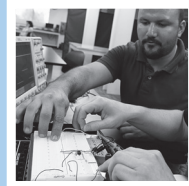


# Work place Core Skills Unit

## WORKING WITH OTHERS SCQF level 3 Assessment Support Pack



### What are Core Skills?

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace.

The Core Skills are:

- Communication
- Numeracy
- Information and Communication Technology
- Problem Solving
- Working with Others

Employers look for Core Skills when they are appointing new staff. They also expect their existing staff to have these skills.

Core Skills are important because they help you work effectively in your present job and also prepare you for jobs which you will do in future. Developing your Core Skills helps you deal with today's rapidly changing world and improve your career prospects.

## Part 1: Information for assessors

### What is involved?

The Unit is designed for the workplace and the content should involve an activity and/or activities that are suited to the requirements of the candidate's working environment.

The focus of the Unit is on the candidate's behaviour and attitude towards others when working on a shared activity/activities rather than the activity/activities themselves. Candidates will demonstrate their co-operative working skills by:

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

These skills should be useful to candidates in their current and future jobs, as well as in their social and personal lives.

The Unit is designed for those who have little or no skill and experience in working with others in the workplace. The interactions undertaken in the assessments should be simple and routine, eg at trainee level. The Unit might be suitable for candidates who are currently working towards an SVQ/NVQ at level 1 or level 2.

The Working with Others activity and/or activities can be combined with the other Core Skills Units: Communication, Numeracy, Information and Communication Technology, and Problem Solving. If you adopt this approach, records must be kept for each Unit.

## Guidance on the Unit

Candidates at SCQF level 3 are required to work co-operatively with others on a workplace activity and/or activities that involve simple interactions. They may need some support to understand the tasks to be undertaken and in identifying and selecting evaluation criteria either from you, or from a supervisor or other workplace mentor.

The 'What do I need to do' section of the Unit lists the knowledge, understanding, and competence that candidates must have and what they need to do to prove this. You may want to discuss these with the candidates. The following notes give detailed pointers on the things candidates need to know and be able to do.

## What candidates need to do

### Carrying out an activity and/or activities co-operatively with others

Identifying their role and the roles of others

Candidates must identify their own role and how it relates to the roles of other people involved in the activity and/or activities.

### Carrying out their role

Candidates must demonstrate that they can:

- ◆ work effectively with others, eg by finishing their tasks properly, in the right order, and in a way that fits in with what others have to do
- ◆ take responsibility for their own contribution to the co-operative effort, and recognise and value the roles and input of other people
  - ◆ adapt their actions and behaviour when appropriate, eg:
    - ◆ if they need to cover for someone who is off ill
    - ◆ take on part of someone else's role if they are experiencing difficulties

### **Asking for information and support from others**

Candidates should be encouraged to seek guidance and support from other people working on the same activity and/or activities, eg if they:

- ◆ are unsure of what to do at particular stages of the activity/activities
- ◆ need advice on how to carry out some of their tasks
- ◆ need information or resources to be provided
- ◆ want reassurance and general support

Candidates should be clear about what they are asking, and be courteous to people they are asking for support or information from.

### **Providing information and support to others**

As well as requesting help and advice, candidates must be prepared to offer the same kind of support. They should be sensitive to the needs of others by:

- ◆ asking if they need help
- ◆ listening carefully to the needs and wishes of others, thinking about how they might help, and then responding helpfully and politely — they may not always be able to provide the information or help required, but should try to recommend who might be the appropriate person to give this assistance, eg a workplace supervisor or team leader
- ◆ explaining something that they know more about
- ◆ sharing information and/or resources
- ◆ acting considerately to others; trying to anticipate other people's needs

## Reviewing co-operative contribution

Candidates need to be able to reflect on and review their own performance. You should encourage them to keep a log or make a recording of their activity and/or activities that they can easily check back to identify the things they think they did well, where they experienced any difficulty, and any areas for improvement. You should explain that, even if they feel that they had some difficulties, this does not mean that they will not achieve the Unit.

