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**Key Skills
Support Programme**

Working with Others

Effective practice in teaching and learning

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Working with Others

Acknowledgements

Contents

About this guide

This guide will help teachers to support learners working towards the key skill qualification of Working with Others (WWO) at Levels 1–3. Working with Others can be part of a wide range of learning programmes and is delivered in a number of contexts including:

- schools
- colleges
- work-based learning
- other contexts including the secure estate and adult and community learning.

The guide has been written so that it will be useful to both **new and experienced** teachers, working in **any context**, with the **full range of learners**.

Overview

This guide explains the Working with Others key skill and provides some suggestions and ideas for teaching and supporting learners. It also gives an overview of the assessment system for the key skills in general and explains the specific requirements for Working with Others.

The guide contains the following sections.

- **The value of Working with Others** introduces the importance of the key skill.
- **The Working with Others key skill** introduces the Working with Others standards.
- **Approaches to delivery** explains the main principles for teaching Working with Others and suggests how these may be applied in a range of settings.
- **Teaching Working with Others** is the main part of the guide and contains ideas and guidance about how to teach the key skill. It is organised under the headings 'How teams work', 'Interpersonal skills', 'Planning work', 'Carrying out work' and 'Reviewing and reflecting'.
- **Assessing Working with Others** provides an overview of the assessment system for this key skill.
- **Appendices:**
  - **Appendix 1: Developing your own practice** encourages you to get the most from the guide in terms of your continuing professional development (CPD).
  - **Appendix 2: Resources and support** gives information about free resources and support available from national agencies and programmes.
  - **Appendix 3: Understanding the Working with Others standards** will help teachers who are new to Working with Others to interpret the key skills standards.

Further advice and information

■ If you need further advice on the specific assessment requirements for the qualification, you should refer to your awarding body. Assessment is the responsibility of the awarding bodies who provide detailed documentation and specialised training.

■ For information or resources on the development of schemes of work or on how to write assignments that develop and/or provide evidence for Working with Others, please see other publications from the Key Skills Support Programme (KSSP) at www.keyskillssupport.net

■ Earlier good practice guides specifically for school and college staff and for work-based practitioners are still available on the KSSP website at www.keyskillssupport.net (see Appendix 2, p39).

■ For detailed advice and guidance on interpreting the key skills standards, you should consult the QCA guidance document detailed below.

Throughout this guide, the term 'QCA guidance' refers to *The key skills qualifications standards and guidance: working with others, improving own learning and performance and problem solving – levels 1–4* (QCA, 2004; ref QCA/04/1294). This is available from QCA Publications (tel 08700 606015) or via the QCA Orderline http://orderline.qca.org.uk. It can be downloaded from the QCA website www.qca.org.uk

The value of Working with Others

Working with Others (WWO) is a crucially important key skill. It is essential to learning collaboratively – for example, in discussions and group projects. It is also central to being an effective team member at work. An individual's ability to work with others will therefore have a fundamental impact on their employability.

Working with Others develops valuable skills for a wide range of learners who will be working towards the qualification for a variety of reasons in a number of settings. They may be:

- a Key Stage 4 learner who is using Working with Others to support their learning in GCSEs or a vocational qualification
- a Year 10 learner planning their work experience
- an apprentice for whom the qualification provides a valuable part of, or addition to, their Apprenticeship framework
- an Entry to Employment learner using Working with Others as a way of encouraging integration back into learning or to develop interpersonal skills
- an offender in prison doing Working with Others to improve their employment or education prospects on release.

WWO in the revised National Curriculum

In their introduction to the National Curriculum QCA states that 'skills such as self-management, problem solving, teamwork and effective communication are important components in a curriculum that seeks to develop young people for the future'. One of the aims of the National Curriculum is to enable all young people to become confident individuals who 'relate well to others and form good relationships'.

Personal, learning and thinking skills

The 11–19 framework of personal, learning and thinking skills (PLTS) is central to the revised secondary curriculum as well as post-16 education. PLTS are also an integral part of the Diplomas which will be piloted at Foundation, Higher and Advanced levels from 2008. At the time of writing this guide, no separate accreditation of these skills is planned, but organisations may decide that learners taking Diplomas – certainly those at Higher and Advanced level – might also gain formal accreditation of their teamworking skills through the Working with Others key skill.

One of the groups of skills identified in the PLTS framework is 'team workers'. The focus for this group of skills is:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Source: **PLTS framework** (**www.qca.org.uk/qca_15033.aspx**)

Working with Others provides a framework for developing and accrediting these skills.

Enrichment programmes

As well as subjects leading to qualifications, non-accredited aspects of the curriculum such as work-related learning, careers education, citizenship and enterprise education all provide a sound base for WWO which can offer recognition of the skills and knowledge learners acquire in these areas. Work experience schemes also provide opportunities to encourage learners to work with others, particularly those they do not know well.

Enrichment programmes – from plays and concerts, through community service and charity work, to externally accredited programmes such as the Duke of Edinburgh's Award Scheme, ASDAN and Young Enterprise – involve learners in group activities. These programmes help to provide a framework for learners to become more aware of the cooperative skills they have and of those they need to develop further.

Every Child Matters

Offering Working with Others might also demonstrate a school's active commitment to Every Child Matters in developing learners' future employability.

As a school we want to be forward thinking. We will be delivering the Engineering Diploma and have decided that getting to grips with key skills is the way to be 'ahead of the game'. Key skills provide a fantastic approach for the whole school. Teachers from different areas work together in a way that would never happen otherwise.

Beverley Arnold, Key Skills Coordinator, St Birinus School

Achievement and Attainment Tables

Working with Others qualifications – like the other key skills – are assigned points that contribute to Achievement and Attainment Tables in secondary education. WWO is worth 18.8 points at Level 1, 34.5 points at Level 2, and 63 points at Level 3. For comparison, a grade D GCSE is worth 34 points.

WWO and GCSEs, Diplomas and A levels

Many GCSE and A level learning programmes, particularly in applied subjects, require learners to work as a team on a project, contributing to planning and carrying out the project and reflecting on their work. The new Diplomas, at every level, all include a project (extended at Advanced level) in which learners will have 'opportunities for working individually or as part of a group'.

