

# **Working with Others: Case Studies of Approaches in Secondary Schools**

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- ◆ The Mary Erskine School and Stewart Melville's School, Edinburgh
- ◆ Dundee City Council and especially Paul Clancy, Staff Tutor, Educational Development Service, who produced the case study

## About these case studies

There are two major routes to Core Skills certification:

- ◆ assessment using Core Skills Units
- ◆ automatic certification through Units or Courses in which the Core Skill is embedded

Because many schools have found that there were few opportunities for automatic certification of *Working with Others* through Units or Courses used in the school curriculum, these case studies aim to show a range of approaches to planning for delivering and assessing this Core Skill using the dedicated Core Skills Units.

The case studies are based on the experiences of a comprehensive school, a partnership of two independent schools, and an education authority.

The first study describes how *Working with Others* at Intermediate 2 is already being used in a school in two ways:

- ◆ in a core Physical Education programme in S5
- ◆ in Enterprise activities in S6

The second study describes well-advanced plans by a partnership of two schools to deliver *Working with Others* at Intermediate 2 using a residential programme at an outdoor centre.

The third case study shows how a local authority has conducted audits of school provision and describes its plans to help schools to deliver *Working with Others* using:

- ◆ the National Qualifications *Work Experience* Units
- ◆ the Personal and Social Education (PSE) programme along with the dedicated Core Skills Units
- ◆ other opportunities as and when available, eg in Standard Grade Drama and core Religious Education or in the ASDAN award scheme (see page 23 for more information about this)

Key factors in the success of each approach are examined at the end of each case study. There are also examples of materials illustrating aspects of the approaches.

One general observation: it is interesting to see that only in the authority study is the need for a Core Skills profile for SGAs a priority motivation for using *Working with Others*. In the other case studies, schools see the value in its own right of the pupils being given the opportunity to achieve as good a Core Skills profile as possible as an outcome of their education.

# 1 Using Physical Education and Enterprise Activity in S5 and S6

## The school

Eyemouth High School (Borders Council) is situated in a small fishing village and has a rural catchment area. The roll is 450, with 40 staff. The S5 roll this year is 50, though it will probably be up to 70 next year. Around 75% of S5/6 are expected to go on to further or higher education.

## Fitting *Working with Others* into the curriculum

In session 1999–2000, all S5 and S6 pupils have been given the opportunity to achieve *Working with Others* at Intermediate 2 through a Physical Education programme in S5 and an Enterprise programme in S6.

## The Physical Education programme

In 1998 the school decided that all S5 pupils should take Physical Education (PE) as a compulsory non-certificated course. PE was timetabled for two periods a week for half the year, with the rest of the timetable slot given to Information Technology. At the time of the case study, two groups of pupils had been through the PE programme. Three teachers were involved, the head of department and two part-time teachers.

The elements of the teaching and learning programme were: induction; learning through team games and social dancing; learning and assessment through team challenges; and sports leadership.

### Induction

Induction started in June, following the Standard Grade exams. The main elements of the course were introduced, and the use of the *Working with Others* Unit was discussed. The pupils knew that they would improve their physical abilities and develop their group working skills, including their ability to:

- ◆ communicate both as a group member and group leader
- ◆ plan and prepare collaboratively
- ◆ carry out activities collaboratively
- ◆ evaluate their performance using either self evaluation or peer evaluation

## Learning through team games

This table gives an outline of ways in which the school delivers aspects of *Working with Others* through team games.

Game	Basketball	Tennis	Badminton	New Image Rugby*, Hockey, Football
<b>Purpose</b>	Develop team play, tactics and strategies	Develop game as a recreational activity	Develop game as a recreational and competitive activity	Students lead; emphasis on whole class involvement and enjoyment
<b>How the game is played</b>	Full game with league table and umpires; full game; 3 on 3 league	Doubles and mixed doubles (partner chosen at random or selected on ability) — emphasis on understanding and considering the wide range of ability and the need to involve, motivate and encourage everyone	Doubles, mixed doubles and singles (partners selected at random or to make game as fair as possible) — emphasis is on co-operation and teamwork to work effectively as a pair	
<b>Other aspects students are involved with</b>	<ul style="list-style-type: none"> <li>◆ Brainstorm: qualities required for working effectively with others. Focus in on some of these during lessons.</li> <li>◆ Brainstorm: decide on 'Team Rules' eg no negative comments</li> <li>◆ Use quotes to emphasise the need for team work</li> </ul>	<ul style="list-style-type: none"> <li>◆ Officiate</li> <li>◆ Organise a court competition/ event or class event. Students having to decide on format eg league, knockout, festival etc, time limit, score, who plays who</li> <li>◆ Evaluate tournament organisation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Each student to organise class/group event which may take the format of a league, ladder, knockout, festival</li> <li>◆ Evaluate tournament organisation</li> </ul>	

\*The game is adapted for mixed teams of girls and boys

Leading up to the school Christmas ceilidh, the whole 5th year have a social dancing course as part of the PE programme. This provides another opportunity for pupils to work on their collaborative and communication skills.

## **Learning and assessment through team challenges**

During the course about 12 team challenges are used. Some are easier than others. The challenges pull together the skills and principles of *Working with Others*. Working in groups of five or six, the pupils discuss and decide how to:

- ◆ plan and use the strength of individuals within the group
- ◆ delegate responsibilities
- ◆ communicate effectively
- ◆ co-operate in carrying out the task
- ◆ evaluate the effectiveness of the group

The challenges are largely taken from *Team Building through Physical Challenges*, and *More Team Building through Physical Challenges*, by Daniel W Midura and Donald R Glover, both published by Human Kinetics.

Two of the more difficult challenges were used to assess and re-assess pupils' understanding and skills. As an example, one of the exercises involved teams of pupils trying to negotiate a black hole (a hula-hoop suspended in mid-air) into another universe (the boundary marked by a line on the floor) without touching the hoop or the floor, or being able to cross the boundary in any way other than by going through the black hole.

