



WORKING WITH OTHERS
SCQF Level 5
40 Hour Unit (F3GE 11)

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 non-routine 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 4. Alternatively, you may be able to show that you have similar experience of working co-operatively with others, for example working with others to organise a money-raising event for a charity; organising with others an all-day meeting that is taking place in your college, learning centre, workplace, or community centre; taking part in a skills competition with your workmates on a work placement.

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 your role is, what you will do, and how these relate to the roles and tasks of others
- ◆ organise your own role in the co-operative activity and/or activities
- ◆ make/accept suggestions and adapt your role and behaviour accordingly (for example, accommodating any difficulties or changing circumstances)
- ◆ pro-actively seek and offer support from/to others (for example, anticipating others' needs, keeping others informed of progress, taking time to praise others)
- ◆ contribute to co-operative decision making (for example, managing conflict, deciding on role changes)
- ◆ develop 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 advice on your contribution to the co-operative activity and/or activities
- ◆ evaluate your own contribution to the co-operative activity and/or activities against your chosen criteria, justifying your conclusions with evidence

- ◆ evaluate overall co-operative working (for example, consider your own involvement, the involvement of others)
- ◆ set objectives for how you could improve both your own skills and co-operative working in future, justifying your conclusions with evidence

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 this Unit.

You will work with other people on a co-operative activity and/or activities. You will identify the strengths and weaknesses of both your own contribution and the overall working arrangements within the co-operative activity and/or activities. 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. In addition, your tutor might ask you questions and make notes or a recording of what you have said. Your tutor might have watched 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 implement a promotional activity designed to attract members of the public along to an open day that your local community centre or business is having
- ◆ organise with fellow students a whole-day meeting that is taking place in your college and involves external presenters and participants from your own college and from outside organisations
- ◆ be part of a committee responsible for running a school sponsored swim

What can I do next?

You could move on to the Working with Others Core Skill Unit at SCQF level 6. 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 5 learners are expected to be able to work with others in non-routine activities, in surroundings they are used to, and with background assistance only from the tutor. The overall goal of the activity and/or activities should be clear and must be capable of being broken down into separate roles that may in themselves be complex. Relationships between the component roles may not be immediately obvious. The activity (and/or activities) is likely to be unfamiliar to the learners but the component tasks must be familiar to them. The interpersonal skills involved should be varied and some of them may present a challenge to the learner.

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.

Learners will need to explore and discuss with others what the different roles will be and what tasks will need to be carried out. With limited help from you, the learners should examine how these roles will interact and what support they will give others and conversely.

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 them 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.

Learners have to evaluate the whole co-operative working experience. At this level, learners have to set their own criteria for judging their own involvement

and the involvement of others. Learners should consult others to identify and discuss things they felt were done well and which were the most problematic. The evaluation criteria should consider the roles, interaction, and interpersonal contributions of everyone involved in the co-operative activity and/or activities.

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 5



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