If they are to work effectively in this way, learners need to develop their interpersonal skills, understand how groups and teams work, and develop their awareness of the needs of the group and of the individuals in it. They should also learn from and respond to what others think, say and do, and reflect on what they do. These skills are central to Working with Others.

WWO in work-based learning

The National Employers Skills Survey 2005 (LSC, 2006) highlights the importance of working with others in the workplace. 'Teamworking skills' and 'customer-handling skills' were among the most important skills shortages – cited by over one-third of respondents – just behind technical skills, but ahead of literacy and numeracy skills.

Someone who is good at working with others will:

- get on well with colleagues, managers and customers
- get things done to quality standards, and within deadlines
- get involved and collaborate to improve ways of working
- organise their work to reduce stress and manage time effectively.

Working with Others forms part of the framework for some Apprenticeships and is integrated into certain NVQs. Some providers offer Working with Others in addition to framework and NVQ requirements because it helps prepare learners effectively for work.

WWO and higher education

Working with Others is included in the UCAS tariff. The qualification is assigned a value of 10 tariff points at Level 2 and 20 tariff points at Level 3.

Universities emphasise the importance of the wider key skills including teamworking. Higher education institutions (HEIs) have identified the skills as critical to successful progression to higher-level learning, and to retention and completion on degree programmes. The Quality Assurance Agency's (QAA) 'Subject benchmark statements' also identify the importance of key skills in the curriculum (see www.qaa.ac.uk), while the Higher Education Funding Council for England (HEFCE) has established a national Enhancing Student Employability Coordination Team to promote awareness among students and staff of the importance of student employability.

The key skills project helped me to think ahead to the skills I might need in employment, as well as how I could make the most of opportunities on my course.

HE student

The Working with Others key skill

This section provides an overview of the Working with Others key skill. If you are relatively new to the key skill, you may wish to go now to **Appendix 3: Understanding the Working with Others standards** (p41), which gives more detail. When working with learners, you will also need to be familiar with the standards themselves and the QCA guidance.

The key skill of Working with Others is available at Levels 1–4. The focus of this guide is on teaching learners aiming for Levels 1, 2 or 3. At every level the key skill follows a clear process:

Planning: the learner sets targets for what they want to learn and plans how they will achieve these

Doing: the learner follows the plan and reviews their progress

Reflecting: the learner reflects on what they have learnt and how successful their plan was
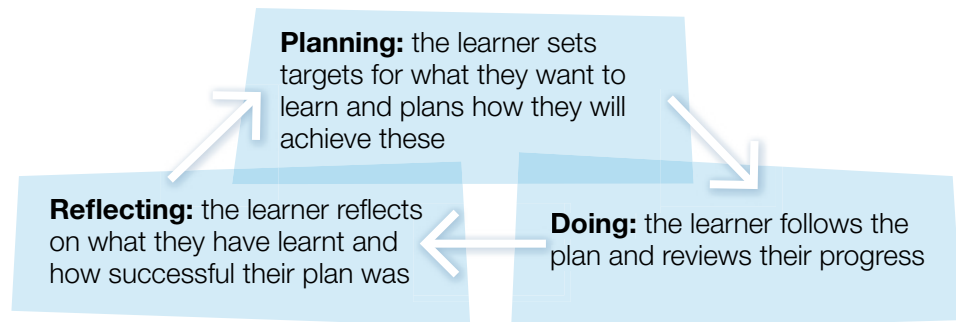
The key skill Working with Others focuses on teamwork, and on planning, organising and carrying out collaborative work.

The QCA guidance for Working with Others (p20) begins by saying: 'The aim of the standards for working with others is to encourage candidates to develop and demonstrate their ability to work cooperatively with others to achieve shared objectives.'

The table below shows what the Working with Others standards say that learners must do at each level from 1 to 3.

	Level 1	Level 2	Level 3
Plan	Confirm you understand the given objectives, and plan for working together	Plan work with others	Plan work with others
Do	Work with others towards achieving the given objectives	Work cooperatively towards achieving the identified objectives	Seek to develop cooperation and check progress towards your agreed objectives
Reflect/review	Identify ways you helped to achieve things and how to improve your work with others	Review your contributions and agree ways to improve work with others	Review work with others and agree ways of improving collaborative work in the future

Process skills, interpersonal skills and personal qualities

In the QCA standards Working with Others involves two types of skill:

- **process skills** – which are used throughout the plan–do–reflect/review cycle, such as planning, organising tasks or reviewing progress
- **interpersonal skills** – which underpin the process skills and are crucial to success, such as responding appropriately to others, offering support and encouragement and helping to resolve conflict.

Learners' **personal qualities**, such as confidence, empathy, persistence and reliability, underpin both sets of skills.

Helping learners to develop and improve their interpersonal skills and personal qualities is just as important as developing their process skills.

> This is made clear in the QCA guidance (p20): 'The focus of the assessment of Part B is primarily on the process skills, although to be effective in working with others, candidates will also need to develop and apply their interpersonal skills and have personal qualities such as confidence, empathy, persistence and reliability. These skills and qualities should be highlighted as important…'

The sections in this guide on 'Planning work' (p23), Carrying out work (p27) and 'Reviewing and reflecting' (p30) explore the process skills.

The sections on 'How teams work' (p13) and 'Interpersonal skills' (p17) look at the interpersonal skills and personal qualities and ways of teaching them.

Links with other key skills

There are close links between Working with Others and the other key skills. The interpersonal skills and personal qualities identified in the Working with Others standards are equally valuable to all the key skills. The other 'wider' key skills of Improving Own Learning and Performance and Problem Solving also follow the plan–do–reflect/review cycle.

These links reflect how these skills are used in real-world situations and have important implications for organising teaching and learning. Here are some examples.

- A school learner planning their work experience would be developing both Working with Others and Improving Own Learning and Performance skills.

- College learners could use ICT, Communication and Working with Others skills while working on and writing up a project.

- A care apprentice could develop both their Communication and Working with Others skills in their work on care plans.

- Much of Working with Others will help any learner working towards the speaking and listening component of the Communication key skill.