## **Sports leadership**

Over seven weeks and working in groups of five or six, the pupils planned, carried out and evaluated a task involving primary school children. In the induction to this task, the group discussed:

- ◆ the role of the leader and team members
- ◆ the principles of communicating both as a group member and group leader
- ◆ what makes for effective planning and preparation
- ◆ how to evaluate performance either by self evaluation or peer evaluation
- ◆ how to use a log such as the one in the NAB pack to plan and evaluate performance and as supporting evidence for assessment

The outline of the task was (see overleaf):

Week 1	<p>Explain course — importance of keeping accurate, up-to-date, logbook.</p> <p>Explain that the end task involves primary children. Focus in on communication skills, verbal and non-verbal.</p> <p>Discuss skills needed to lead a group and to be an effective team member.</p> <p>Choose an activity that they are confident with, that they can teach to their peers the following week.</p> <p>Discuss organisation, explaining simple instructions etc.</p>
Week 2	<p>Teach peer groups. Students assess themselves, what/how they taught and what would they do to improve.</p> <p>Staff in charge take notes on each individual teaching. The following is considered — are they confident, organised, standing in correct place, and do they give feedback that is constructive?</p>
Week 3	<p>Plan, within group, how/what to teach primary pupils.</p> <p>As a group, consider the facts necessary to make the task run smoothly and effectively — time, equipment, space available, personal strengths and weaknesses of group members, ability of primary group. Roles are allocated within the group, individuals each have a task(s) to do for the following week.</p>
Week 4	Teach primary children.
Week 5	Review week four and in light of this review, plan to teach the primary children again making changes so that the task is better organised, carried out etc.
Week 6	Teach primary children again.
Week 7	Review week six and assess the overall course.

## Assessment

For assessment, the teachers used a student log and a performance checklist — the one given on page 16 of the Intermediate 2 NAB. All three of the teachers involved used the checklist for continuous assessment of the team challenges and sports leadership project. At the end of the course they collated their lists — taking in total around 10 hours of staff time. The teachers found this to be an excessive amount of time. They plan, next session to use a simplified list which combines the functions of class list, attendance record, and summary record of each student's achievement of the outcomes and performance criteria of the *Working with Others* Unit.

The student log was an amended version of the NAB log. The main change was that the 'guide to candidates' was simplified and issued as a separate sheet (see Annex 1). The remainder of the PE logbook was similar to the NAB log. Using the log went relatively well. Minor issues arose from the fact that the log is written —



teachers became aware that pupils found it easier to talk about co-operative issues than to write about them. The pupils' logs tended to be descriptions of how well the task was progressing, rather than how well they had co-operated with others. Next session, the teachers intend to encourage pupils to provide detailed evidence on the quality of interactions between group members. For example, pupils would be asked in discussion to give specific examples of how they personally took part in negotiations and collaborating.

Apart from the use of the checklist, the teachers found the assessments manageable. Re-assessment, and assessments for pupils who missed the first opportunity, were easy to arrange since all the pupils had to do was join in when the assessment tasks were available.

## **The Enterprise project**

All S6 students at Eyemouth High School undertook this project. It was set up in session 1999–2000 to give pupils the chance to achieve *Working with Others* at Intermediate 2 level and to encourage enterprise among the senior pupils.

The S6 pupils who had just completed the project had formed self-selected groups, but both they and the teacher felt that it would be more realistic, and more of a challenge, to work in given groups as this would echo the real world of work.

Group members selected the task, with only very little guidance being given by the teacher who felt that it was very important to encourage pupil choice.

The number of weeks given to the project depended on the choice of activity — the teacher deliberately did not set a rigid time scale. This year, the project activity was fitted into the PSE timetable. Next year it is proposed the project will be given one timetabled period per week in its own right, though pupils will also be expected to do some work in their own time.

Pupils had to work together and deal with any problems that occurred upon the way. They had a small starter budget but otherwise had to decide how to raise any extra funding needed for their chosen task.

## Examples of tasks undertaken or planned

**School door plaques:** to produce door plaques for every room of the school (eight pupils involved). The plaques were designed and produced by the pupils, using the library computers, and were then laminated by the reprographics department before being sold to each department. Order forms were made up, circulated and then collected. The group delivered the plaques to departments and bills were sent out. Discussion had to take place with all staff, management, janitorial staff, library and reprographics departments.

**Paintball Trip:** to organise and run a trip to take part in a Paintball game (five pupils involved). Unfortunately the trip did not take place, but pupils had to: price the trip; find out who would be interested in attending; organise transport, money, and dates; and deal with all the legal and school policy implications. Discussion had to take place with management, bus companies, and Paintball staff.

**Garden Gnomes:** to produce and sell garden gnomes (six pupils involved). Pupils bought in the casts and plaster, and then made and painted the gnomes. Orders were taken and gnomes were made to order. This turned out to be very successful, with many gnomes being produced — and good money being made!

**Football competition:** to organise a five-a side football competition for all year groups (six pupils involved). Unfortunately, the competition did not take place due to problems with time, but the plan was to hold the event at some time during the school term. Pupils had to: negotiate with staff (particularly the PE department); make up entry forms; hand out and collect in the forms; organise times, venues, helpers, prizes, and referees; and run the event. Discussion had to take place with PE staff, management, and all other staff.

**Art Exhibition:** to plan, organise and run an exhibition of pupils' and staffs' art work (five pupils involved). Pupils selected, mounted, and hung work; organised times, venues, dates, and materials; made and sent out invitations; made posters and catalogues; staffed the exhibition; provided refreshments; organised a donation box; and took the work down and returned it to its owners. Discussion had to take place with Art staff, management, janitorial staff and catering staff.

