



WORKING WITH OTHERS
SCQF Level 4
40 Hour Unit (F3GE 10)

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, 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 straightforward 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 3. Alternatively, you may be able to show that you have similar experience of working co-operatively with others, for example organising with others a short meeting for fellow students, work colleagues, neighbours, or club members; or working with colleagues on a work placement to ensure that customers get the best service from your team.

What do I need to do?

You will:

- ◆ work with others to identify the main roles within the co-operative activity and/or activities, what role you will take, what tasks you will do, and how these relate to the roles and tasks of others
- ◆ carry out your own role in the co-operative activity and/or activities, adapting your role as necessary (for example, accommodating any difficulties or changing circumstances)
- ◆ respond sensitively to the needs of others, recognising their strengths, skills, and preferences, where possible
- ◆ seek and offer support from/to others (for example, encouraging, sharing resources, demonstrating, or explaining something)
- ◆ identify criteria which you can use to evaluate your contribution and the contribution of others to the co-operative activity and/or activities
- ◆ receive and consider 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 criteria, supporting this with evidence
- ◆ identify how you could improve your skills in working co-operatively with others and future co-operative working arrangements

- ◆ set objectives for how you could improve both your own skills and co-operative working in future

Your tutor will offer you time to practise your skills.

How will I get this Unit?

You will need to show that you have all the skills in the 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 others to organise a money-raising event for a charity
- ◆ organise with other people an all-day meeting that is taking place in your college, learning centre, workplace, or community centre
- ◆ take part in a skills competition with your workmates on a work placement

What can I do next?

You could move on to the Working with Others Core Skill Unit at SCQF level 5. 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 4 learners are expected to be able to work with others in straightforward activities, in surroundings they are used to, and with some support from the tutor. The overall goal of the activity and/or activities should be clear and must be capable of being broken down into straightforward roles and tasks. Relationships between the component roles should be straightforward. The activity (and/or activities) is likely to be unfamiliar to the learners but the component tasks must be familiar to them. Tutors may provide some assistance to learners to identify their strengths, limitations, and existing skills relevant to the work. The interpersonal skills involved should be straightforward.

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. They must demonstrate that they can work effectively with others by pro-actively supporting others and working in a way that fits in with what other people have to do, recognising and accommodating individual preferences, where possible. 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.

At this level learners have to set their own criteria for judging how well they worked and then check their performance against these. For example, they might consider how effectively they used time and resources; how much help they offered to others; how they coped with difficulties.

Using the criteria they set for themselves, learners must judge their own contribution by examining what they did well and indicating where they could have done better.

They should identify knowledge and skills they have learnt or improved through the experience of working with others, taking into account any feedback from you or others. If they think there is a better way of doing something next time they are in a similar situation, and you agree, ask them to note this in their log or remind you about it for assessment.

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.

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 4



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