Unit Title:	**Working as part of a group**
OCR unit number:	M20
Life and Living Skill Area:	Personal Skills
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Demonstrate an awareness of how to work with others in appropriate ways	**The Learner can:** 1.1 Participate in setting ground rules for working with others	The learner shows that they can participate in setting ground rules when working with others. Example activities may include: taking part in an activity at a residential centre, team or educational activity. Example of ground rules could include: with others set rules such as taking turns to speak at meetings, presentations or when planning activities, respecting the input of others, sharing equipment, sharing responsibility for tidying up, completing activities on a rota, being aware about how making noise might affect others etc. Work with others to produce a set of rules by voting on a list of given suggested rules then recording these rules in a format accessible to all group members; rules could be agreed by using secret ballot methods with everyone indicating that they will respect the rules – for example signing their name or mark making to indicate that they abide by the groups' rules. Take part in a group discussion lead by a tutor, facilitator or responsible person to create a list of group rules and produce a guidance

© OCR 2021

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		list or poster to present the rules back to the group for agreement and/or amendment until agreed.
	1.2 Relate basic information about the work to be carried out	Using their preferred method of communication the learner shows that they can relate basic information about the work needed to be done. Examples may be to provide a simple verbal/signed explanation of the work that is to be carried out; presenting a visual explanation of the work using symbols, audio descriptions etc; showing allocated job roles and responsibilities on a flowchart or poster; using a simple calendar or rota to plan when the work is to be carried out and who will do it.
	1.3 Identify their role in the group	The learner can identify their own role in the group, which may vary depending on their personal strengths. Learners may identify their role from a set of instructions, with reading support if required, highlighting the ones which refer to them; the learner may identify themselves on a rota or flowchart, recognising a symbol or image of themselves; the learner may identify their role in response to formal verbal/signed questions about their role. For example their role may be to prepare equipment, show someone how to complete a task, record that a task has been completed, display the groups' ground rules to remind everyone etc.
2 Be able to demonstrate working as part of a group	2.1 Carry out given tasks when working with others	The learner demonstrates that they can carry out given tasks when working as part of a group or with others. Example activities may be that they are observed completing their tasks, while following the group rules and these observations have been recorded by a

© OCR 2021

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		responsible person; that they have completed each task which has enabled others to complete their roles and other group members have recorded this has taken place; they have completed a checklist to show their tasks have been undertaken following the agreed group rules.
	2.2 Ask for or offer help when required	Using their preferred method of communication they show that they can identify when to ask for help or offer help. Example activities may include taking part in a discussion about knowing to ask for help when the task is too big to complete on their own and offering to help someone else when they are aware that the task may be too much for one person to do. The learner takes part in a role play about knowing how to ask for help or when to offer to help and asks for/offers help appropriately. The learner asks for/offers help appropriately in line with the group's ground rules in the group activity of 2.1. Requests for help could include asking for assistance to provide a volume of guests with refreshments when meeting and greeting guests, asking for a ramp to be provided or the location of wheelchair access to a building Offers of help could include assisting someone to find an item of equipment; helping someone to use the computer etc.
	2.3 Identify what went well and what went less well	The learner demonstrates that they are able to review group tasks. Example activities may include: taking part in a group feedback meeting to identify what went well and what went less well: working in pairs to complete a simple feedback survey to find out what went well and what went less well; producing a simple verbal/signed or text based

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		individual review of the activity to show where the learner feels it went well and less well.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The method of assessment will be appropriate to the individual learner and may include annotated photographic evidence or witness statements.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only; learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The evidence must show how the candidate has met the assessment criteria and witness statements should refer directly to the assessment criteria.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

© OCR 2021