## Deciding on measures for judging how well they co-operated with others

You should help candidates identify questions they can use to judge their own contribution to the activity and/or activities. These might be, eg:

- ◆ did they complete all their activities
- ◆ did they get things done on time
- ◆ did they seek support from others
- ◆ did they help other people as much as they could
- ◆ were they polite and respectful
- ◆ how did they resolve any difficult issues or deal with other people's behaviour?

## Asking for feedback on their contribution

You should help candidates to identify questions to ask others involved in the co-operative working activity/activities that will help them to judge how effective their own contribution to the activity and/or activities was. These might be, eg:

- ◆ was I helpful
- ◆ was I polite and respectful
- ◆ did I carry out my tasks to the required standard
- ◆ is there anything you think I could have done better?

### **Using their chosen measures and feedback to judge how well they co-operated with others**

Candidates must judge their own contribution to the co-operative activity and/or activities against the measures and feedback they have decided on, eg:

- ◆ what they did particularly well
- ◆ anywhere they could have done better
- ◆ any difficulties they experienced and how they dealt with them

### **Setting personal objectives for improving their own co-operative working skills in future**

Candidates should be encouraged to reflect on what they have learnt from the co-operative working experience and think of anything they would do differently or improve on next time, eg is there any specific training they feel they need to support them in future co-operative working?

Candidates should use the findings of their reflection to identify and set personal objectives for future co-operative working.

- ◆ how they could improve their own co-operative working skills
- ◆ how future co-operative working arrangements could be improved

## How do candidates show they have achieved the Unit?

The Unit requires the candidates to provide evidence for both tasks.

### Task 1: Work co-operatively with others

Candidates must work co-operatively with at least one other person, who may be a colleague, client or customer, to achieve a common goal.

### Task 2: Checking and evaluating

Candidates must check how well they contributed to the co-operative working activity and/or activities.

## Assessment requirements

Candidates may be working co-operatively with others on various activities as part of their existing job role. Evidence from more than one co-operative working activity can be used as evidence against either of the Unit tasks.

The activity and/or activities should be relatively familiar to the candidate. The activity and/or activities should have a clear aim and be capable of being broken down into simple roles. The roles themselves should be familiar to the candidate and the interpersonal skills should be simple.

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

## Gathering evidence

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

You may wish instead to observe the candidate carrying out a task and use oral questioning. This requires you to create and complete a record of questions asked and candidate responses.

From the candidate'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 workbook that includes all the evidence-gathering items. An alternative would be to provide worksheets that can be made into a portfolio or e-portfolio.

If you have chosen to integrate Working with Others with other Units being undertaken by the candidate, it may be possible to assess Working with Others as part of a larger single activity. In this case you must keep separate records for this Unit.

You should try to identify naturally occurring opportunities for assessment where possible. Some of the exemplars in this pack could be used or contextualised for this purpose.

The assessment process is likely to involve one or more of the following:

- ◆ observation
- ◆ recording
- ◆ oral questioning

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 candidate responses. All evidence, whether produced by the candidate or a record made by yourself, must be retained, signed, and dated by you.

## Planning

You should work out where opportunities for meeting the Unit standards are likely to arise. Where possible, these should be built into the assessment process.

You should explain and discuss this assessment process with the candidates so that they are clear about what is expected of them.



## Part 2: Exemplar assessment tasks

Note for assessors

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

- ◆ to illustrate to candidates the type of materials that could be used to generate evidence
- ◆ to help identify the type and amount of evidence that candidates should have gathered in their portfolio
- ◆ to help identify the level of complexity in evidence required for the Core Skill at this level
- ◆ to help you to identify/create an assessment task related to the candidate's own work environment
- ◆ as an off-the-shelf assessment, although every effort should be made to source/provide candidates with assessment materials that relate to their specific area of work

## Exemplar assessment

You have been asked to work with some colleagues to re-organise your departmental stockroom. The work is to start as soon as the customer service area closes on Friday lunchtime and is to be completed by 7.30 pm that evening.

