



**WORKING WITH OTHERS**  
SCQF Level 3  
40 Hour Unit (F3GE 09)

# CORE SKILLS UNIT

## What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, in the workplace, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That is also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

## What is this Core Skills Unit about?

This Unit is about working co-operatively with others on an activity and/or activities that involve simple interactions.

If there are any words which you do not understand in this Unit, your tutor will explain them to you.

## What should I know or be able to do before I start?

You may have achieved the Core Skills Unit in Working with Others at SCQF level 2. Alternatively, you may be able to show that you have similar experience of working co-operatively with others, for example working with fellow students to rearrange a classroom or meeting space to use the space more effectively; organising an outing to the cinema with friends; working with colleagues on a work placement to make sure that office activities are done correctly and on time.

## What do I need to do?

You will:

- ◆ identify what your role is, what you will do, and how these relate to the roles of others within the co-operative activity and/or activities
- ◆ carry out your own role in the co-operative activity and/or activities, adapting your role as necessary (for example, accommodating any difficulties)
- ◆ ask for information and support from the other people involved (for example, Can they assist you if you need help? Can they give you information you need?)
- ◆ provide information and support to other people (for example, by asking if they need help; listening carefully to their needs and wishes; explaining something which you know more about; acting considerately towards them)
- ◆ decide on measures which you can use to judge your contribution to the co-operative activity and/or activities (for example, Did you complete all your tasks? Did you get things done on time? Did you seek support from others? Did you help others as much as you could?)
- ◆ ask for 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 measures
- ◆ identify strengths and areas for improvement of your own contribution to the co-operative activity and/or activities (for example, what did you do particularly well?)
- ◆ set objectives for how you could improve your own skills and knowledge in future

Your tutor will offer you time to practise your skills.

## How do I get this Unit?

You will need to show that you have all the skills in this Unit.

You will work with other people on a co-operative activity and/or activities. You will identify the strengths and weaknesses of your contribution. You may have written evidence, such as notes of discussions with other people, records of tasks which you undertook, and your thoughts on how well things went. Your tutor might ask you questions and make notes or a recording of what you have said. Your tutor might watch you working with others and note how you got on.

## What might this involve?

Here are examples of some things you might do:

- ◆ work with fellow students to encourage the school/college snack bar to stock fair-trade goods
- ◆ work with others to tidy up the local park
- ◆ work with others to ensure that customers get the best service from your team

## What can I do next?

You could move on to the Working with Others Core Skill Unit at SCQF level 4. You could think about doing other Core Skill Units in:

- ◆ Communication
- ◆ Information and Communication Technology
- ◆ Numeracy
- ◆ Problem Solving

Your tutor can advise you about this.

## Guidance for tutors

At SCQF level 3 learners are expected to be able to work with others in simple activities where they may need some support. The work undertaken should be simple and routine. The activity and/or activities must have a clear aim and be capable of being broken down into simple tasks and roles. The tasks, the roles, and the situation should be similar to those already familiar to the learners. The interpersonal skills involved should be simple.

## 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.

It is important that the learners understand the essential features of successful co-operation and the importance of using interpersonal skills to foster a climate where co-operative working will thrive. You should help them with this. They must demonstrate that they can work effectively with others by supporting others and working in a way that fits in with what other people have to do. They must take responsibility for their own contribution and recognise and value the roles and input of other people.

## Reviewing co-operative contribution

This requires the ability to review the process of working co-operatively with other people, which may involve resolving issues and handling other people's behaviour. The learner should evaluate the outcomes, identify the value of their own contribution, and reflect on any personal learning and development that may be needed to enhance their contribution to future collaborative work.

Further guidance is available in the accompanying Assessment Support Pack.

## Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## ADMINISTRATIVE INFORMATION

### Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 3



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**Helpdesk:** 0845 279 1000  
**Fax:** 0845 213 5000  
**E-mail:** [customer@sqa.org.uk](mailto:customer@sqa.org.uk)  
**Website:** [www.sqa.org.uk](http://www.sqa.org.uk)

<b>Optima Building</b>	<b>Ironmills Road</b>
58 Robertson Street	Dalkeith
Glasgow	Midlothian
G2 8DQ	EH22 1LE

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