



WORKING WITH OTHERS
SCQF Level 2
40 Hour Unit (F3GE 08)

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. The content should involve tasks and skills that are suited to the requirements of the individual learner.

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 with others in very simple activities where they may need support at all stages of the activity and/or activities. The Unit is designed for those who have little or no skill and experience in working with others. The work undertaken in the assessment should be simple and routine. The Unit might be suitable for learners who are currently working towards other qualifications at SCQF level 2, eg National Qualifications or SVQs.

Assessment and evidence

You should choose a very simple activity and/or activities that are similar to activities already practised by the learners in their personal or social lives, in the community, education, or workplace. The activity and/or activities must be capable of being broken down into very simple tasks and roles. The learners may need considerable support to understand the individual tasks that have to be undertaken, and in identifying their own role and the roles of the others involved.

You may find it helpful to refer to previous similar activities in which the learner has been involved to assist learners to identify any existing knowledge and skills relevant to this activity and/or activities.

Learners are expected to co-operate with others to complete the activity and/or activities, carrying out the tasks allocated to them. Interpersonal skills should be very simple. Learners should co-operate with others by assisting in the task, recognising preferences, providing information, offering and/or asking for help.

You should provide the learners with very simple criteria or structured questions to enable them to review their own contribution and some simple objectives for future learning needs. It is important that learners are not put at a disadvantage by working on tasks that are more complex than required. If suitable activities are difficult to identify, the exemplar tasks suggested in Part 2 of this pack could be contextualised.

Assessment can be by written and/or oral evidence. At this level oral questioning and observation are probably the most appropriate methods, although learners might find it useful to complete a record sheet, work plan, or log as they carry out their tasks. However, they should not be pressured into completing a log if they have limited writing skills.

When assessing by observation, you must keep a detailed checklist. Similarly, if you use oral questioning, you must keep a record of both the questions and the learner responses. All evidence, whether produced by the learner or a record made by yourself, must be retained, signed, and dated by you.

Planning

You should work out where naturally occurring opportunities for meeting the standard are likely to arise. Where possible this should be built into the assessment process. You should discuss the 'What do I need to do?' section of the Core Skills Unit with learners so that they are quite clear about what is expected from them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that learners will:

- ◆ identify what their own role is, what they will do within the co-operative activity and/or activities, what tasks they will carry out, and how these relate to the roles of others
- ◆ carry out their own role in the co-operative activity and/or activities
- ◆ ask for information and support from the other people involved (eg ask for help when they need it or ask for information from others in the group)
- ◆ give information and support to other people (eg by asking others if they need help; explaining something if they know more about it)
- ◆ guided by their tutor, review their own contribution to the co-operative activity and/or activities (eg Did they complete all their tasks? Did they get things done on time? Did they seek support from others? Did they help others as much as they could? Were they polite and respectful to others?)
- ◆ give an example of a strength and an area for improvement in their own contribution to the co-operative activity and/or activities (eg What did they do particularly well? What did they find difficult?)
- ◆ guided by their tutor, set objectives for how they could improve their own skills and knowledge in future

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 of both these stages.

Working co-operatively with others

This involves the use of very simple interpersonal skills and everyday interactions. The Core Skill of Working with Others involves the ability to work co-operatively with others on a simple activity or several smaller activities with directed support. Learners must recognise and value the roles of other people, take responsibility for their own contribution and support co-operative working in appropriate ways.

A good starting point for learners would be for you to help them think about occasions when they worked with others towards a common goal. In your discussions ask them to identify what tasks they carried out, what skills they used, and what they were best at doing. They should be able to relate these experiences to what they will be doing in the co-operative activity and/or activities. It might be useful to draw up a list of appropriate activities. The group can then decide on one activity or several smaller activities.

Learners will need to discuss with you and others what the different roles will be and what tasks will need to be carried out. With your help learners should explore their own role and the role of others involved, including the kind of support they might give and receive from others.

