



WORKING WITH OTHERS
SCQF Level 6
40 Hour Unit (F3GE 12)

CORE SKILLS UNIT ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is designed for delivery in schools, colleges, workplaces, community, and other learning environments. This Unit is about working co-operatively with others on an activity and/or activities that involve non-routine interactions.

The focus of the Unit is on transferable skills:

- ◆ carrying out an activity and/or activities co-operatively with others
- ◆ reviewing co-operative contribution

These skills should be useful to learners in their education, in their social and personal lives, or in current and future jobs.

At this level learners are expected to be able to work independently and co-operatively with others on an activity and/or activities. The tasks involved will occur quite often in the course of the learners' educational, social, or workplace experience but not necessarily every day. Your role will be as a facilitator. The Unit is designed for those who have experience in the skills involved in working with others. The Unit might be suitable for learners who are currently working towards other qualifications at SCQF levels 4 or 5, eg National Qualifications or SVQs.

Assessment and evidence

At this level learners will be expected to work independently, asking for your help only when necessary. You, or another teacher, tutor, workplace supervisor, or mentor, will act as a facilitator and adopt a mainly consultative role. The overall goal for the activity and/or activities will be clear. The activity and/or activities should be capable of being broken down into separate roles that may in themselves be complex and where the relationships between the component roles may not be immediately obvious. Some of the tasks may be unfamiliar to the learners. The interpersonal skills involved should be varied and may be complex, presenting a challenge to the learner.

Learners are expected to complete their tasks and must also be willing to adapt their role if difficulties arise and to explain the reasons for such amendments. They should decide on the criteria to be used to evaluate their own strengths and limitations, their contribution to the activity and/or activities, and the overall co-operative performance.

Learners should identify new or improved skills acquired in the course of the activity and/or activities and set objectives for future improvement of their own knowledge and or skills.

It is important that learners at this level are challenged by working on an activity and/or activities that will involve complex interactions and enable them to work co-operatively with others in the team. If suitable activities are difficult to identify, the exemplar tasks suggested in Part 2 of this pack could be contextualised.

At this level it is important to utilise a combination of assessment methods: written, oral questioning and recorded responses, observation, notes, video or taped, emails, blogs. A mix of all these methods can be very effective and learners might find it useful to complete an electronic log as they carry out their tasks. When assessing by observation, you must keep a detailed record. Similarly, if you use oral questioning, you must keep a detailed record of both the questions and the learner responses. Making a recording can also be helpful. All evidence, whether produced by the learner or a record made by yourself, must be retained, signed, and dated by you. It is a good idea to retain all evidence in a candidate folio.

Planning

You should work out an assessment plan before the learners begin the Unit. You should explain and discuss the assessment process with learners so that they are clear about what is expected of them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that learners will:

- ◆ analyse the requirements of their own role and the roles of others within the co-operative activity and/or activities and the relationship between them
- ◆ organise their own role to contribute effectively to the co-operative activity and/or activities, adapting it as necessary
- ◆ negotiate working methods that are consistent with the resources available
- ◆ promote co-operative working towards a consensus (eg offering encouragement, valuing diversity, sharing resources, dealing sensitively with disagreements)
- ◆ modify behaviour to meet the needs of others and of different situations
- ◆ Motivate themselves and others to progress towards a common goal, overcoming any barriers and/or difficulties
- ◆ develop criteria that they can use to evaluate their own involvement and the involvement of others in the co-operative activity and/or activities
- ◆ seek and consider feedback and advice on their own contribution to the co-operative activity and/or activities
- ◆ evaluate their own contribution to the co-operative activity and/or activities against these chosen criteria, justifying their conclusions with evidence
- ◆ evaluate overall co-operative working (eg consider their own involvement; the involvement of others)
- ◆ use reflection and feedback to set objectives for how they could improve both their own skills and future co-operative working, justifying their conclusions with evidence

Assessment guidance, together with some suggested activities, is contained in Part 2.

The Unit can be broken down into the following two stages:

- ◆ working co-operatively with others
- ◆ reviewing co-operative contribution

The notes contained in the following paragraphs provide general guidance on meeting the requirements for both these stages.

Working co-operatively with others

At this level this involves the ability of learners to work with others in complex interactions using interpersonal skills appropriately, recognising and valuing the role of others, taking responsibility for own contribution, and supporting co-operative working in appropriate ways.