**Food for Christmas Dance:** (five pupils involved). This group of pupils planned and organised food for the Senior Christmas Dance. Consideration had to be given to costs, numbers, advanced preparation, dietary requirements etc. Discussion had to take place with PE staff, management and catering staff.

Other activities that were discussed by the pupils prior to a final decision being made included:

- ◆ organising an event, eg inter-house team event, sports event, fun day
- ◆ organising a course, eg first aid, cookery
- ◆ running a campaign or awareness project, eg drugs, litter
- ◆ running a tuck shop
- ◆ helping in the community, eg retirement home

- ◆ running a club, eg arts, badminton
- ◆ setting up a photographic service for individuals, clubs, classes etc
- ◆ decorating an area of the school

The end result was not the only factor taken into consideration when judging the success of the project. The pupils are asked at the beginning of the project to think about how they are going to judge success and to carry out their review using these criteria.

## **Assessment of the Enterprise project**

Assessment was similar to that used in the PE course, except that the guidance to candidates is integrated with the activity sheets of the log.

## **Evaluations**

The teachers and the pupils were very enthusiastic about the use of *Working with Others* in both the PE course and the Enterprise project. The teachers reported that they all enjoyed themselves and saw the benefits. One of the part-time members of staff who will not be involved in the programme next session was disappointed that she would not be involved.

The teachers had asked the pupils who had completed the course about how useful it had been. The pupils said that they had enjoyed and benefited from using the *Working with Others* techniques — for example, they had found it easier to give praise and to give and receive help from their peers. Four S5/6 pupils chosen at random were asked to think of one word that best described the courses. The pupils said:

- ◆ fun
- ◆ experience
- ◆ communication
- ◆ co-operation/encouragement

They were extremely positive about what they had gained through the course, and the work of the teachers involved. It provided the opportunity to get to know others in the group and make new friends, as well as to strengthen existing friendships. They identified their own strengths and developed teamwork skills, and improved any weaknesses in working in groups.

The pupils had to be prompted to come up with something they did not like about the course. Eventually they said that filling in the log was the least enjoyable part. Despite this, they said that the log helped them to structure their work and made it

easier to understand and retain their collaborative skills. They wanted to try facing harder challenges and perhaps undertake an adventure weekend — the possibility of extending the PE activity into S6 is being looked at. The enjoyment, as well as the effectiveness of the learning experiences, was clear to see. The motivation, enthusiasm and commitment of all staff involved was most impressive.

## Commentary

Distinctive features of Working with Others activities at Eyemouth High School include:

- ◆ The use of certificated *Working with Others* in the context of non-certificated programmes. The school has no current plans to introduce Scottish Group Awards. The activity is seen as educationally desirable in its own right with the purpose of using *Working with Others* being to enhance the pupils' experience and better prepare them for their futures. The contexts chosen so far have been highly motivating and provided time for a full teaching programme leading naturally to assessment.
- ◆ The choice of *Working with Others* at Intermediate 2. So far the teachers have found this to be the most appropriate level. The teachers are planning to consider how the most able pupils could take on a complex task — and the more stringent requirements of the *Working with Others* Unit at Higher — while less able pupils can be assessed at Intermediate 1.
- ◆ The use of certificated *Working with Others* for S5 and S6. There are preliminary plans to consider supplying the unit for year groups below S5, for example extending the Enterprise programme and using the Religious Education courses (the interest here lies partly in the fact that this course is not especially subject to pressures of time to complete an assessed syllabus).

## **Annex 1: Amended guide to candidates for *Working with Others* at Intermediate 2**

**This sheet is designed to help you use your log book. Think carefully before you put pen to paper; consider what you did during the task.**

### **Section 1A: Analysing the task with the group**

- i. Write a brief account of what was involved in the task of teaching the primary group. Consider your personal teaching skills, the organisation of activities and equipment.
- ii. How did the group work together to agree a plan?
- iii. What contributions did **you** make at this point? What did you actually say or/and do?

### **Section 1B: Agreeing the general plan for the task**

- i. What various options or solutions did you discuss with your group?
- ii. If the task is to be carried out successfully, what must be considered? Take into account personal strengths and weaknesses, knowledge/experience in certain activities, your ability to lead a group well.

### **Section 1C: Agreeing roles and responsibilities**

- i. What were your role and responsibilities when carrying out and planning the task? Did you make up score sheets, collect equipment, take the warm-up etc?
- ii. What were the main roles and responsibilities of the other group members?
- iii. Give an example of how individual strengths and weaknesses were taken into account when sharing roles and responsibilities.

### **Section 1D: Agreeing criteria for evaluation**

How are you going to judge the success of the group?

Take into account how successfully the task was carried out on the day and your planning together beforehand.

### **Section 2: Carrying out the task**

Write down, in order, the stages you went through in trying to achieve the task with your group — consider also your co-operation skills.

### **Section 3: Reviewing and evaluating**

State what actually happened — was each stage of planning done well or can you suggest an improvement? Take into account the following :

- i. The group's understanding of the overall task.
- ii. Your contribution to the analysis of the task.
- iii. How well did the group agree to the activities/lesson?
- iv. How effective were the group's ideas?
- v. Did the group come up against any difficulties, if so, how did you deal with those?
- vi. How well did **you** carry out your roles and responsibilities?
- vii. How well did others carry out their roles and responsibilities?
- viii. How effective was your group at making use of individual strengths and weaknesses?
- ix. If you were to carry out the task again, what would you do differently to enhance the final outcome?

## 2 Using a residential programme at an outdoor centre

### The schools

The Mary Erskine School and Stewart's Melville College are long-established independent schools in Edinburgh. They are 'twinned' under the same Principal and Governing Council. The two Sixth Forms are fully integrated.

