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

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 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. You will be providing background assistance to learners, who should be capable of working independently. 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 should be capable of working independently, asking for your support when necessary. Your role will be to facilitate learning and to make sure that the group understands the types of activity and/or activities they may wish to undertake. It is a good idea for you to deliver a presentation at the start of the Unit to clarify your role and the learner evidence that must be gathered. Another approach is to confirm a number of key tutorial support sessions with individuals and/or the group to check on progress at a mid-point review and end review.

The overall goal for the activity and/or activities should be clear. The activity and/or activities should be capable of being broken down into separate roles, which may in themselves be complex and where the relationships between the component roles may not be immediately obvious. The interpersonal skills involved should be varied and some of them may present a challenge to the learner. Learners are expected to complete the tasks allocated to them but 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 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 questioning and/or by observation. At this level a mix of all three methods can be effective, although learners might still find it useful to complete a record sheet, diary, or log as they carry out their tasks.

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. 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.

Planning

You should explain and discuss the assessment process with the 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:

♦ work with others to identify the main roles within the co-operative activity and/or activities, what their role is, what they will do, and how these relate to the roles and tasks of others

♦ organise their own role in the co-operative activity and/or activities

♦ make/accept suggestions and adapt their role and behaviour accordingly (eg accommodating any difficulties or changing circumstances)

♦ pro-actively seek and offer support from/to others (eg anticipating others' needs; keeping others informed of progress; taking time to praise others)

♦ contribute to co-operative decision making (eg managing conflict; deciding on role changes)

♦ develop criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities

♦ receive and consider feedback and advice on their contribution to the co-operative activity and/or activities

♦ evaluate their own contribution to the co-operative activity and/or activities against their chosen criteria, justifying their conclusions with evidence

♦ evaluate overall co-operative working (eg consider their own involvement; the involvement of others)

♦ set objectives for how they could improve both their own skills and co-operative working in future, 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

This involves the ability to work with others, to use interpersonal skills appropriately, to recognise and value the roles of other people, to take responsibility for their own contribution, and to support co-operative working in appropriate ways.

A good starting point for learners would be to encourage them to remember occasions when they worked co-operatively with others. Allow them to share these experiences within the group and use this session to discuss the positives and negatives of working as part of a team.

The learners must identify the main roles within the co-operative activity and/or activities and understand the relationships between the roles and tasks being carried out by group members. It is important that learners understand the need to consider the activity and the main roles in relation to individual knowledge, skills, and preferences. It is a good idea to record the group discussion and the process of how they arrive at decisions in terms of who is doing what. Learners should be open about their strengths and weaknesses, and as a group make collective decisions about who is best suited to take on specific roles and responsibilities.

This Unit is about working together on an activity and/or activities (which may involve complex roles) whereby each person can use their own particular experiences and strengths, acquire new skills and evaluate their own contribution with others, and set objectives for future working.

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.

Learners should keep everyone informed of the progress they are making with their tasks and keep abreast of the progress of others.

Learners should be aware of any rules or procedures covering their activity and/or activities and plan to work within these. They must understand how systems operate in their workplace, school, college, or community, eg whether or not they need special permission to do certain things.

There will probably be times when individuals and/or the group are unsure of what to do, need advice on how to carry out their tasks, or just need a little encouragement and support. When these situations occur they should, in the first instance, seek advice and support from within the group and keep a

record of this. There will be occasions when your support will be required and this should be recorded.

Learners should be alert for occasions when they could help others and be sensitive to their needs, even if they have not been asked directly for support. Learners must be pro-active when working co-operatively with others, anticipating the needs of others and providing a supporting role when required. At this level the support given should go beyond supplying information and giving practical help. For example, it may be that someone is worried that they may not be able to complete a task properly or on time. In a case like this, learners should encourage one another, be non-judgemental, and be prepared to offer support to complete the task .

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. Where possible minor disagreements should be resolved through group discussion. You may be required to intervene in certain circumstances.

In assessing this Unit, your focus should be on the process and the way the learners went about the activity and/or activities, rather than whether or not the activity and/or activities produced a successful outcome. The outcome of the activity and/or activities is important, but the most important thing is that the process should provide plenty of opportunities for the learners to show that they can work co-operatively with others. Learners may 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 provide an explanation and suggest ways of improving such situations in the future.

Reviewing co-operative contribution

Learners must reflect on and review how well they performed in the activity and/or activities. They may experience some difficulties when carrying out the activity and they must be prepared to reflect on the process and record difficulties as well as successes. Encourage them to be honest and open when they are recording evidence as the lessons they have learned will be helpful when working with others in the future. If they think there is a better way of doing something next time they are in a similar situation, then they should make a note of this.

