

### UNIT Working with Others (Higher)

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 Higher. 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 a complex 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 a complex task. A complex task is defined for the purpose of this Unit as a task where components are not obvious or specified and although the overall goal or general idea is clear, it is necessary for the group to negotiate and agree the nature and scope of the goal, taking account of the size and expertise of the group. 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 (cont)

### UNIT Working with Others (Higher)

The range of contexts in which skills in working with others can be developed is very wide and may involve, for example:

- carrying out an investigation or project
- organising and undertaking a work placement, study visit or field trip
- devising a customer care programme
- 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 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, the teacher/lecturer should offer advice to candidates on certain aspects of working with others. However, since candidates should be working autonomously at this level, advice should be limited and should not point candidates in a specific direction.

Candidates should analyse the complex task and negotiate goals, roles and responsibilities for effective management of their group. A considerable degree of skill in working with others is required. Teachers/lecturers may need to emphasise the purpose of this stage, in order to help their candidates keep on task and not rush into practical activities before they are fully prepared.

## National unit specification: support notes (cont)

### UNIT Working with Others (Higher)

Teachers/lecturers should make it clear to candidates that in the context of this Unit, working co-operatively 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. Additionally, at Higher level working methods should be negotiated with other group members. The working methods should be consistent with available resources.

Candidates are expected to gather and present information on their contribution to the task, including their collaboration with others in the group. Teacher/lecturers may wish to advise their candidates to start gathering this information at an earlier stage in undertaking the Unit. This overlapping of activities is another feature of the complexity of the task at Higher level.

Candidates may wish to collate their work in a personal folio as they progress through the task.

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.

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, and 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.

## National unit specification: support notes (cont)

### UNIT Working with Others (Higher)

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

###### PC (a)

Response to a restricted response question would be suitable. The response may involve an oral interview.

###### PC (b) and PC (c)

Evidence may be recorded as entries in the candidate's log and may also include video recordings.

##### Outcome 2

All PCs. Evidence may be recorded as entries in the candidate's log and may also include video recordings.

##### Outcome 3

PC (a). Response to a restricted response question would be suitable. The response may involve an oral interview.

PCs (b) - (e). 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

PC (b). Collation of information in the candidate's folio

PCs (a) and (c) to (e). Response to a restricted response question for each performance criterion would be suitable.

## National unit specification: support notes (cont)

**UNIT** Working with Others (Higher)

<b>Information on suggested assessment instruments</b>	
folio	a selection of pieces of work (eg information on own contribution, log notes, video recordings, opinions of others) selected to meet the evidence requirements. The folio would normally include evidence generated by various types of 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.

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**

<b>Skill</b>	<b>Access 2</b>	<b>Access 3</b>	<b>Intermediate 1</b>	<b>Intermediate 2</b>	<b>Higher</b>
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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.