### How the schools plan to fit *Working with Others* into the curriculum

#### Long-term plans

In the long run the schools are looking ahead to the time when Scottish Group Awards will be available for S5/6 pupils. At the moment, the schools are looking at the curriculum followed by the current S5/6 to see how many programmes would convert to an SGA. They will then decide what SGAs should be implemented. The schools are also looking at the whole curriculum to see how best to help pupils to build up the Core Skills profile needed for the SGAs.

The current S3 may be the first group involved in SGAs. Looking at the current S3/4 curriculum, the Outdoor Education Project seemed to provide a good context for assessment of *Working with Others* during a naturally-occurring event. The schools decided to investigate this possibility in detail, and aimed to offer *Working with Others* in May 2000.

At the moment the schools think that it is likely that they will use extra-curricular activities as the main way pupils can acquire certification for Working with Others. The Duke of Edinburgh's Award, Outward Bound, and the schools' Hill Walking Club are examples of other opportunities for pupils to achieve *Working with Others*, both at Intermediate 2 and Higher.

#### This year's plans

A long-standing feature of the S3 curriculum, the Outdoor Education Project runs in May each year. Over eight days, all S3 pupils (around 240) from both schools take part in a range of projects based at Carbisdale Castle and Strathpeffer Youth Hostels. These projects are organised on a daily rota with groups made up of pupils from both schools following the sequence after entering it at a different starting point.

The projects include mental, physical and social experiences: Art and Design; Canoeing; Orienteering; Environmental Studies; a two-day expedition; and projects covering topics in Technology, and People and Places. There are elements of group work in all these activities, and the group-work elements in Art and Design, Technology, and the expedition, are more formal. When the experience was looked at from this point of view, the schools decided to plan the assessment of *Working with Others* around the first day of the expedition.

## **How the programme is being prepared for and launched**

### **The planning group**

The initial planning was being done by a small group of staff from both schools. This involved the Assistant Head Teachers with responsibility for the curriculum and staff who had been, or were going to be, the co-ordinators of the Outdoor Project.

The first big decision had been taken: to aim for *Working with Others* at Intermediate 2. The rationale for this was based on two main factors:

- ◆ at the end of S3, pupils have considerable experience of working in groups because group-work is commonly used in lessons — all pupils do a six-day group-based project in S1 and S2
- ◆ comparing the Unit specifications for Intermediate 1 and Intermediate 2, the tasks undertaken in and around the expedition were seen as ‘unstructured’ rather than ‘straightforward’

### **The outline plan**

At the time of the case study, the schools had developed an outline plan with four main stages, all of which are based on a normal part of the Outdoor Project.

**Stage 1 and Stage 2** would address Outcome 1 ‘Analyse an unstructured task in co-operation with others’, and Outcome 2 ‘Plan an unstructured task in co-operation with others’.

#### **Stage 1**

Route-planning takes place in Maths lessons in the two schools. Working in groups, pupils use Ordnance Survey maps of the expedition area and grid references for the start and finish of the expedition. They have to analyse data on compass bearing, distance, height climbed, time allowed for each leg of the route and for stops and meals, and calculate the time the route will take.

This task could be modified to include opportunities to generate evidence for Outcome 1 ‘Analyse an unstructured task in co-operation with others’. From this perspective, the task would be to negotiate and agree a route, as before (in the event the pupils have to follow prescribed routes for safety reasons). The pupils could also, for example, have to decide what factors should be taken into account (safety, weather, group stamina, any special interests of group members, etc) and which of the factors are the most important.

## **Stage 2**

Planning the day in detail would mainly take place the evening before the expedition, in a group briefing. This takes the form of a meeting of the 30 or so pupils who will, in mixed groups of six pupils, undertake the expedition over the next two days. The staff involved provide essential information, highlight situations that can occur, and set out the rules. There is already plenty of opportunity for pupils to discuss these things and their own plans.

## **Stage 3**

This stage would address Outcome 3 ‘Carry out the task in co-operation with others’.

This stage is the expedition itself. The groups of pupils are ‘on their own’, though with discrete supervision from staff.

## **Stage 4**

This stage would address Outcome 4 ‘Review and evaluate the effectiveness of own contribution to the co-operative task’.

At the time of the case study, it was thought that this could take place in two contexts. First, there are already de-briefing sessions for each small group, immediately following the expedition. However, given the hard physical work that the expedition involves, the schools were looking to find a second opportunity for gathering evidence of pupils’ achievement of this outcome back at school. This might be a second de-briefing session, or it might take place in the context of English classes, and involve an oral presentation that is part of preparation for, or assessment of, *Oral Communication*.

## **Plans for assessment**

Again, plans for assessment were at the early stages. The thinking at the time of the case study was that evidence would be gathered in a number of ways.

Stage 1, the route planning, would yield evidence in the form of the cards the pupils complete to show their route and the reasoning that went into the group’s decision. Teachers’ observation of the group discussions, and the use of a performance checklist, could extend this. Instead of, or as well as this, pupils



could record their own evidence of how effectively they worked with the rest of the group in ‘analysing the task in co-operation with others’. They could use a log such as that provided in the NAB pack. This would be signed off by the teachers.

The teachers who were carrying out the briefing would assess the evidence generated from Stage 2 using oral evidence from pupils, and a performance checklist. This is thought to be the most likely assessment method at the moment because the teachers do not think the atmosphere and setting of the evening before the expedition is a good time to involve the pupils in writing.

Stage 3 would be assessed partly by observation of the groups during the walk and partly through the de-briefing sessions. Again, oral evidence and a performance checklist would be used. Whether or not any self or peer assessment would be used to complement other evidence was still being discussed, but was not thought likely.

Stage 4 assessment was being discussed. The most promising possibilities seemed to be:

- ◆ using time in Maths classes for the pupils’ individual write-up of the review and evaluation; this would be in controlled conditions, using, probably, the proforma from the *Working with Others* Intermediate 2 NAB pack
- ◆ using time in English classes where the write-up might also be used as part of the assessments for English

The thinking behind this was that the use of a log such as that laid out in the NAB could create an unnecessary workload for the pupils and take up too much time in the Outdoor Education Project.