At this level learners have to set and develop their own criteria for judging their own contribution and that of others to the co-operative effort, 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 should consult with others throughout the co-operative activity. Evidence may be collated in a folio, diary or log, and/or recording documentation. This will enable learners to look back on their roles and tasks to identify and discuss things they felt were a success and the challenges they faced that might have prevented them from achieving a satisfactory outcome or precipitated a change of direction. They could decide why this was so: perhaps because of the skills and experience they had before the activity and/or activities started, or because they received some useful advice.

In reviewing their own contribution they need to refer to their own supporting documentation to justify what they did well, the difficulties they encountered and what they would change in the future.

Learners must also be able to evaluate the overall co-operative working of the group. They should be able to refer to supporting documentation within folios and to point to any difficulties, why these occurred, how they were resolved, and whether the methods for dealing with problems were effective or not. They should be able to explain and justify what they would do differently in the future.

Learners must set objectives, not only for improving their own skills, but also for how overall co-operative working could be improved in the future. They must be able to provide evidence based on their experience in the co-operative activity and/or activities and justify their conclusions.

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 folio of evidence that includes all the items. An alternative would be to provide record sheets that can be made into a portfolio.

If you 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 single activity. In this case you must keep separate records for this Unit.

The Unit requires learners to work co-operatively with others on a single activity and/or several smaller activities.

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

♦ work with others to promote an open day within your centre

♦ organise an event that is taking place within your centre and involves internal/external presenters and participants

♦ be part of a committee responsible for running a sponsored 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.

As the tutor your role will be mainly as a facilitator but there is still a need to support and advise learners as and when required. Learners will need support to understand the type of activity they will carry out and time must be taken to ensure that they understand what is expected of them. 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 that 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 has decided to organise a health promotion day at the local leisure centre to promote health and fitness. The event will feature an introduction to health and fitness, starting with an initial assessment of individual fitness. This will lead to a starter programme to develop individual fitness and healthy eating. The group will need to work out the main roles and tasks, and organise and manage the event.

The following could be considered:

♦ What needs to be done, eg contacting the leisure centre to discuss and confirm the schedule of events for the day; how the group will promote the event; and the resources required for promotional literature.

♦ Organising a group meeting to discuss the event and how best to organise the day. The group may decide to organise a chairperson and minute secretary. Group members should be prepared for a detailed planning session where the activity is broken down into roles and responsibilities and these are agreed and acted on based on the group strengths. This meeting should be recorded in terms of an action minute. Further planning meetings will be scheduled and recorded.

♦ Group members should be clear about their own roles and responsibilities and those of others, eg the group might have subteams working on specific areas of responsibility — advertising and promoting the event, including health and fitness information; producing a schedule for the day and organising signs/individual/group activity schedules within the leisure centre; inviting a guest speaker to speak about healthy eating; organising a healthy lunch for morning and afternoon breaks; communicating with leisure centre staff on the individual/group programme content for the health promotion day.

At this level it is important to understand how group members will work co-operatively in the planning, organisation, and evaluation stages of the event. Learners should be aware that:

♦ people have different skill levels for different tasks and it will therefore be important for learners to be sensitive and responsive to how easy or difficult it is for each of the group members to organise and complete their tasks

♦ everyone may not agree about the way things should be done or who should do what. The group should try to resolve any conflict amicably but where this cannot be achieved it is important that the group analyse the problems they

faced, eg What went wrong and why? What can the individual and/or the group learn from this?

When learners are preparing and working together, there are some things they can do which will help everything run smoothly, eg:

♦ keep everyone informed of their progress, and respond positively and encouragingly when being given feedback on how they are getting on

♦ be proactive in helping and supporting others, and in asking for help 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

♦ work with others to allocate roles based on strengths, weaknesses, skills, qualities, and individual/group preferences. Be prepared to adapt their own role if necessary. Time taken in the planning stages to identify roles and responsibilities based on group needs will help to foster a positive attitude towards working collectively to achieve a common goal.

Example 2

The group may decide to hold an open day. In this context, it is important that group members are involved right at the start in a planning session. You may perform a facilitation role and should be a good source of information when required.

For example; the group may decided to become involved in a college open day event. The value-added benefits are huge: showcasing student work; performing a role as a centre tour guide and being able to inform on the basis of having been enrolled on the course; speaking at the event itself, perhaps using a presentation to highlight particular aspects of the course; anticipating likely questions from new students and drafting a question and answer sheet.

The group may decide to write a short article on the open day for the college newsletter and some may even get involved in local marketing and publicity of the course, eg handing out leaflets at a local shopping centre and any other local venue that might attract interest.