A good starting point for learners would be encouraging them to remember other situations or experiences when they worked co-operatively with others as part of a team.

They should be directed to analyse the roles and the relationships between them, and then examine which of these are best suited to individual knowledge, skills and preferences. You may advise learners that they may have to take on tasks that they are not very keen to do, but for which the team may decide they have the best knowledge and skills. It is important that they understand the need to identify the individuals most suited to particular tasks, even when this conflicts with their own personal preferences.

Learners may need to be reminded that they do not have to be good at everything, so long as the team is working collectively towards a common goal and the strengths and weaknesses of individuals appropriate to individual roles have been taken into account.

This Unit is about working together in a situation where each person can use their own particular strengths, not about being the best. Learners should be open about their strengths and weaknesses, and bear in mind that others may not be as confident as they are.

Learners must listen carefully to the opinions of others, but also be sure of their own views, and be clear and reasonable in the way they express them. They should be prepared for their own views to change in the light of discussion and reasoned argument from others. They must be able to manage any role changes resulting from discussion and, if necessary, deal with conflict between the people they are working with.

Individuals should keep other group members informed of their progress. Communication should be open and promote co-operative working towards the shared goal.

Group members should be aware of any rules or procedures covering their activity and/or activities and plan to work within these.

There will probably be times when they are unsure of what to do at particular stages, need advice on how to carry out their tasks, or just need a little encouragement and support. When these situations occur, they should use the collective experiences and skills of team members and try to resolve the

situation. However, a situation may arise when they need to refer the matter to you for guidance and advice.

Learners should be alert for occasions when they will be required to support others and be sensitive to their needs, especially when they may not have been asked specifically for their support. At this level the support given may go beyond supplying information and giving practical help. For example, it may be that someone is not able to complete a task because they are not very organised and their task management skills and time management are poor. In a case like this, learners may have to step into the role and demonstrate how the task should be done.

Learners should also recognise occasions when someone simply needs some time and space to work things out for themselves. Knowing when to refrain from offering help or advice is nearly as important as knowing when to offer it. Part of anticipating the needs of other people is working out when to do nothing more than give quiet encouragement and a friendly ear, and when to offer practical help.

Practical help can involve explaining things that are not clear or demonstrating how to do something. It could also mean sharing resources and equipment fairly, so that tasks are completed on schedule. Learners may have to exchange all or part of a role with another, or take over a task started by someone else. Alternatively, they may have to hand over tasks they have begun. In all of these circumstances, learners will have to show patience and tolerance. Any disagreements should be resolved amicably through discussion and without your involvement where possible.

In assessing this Unit, your focus should be on the way the learners went about the activity and/or activities, rather than whether or not the activity and/or activities were completely successful.

The outcome of the activity and/or activities is important, but the most important thing is that the activity and/or activities should provide plenty of opportunities for the learners to show that they can work effectively with others. Learners must have demonstrated the skills needed, but this may not have resulted in an expected or totally satisfactory outcome. Factors outwith the learners' control may have produced difficulties and in this case they should be able to explain that they were aware of these factors and be able to suggest ways of improving such situations in the future.

Reviewing co-operative contribution

Learners need to evaluate the overall co-operative working, considering their own involvement and the involvement of others with reference to supporting evidence.

You must explain that they will encounter difficulties and that they should try to resolve any issues by working co-operatively as a team. Some difficulties may remain unresolved and it is important that the team actions and decisions taken are well documented. It is important that the process is fully recorded, especially where particular barriers have been encountered and the proposed action has been taken. The activity does not need to be carried out to a successful conclusion in order to achieve the Unit. If they think there is a better way of doing something next time they are in a similar situation, then they should be able to justify this in their conclusions.

At this level learners must develop their own criteria for judging their own contribution and that of others to the co-operative activity and/or activities and then check their performances against these. For example, they might consider how effectively they used time and resources; how well they anticipated the needs of others; how they coped with conflict.

Learners need to consult with others working on the co-operative activity and/or activities. They may decide to keep a log/diary as this is a useful way of looking back on their roles and tasks in order to identify and discuss areas where they were successful and where they had problems. They need to be able to draw conclusions and be able to justify them with reasoned argument and reference to supporting evidence.

In reviewing the overall activity they will need to use reflection and feedback received to identify their own individual learning objectives. They might consider what they did well, the difficulties they encountered, and what they would change in the future. Learners will need to be clear about what happened. They may use their log or any other evidence they have in support of their evaluation of their own contribution to the co-operative activity and/or activities.