- An E2E learner may start with Working with Others and then progress to the Communication key skill when they have built their confidence.

Approaches to delivery

How you design your Working with Others programme will depend on the context you are working in and the needs of your learners. Whatever your context, the central principles for teaching all the key skills are:

- embedding and integrating learning with other activities
- personalising learning so that each learner is offered an individual learning programme with opportunities for progression
- using active learning methods to maintain motivation by ensuring that skills are applied in real and relevant contexts
- encouraging collaborative learning.

Recent research carried out by KSSP (2007) into the wider key skills found great variety in how Working with Others is taught and assessed. While some providers do some group teaching, in many cases – particularly in work-based learning – there is more one-to-one delivery.

The research also highlighted how important teaching these skills can be.

- Some young people may have low self-esteem and need help with assertiveness and building their confidence.
- While we all to some extent develop these skills within our work and everyday lives, learners will do this much more effectively if they learn how to reflect on their work and behaviour, and receive appropriate feedback.

Example
The PE and maths departments at one school collaborate to increase learners' confidence and self-esteem. Learners attend a residential week including orienteering, rock climbing and mathematical problem-solving tasks. They then consolidate these skills in the classroom and other contexts.

This reinforces the need to plan a variety of learning opportunities that:

- make the most of **group work** to develop skills in a supported and structured way – the KSSP research highlighted that this helps learners to work together, learn from each other's experience and bounce ideas off each other
- allow you to **personalise learning** to support individual needs – the research showed that an element of one-to-one work makes it easier to tailor work to the needs of the learner
- give scope to apply skills **in real and relevant contexts** – either in the workplace, or in project work in school, college or other contexts.

A number of organisations use programmes such as the Duke of Edinburgh's Award, Young Enterprise, ASDAN and Outward Bound as a basis for Working with Others and these can provide good opportunities to practise teamworking skills. Where this is the case, it is important to plan ways of helping learners to transfer what they have done to other contexts afterwards.

Embedding and integrating

Integrating the key skill within a learner's overall programme will help to ensure that their work on Working with Others will also contribute to their other achievements.

Some providers use an embedded approach where learners develop, practise and apply their key skills in the context of their main programme of learning. Key skills development opportunities are planned and signposted in the scheme of work and in lesson plans. The key skills are taught either by main subject teachers or by key skills specialists, sometimes through team teaching. There is no separate timetabling of key skills but learners may be offered additional support (eg through workshops or tutorials), including for building portfolios. However, it is important to achieve a balance. Providers in research conducted by KSSP often described themselves as using an embedded approach but this can carry the risk that the skills are embedded to the extent that they are virtually invisible to learners.

Example
At a school in the Midlands the Working with Others key skill is embedded in two courses: an enterprise project and a music technology enrichment course.

Other providers 'contextualise' their key skills teaching. Here, key skills specialists deliver key skills in timetabled sessions. However, the key skills specialists liaise with main programme tutors to ensure that the examples and contexts used in these sessions are relevant to learners' main programmes of learning. The specialists also offer support for building portfolios.

What is crucial is to devote time to teaching the skills of Working with Others. Learners must develop the understanding and skills involved in order to complete all the assessment successfully, so it is vital not to assume that learners will improve their skills 'by osmosis'. The section 'Teaching Working with Others' (p12) looks at some ways of doing this.

Personalisation

Personalisation is important because, while it is not a new idea, there is a drive to make it widespread across all schools, further education and work-based learning.

The starting point for personalising learning is to establish each learner's existing skills and abilities. In a school you will already have much of this information, but in work-based learning, colleges, the secure estate and other settings learners will be new to you and you will need to carry out some form of initial assessment. There is a range of methods you can use, including self-assessment, discussion and structured activities.

For more information on initial assessment, see the *Initial assessment toolkit for key skills and Skills for Life* (KSSP, 2006), detailed in Appendix 2 (p39).

This information is used to help learners set individual learning targets. Teachers then work on a one-to-one basis to help learners review their progress, reflect on their learning and set further targets.

If learners have a personal tutor, this is an ideal way to personalise learning, and many organisations choose to deliver the wider key skills through their tutorial systems.

Active learning

Active learning is dynamic, involves dialogue and gives learners experiences and activities that allow them to do things and engage in the learning process. Because key skills are about applying skills and knowledge, they already embody an active learning approach.

Within Working with Others there are many opportunities for active learning – indeed, it is vital that learners have opportunities to practise the skills of planning, doing, reviewing and reflecting. The activities in the 'Teaching Working with Others' section (p12) give examples of how you can promote an active learning approach.

Collaborative learning

It goes without saying that Working with Others involves collaboration between learners. Collaborative approaches such as pair and small group work can also offer an effective way of teaching and learning the understanding and skills required for the key skill.

Teaching Working with Others

This section gives ideas and examples for teaching Working with Others in innovative and engaging ways. It is organised under the following headings:

How teams work

- the background knowledge people need to work well in teams

Interpersonal skills

- being a good team member
- dealing with conflict and being assertive

Planning work

- agreeing targets and responsibilities

Carrying out work

- monitoring progress

Reviewing and reflecting

- reflecting on work
- reviewing as a group.

The recent research carried out by KSSP found that practitioners at the leading edge of teaching Working with Others – often working with very disadvantaged young people – take some important steps in their teaching.

- They make the skills explicit – for example, by discussing what skills a typical activity may involve.

- They provide opportunities to practise the skills – often by asking learners to plan and carry through a task as a group.

- They encourage learners to reflect on how well they have done – and, if necessary, challenge them in a supportive manner.

This means that teaching Working with Others well is a challenge. We all learn these skills to an important extent through experience, but we only get better if we reflect on what we have done, and have opportunities to improve and develop and to see how people with really good skills apply these in their life, work or study.

How teams work

To be an effective group or team member, it is important to know something about how teams work. This section summarises the key points that your learners will need to know.

- **At Level 1** learners need to 'understand what is meant by one-to-one, group or team situations and how this might affect the way you work'.
- **At Level 2** learners need to 'understand what makes groups or teams effective'.
- **At Level 3** learners need to 'understand how different roles and interpersonal skills make groups or teams effective'.

