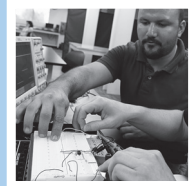


# Work place Core Skills Unit

## WORKING WITH OTHERS SCQF level 5 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 and the contribution of others

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 a reasonable level of skill and experience in working with others in the workplace. The work interactions undertaken in the assessments may have some complex aspects, eg at supervisor level. The Unit might be suitable for candidates who are currently working towards an SVQ/NVQ at level 3 or level 4.

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 5 should be able to work co-operatively with others on a workplace activity and/or activities that involve non-routine interactions. They may need limited support to manage behavioural conflict or any emerging role changes 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 work with others involved in the co-operative activity and/or activities to identify:

- ◆ the main roles within the co-operative activity and/or activities
- ◆ their own role and tasks
- ◆ how their own role and tasks relate to the roles and tasks of others involved

#### Organising and carrying out their role

Candidates must demonstrate that they can:

- ◆ organise and carry out their own work effectively, eg by setting their own priorities, 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 role and behaviour when appropriate, eg by accommodating any difficulties or changing circumstances; these could be:
  - ◆ standing in at short notice for a colleague who is ill
  - ◆ taking on someone else's role if they are experiencing difficulties because the nature of the role has changed
  - ◆ renegotiating timescales to meet new deadlines

### **Proactively seeking and offering support from/to others**

Candidates must be proactive in seeking and giving information and support, eg:

- ◆ listening carefully to the needs and wishes of others, thinking about how they might help, and then responding appropriately
- ◆ explaining or demonstrating something that they know more about than other people
- ◆ sharing information and/or resources
- ◆ acting considerately to others and trying to anticipate other people's needs, eg:
  - ◆ looking out for situations where somebody obviously needs help but has not asked for it, eg if they were not completing the task within the required the time schedule
  - ◆ if others seem unsure what to do in a particular situation
- ◆ keeping others informed of progress
- ◆ giving reassurance and encouragement, eg by giving praise

Candidates need to be tactful in the way they offer help, showing they are genuinely trying to help and not interfering or being critical of others' efforts.

## Reviewing co-operative contribution

Candidates must reflect on and review their own performance, and on how well the co-operative working arrangements operated overall. 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.

## Developing criteria for evaluating own contribution and the contribution of others

The candidates should identify and develop criteria for evaluating their own contribution to the activity and/or activities, and for the overall co-operative working process. The evaluation criteria should consider:

- ◆ how well roles and tasks were carried out, eg:
  - ◆ did they and others complete all their activities on time
  - ◆ was the common goal achieved effectively?
- ◆ the interaction between all those involved in the activity and/or activities, eg:
  - ◆ did they proactively seek and provide support
  - ◆ did they adapt their role/roles to suit any changing circumstances?
- ◆ the interpersonal contributions of the candidate and others, eg:
  - ◆ did they respond sensitively to others' needs
  - ◆ how did they resolve any difficult issues or deal with other people's behaviour?

## Receiving and considering feedback and advice on their co-operative contribution

Candidates should identify questions to ask others involved in the co-operative working that will help them to judge the effectiveness of their own contribution to the activity and/or activities. These should relate to the evaluation criteria developed by the candidate.

### **Using chosen criteria and feedback to evaluate how well they co-operated with others and how well the co-operative working arrangements operated overall**

Candidates must evaluate their own contribution, and the contribution of others, to co-operative working using the criteria they developed and the feedback received from others. They must provide evidence to support their conclusions.

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

Candidates must reflect on what they have learnt from the co-operative working experience to identify new or improved skills they have acquired.

Candidates must set objectives:

- ◆ 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 and others involved 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 separate roles, which may be complex. The roles should be familiar to the candidate, although the relationship between them may not be immediately obvious. The interpersonal skills needed may be varied, some of which may be challenging.

In assessing this Unit, your focus should be on the way the candidates went about the activity and/or activities, rather than 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. The exemplar 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 task

Note for assessors

You can use the exemplar assessment 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

The company is committed 100% to becoming more 'clean and green'. You and some colleagues have been asked to research current practices within the various departments and to investigate ways of saving energy and materials. You have to produce recommendations for the management team to review and implement if approved. Management want you to focus on the processes of 'reduce — reuse — recycle'.

You have been given four weeks for this project and you should schedule your work so that you do not disrupt the general running of the business.

The people involved will be you, your line manager, and some colleagues. You will need to identify with them:

- ◆ what the roles will be and how they relate to each other, eg will there be an overall manager; if so, how will he/she communicate with others
- ◆ what needs to be done, eg research; gathering opinions; presenting findings
- ◆ how people can best cope with the scope of work involved, taking into account the timescale and their existing workloads

You will then carry out the work with the others. If circumstances change, you may find that you need to adapt your own role and behaviour if things are not working out the way they should, eg

- ◆ you may need to take over all or part of someone else's role if they are experiencing difficulties or swap roles if people decide this would produce a better outcome
- ◆ you may feel that the timescale is unrealistic and therefore need to negotiate with management for a revised schedule
- ◆ when you are all preparing and working together there are some things you can do that will help everything run smoothly:

- ◆ keep your eyes open for people who may need support and try to help by anticipating the needs of others, eg by offering to share resources with them
- ◆ keep everyone, including your line manager, informed about your progress
- ◆ try to get on well with the people you are working with and show consideration for their point of view and the way they like to work
- ◆ take time to praise others for their efforts

If anything goes wrong, talk to your line manager, other senior staff, or colleagues to try and sort out together the best way to deal with what has happened

## 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 5)

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 5)

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>
Worked with others to identify the main roles within the co-operative activity and/or activities: what their role was, what they would do, and how these related to the roles and activities of others involved			
Organised and carried out own role in the co-operative activity and/or activities, adapting their role and behaviour as appropriate			
Proactively sought and offered support from/to others			

## Assessment checklist

Working with Others (SCQF level 5)

Task 2: Reviewing  
co-operative contribution

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

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

**Task 2: Check how well you and others involved contributed to the co-operative working activity and/or activities.**

	<b>Evidence</b>	<b>Assessor initials and date</b>	<b>Comments</b>
Developed criteria they could use to evaluate their own contribution and the contribution of others involved			
Asked for feedback on own contribution to the co-operative activity and/or activities			
Used their chosen criteria and feedback to decide how well they co-operated with others and how well the co-operative working arrangements operated overall, justifying their decision with supporting evidence			
Set objectives for how they could improve their own co-operative working skills and future co-operative working arrangements			

## Summary checklist

Working with Others (SCQF level 5)

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 5



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