Learners must also be able to evaluate the overall co-operative working. They need to draw conclusions from all the evidence. They need to consider strengths and weaknesses based on the information they have gathered and present reasoned conclusions. It is important that they understand that the reviewing process involves looking at the activity and/or activities from beginning to end. They should be aware that overcoming difficulties can be just as much of a learning process as the successes. Learners should review the work with others using identified criteria. The evaluation criteria should

consider the roles, interaction, and interpersonal contributions of those involved in the co-operative activity and/or activities.

Reflection and feedback are of paramount importance in linking identified learning objectives and making recommendations for future co-operative working.

Gathering evidence

It may be appropriate for you to deliver a presentation at the start of the Unit to explain the Core Skills stages of Working co-operatively with others and Reviewing co-operative contribution. You may choose to focus on the section 'What do I need to do?' to achieve the Unit and explain how the learner can gather evidence in a folio.

Written evidence is not essential for this Unit and is inappropriate if it disadvantages the learner. Oral questioning can be used and this requires you to create and complete assessment record sheets comprising questions asked and learner responses.

From the learner's point of view, it is useful to have the means of keeping all the work of this Unit together. You can help here by creating and providing a structured folio that includes all the evidence referenced within the folio.

You may have chosen to integrate the activity and/or activities for this Unit with work on other Units being undertaken by the learner. It may be possible to assess the working with others as part of a larger single activity. In this case you must keep separate records for this Unit.

The Unit requires learners to work co-operatively with others and to review the co-operative contribution.

Some typical activities might include:

- ◆ work with others on a promotional activity and/or activities designed to attract members of the public along to an open day
- ◆ organise a meeting, eg one day seminar or conference, that is taking place in your centre and involves external presenters and internal participants from your own centre
- ◆ organise a committee responsible for running an event

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.

Part 2: Assessment guidance

You can use the exemplar assessments given in this section in several ways:

- ◆ to help identify the type and amount of evidence that the learner needs to produce
- ◆ to help identify the evidence required for this Core Skill at this level
- ◆ to help you create an assessment activity at this level

At this level learners should be able to work independently, asking for your help only when necessary. The Unit is designed for those who have experience in the skills involved in working with others.

You will act as a facilitator and adopt a mainly consultative role. Learners must complete both stages. These are:

- ◆ working co-operatively on an activity and/or activities
- ◆ reviewing co-operative contribution

Some possible contexts for the activity and/or activities are suggested in the following section.

Part 3 contains generic exemplar record sheets, which you may use as they are. However, you may also adapt these to reflect the detail of the chosen activity and/or activities.

Working with others – examples of activities

Example 1

The group have been asked to organise a 1-day social event for pupils. The event is aimed at developing social skills and must be enjoyable but challenging. Group members will need to work out the roles and tasks, and organise and manage the day.

The following could be considered:

- ◆ what needs to be done, eg deciding the order of the day and how it will be promoted
- ◆ what individual group members will do, eg whose skills, experience, and preferences will be best suited to specific roles and tasks
- ◆ appropriate use of resources

The group may decide to approach the event using some or all of these ideas:

- ◆ They may decide to brainstorm their ideas at the first meeting using a flipchart. They may come up with the following ideas to have lots of different fun activities to get school pupils involved in fund raising, eg facial and beauty makeovers, a raffle and tombola stall, a chocolate fountain, tuck shop, pupils versus teachers 7-a-side football match, mystery celebrity guest, fashion show, non-school uniform day.
- ◆ They would break down each task to consider the roles involved and what needs to be done, eg the group might seek support for the running of the facial and beauty makeovers from the local college beauty department. College staff may have to be contacted and a meeting set up with them to organise the makeover session. Pupils may suggest working together with college staff to do a series of makeovers – facials and leg waxing over a 2-hour session. A promotional leaflet could be designed with a list of treatments available and relevant prices.
- ◆ Some members of the group may have responsibility for generating sponsorship for the event, eg raffle prizes, tombola items, beauty products, fashion show outfits.
- ◆ Other group members may have responsibility for the school budget allocated to the event and the appropriate use of resources, such as the running of the school tuck shop and the chocolate fountain.
- ◆ Other group members may be involved in securing the services of a mystery guest, eg local radio DJ, sports personality, pop singer/talent show contestant.