Kinds of team

Learners need to know about the range of teams they might be involved in during their future lives and careers. They may include:

- **work teams** which carry out the day-to-day work of an organisation
- **people working in pairs** – for example, a plumber and his/her mate or a delivery driver and assistant
- **study groups** – many university courses ask students to work in small groups to prepare for a seminar or complete a piece of work
- **project teams** and project or quality improvement groups – these are likely to bring together people with different skills from different parts of an organisation.

How teams develop

Teams do not just happen. They tend to grow through a number of stages as they develop. Dr Bruce Tuckman described this process as follows.

- **Forming** – group members meet, get to know each other, and size each other up. Not much work gets done in this stage and some members will feel nervous or anxious.
- **Storming** – people begin to talk more freely, disagree with each other, may cause conflict and may create alliances and factions. Again, not much work gets done in this stage.
- **Norming** – people begin to cooperate, listen to each other's views, feel less emotional, and sort out their roles. Anyone who is too challenging at this stage may become isolated. Planning the task or activity can begin.
- **Performing** – the group develops into a team that is committed to the task and performing effectively. It has an identity and sense of purpose. Disagreements often lead to productive discussion. The work gets done.

Teams move through these stages at different speeds and some can get stuck before they reach the performing stage. One technique that can help a team to progress is to agree ground rules.

- **At Levels 1 and 2** Part A of the standards for Working with Others stresses the need for 'ground rules for working together'.
- **At Level 2** these are defined as 'ways of behaving that show respect for each other's rights, feelings, ideas and contributions, what you and others should and should not do'.

Agreeing ground rules

You can use this activity with any group of learners who will work together on a task or project over a period of time.

- Introduce the idea of ground rules – these are rules that the group agrees together and will then follow. It is vital that everyone signs up to the ground rules, so they must be agreed by the whole group.

- Begin by asking pairs to suggest possible rules, such as:
  - be polite to each other at all times
  - be on time
  - do what you say you will do
  - give help when it is needed
  - meet agreed deadlines.

- As a whole group, collect all the suggested rules and compare people's views. Discuss any rule over which there is disagreement and see whether you can modify it to everyone's satisfaction. You don't have to agree everything in one go. Aim to finish up with two lists:
  - Agreed rules
  - Areas for future discussion.

- Write up the agreed rules as a poster or handout.
  Agree a time to review the areas for future discussion.

Close the session by reflecting with the group on the process, what went well, how they worked together, how well the group is working, etc. This helps to model the review part of the Working with Others cycle and is worth building into group activities generally.

What makes teams effective

Have clear objectives that are understood and shared by all members

Have an atmosphere of mutual support and trust where people can rely on each other

Are led in ways that help to achieve the objectives while also taking account of the needs of the team and its individual members

Reflect on how well they are doing

Effective teams

Encourage openness so that people feel free to express their views and disagreements, while still valuing and respecting each other

Support individuals in their development

Interact and work well with other teams

Have clear procedures for taking decisions and getting work done

Many of these characteristics are reflected in the Working with Others standards – for example, the need to value other members of the team and the importance of reviewing and reflecting on work.

Name that team	This activity asks learners to consider some of the characteristics of an effective team.
	As a group (or one-to-one), come up with a list of words that can describe teams – for example, open, friendly, uncomfortable, cooperative, frustrating, formal, fun, boring, trusting, annoying, etc.
	You can then do several things with these words.
	■ If your learners belong to a team either for a project or their work, ask them to select those words that apply to their team.
	■ Alternatively, ask learners to select words that apply to a team they know, such as a football team or a team from a TV series.
	■ Ask learners to categorise the words they have selected as being good or bad for the team.
	■ Then discuss what this says about the team. How effective is the team at achieving its objectives? What is it like to work in?

Group roles and responsibilities

Another important aspect of teamwork is that any group or team functions best when it has a variety of members. For example:

- some may come up with creative, unorthodox ideas
- others may be good at building contacts with other people
- some may facilitate decision making
- others may be strong at putting ideas into practice.

The researcher Meredith Belbin found that people can play different roles in a team. You may like to introduce Level 3 or even Level 2 learners to Belbin's ideas – see the websites in Appendix 2 (p40). Alternatively, you could facilitate a discussion around the topic. Here is one way of doing this.

Who does what?	This activity will work best with an established group of learners.
	■ Begin by explaining that a group needs people to play different roles and that members will have different strengths.
	■ Facilitate a discussion about the kind of role team members can play. What will people need to do if the group is to function well and achieve its aims?
	■ Then ask each learner to think about one other person in the group and suggest one thing they think that person does well and that helps the group to work well. Share the ideas with the group – insist that no negative comments are allowed!
	■ With the group, reflect on what you have discussed. What have you learnt about the blend of roles in this group – are there duplicated roles or roles that no one plays? How might this affect the way the group functions?

There are likely to be opportunities throughout the learning programme to reflect on what makes people work well together.

We look at the overall theoretical basis of what makes a good team. We go through the theories, and get them to talk about what they've learned and seen. We put them in groups and get them to come up with their own ideas on what makes a good team, and what can go wrong. In this way they acquire knowledge through this process – a combination of theory and building on their own experience.

Source: 'Research on delivery of wider key skills' (KSSP, 2007)

Interpersonal skills

Interpersonal skills are vital to working with others.

- **At Level 1** learners need to know how to 'communicate with others … to check progress', to 'ask for help' and to 'offer support to others'.

- **At Level 2** learners need to know how to 'support cooperative ways of working', to 'anticipate the needs of others for information and support' and to 'avoid actions that offend or discriminate against others'.

- **At Level 3** learners need to know how to 'seek effective ways to keep yourself and others motivated', to 'anticipate the needs of others for information and support' and to 'avoid actions that offend, harass or discriminate against others'.

There are also important links to the Communication key skill – in particular, taking part in discussions.

What makes a good team member

Being a good team member involves three things: supporting individuals, helping the team and achieving the task. Different people have different preferences – one person may be very task-focused while another person may pay more attention to the needs of the team. However, everyone in a team has to contribute in all three areas to some extent.