It is important that the learners understand the essential features of co-operative working and the importance of using simple inter-personal skills as the basis of good communication. You should help them with this. They must demonstrate that they can work effectively with others by supporting others and working in a way that fits in with what other people have to do.

You should remind learners that you will be able to support them at all stages of the activity and/or activities. There will probably be times when they are unsure of what to do or they may need advice on how to carry out their tasks. When these situations occur, they can ask for your support and/or support from others in the group.

You should advise the learners that they should be clear about what they are asking and be courteous at all times. As well as requesting help and advice, learners must be prepared to offer the same kind of support. They should be sensitive to the needs of others by listening carefully, thinking about how they might help, and then responding helpfully and politely, even though they may not always be able to provide the information or help required.

In assessing this Unit, your focus should be on the way the learners went about the co-operative activity and/or activities, rather than whether or not anything was completely successfully. Even if learners demonstrated the skills needed, this may not have resulted in an expected or satisfactory final outcome.

Reviewing co-operative contribution

With your help, learners must be able to reflect on and review their own performance. Written and/or oral evidence, eg a diary/blog//log or a video/tape recording, can easily be used to check back over their work. It is a good idea to ask them some questions and make suggestions to help them to recall how well they did. You should explain that even if they feel that they had some difficulties, this does not mean that they will not achieve this Unit.

You should help learners to review their own contribution by providing very simple criteria or structured questions. They should identify what they did well, and what they found difficult and give examples of their own contribution. Learners must identify what they have learned from the experience of working with others and they must be able to identify any areas where their skills could be improved.

Gathering evidence

It may be appropriate for you to gather written evidence produced by the learner while carrying out the practical activities. However, written evidence is not essential for this Unit and is inappropriate if it disadvantages the learner.

You may wish instead to use oral questioning. This requires you to create and complete record sheets comprising a checklist, 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 diary/log that includes all the evidence-gathering items. An alternative would be to provide worksheets that can be made into a portfolio.

If you have chosen to integrate the assessment activity 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 single activity and/or activities. In this case you must keep separate records for this Unit.

The Unit requires learners to work co-operatively with others on a very simple activity and/or activities.

This may be achieved in many ways. Some typical activities might be:

- ◆ organising a birthday party — invitations; choice of venue; food/drink; music/entertainment; birthday cake; card and gift
- ◆ organising an outing to the cinema — choice of cinema and film; times; transport; tickets
- ◆ inviting a guest speaker — deciding who; preparing a list; sending a letter(s); time/place/order of ceremony; equipment to be used; refreshments; thank-you speech/follow-up letter of thanks; photographs/video evidence

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 simple level of activity and/or activities required for this Core Skill at this level
- ◆ to help you create an assessment activity related to the learner's own situation

At this level learners are expected to be able to work with others in very simple activities where they will need support throughout all stages of the activity. The Unit is designed for those who have little or no skill and experience in working with others. The work undertaken in the assessment should be very simple and routine. Learners must complete both stages.

These are:

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

Part 3 contains generic exemplar information and record sheets. Alternatively, you may adapt these or create your own to reflect the detail of the activity and/or activities you decide to set.

Working with others — examples of activities

You may wish to choose one activity or several smaller activities. For example, you might want learners to organise a birthday party for someone; an enterprise activity; an outing to the cinema; or a special trip to a local venue (10-pin bowling, swimming, horse riding, garden centre, science centre, etc). Smaller activities might involve a big project that needs to be broken down into specific parts. For example, creating a sensory garden might involve developing a plan/layout; researching what plants/resources are required; costs/funding; visiting local sites for ideas; getting local volunteers/garden specialists to help.

Decide on an activity and consider how best to evidence the stages of working co-operatively with others and reviewing the co-operative contribution.