- ◆ Pupils could be charged for the privilege of coming to school not in uniform (nominal charge £1). Group members may have to enlist the support of registration teachers to collect the money for charity. They may choose to elect a treasurer to oversee the budget and the sponsorship money.

It is important that the group plan and prepare well for the event. It may be a good idea, following the brainstorming session, for pupils to prepare a plan for you which shows clearly what activities will take place, who will run them, and highlighting the tasks and responsibilities of group members. It is important that the plan is realistic and feasible as it is no use taking on too much. An alternative option would be to produce an action minute from the meeting detailing the tasks and how these have been broken down with the named persons responsible.

Learners need to take responsibility for carrying out their tasks and to keep records of what they are doing on an on-going basis. You have a key role to establish with learners how this will be achieved. A popular method is to develop a folio of evidence. Learners may wish to develop an e-portfolio. Learners may be able to access information more easily and respond better to completing electronic records rather than a paper-based version.

Example 2

The group might decide to explore environmental issues affecting staff and users in their own centre and to prepare a 1-day agenda for an information day.

- ◆ The group may decide that they need to draw up a survey and issue this to staff and the users of the centre to see what they think of the environmental issues affecting them.
- ◆ The first meeting of the group might be recorded to allow for discussion to take place and to draw up a series of questions for the survey. For example; male or female, age category, does the centre provide adequately for recycling? (Yes/No) If the answer is 'No' can you suggest what more the centre can do? Do you find that smokers use the front entrance instead of the designated smoking area? Yes/No If the answer is 'Yes' can you suggest what action should be taken? How clean would you rate the centre? (high 5, 4, 3, 2, 1 low) Survey questions will need to be fine tuned, relevant, and easy to complete without being too onerous.
- ◆ Members of the group will need to decide on various roles and tasks, eg deciding on relevant questions, layout and presentation, publicity, analysis of the completed surveys and presentation of findings.

- ◆ The information day may be aimed at raising awareness. A local MP may be invited to launch the event from a government perspective to describe and summarise the main issues. Each member of the working with others group could do a short talk on one issue that they have researched and that they would like to raise awareness of. For example, a local supermarket and the local cleansing depot could be asked to participate in the information day, describing the action they are taking to address environmental issues within their own organisations.
- ◆ In order to promote the survey the group may decide to award a prize to the winner of a completed survey drawn from the entries on the information day.
- ◆ The event itself will involve the group in planning and organising, eg invited speakers/guests, agenda, arrangements for refreshments/comfort break, venue, use of ICT technology, published findings of the survey.

When learners are working co-operatively, a good use of communication and interpersonal skills is very important. They should:

- ◆ keep everyone informed of their progress, responding positively and encouragingly, especially when being given feedback on how they are getting on
- ◆ be proactive in helping and supporting others, and in asking for help yourself if they need to
- ◆ keep communications open by discussing any changes or difficulties that occur, and offer/listen to suggestions for how things might be improved
- ◆ be prepared to adapt their own role, or work with the others to find a better allocation of roles, if they think this would bring about a more successful outcome

Stages

At this level, your role as tutor will be mainly that of facilitator. You should give limited help only.

Stage 1: Carrying out an activity and/or activities co-operatively with others

- ◆ You will explain how the Unit will be assessed, eg by learners keeping a folio of evidence that may include oral and or written notes, a recording (video or taped), observing and asking questions; log, blog, emails, photographs.

- ◆ Learners must discuss the activity, examining the roles and tasks, and identifying which tasks fall into natural sets of work.
- ◆ Learners identify their own strengths and limitations, and make clear their preferences, reaching agreement with others on who would be best equipped to carry out specific roles and tasks.
- ◆ Learners carry out the activity and/or activities, taking positive action to make sure that everyone supports each other by giving and requesting help and information.
- ◆ Learners contribute to the management of the activity and/or activities by helping with decision making; adapting or changing their roles and tasks; dealing with conflict.

Stage 2: Reviewing co-operative contribution

- ◆ Learners must decide on the criteria they will use to judge their own contribution to the activity and/or activities.
- ◆ Learners must evaluate their own involvement and the involvement of others, identifying achievements and difficulties, and deciding what they would change in the future.
- ◆ Learners must judge their own contribution to the activity and/or activities, giving evidence to support their judgement, including feedback from others.
- ◆ Learners must identify the strengths and weaknesses of the whole activity, discussing these with others.
- ◆ Learners state what they have learned from the activity and/or activities, eg developed any new skills or improved on skills they already had.
- ◆ Learners set objectives for how they could improve their own skills and knowledge in the future, and suggest possible improvements for future co-operative working.