- Good team relationships are founded on openness and trust. It is important that team members share information with each other. It is also vital that they respect and value each other as people. Your learners have a right to be valued as individuals.

- They need to be able to support their fellow team members. This involves both offering practical help when they can, and acting cooperatively in other ways – in particular, by behaving positively towards other team members and building good working relationships.

- Good team members are also reliable – they should carry out their responsibilities as agreed and be there for other people when they are needed.

- They are also sensitive to the needs of others. Empathy – recognising and understanding what other people may be thinking and feeling – calls both for self-awareness and an understanding of other people.

The Johari window

You can use the Johari window to encourage learners to increase their self-awareness. The Johari window (named after two psychologists called Joe and Harry!) is a way of comparing what we know about ourselves with what other people know about us.

- The open area contains the things known by ourselves and other people.
- The hidden area contains what we know about ourselves but do not share with others.
- The blind area contains what others know about us but which we are unaware of.
- The unknown area contains what is not yet known by anyone – our potential.

	Known to self	Unknown to self
Known to others	Open	Blind
Unknown to others	Hidden	Unknown

While everyone has a right to choose what to keep in their hidden area, we can increase the open area of the window by:

- telling other people things about ourselves that may be hidden
- asking for feedback from other people to learn things about ourselves that we do not know.

Dealing with conflict

A conflict arises when you have a disagreement with someone else that you find hard to resolve. Conflict and disagreement are a normal part of working life – without different views and ideas there would be very little innovation, change and progression. Conflict can be destructive but, with the right skills, it is possible to resolve conflict and move forward, so it is important that learners have the skill to recognise conflict and know what to do about it.

- **At Level 1** learners need to know how to 'help overcome a disagreement or other problem'.
- **At Level 2** learners need to know how to 'help resolve any conflicts or other problems'.
- **At Level 3** learners need to know how to 'resolve conflict'.

There are four main ways that we can deal with conflict. We can:

- **avoid** the conflict – deny that it exists or avoid the people with whom there is conflict

- **diffuse** the conflict – deal only with minor points but not tackle the major issues

- **fuel** the conflict by arguing or fighting – this aggressive response is not good practice and can get learners into trouble

- **face** the conflict – admit that it exists and start a dialogue – this is the assertive approach.

To resolve conflict, people must be prepared to have a dialogue – to listen to the other person's point of view and state their own case in a calm manner. Talk to learners about times when they have tried to avoid, diffuse or fuel conflict rather than facing it. Discuss the importance of feelings in conflict – these can blind us to the other person's point of view. In particular, people may be afraid of raising issues because they fear reprisals or harassment.

Conflict can best be resolved by:

- stating your case clearly and honestly

- finding out what the other person wants to achieve

- looking for common ground

- trying to understand the other person's point of view

- showing that you are listening to what the other person says

- using a calm voice.

As with all dialogue, it is important to take clues from the other person's non-verbal communication, and to be aware of your own. This is also important for the Communication key skill. To show that you are open to discussion you need to adopt an open body posture: make sure that you have not got your arms crossed or an angry expression on your face. Relax and be friendly. Maintain eye contact, and nod your head to show that you are listening and that you can appreciate what they are saying.

Soap opera	Soap operas like *EastEnders* contain many examples of conflict.
	- Either record an episode of a soap opera to show the group or ask learners to watch one or more episodes at home.
	- As learners watch, ask them to keep a log of examples of conflict. They should record what the conflict was about, who was involved, how they behaved and what the outcome was.
	- Then ask learners in pairs to share one example of conflict and analyse whether the people involved avoided, diffused, fuelled or faced the conflict – and whether they reacted assertively, aggressively or passively.
	- As a whole group, ask for two lists of actions that can make conflicts worse or help resolve them.

With Level 3 learners you could do more work on managing feelings.
You could, for example, introduce the following model.

Relax	Notice any physical signs of tension, fear, anger, frustration, etc, and try to stay calm; breathing deeply can help
Reflect	Use your listening skills to find out what is happening for the other person and reflect on your own actions
Respect	Even if you don't like what you're hearing, other people have a right to their feelings. Avoid putting people down if possible
Respond	Let the other person know you have heard what they have said, then do or say what you need to

Being assertive

Assertiveness is an important communication and life skill that is a real asset to any individual. Learning how to be assertive can:

- increase people's confidence and self-esteem
- help gain the respect of others
- improve decision-making and problem-solving abilities
- enable people to handle conflict if it occurs.

Lack of assertiveness can affect relationships and quality of life because people end up not getting what they want and have a right to expect.

> - **At Level 2** learners need to know how to 'act assertively, when needed, to protect your own rights'.
> - **At Level 3** learners need to know how to 'protect your own rights and those of others'.

Being assertive means expressing our own ideas, needs and wants openly and clearly. It is not about putting people down, but it does involve standing up for your own rights without violating the rights of others. It is different from being passive/submissive or being aggressive.

- Being passive or submissive is allowing the needs, opinions and judgements of others to become more important than your own. People sometimes think that asserting their rights and needs means being selfish, but this is not true.
- Being aggressive is expressing your rights at the expense of others and not recognising that they have equal rights. Aggression can result from bottling up feelings which eventually explode – leaving no space for communication.

Assertiveness is a middle path between these two extremes: it is characterised by directness, clarity and firmness, anchored in respect for others and for yourself.

Stand up for your rights	Before someone can be assertive and comfortably express their opinions, needs and wishes they must believe that they have a legitimate right to do so. Discuss with learners what rights they think they have in their work or learning and aim to come up with a charter of basic rights. This may include statements like: *I have the right to do anything that does not affect the rights of others.* *I have the right to ask for what I want.* *I have the right to my own values, beliefs and opinions.* *I have the right to say I don't understand.* *I have the right to tell others how I wish to be treated.* *I have the right to make mistakes.* *I have the right to change my mind.* *I have the right to say 'No'.* *I have the right to like myself – even though I'm not perfect.*

You could extend the activity by asking learners to think about their 'self-talk' – what they say to themselves about themselves. Do they use negative self-talk (such as 'I'm no good in discussions') or positive self-talk ('I speak clearly and to the point. I need help with getting more involved')? How could they become more positive?