Example 1

Activity: An outing to the cinema

With direction, the group might brainstorm their ideas on flipchart paper:

- ◆ what's on and where? — newspaper/internet searches; listings of films available with dates and times of showing
- ◆ picking a film — voting system (first, second, and third choices — points for each)
- ◆ transport arrangements — specific arrangements/needs
- ◆ purchasing tickets — group discount; seating arrangement
- ◆ organising goody bag/refreshments
- ◆ administrative arrangements — permission letters
- ◆ reserving a table at a restaurant for a social get together after the film

Following the brainstorm activity the group can then decide on the order in which the tasks will be carried out. It is important to identify roles and responsibilities within the tasks. Again, with direction, the group can identify on the flipchart who is doing what and how they need to communicate with one another. For example, a learner's task might be to find out what films are on in the local cinema on a specific day of the week. Working with your support, the learner's role might be to carry out an internet search or, if this is

too difficult, to actually call in to the cinema to pick up a programme guide. With support the learner would then be able to identify a list of the films, including the times they were running. The learner would then feed this back to the group. Another member of the group might work with the learner to find out the details of the films so that they can explain to others what each is about.

Information will need to be presented to the whole group so that they can make a choice. Directed support is essential here. It is important that learners make an informed choice and that there is a recognised system for the decision-making process.

Other group members will be involved in a similar way, assisting with transport arrangements, purchasing tickets, organising goody bag refreshments for the cinema, booking a table at a restaurant, and any other general administrative arrangements.

It is important to recognise that levels of ability within the group will vary. Some may be given more responsibilities than others. Some may need a high degree of support whilst others may be a little bit more independent. You may provide information, eg if it is proving too difficult to get an idea of the choice of films available you may obtain a programme guide and provide a simple description of what is available. The group can then be organised into making an informed choice.

Example 2

Activity: Enterprise activity

It is important to consider what might be carried out within the centre or within the local community. For example, a popular activity when working with others is to do some sort of fund raising for a designated charity. This can be done in various ways and in fun activities — having a bouncerama, running an enterprise activity like selling goods at Spring break and at Christmas, sponsored silence/walk/swim, etc. Learners enjoy doing something practical.

Learners enjoy doing something that involves the wider community within the school/centre or the local community. This helps to develop the principles outlined within Curriculum for Excellence — confident individuals, successful individuals, responsible citizens, and effective contributors.

A particular educational activity might be to run an enterprise activity within the centre.

The first stage would involve the group thinking about the kind of enterprise activity that they might undertake with your support. You should prepare some

suggestions and the group should discuss these. This discussion could be recorded/video recorded as evidence of planning. It is important that every idea is explored and that the learners' views are considered, provided these are viable.

The second stage is to decide on the activity itself and work out who is doing what. For example, if the activity is to sell baking produce then the group need to work out what needs to be done and by whom. Enterprise activities need to be organised and there will be lots of jobs for everyone — making the cakes/tablet, etc, providing some things that can be bought in (cash and carry) and can be sold at a profit (crisps, juice), opening a bank account, collecting in and counting the money taken each time the activity is running, providing a list of goods to be sold with prices, packaging the goods, serving the public, marketing and publicity poster, word of mouth communication, and deciding where the proceeds will go.

The enterprise activity can be kept simple. It is a good idea if you draw up a list of tasks that need to be carried out. Discussion can then take place about who is best to take on specific tasks and responsibilities. This will be based on the individual learners' strengths and ability to carry out the task. If there is more than one contender for a task then a vote can be taken by the rest of the group to decide who will carry it out or it may be that more than one person can carry out the task. Ideally through discussion with you, the group should end up with a list of tasks to be carried out and named individuals allocated to these. Agreed roles in carrying out the task need to be confirmed by you. This way everyone understands what is being undertaken.

Learners will need to review the pros and cons of how they worked with others. You can organise a selection of questions that they can respond to orally or in writing. For example: Name the enterprise activity. How was this decided? What task(s) did you carry out? Describe what you actually did in carrying out your task(s). The learner can highlight examples of their own contribution. Who did you work with? Did you need to ask for help? Give an example. Did you help others? Give an example. What have you learned from doing this activity? What might you need to improve if you were to do this type of activity again?

