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

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

♦ Communication

♦ Numeracy

♦ Information and Communication Technology

♦ Problem Solving

♦ Working with Others

They are important because they help you to be effective in almost everything you do. That is also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about working co-operatively with others on an activity and/or activities that involve complex interactions.

Your tutor will explain anything in this Unit you do not understand.

What should I know or be able to do before I start?

You may have achieved the Core Skills Unit in Working with Others at SCQF level 5. Alternatively, you may be able to show that you have similar experience of working co-operatively with others, for example working with others to implement a promotional activity designed to attract members of the public along to an open day that your local community centre or business is holding; organising with fellow students a whole-day meeting that is taking place in your college and involves external presenters and participants from your own college and from outside organisations; being part of a committee responsible for running a community group.

What do I need to do?

You will:

♦ analyse the requirements of your own role and the roles of others within the co-operative activity and/or activities and the relationship between them

♦ organise your own role to contribute effectively to the co-operative activity and/or activities, adapting it as necessary

♦ negotiate working methods that are consistent with the resources available

♦ promote co-operative working towards a consensus (for example, by offering encouragement, valuing diversity, sharing resources, dealing sensitively with disagreement)

♦ modify your behaviour to meet the needs of others and of different situations

♦ motivate yourself and others to progress towards a common goal, overcoming any barriers and/or difficulties

♦ develop criteria that you can use to evaluate your own involvement and the involvement of others in the co-operative activity and/or activities

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

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

- evaluate overall co-operative working, for example consider your own involvement and the involvement of others

- use reflection and feedback to set objectives for how you could improve both your own skills and future co-operative working, justifying your conclusions with evidence

How will I get this Unit?

You will need to show that you have all the skills in the Unit.

You will work with other people on a co-operative activity and/or activities. You will identify the strengths and weaknesses of both your own contribution and the overall working arrangements within the co-operative activity and/or activities. You may have written evidence, such as notes of discussions with other people, records of tasks which you undertook, and your thoughts on how well things went. Your tutor might ask you questions and make notes or a recording of what you have said. Your tutor might watch you working with others and note how you got on.

What might this involve?

Here are examples of some things you might do:

- devising, promoting, and implementing a project to reduce waste, including measures such as recycling and improving energy efficiency

- organising, with others, a 2-day residential conference which involves presenters and participants from your own and from outside organisations

- participating in a team that is responsible for reviewing the skill needs of work placement trainees on an on-going basis

What can I do next?

You could move on to the other Core Skill Units in:

♦ Communication

♦ Information technology

♦ Numeracy

♦ Problem solving

Your tutor can advise you about this.

Guidance for tutors

At SCQF level 6 learners are expected to be able to work with others in complex activities, in surroundings that may be unfamiliar, and with very limited or no assistance from the tutor. The overall goal of the activity and/or activities should be clear and must be capable of being broken down into separate roles and tasks that may be complex. The activity (and/or activities) and some of the component tasks are likely to be unfamiliar to the learners. Relationships and roles will not be obvious and may change as the activity and/or activities progress. The interpersonal skills involved should be varied and present a challenge to the learner.

Working co-operatively with others

This involves the ability to work with others, to use interpersonal skills appropriately, to recognise and value the roles of other people, to take responsibility for their own contribution, to identify emerging role changes, to adapt their own behaviour to accommodate changing dynamics, and to support co-operative working in appropriate ways.

Reviewing co-operative contribution

This requires the ability to review the process of working co-operatively with other people, which may involve resolving issues and handling other people's behaviour. The learner should evaluate the outcomes, identify the value of their own contribution and reflect on any personal learning and development that may be needed to enhance their contribution to future collaborative work.

Learners have to evaluate the whole co-operative working experience. At this level learners have to develop their own criteria for judging their own involvement and the involvement of others.

Further guidance is available in the accompanying Assessment Support Pack.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

ADMINISTRATIVE INFORMATION

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

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