While it is important to be able to state your own case, it is equally important to recognise other people's rights as well. In particular, encourage learners to become better listeners. Active listening skills will help them to understand what information other people might need and show that they value other members of the team – see *Effective practice in teaching and learning: Communication* (KSSP, 2008) for more on this.

Reaching agreement

All the interpersonal skills and qualities we have looked at – active listening, empathy, assertiveness, etc – are vital if groups are to reach agreement.

Top 10	This activity allows learners to practise and experience the process of reaching agreement in a group. ■ Choose a job that is relevant or familiar to your learners. ■ Ask learners individually to jot down quickly some things they think employers are most likely to want from someone doing this job. ■ Next, ask them to work in pairs to come up with around 10 top qualities that employers look for in this job. ■ Then facilitate a group discussion with the objective of agreeing a 'top 10' list for this job that the whole group is happy with. ■ Finally, ask the whole group to reflect on how well the process went. Which things were easy to agree? Which were difficult? What actions helped to resolve the difficult issues? Did gender or cultural differences help or hinder the process of reaching agreement?

You could extend the activity by asking learners to discuss in small groups:

■ what it would feel like to do the job

■ which of the top 10 qualities they might find the most challenging.

There is also a wide range of team activities and simulations you can use to help learners practise reaching agreement. Here is one example.

Charity	You could ask a group of learners to imagine they work for a large advertising agency, which has been approached by a well-known charity interested in preparing some radio appeals for funds. The charity has asked them to prepare a sample radio appeal. If this is acceptable, they will place a large order with the agency, so it is vital that the team prepares a high-quality sample.
	The sample appeal must be exactly 30 seconds in length so it will fit in a 30-second slot between the end of one radio programme and the beginning of the next. It should be designed to attract the listeners' attention by using an imaginative approach.
	Give the group some newspapers and ask them to prepare a script by: ■ cutting out the required words from the newspapers provided (only words found in the newspapers can be used) ■ sticking these words on to the script board (use an A4 card plus sticky tape or glue sticks to do this).
	The group has 30 minutes to prepare the script for their sample appeal. At the end of this time ask the team to present or record the appeal as it is laid out on their script board. Remember, it must last 30 seconds.
	Ensure that one member of the group acts as an observer and considers the following questions. ■ Who contributed most? ■ Who contributed least? ■ Was the task clearly defined and agreed? ■ How well did people listen to each other? ■ Were any creative ideas suggested? How were they dealt with? ■ How were differences of opinion resolved? ■ What were the most helpful actions? ■ Was the time well used? ■ What problems were faced during the implementation?
	Ask the observer to give a brief report, emphasising the positive aspects of what they have observed.

Planning work

Planning is crucial both to work and to learning. Effective planning helps to:

■ identify what needs to be done, when and by whom

■ anticipate potential problems and consider ways of tackling them

■ ensure that things are done to standard and on time.

Your learners are likely to plan work in one of two contexts.

■ In school/college contexts learners are likely to be involved in planning group projects.

■ In work-based learning they will be involved in planning real work activities in the workplace.

Planning work on projects is an important job. Time spent at this stage can save time later. Larger activities may need breaking down into individual tasks, with 'milestones' along the way. Some of these tasks have to be completed before others can begin – these are 'critical' tasks and must be done on time or the rest of the job will be delayed.

■ **At Level 1** learners should 'Confirm you understand the given objectives, and plan for working together.' The tutor or supervisor will take responsibility for the objectives, allocating tasks, and working arrangements, though they should encourage learners to contribute and make suggestions. However, the learner's role is to show that they understand what they have to do and how they are going to do it.

■ **At Level 2** learners should 'Plan work with others.' They should take more responsibility for planning the work and allocating the tasks. They should confirm their working arrangements with their tutor or supervisor and anyone else involved.

■ **At Level 3** learners should 'Plan work with others.' It is the learners' responsibility to agree their objectives and what needs to be done to achieve them, agreeing responsibilities with each other, with their tutor or supervisor, and with anyone else involved.

At every level, the questions any team or group needs to answer are the same.

■ What are we aiming to do?

■ What will the outcome be? What will we deliver?

■ What quality standards do we need to meet?

■ What tasks have we got to do to achieve this outcome?

■ How much time have we got?

■ What resources will we need (people, skills, time, money, materials)?

■ Where can we get these resources?

■ Who can support and advise us?

■ What might go wrong and what contingency plans do we need?

■ How and when will we review our progress?

Example

A group of learners might plan a day trip to a museum, exhibition or theatre. They plan transport, purchase of tickets, timings for the day, etc.

Example

Health and social care learners might plan a trip for residents of a residential home. They have to decide who to talk to about the trip, ask residents what they would like to do, investigate transport and work out how many staff and what resources they will need.

Agreeing targets

Agreeing targets or objectives that are shared by everyone is one of the most vital planning tasks. Targets help to focus everyone's energies; they also enable the group to know when they have achieved something.

The ability to agree shared targets or objectives is central to Working with Others and is the basis of the first component at all levels. As learners progress through the levels, they need to take increasing responsibility for setting targets.

- **At Level 1** learners need to know how to 'check you understand what you have to achieve (the objectives your supervisor or tutor has given you for working together)'.

- **At Level 2** learners need to know how to 'identify what you need to achieve together (from the objectives suggested by your supervisor, tutor, yourself or others)'.

- **At Level 3** learners need to know how to 'offer your own suggestions and listen to others to agree realistic objectives'.

Setting SMART targets	Explain the idea of SMART targets to learners:
	Specific – the target should be precise and clearly defined, not a vague, general aim
	Measurable – you need to be able to measure and record progress and achievement
	Achievable – you can reasonably expect to achieve it
	Realistic – the opportunities and resources should be available
	Time-bound – the objective should include a time limit.
	An example of a SMART target might be: *We will raise £200 for Friends of the Earth by the end of June 2008*.
	■ Ask learners to draft a target.
	■ They can work in pairs to compare targets and comment on how specific, measurable, etc, they are.
	■ Asking questions like 'Who?', 'How much?', 'When?' can help to smarten a target.