Assessment evidence can be provided using photographs; flip chart brainstorming/mind mapping ideas/flow charts; blogs/logs/planning information; written/oral evidence; wall display; presentation; video recording (DVD/CD).

Stages

As the tutor, you might find it useful to think about the following points when you are managing the activity and/or activities.

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

- ◆ Explain to learners what the activity and/or activities are and identify the individual tasks, making sure that the learners understand what is involved.
- ◆ Tell the learners that you will be helping them at all stages of the activity and/or activities.
- ◆ Help the learners to discuss their tasks with you, and where possible encourage them to make their own preferences clear.
- ◆ Help the learners to carry out the activity and/or activities, ensuring that the learners support each other by giving and requesting help and information.
- ◆ Be available throughout the activity and/or activities in case the learners need extra support.
- ◆ Explain how the Unit will be assessed using written and/or oral evidence (eg by learners keeping blogs/logs, making a recording/display, tutor observing them, asking questions, and recording their responses).

Stage 2: Reviewing co-operative contribution

- ◆ Help learners to review how they worked co-operatively with others by identifying some examples of their own contribution and highlighting particular achievements and difficulties encountered.
- ◆ Help learners by using structured questions as prompts to set objectives for improving their own knowledge and skills for the future.

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 candidate log similar to this example could be used
- ◆ Reviewing co-operative contribution: this review sheet helps learners reflect on their own performance

If you use oral questioning as the assessment method, you may use the record sheets to record the learners' responses. Alternatively, the learner can write their own written responses.

Observation checklist

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

Interview checklist

The interview checklist is optional and can be used to record one-to-one interviews with learners. It may provide additional evidence from the learners when reviewing their co-operative contribution.

Summary checklist

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

Record sheet – Stage 1

Learner log

Learner:		
Tutor:		
Working co-operatively with others		
The tasks I will carry out	What my role will be	What I actually did
Tutor observation/comments:		
Tutor signature:	Date:	

Record sheet – Stage 2

Review sheet

Learner:	
Tutor:	
Reviewing co-operative contribution	
Prompts	Responses
Did you complete all your tasks and did you do this on time?	
What was your role and can you give some examples of how you carried this out?	
Give some examples of when you asked for support from others	
Give some examples of when you gave support to others in the group	
What did you do well?	
What did you find difficult?	
How can you improve your own skills for any future co-operative working?	
Tutor observation/comments:	
Tutor signature:	Date:

Observation checklist

Working with Others at SCQF level 2

Learner:
Tutor:
Roles and tasks identified. How did these relate to the roles of others?
Tutor observation/comments:
Own role in the co-operative activity and/or activities carried out
Tutor observation/comments:
Asking for information and seeking support from others
Tutor observation/comments:
Giving information and supporting others (especially when they need your help or you can help because you know more about it)
Tutor observation/comments:

Observation checklist (cont)

Working with Others at SCQF level 2

Learner:	
Tutor:	
Review own contribution to the co-operative activity and/or activities, with tutor guidance	
Tutor observation/comments:	
Give an example of a strength and area for improvement in their own contribution to the co-operative activity and/or activities (eg what did they do particularly well and what did they find difficult)	
Tutor observation/comments:	
Set objectives for how they could improve their own skills and knowledge in future, with tutor guidance	
Tutor observation/comments:	
Tutor signature:	Date:

Interview checklist

Working with Others at SCQF level 2

Learner:	
Tutor:	
Think about your own contribution to the co-operative activity and/or activities (eg Did you complete all your tasks? Did you get things done on time? Did you seek support from others? Did you help others as much as you could? Were you polite and respectful to others?)	
Tutor comment:	
Think about a strength and something you could improve on for the future when working with others (eg What did you do particularly well? What did you find difficult?) Can you set a target for how you could improve your own skills and knowledge in the future?	
Tutor comment:	
Tutor signature:	Date:

Summary checklist

Learner name:	
Learner number:	
Centre:	
Working with Others at SCQF level 2	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 2



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