Part 3: Exemplar recording documentation

This section provides sample forms that can be used by the learner and tutor to gather evidence and record assessment decisions.

Record sheets

Record sheets are provided for each of the two stages:

- ◆ Working co-operatively with others: a form similar to this example could be used
- ◆ Reviewing co-operative contribution: this form, or a form similar to this, could be used to record learner achievement

These forms can be used to gather folio and observation evidence.

Observation checklist

You can use this to record the learners' achievement and to accompany any visual recording made of the activity and/or activities.

Summary checklist

The summary checklist enables you to record the results on a single form.

Record sheet – Stage 1

Folio evidence

Learner:	
Tutor:	
Working co-operatively with others	Folio evidence
Provide a detailed description of the activity and state the overall goal	
Analyse the requirements of the roles and the relationships between them	
Provide evidence of how the group negotiated working methods consistent with available resources	
Provide evidence of the following: <ul style="list-style-type: none">◆ promoting co-operative working towards a consensus (eg by offering encouragement, valuing diversity, sharing resources, dealing sensitively with any disagreements)◆ modifying your behaviour to meet the needs of others and of different situations◆ motivating yourself and others to achieve the common goal, overcoming any barriers and/or difficulties	
Tutor observation/comments:	
Tutor signature:	Date:

Record sheet – Stage 2

Folio evidence

Learner:	
Tutor:	
Reviewing co-operative contribution	Folio evidence
State the criteria you developed to evaluate your own involvement and the involvement of others	
Present feedback and advice you considered and sought on your own contribution to the co-operative activity and/or activities	
Provide evidence of an evaluation of your own contribution against the chosen criteria Justify your conclusions with supporting evidence	
Provide an evaluation of the overall co-operative working, eg considering your own involvement and the involvement of others	
State the objectives you set through reflection and feedback to improve your own skills and co-operative working in the future Justify your conclusions with supporting evidence	
Tutor observation/comments:	
Tutor signature:	Date:

Observation checklist

Working with Others at SCQF level 6

Learner:
Tutor:
Analyse the requirements of their own role and the roles of others within the co-operative activity and/or activities and the relationship between them
Folio supporting evidence:
Tutor observation/comments:
Organise their own role to contribute effectively to the co-operative activity and/or activities, adapting it as necessary
Folio supporting evidence:
Tutor observation/comments:
Negotiate working methods that are consistent with the resources available
Folio supporting evidence:
Tutor observation/comments:
Promote co-operative working towards a consensus (eg offering encouragement, valuing diversity, sharing resources, dealing sensitively with disagreements)
Folio supporting evidence:
Tutor observation/comments:

Observation checklist (cont)

Working with Others at SCQF level 6

Learner:
Tutor:
Modify their behaviour to meet the needs of others and of different situations
Folio supporting evidence:
Tutor observation/comments:
Motivate self and others to progress towards a common goal, overcoming any barriers and/or difficulties
Folio supporting evidence:
Tutor observation/comments:
Develop criteria to evaluate their own involvement and the involvement of others in the co-operative activity and/or activities
Folio supporting evidence:
Tutor observation/comments:
Seek and consider feedback and advice on their own contribution to the co-operative activity and/or activities
Folio supporting evidence:
Tutor observation/comments:

Observation checklist (cont)

Working with Others at SCQF level 6

Learner:	
Tutor:	
Evaluate their own contribution to the co-operative activity and/or activities against their chosen criteria, justifying their conclusions with evidence	
Folio supporting evidence:	
Tutor observation/comments:	
Evaluate overall co-operative working (eg consider their own involvement and the involvement of others)	
Folio supporting evidence:	
Tutor observation/comments:	
Use reflection and feedback to set objectives to improve their own skills and future co-operative working, justifying their conclusions with evidence	
Folio supporting evidence:	
Tutor observation/comments:	
Tutor signature:	Date:

Summary checklist

Learner:	
Learner number:	
Centre:	
Working with Others at SCQF level 6	Date achieved
Stage 1: Working co-operatively with others	
Stage 2: Reviewing co-operative contribution	
Tutor signature:	Date:

ADMINISTRATIVE INFORMATION

Credit value

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



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