Agreeing responsibilities

At an early stage, groups, project and work teams need to spend time deciding who will do what and by when. They have to identify the individual tasks that need to be carried out in order to achieve their targets. They will then need to agree who has both the skills and the time to carry out each task. In some cases, they may bring someone else into the team to carry out specific tasks.

People are the principal resource of every team. When projects go wrong, it is often because the team has not thought carefully enough about who best to involve in the work.

Agreeing who does what forms a central part of Working with Others at all levels.

- **At Level 1** the supervisor or tutor is likely to take the lead in deciding roles and responsibilities. The role of learners is to 'identify your individual responsibilities' and to clarify and confirm that they have understood working arrangements.

- **At Level 2** the learner is expected to play a more active role in identifying 'who will be responsible for organising and carrying out each task' and will 'confirm the arrangements for working together'. They should 'suggest ways you could help and find out what others would like to do'.

- **At Level 3** learners are responsible for agreeing 'roles and responsibilities' and 'suitable working arrangements'. They should 'offer your own suggestions', 'listen to others' and 'identify how different roles could contribute to a successful outcome'.

At Levels 1 and 2, in particular, the following activity may be useful.

| Who, what, when, how?	One technique for planning work is to use questions like 'Who?', 'What?', 'When?' and 'How?' Suggest that learners use these questions when planning their work or project. For example:
	■ What needs doing? What are all the tasks called for by the job or project?
	■ How long will each task take? What order should they be done in?
	■ Who will do them? Have they the skills and time to do them?
	■ When will they do them? What is the start and end date of each task?
	■ How will they do them? What methods will they use? What resources (materials, tools, equipment) will they need?

Another way of thinking about these questions that might be especially relevant to higher-level learners is a Gantt chart like the one below. Charts like these are widely used in project planning.

Gantt chart	Ask your learners to create a simple Gantt-style chart like the example below. The horizontal axis shows the timescale of the whole activity, while the vertical axis lists the main tasks.

Ask your learners to create a simple Gantt-style chart like the example below. The horizontal axis shows the timescale of the whole activity, while the vertical axis lists the main tasks.

- Learners should first identify all the tasks they will need to carry out.
- They should identify the order in which tasks need to be completed. Which must be finished before other tasks can begin?
- They should draw bars to show how long each task will take and when it will start and end.
- They may also write on each bar who is involved in each task.

This Gantt chart shows how an activity spread over a week can be broken down into five separate tasks. Tasks 1 and 2 take two days each, while Tasks 3, 4 and 5 each need one day. Task 1 must be completed before Task 2 can start, and Task 3 before Task 4 can start. However, Task 2 can go on at the same time as Tasks 3 and 4. Tasks 2 and 4 must both be completed before Task 5 can begin.

	June 4	June 5	June 6	June 7	June 8
Task 1	■	■			
Task 2			■	■	
Task 3			■		
Task 4				■	
Task 5					■
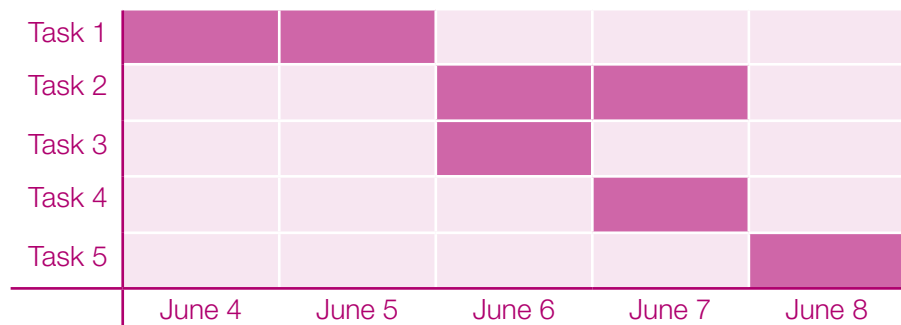
Stress to learners that Gantt charts should be useful, practical documents. They should not be so complex that they take so long to plan that there is not enough time left for the actual task!

Carrying out work

The second component of Working with Others focuses on the second part of the plan–do–reflect/review cycle – working to achieve objectives.

> - **At Level 1** learners should 'Work with others towards achieving the given objectives.'
>
> - **At Level 2** learners should 'Work cooperatively towards achieving the identified objectives.'
>
> - **At Level 3** learners should 'Seek to develop cooperation and check progress towards objectives.'

Monitoring progress

Organising work and monitoring progress involves activities such as:

- using resources efficiently and effectively
- meeting deadlines
- working safely to quality standards
- liaising with others and sharing information.

> - **At Level 1** learners need to know how to 'follow the working methods you have been given'. They need to work safely, meet their responsibilities and ask for help when they need it.
>
> - **At Level 2** learners need to know how to 'organise and carry out tasks so you can meet your responsibilities' and 'check progress towards the objectives'. They need to take more responsibility for their work – for example, by pacing their work to meet deadlines.
>
> - **At Level 3** learners need to know how to be proactive in organising work and monitoring progress. For example, they need to be 'alert to any changes that need to be made to working arrangements, timescales and methods, and agree these with others'.

A range of techniques can be used to monitor progress.

- Regular meetings provide an opportunity for everyone to give an update about their own tasks and to raise and tackle problems that arise.

- Documents from the planning stage, such as the original targets, Gantt charts or similar, also provide mechanisms for monitoring progress.

- In some operational environments, such as warehouses, there may be daily targets that are checked regularly throughout the day.

- Individuals may use their own techniques, such as 'to do' lists and logs or diaries, to make sure that they do not forget things or miss deadlines.

- It is important to use appropriate methods for sharing information – for instance, by email update, discussion, telephone, etc.

A checklist for monitoring progress

Ask learners to use or adapt this checklist during review sessions for their work or project.

	Yes	No
Targets		
Are our original targets realistic?		
Do we need to modify any targets?		
Timescales and milestones		
Have we completed tasks we were due to complete?		
Are we on target for tasks still to complete?		
Are critical tasks (those which have knock-on effects) on time?		
Resources		
Have we planned for sufficient materials and equipment?		
Do we have enough people to complete the activity?		
Quality		
Are we meeting the standards we set ourselves?		
Are our procedures working well?		
Stakeholders		
Are we keeping key people informed?		
Do we need to inform anyone else?		
Problems		
What unforeseen problems are emerging?		