Planning session

It is important that the planning is well documented. Initial ideas may be logged using one or several combinations of the following methods: brainstorming, mind mapping, flip chart, or action minute session. Group members should be encouraged to make suggestions and everything should be logged.

It is important that you oversee the initial planning session and promote the basic principles of co-operative working within the group. For example, group members may have to be reminded of some general group rules, eg not talking over one another; listening; fostering positive relationships within the group; having an awareness of how negative responses can be construed as a 'put down'; encouraging the silent non-contributor; completing tasks aiming towards the common group goal.

Stages

At this level your role as tutor will be mainly that of facilitator. You will be providing background assistance.

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

♦ Explain how the Unit will be assessed using a combination of methods, eg keeping logs and/or providing written notes, making a recording, observing, and asking questions.

♦ Prompt the learners to discuss the activity, examine the roles and tasks, and identify which tasks fall into natural sets of work.

♦ Facilitate learners, making their own strengths and limitations clear, and stating their preferences, reaching agreement with others on who would be best equipped to carry out specific roles and tasks.

♦ Explain that as learners carry out the activity and/or activities, they should take positive action to make sure that everyone supports each other by giving and requesting help and information.

♦ Emphasise to learners how they must collectively contribute to the management of the activity and/or activities by helping with decision making, adapting or changing their roles and tasks, and dealing with conflict.

Stage 2: Reviewing co-operative contribution

♦ Emphasise to learners that they must decide on the criteria they will use to judge their own contribution to the activity and/or activities.

♦ Offer background support to learners in reviewing their progress, identifying achievements and difficulties, and deciding what they would change in the future.

♦ Underline the need for learners to judge their own contribution to the activity and/or activities, giving evidence to support their judgement, including feedback from others.

♦ Explain that all group members must evaluate the overall co-operative working, eg they may identify the strengths and weaknesses of the whole activity, what went well, and what obstacles they encountered.

♦ Emphasise that learners need to set objectives for how they could improve their own skills and co-operative working in future and justify these conclusions from their evidence. They should also be prepared to explain 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: the learner can use this form to identify the criteria they have developed for evaluation and evaluate their performance

Learners can use these record sheets to write down their contribution to the activity and/or activities. Alternatively, if you use oral questioning as the assessment method, you may use them to record the learners' 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.

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**
How did you identify the main roles and responsibilities?	
What was your role and how did you carry this out?	
How did your role relate to the roles and tasks of others in the group?	
How did you organise your own role in the activity and/or activities?	
You must provide evidence of the following: ♦ making and accepting suggestions ♦ adapting your role and behaviour accordingly ♦ seeking and offering support ♦ contributing to co-operative decision making	
Tutor observation/comments:	
Tutor signature:	**Date:**

Record sheet — Stage 2

Folio evidence

Learner:	
Tutor:	
Reviewing co-operative contribution	**Folio evidence**
State the criteria used to evaluate your own contribution and the contribution of others	
Present feedback and advice you considered and received on your own contribution	
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 — considering your own involvement and the involvement of others	
State the objectives you set 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 5

Learner:
Tutor:
Work with others to identify the main roles within the co-operative activity and/or activities, what their role is, what they will do, and how these relate to the roles and tasks of others
Folio supporting evidence:
Tutor observation/comments:
Organise their own role in the co-operative activity and/or activities
Folio supporting evidence:
Tutor observation/comments:
Make/accept suggestions and adapt their role and behaviour accordingly (eg accommodating any difficulties or changing circumstances)
Folio supporting evidence:
Tutor observation/comments:
Pro-actively seek and offer support from/to others (eg anticipating others' needs; keeping others informed of progress; taking time to praise others)
Folio supporting evidence:
Tutor observation/comments:

Observation checklist (cont)

Working with Others at SCQF level 5

Learner:
Tutor:
Contribute to co-operative decision making (eg managing conflict; deciding on role changes)
Folio supporting evidence:
Tutor observation/comments:
Develop criteria which they can use to evaluate their contribution and the contribution of others to the co-operative activity and/or activities
Folio supporting evidence:
Tutor observation/comments:
Receive and consider feedback and advice on their contribution to the co-operative activity and/or activities
Folio supporting evidence:
Tutor observation/comments:
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:

Observation checklist (cont)

Working with Others at SCQF level 5

Learner:
Tutor:
Evaluate overall co-operative working (eg consider their own involvement; the involvement of others)
Folio supporting evidence:
Tutor observation/comments:
Set objectives for how they could improve both their own skills and co-operative working in future, 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 5	**Date achieved**
Stage 1: Working co-operatively with others	
Stage 2: Reviewing co-operative contribution	
Tutor signature:	**Date:**

Credit value
6 SCQF credit points (1 SQA credit) at SCQF level 5

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