In both cases, the assessor for *Working with Others* would be a teacher who had been involved with the expedition.

The school planning group thought that the additional teacher workload would not be excessive and would involve only a small addition to what was already in place as part of the organisation and supervision of the pupils.

One task underway at the time of the case study was to devise performance checklists to cover the collection of complete and sufficient evidence for the outcomes and performance criteria of the *Working with Others* specification. The approach being tried out was to use the performance checklist supplied in the NAB and to underpin this with a series of more detailed questions/probes which would be used in the briefing and de-briefing sessions. Such lists would be used in staff briefings to ensure consistency between assessors, and they would form part of the evidence retained for moderation.

Plans were also being made for the briefing of all the staff who would be assessing, to make sure that they worked consistently.

Annex 2 shows the types of item that might be included in the questions/probes materials. It is largely based on the questions and probes already supplied in the

Annex to the NAB. The list had still to be scrutinised by staff who would be involved to determine how practical it would be.

As the assessment package was being developed, it would be internally moderated by a group of senior teachers from both schools. The group would consider the validity, reliability and practicability of the assessment arrangements. To do this, they would use a checklist such as that shown in Annex 2.

## Commentary

The following aspects of the plan will be monitored and reviewed:

- ◆ assessment at Intermediate 2: whether this was realistic for pupils aged around 15
- ◆ whether it was practicable to ensure valid and fair assessment of a large number of pupils in a short time and in the single context of the expedition
- ◆ whether there was enough time for the pupils to meet in order to analyse and plan their task using the co-operative process required by Outcomes 1 and 2 of *Working with Others* at Intermediate 2

The schools had identified a number of key success factors, including:

- ◆ pupil and parent briefing
- ◆ briefing all the staff involved and moderating the assessments
- ◆ monitoring to ensure that the use of *Working with Others* was enhancing the residential programme

## Annex 2: Questions/probes

Teachers who are doing the assessment can use this list of points:

- for oral questioning
- to compile/extend an observation checklist
- to devise headings for log books or organising a portfolio of evidence

The list is based on the Outcomes and Performance Criteria of *Working with Others* Int 2.

Pupils should be able to identify their own contributions to co-operative working. Asking for examples will probably help if there is doubt about whether the pupil has been effective in **collaborating, negotiating, decision making, communicating with others, contributing to discussions, and seeking and giving help.**

### **Analysing the task**

*Co-operating with others in identifying the components of the task and selecting what is important*

- What did you think should be taken into account in the plan to carry out the task?
- Think about the discussion about what must be covered by the plan. How well did you join in the discussion? For example, did you make useful suggestions? If you disagreed with ideas of the others, how did you make your point? If the others disagreed with your ideas, how did you respond?
- What did the group finally select as the essential components of the plan?
- What criteria do you and the rest of the group think should be used later for evaluation of how well the task has been done?

### **Planning the task**

*Co-operating and negotiating with others on procedures, roles and responsibilities*

- How did the group decide to go about the task — what were the main stages, eg actions, deadlines?
- If there was more than one way of approaching the situation, how did the group decide which would be best and why?
- How did the group decide how to share out responsibilities? Give examples of how you took into account the strengths of the people in the group.
- What was your role and what were your individual responsibilities?
- What strengths did you bring to the role?

### **Carrying out the task**

*Co-operating with others*

- Did you carry out your particular responsibilities?
- Did you keep others informed of your progress, eg meeting the time-scales, reporting difficulties in good time?
- When there were decisions to be made how did you contribute to making the decision?
- Did you give support when needed?

**Reviewing and evaluating**

*Going over the evidence and drawing and justifying conclusions (using the criteria decided upon earlier on)*

- How well do you think you helped to analyse the task and identify the important parts of the task?
- How well do you think you carried out your part of the task (thinking back to the agreed plan)?
- How pleased are you with what your group has accomplished?
- How well did you work with others? Giving an example of what happened to show how:
  - you provided support and information to others
  - you dealt with at least one difficulty
  - you might have improved your performance in order to improve overall group performance

Give some examples of your ideas for improving your skills in working with others in the future.

### Annex 3: Internal moderation checklist

<b>UNIT: WORKING WITH OTHERS</b>		
<b>The proposed assessment:</b>		
1	uses an assessment method that is <b>appropriate</b> for assessing outcome/pc	
2	provides adequate cover of the outcome	
3	is at the Core Skill <b>level</b> stated	
4	creates <b>no unnecessary barriers</b> to access for candidates undertaking this component	
5	generates <b>sufficient evidence</b> of achievement of the Core Skill	
6	is <b>likely to be judged consistently</b> by assessors within and between centres	
7	generates evidence which can be <b>authenticated</b>	
8	involves a <b>reasonable workload</b> for candidates	
9	involves a <b>reasonable workload</b> for assessors	

#### Notes on the moderation checklist questions

- 1 Is the assessment method fit for purpose? For example, do assessments for planning actually require analysis, negotiation, etc?
- 2 Are the features of the outcomes, as amplified by the performance criteria, adequately covered? If there are gaps, please comment on these.
- 3 Is each outcome covered at the level specified?
- 4 For example, does the assessment always demand written evidence?
- 5 There must be sufficient evidence for each outcome. Doing something once does not always prove competence. There has to be enough evidence generated to allow the assessor to be confident of the candidate's ability in the Core Skill.
- 6 The evidence should be reasonably explicit, so that assessors do not have to rely too much on inference.
- 7 For example, in assessments involving group work it is sometimes difficult to authenticate the contribution of the individual within the group. Are adequate steps being taken to ensure that the evidence genuinely reflects the Core Skill of the individual?
- 8–9 Is the workload thought to be too weighty or light?