The people involved will be you, your supervisor, and two other members of staff. You will need to identify what needs to be done, eg:

- ◆ what stock needs to be reorganised
- ◆ a plan for the new layout
- ◆ what tasks need to be carried out
- ◆ what tasks you will do and when
- ◆ what tasks others will do and when

You will then work with your supervisor and colleagues to re-organise the stockroom. If circumstances change, you may need to adapt what you do and how you behave, eg someone may be off sick and you may need to take over some of the other tasks.

While participating in this co-operative activity, you should:

- ◆ recognise skills of everyone involved and respect why these skills make them suitable for particular tasks
- ◆ take on tasks that you might not really want to do
- ◆ ask for help if you need it
- ◆ offer to help with things you know you can do well
- ◆ keep your eye open for people who may be a bit unsure about what to do and lend a helping hand if you can
- ◆ try to get on with the people you are working with, and show consideration for their point of view and the way they like to work
- ◆ talk to those involved about any concerns you may have
- ◆ swap roles if things are not working out the way they should

## Part 3: Exemplar recording documentation

This section gives some examples of forms that could be used by the candidates and/or assessor to gather evidence and record assessment decisions.

You are encouraged to adapt these materials to suit you and your candidate's preferred approach, ie boxes can be made bigger, format can be changed to a non-table format, font size etc.

### Assessment plan

You should work out where naturally occurring opportunities for meeting the standards are likely to arise and, where possible, build them into the assessment process.

You should explain and discuss the assessment process with candidates so they are clear about what is expected of them.

### Assessment checklists

Candidates could use the assessment checklists as a means of cross-referencing evidence in their portfolio to the Unit.

Assessors could use the assessment checklists to record assessment decisions and any relevant comments.

### Summary checklist

The summary checklist could be used to record the assessment decisions from the assessment checklists on a single form.

## Assessment plan

Working with Others (SCQF level 3)

Candidate: \_\_\_\_\_

Task to be assessed: \_\_\_\_\_

Proposed date of assessment: \_\_\_\_\_

Proposed method of assessment	Tick	Notes
Assignment or project		
Observed performance		
Witness testimony		
Written questions		
Oral questioning		
Product evaluation, eg written document		
Previous evidence		
Other evidence		

Details agreed and signed by:

Assessor \_\_\_\_\_

Candidate \_\_\_\_\_

Line manager (if required) \_\_\_\_\_

Date \_\_\_\_\_

## Assessment checklist

Working with Others (SCQF level 3)

Task 1: Working  
co-operatively with others

Candidate name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Task 1: Work co-operatively with at least one other person, who may be a colleague, client, or customer, to achieve a common goal</b>			
	<b>Evidence</b>	<b>Assessor initials and date</b>	<b>Comments</b>
Used simple inter-personal skills			
Identified own role and how it related to the roles of others involved in the co-operative working activity and/or activities			
Carried out own role, adapting actions and behaviour as appropriate			
Asked politely for information and support from others			
Provided information and support to others			

## Assessment checklist

Working with Others (SCQF level 3)

Task 2: Reviewing  
co-operative contribution

Candidate name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Task 2: Check how well you contributed to the co-operative working activity and/or activities</b>			
	<b>Evidence</b>	<b>Assessor initials and date</b>	<b>Comments</b>
Decided on measures to judge how well co-operated with others			
Asked for feedback on own contribution to the co-operative activity and/or activities			
Used chosen measures and feedback to make a judgement on own co-operative contribution			
Set personal objectives for how they could improve their own co-operative working skills in future			

## Summary checklist

Working with Others (SCQF level 3)

Candidate name: \_\_\_\_\_

Candidate number: \_\_\_\_\_

Centre: \_\_\_\_\_

Task	Date achieved
1 Working co-operatively with others	
2 Reviewing co-operative contribution	
Assessor's signature: _____	Date: _____

## ADMINISTRATION INFORMATION

### Credit Value

6 SCQF credit points at SCQF level 3



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