## 3 An education authority's approach

### The authority and the schools

Two of the mainstream secondary schools in Dundee City Council's Education Department have been involved in the delivery of GSVQs in advance of the introduction of the Higher Still framework, and this experience has placed the authority in a good position for the introduction of SGAs — and for auditing the curriculum for Core Skills. The nature of the GSVQs has also led to strong links being forged with Dundee College.

An encouraging trend in the last few years has been the growth in Dundee of technological services and information and communications technology businesses. These industries require pupils who are prepared across the Core Skills areas, but particularly in *Information Technology* and *Working with Others*. This has meant that the authority has placed great significance on auditing the S5/6 curriculum for these Core Skills.

Dundee has 10 secondary schools and a dedicated special educational needs school. The pupil population in the mainstream secondary is currently around 8,900 — about 1,870 of whom are in S5/6. The pupil population in the city is fairly static, but a significant minority of pupils move from centre to centre within the city. Core Skills have been viewed as one means of developing curricular continuity in S5/6 across the city.

The authority has developed a strong work experience programme as a result of the perceived needs of business in the area, and the programme is organised centrally under the supervision of the Education for Work Co-ordinator. A rolling programme of work experience visits for pupils is organised, using a centralised computer database.

### The development plan for *Working with Others*

The authority's view from an early stage was that, in the minds of schools and teachers, the notion of Core Skills was clearly attached to SGAs. Planning for Core Skills implementation would, for pragmatic reasons, therefore run in tandem with planning for the implementation of SGAs. Initial thoughts were that *Working with Others* would prove the most difficult of the Core Skills to blend into the curriculum as it was found in so few Courses and Units on offer in authority schools. *Information Technology* would also be problematic, but less so. The authority did not perceive any major problems with the other three Core Skills.

The authority has a fully worked-out timeline for the implementation of the Higher Still programme, and its various sub-sections have individual development

plans attached. (See Annex 4.) The main stages identified in the Core Skills/SGA development plan area were:

- ◆ audit of four contrasting centres to check timetables for SGA implementation and Core Skill pathways
- ◆ identification of common Core Skill shortfalls and progression difficulties
- ◆ identification of standard curricular pathways to make up shortfalls
- ◆ identification of non-standard curricular pathways to make up shortfalls
- ◆ supporting guidance staff in auditing the curriculum for Core Skills and highlighting appropriate SGAs
- ◆ auditing current tracking methods and developing a mechanism for tracking, recording, and managing Core Skill development
- ◆ setting up Local Support Groups where appropriate, and working with partners to create, facilitate and develop materials and systems to support any shortfalls or gaps in provision

## **Audit of four contrasting schools**

### **Audit of School A**

This audit proved a useful start to the process and was encouraging. Core Skills coverage was relatively healthy at Standard Grade. *Working with Others* was the main issue.

### **Audit of School B**

No *Working with Others* was detected either in the S3/4 curriculum or the progression possibilities in the S5/6 curriculum.

### **Audit of School C**

This audit broadly followed the findings of the other two mainstream schools.

For a number of pupils in S3/4, *Working with Others* was covered through the National Certificate Module *Work Experience*, but only to Access 3. However, this school was offering Higher Administration to a limited number of pupils — Higher Administration carries *Working with Others* at Higher.

### **Audit of School D**

This centre is a dedicated special educational needs school that all mainstream schools feed into. It is not a presenting centre in its own right for Standard Grade and above, but it does present candidates for Units. The school has 24 pupils and offers a fairly restricted curriculum with a backbone of English and Maths. The centre is heavily involved in the Award Scheme of the Development and Accreditation Network (ASDAN — see page 23), as well as work experience placements, and hopes to offer *Working with Others* to all pupils through one of these routes. The centre is working towards presenting all candidates for an SGA at

Access 3. For this to be achieved, *Working with Others* will need to be incorporated in each individual pupil's timetable.

### **Identification of common Core Skills shortfalls and progression difficulties**

In general there was a good match between the S5 Course provision and SGAs at all levels from Intermediate 1 to Higher, but there were Core Skills shortfalls and progression difficulties:

- ◆ the vast majority of the schools' S5 cohort had carried forward *Working with Others* from S4 through the *Work Experience* Unit
- ◆ however, achievement of *Working with Others* by this route was only at Access 3, since the schools had entered all candidates for *Work Experience 1*
- ◆ the S5 curriculum did not give opportunities for pupils to progress from this level

### **Identification of standard curricular pathways**

The audits led to the clear conclusion that no single model would enable the permeations of Core Skills in the curriculum that would be required by the differing needs of the schools. A model with several pathways would be required.

There was also a general realisation that the pathways themselves fell into two categories: standard and non-standard. The standard curricular pathways that were identified through the audits were:

- ◆ *Work Experience*
- ◆ Core Skills units through PSE time

### **Work Experience**

It became apparent from the first audit that *Work Experience* would be a sensible pathway for obtaining *Working with Others* if the Core Skill level could be increased. This led to looking at the provision of *Work Experience* across secondary schools in the area.

Of the 1,534 S3/S4 pupils in the city in session 1998–99, 869 (57%) had been entered for a *Work Experience* Unit, with 629 of these (72% of those who entered) completing. This was in spite of the fact that only six of the 10 secondary schools had been involved in any form of *Work Experience* certification. This surely would be a controllable standard curricular pathway.



The main problem in *Work Experience* was the Core Skill level. The old *Work Experience 1* module carries *Working with Others* at Access 3. The replacement *Work Experience* Unit allows for achievement of the full Core Skill in *Problem Solving* as well as *Working with Others* at Access 3 and, therefore, makes more demands on pupils and staff involved in assessment. Another factor is that Access 3 is not enough for many pupils. What was required was for schools to move from the old level 1 module to the new Intermediate 1 Unit *Work Experience*, which carries *Working with Others* and *Problem Solving* at Intermediate 1. This would, with the same success rate, allow the majority of pupils across the city moving into S5 to have a far more balanced Core Skills profile.

The subsequent upgrade path from Intermediate 1 to Intermediate 2 in *Working with Others* would be absolutely essential only for pupils intending to pursue an SGA at Higher or Advanced Higher level. This smaller percentage could be managed far more easily, both through standard and non-standard curricular pathways.

A Local Support Group will be set up to develop appropriate materials for this *Work Experience* Unit (see page 25).

### **Core Skill Units through PSE time**

PSE was common within schools, although not all schools had allocated the same time for it within the curriculum. There was a clear feeling from guidance staff in schools and from the authority that the content of PSE should not be dictated by the need for Core Skills certification. However, context, along with assessment methodology and methodological approaches in learning and teaching, might be modified to a certain extent. It was within these general parameters that approaches to certificating PSE for Core Skill purposes had to be approached.

A Local Support Group was formed to look at the possibility of developing S5 PSE along the lines described above. At first the Units of the PSE Course were examined. Unfortunately, the three component Units of the Course did not fit well with the authority's approach to current PSE content and context.

The only route that remained, therefore, was to examine the PSE content across the authority and shape the necessary content along with appropriate assessment into Core Skills Units at Intermediate 2 in *Working with Others*. A helpful factor here is that HSDU has produced examples of Core Skills tasks in Health and Safety and Equal Opportunities that can be incorporated into the work experience placements to provide certification of *Working with Others* above Access 3 (see *Core Skills: Information for Implementation*, HSDU, June 1999).

Offering a *Work Experience* Unit at Intermediate 1 (or a Core Skills task within the work experience placement) in S3/4 and specific *Working with Others* Core Skills Units in S5 PSE should allow for standard curricular pathways that will encourage Core Skills attainment through S3–6 and for a method of filling most Core Skills shortfalls.

## Identification of non-standard curricular pathways

Non-standard pathways are not extra-curricular — they are in the curriculum because an additional assessment is carried out by teachers with a special interest or skill. For example, *Modern Languages* has no embedded Core Skill but, due to the expertise and interest of a Principal Teacher, an additional assessment which can lead to the certification of a Core Skill in *IT* can be added to the Intermediate 2 and Higher Courses. This is a non-standard pathway.

The difficulty with these pathways, from a management perspective, is they cannot be relied on too heavily for Core Skills progression and attainment. The teacher might leave, for instance, or a set of circumstances could arise where the department is no longer able or willing to deliver the additional assessment(s).

From discussions with guidance staff and senior management, it was apparent that a number of non-standard curriculum pathways existed in all four centres. The non-standard pathways that were identified are:

- ◆ Standard Grade Drama
- ◆ core Religious Education
- ◆ ASDAN Award Scheme
- ◆ school/college links

### Standard Grade Drama

This is a non-standard curricular pathway in the sense that a limited number of pupils across the city will be involved at any one time. It involves assessing the *Working with Others* Unit alongside the Standard Grade.

The new National Courses in Drama all carry *Working with Others* as well as *Problem Solving*. Due to differences in the assessment methodology, the Standard Grade only carries *Problem Solving*. It is clear that many of the learning and teaching activities are common to the two courses — there is certainly a co-operative element in the underpinning philosophy of the courses. The authority's Drama staff are confident that straightforward Core Skill assessment items could be added to the Standard Grade to allow *Working with Others* to be achieved. The authority are hoping to set up a Local Support Group to look at developing materials with contextualised advice that would allow the *Working with Others* Core Skill NABs to be utilised efficiently.

## **Core Religious Education**

The authority is looking at two ways of offering Core Skills through Religious Education (RE): first, in relation to core non-certificated RE, where common content can be linked with Core Skills assignments contributing to Core Skills Units; and second, through the possibility of delivering Religious Moral and Philosophical Studies (RMPS) units in conjunction with Core Skills Units at a variety of levels through S3 and S4, with the possibility of certification at the end of S4.

In the Unit *Justice in the World*, for example, (these tasks could easily be adapted to fit with a non-certificated RE programme) pupils are required to engage with the key concepts of addressing poverty, stewardship of the earth, and global solidarity. To attach a *Working with Others* Core Skills assessment to this, the pupils might be asked to select one of the following activities to work through in a group situation:

- ◆ produce a presentation to the class on possible solutions to the lack of justice in the world; a starter pack would be needed to prompt responses, with careful assessment of pupil's collaboration, and activity review
- ◆ produce a practical response on a local level to some of the issues raised, for example, organising a fund-raising activity, or recycling activity

Through careful planning, monitoring and evaluation (including the use of logbooks for the pupils) it would be possible to incorporate the *Working with Others* Core Skill assessment into the learning and teaching sequence. Many RE departments are already involved in activities such as this in their core programme, and it is seen as being advantageous to both RE departments and pupils to incorporate a *Working with Others* assessment such as this into the work.

The authority will be working with an RE department in a pilot scheme, looking at how this can be taken forward. Any materials produced, including assessment exemplars, will be made available to other RE departments in the authority.

## **ASDAN Youth Award**

A number of centres in the authority are working in the context of this award. The ASDAN award scheme aims to offer activity-based learning to those aged 14–25. It is a vehicle for developing lifelong learning skills — personal and social competence are seen as the central factors. The award operates on four levels, bronze to platinum; each award is divided into a number of modules containing a choice of challenges — candidates develop skills in a variety of contexts.

In England, where the award scheme was developed, it has clear links to Key Skills Units at three levels. The award programme comes with fully fleshed-out materials for both pupils and teachers. These could be adapted so that *Working with Others* and the ASDAN Award could be achieved simultaneously.

### **School/college links**

The authority has strong links with Dundee College, and has been involved in limited joint-delivery work in GSVQs. There is a strong link programme for extending curricular opportunity for school pupils as well as acting as a partial induction method for pupils going into further education.

In the past the link programme has run mainly for S5 on one afternoon per week. This has now been extended to include S6. The College is currently developing materials for Core Skills Units, including *Working with Others*, as well as a range of other new qualifications. Further meetings will see a programme set up to explore the possibility of delivering Core Skills Units, or Courses with embedded Core Skills, that would meet schools' Core Skills shortfalls.

The college-schools link co-ordinator serves as a member of the authority's Higher Still Co-ordinators' Group to facilitate this co-operation, and college departments are invited as a matter of course to the authority's subject-specific curriculum network meetings.

### **Supporting guidance staff in auditing Core Skills and highlighting appropriate SGAs**

This next phase in the authority's implementation plan was to induct guidance staff, in a small number of schools, in tracking and auditing Core Skills in preparation for the implementation of SGAs. Three centres were chosen, including one that had not been audited. The guidance staff in the selected schools had shown an interest in moving into this pilot stage and meetings were held with appropriate senior management and principal teachers of guidance before the pilot commenced. The steps in the plan are:

- ◆ an initial meeting with guidance staff for induction into the pilot process
- ◆ a further detailed audit of the current S5 cohort to detect Core Skills shortfalls and SGA possibilities
- ◆ training in two stages to allow guidance staff to do Core Skills audits of the curriculum, and to review the S5 cohort to detect SGA possibilities
- ◆ discussion on managing and tracking Core Skills progression
- ◆ discussion on pathways for achieving Core Skills progression
- ◆ noting any subsequent likely impact on guidance or school development plans

This process is on-going with the three selected centres.

## **Developing a mechanism for tracking, recording and managing Core Skill development**

The authority's view on tracking and reporting in relation to Core Skills is that some form of electronic system for tracking will be essential. Along with LT Scotland (formerly the Scottish Consultative Council on the Curriculum), the authority has part-funded a part-time staff tutor to draw up a specification for an electronic system which would allow tracking, recording and reporting for all pupils from 5–18. This system would also identify any Core Skill shortfalls in relation to selected SGAs.

### **Setting up Local Support Groups**

An important step has been the setting up of Local Support Groups and working with partners to develop materials and systems to support any shortfalls or gaps in provision discovered in the course of the various audits.

The following Local Support Groups have been identified as necessary in developing materials and systems in relation to *Working with Others* and Core Skill tracking:

- ◆ a group to create *Working with Others* Core Skills contexts in S5 PSE
- ◆ a group to support the implementation of the new *Work Experience* Unit at Intermediate 1, and additional *Working with Others* Core Skill contexts where appropriate

### **Creating *Working with Others* assignments in the S5 PSE programme**

The group's starting point was that there was ample material within core PSE already and enough contexts for delivery to provide a basis for the Core Skill to be embedded in certain discrete PSE activities. Although there was much diversity in the material and approaches used, many of the contexts and subject areas were common across the authority.

The group hopes to identify various issues in health and sex education that form the natural curricular backbone of the programme.

The group felt that assessment was of prime importance — and it needed a methodology that incorporated pupil collaboration, not just in the course activities, but also in shaping the planning, delivery and evaluation of the course.

A strategy for allowing for this collaborative approach would be for the Local Support Group to produce a logbook that would cover, in a generic way, any context or content that could be chosen by pupils. The logbook would act as the main assessment vehicle. The pupils' evaluation would be made as a formal presentation — the teacher's report on this would form part of the log.

At the beginning of the year, pupils would choose the areas in health and sex education that they would cover as a class. The class would then be divided into

groups, each of which would be responsible for a particular area. Specialist speakers or other resources would be used as appropriate. Pupils would be responsible for the planning and management of their particular area, and evaluation would take place with the individual groups as to the success of the areas covered.

As well as producing the logbook, the group would provide support for teachers, although they would not produce actual teaching and learning materials.

### **Supporting the implementation of *Work Experience Intermediate 1***

The new *Work Experience* Units carry *Problem Solving* as well as *Working with Others*, and this meant that the present pathway to certification needed to be revised.

The group will be set up early in the next session to prepare materials for use by all schools in the authority. The materials would be made available, along with appropriate in-service training for guidance staff, in March 2001 for implementation in session 2001–02.

At that stage, centres would have a choice of offering either the complete *Work Experience* Unit at Intermediate 1, or a *Working with Others* Core Skills assessment at Intermediate 1 to complement the work experience placement for a *Work Experience* Unit at Access 3.

The group would be responsible for producing Unit management and teaching and learning materials, as well as assessment tasks.

## **Commentary**

So far the factors identified by the authority as critical to the eventual success of the plan include:

- ◆ taking a systematic approach, through audits, to identify the main issues and ways ahead
- ◆ using temporary working groups to allow staff to focus on areas affected by the changes
- ◆ supporting collaboration — school-to-school and school-to-college
- ◆ targeting staff development at staff most likely to be affected by early changes, for example, guidance, PSE and RE staff

## Annex 4: Planning for implementation of Core Skills

### Timetable for implementation

Month/ Year	Authority	School	Department	Guidance
May 1999	Additional Inset Day for Higher Still Co-ordinators' Advice on use of Implementation Studies	Work on Course planning Familiarisation with Core Skills information	Work on Course Planning and Pupil induction Familiarisation with Core Skills information	Pupil induction
February 2000	Core Skills/SGAs occasional papers 4 school audits	Higher Still course choices made Core Skills/SGAs disseminate support materials		
Aug–Sept 2000				Core Skill tracking in-service from authority
Oct–Nov 2000	Setting up of Local Support Groups in Core Skill shortfall areas		HSDU Day 8	Induction in Core Skill and SGA planning
Dec 2000/ Jan 2001				In-service in PSE and Core Skill assessment
Feb/Mar 2001		Finalise Course and Unit choice		
Apr/May 2001			HSDU Day 9	In-service in new Work Experience Units