The vital thing about monitoring is to identify problems early enough to tackle them before they threaten the whole project. This is why the last question in the checklist is so important.

It is important that:

- members feel able to raise problems
- they are prepared to look at more than one possible solution
- they are prepared to help others complete their task to keep the project on track.

There are clear links here with the Problem Solving key skill.

The next two activities can help learners to explore specific aspects of monitoring progress. The first looks at meetings.

How well did I do?

You can ask individuals or pairs to reflect on their performance in meetings using this table.

At the meeting on [date] I think I…	Very well	Quite well	OK	Not enough
listened to other people				
allowed other people to speak				
expressed my opinions				
asked others for their views				
asked others about my views				
showed enthusiasm				
offered to take on some work				
At the next meeting I will…				

The second looks at information sharing.

Sharing information maps

You can ask learners to draw information maps showing the main people they communicate with for their work or project. They should show whether they send and/or receive information with each person.

They can use their maps to help them identify:

■ who they need more information from

■ who they may need to give more information to

■ whether anyone needs information earlier or later.

Reviewing and reflecting

The third component of Working with Others focuses on the third part of the plan–do–reflect/review cycle.

- **At Level 1** learners should 'Identify ways you helped to achieve things and how to improve your work with others.'

- **At Level 2** learners should 'Review your contributions and agree ways to improve work with others.'

- **At Level 3** learners should 'Review work with others and agree ways of improving collaborative work in the future.'

Reflective practice

While it is vital to monitor progress on a regular basis, it is also useful to take time towards the end of a job or project to reflect on our individual performance and to review the job or project together as a group. Candidates for the Working with Others qualifications must include evidence of reflection and reviewing in their portfolio of evidence. Moderators often report failure to do this as a weakness of many of the portfolios they see.

The concept of reflective practice is most common in professions such as health and social care and child care and education. It plays a particularly important role in nurse education, where it is the central tool for CPD. Step 1 of the Institute for Learning's professional development model is to 'Reflect on professional practice'. And one of the groups of personal, learning and thinking skills is 'reflective learners'.

However, the ability to reflect on our work is equally valuable for all learners in all contexts – indeed, if you can help them become reflective practitioners, you will have equipped them well for their future work. Reflective practice involves:

- identifying significant events
- describing what happens – in a log or diary or to a trusted colleague
- reflecting on how you feel about the event
- recording what you have learnt and what you will do as a result.

- **At Level 1** learners need to know how to 'identify how you helped to achieve things together in carrying out tasks and offering support to others'.

- **At Level 2** learners need to know how to 'identify and describe your role in helping to achieve things together'.

- **At Level 3** learners need to know how to 'identify factors that influenced the outcomes of your work with others, including working relationships, your role and any changes beyond your control'.

Reflective diary	One of the most important tools to support reflection is a reflective diary. Discuss the idea of reflective practice with learners and introduce the main contents of a reflective diary: ■ a description of an event – what happened ■ a reflection on how you felt about the event and what you have learnt from it. Ask learners to design a format for their own reflective diaries. ■ How would they like to keep their diaries? As a blog? In a book? On a word processor? On sheets of paper? ■ How will they describe an event? ■ How will they record their reflection on the event? ■ When and where will they make diary entries? Discuss with learners issues of confidentiality. Often a reflective diary is confidential to the person writing it – however, diary entries can be useful evidence for assessment as well.

Reviewing group processes

Learners need to be able to review the performance of the group as a whole.

> ■ **At Level 1** learners need to know how to 'identify what has gone well and less well in working with others, including tasks and working relationships' and 'suggest ways of improving your work with others'.
>
> ■ **At Level 2** learners need to know how to 'contribute information and listen to others on what went well and less well' and 'agree ways of improving your work with others, including interpersonal skills'.
>
> ■ **At Level 3** learners need to know how to 'share constructive feedback to agree the extent to which work with others has been successful and the objectives have been met' and 'agree ways of improving your work with others, including interpersonal skills'.

Traditionally in organisations it has been the role of managers to review and give feedback on performance, and in schools and colleges for teachers to give feedback to learners. However, it is increasingly common to involve more people in the process, and it is good for learners to experience these review sessions.

■ **Peer review** is where people give and receive feedback with each other. For example, an employee may send a form out to colleagues asking them for feedback on what they do well, what their achievements have been, and possible areas for improvement. You could ask learners to work in pairs to give and receive feedback in this way.

■ **360-degree review** involves reviewing an individual's performance 'from above, from peer and from below'. In this case a range of people is involved in the review. In the workplace this would be the team members, manager, subordinates, and possibly clients or other people in the company.

Constructive feedback

Brief learners about what constructive feedback involves – giving a mixture of positive feedback and suggestions for improvement – and how this is likely to be more constructive than simply offering criticism. Talk through the following principles of giving constructive feedback.

- Stress the positive. Give praise when it's due.
- Focus on the behaviour rather than the person. Don't make it personal – focus on what actually happened. For example, 'You didn't send me the address you promised' is more constructive than 'You're a lazy so-and-so.'
- Describe the behaviour rather than judging it. Give specific examples. For example, say 'You have been late twice' rather than 'You are never on time.'
- Ask for the other person's view. You need to know how they see things. There may be other factors that you are unaware of.
- Seek alternative ways forward. Try to find more than one possible solution so you can agree what works best and what they will be prepared to do.

Group review questionnaire

Towards the end of a group project you can review the project using the following questionnaire.

- First, ask learners to complete the questionnaire as individuals.
  The tutor or supervisor should also complete it.
- Add together the scores for each point and work out an average for each one.
- Review which aspects of the project appear to have gone well, and which less well.

In the light of this, discuss ways of improving how the group might work together in the future.

In our group, did we…	4	3	2	1	
achieve our targets?					fail to achieve our targets?
use resources well?					use resources poorly?
meet our deadlines?					miss our deadlines?
reach agreement on decisions?					fail to take decisions?
share work fairly?					share work unfairly?
use everyone's skills?					miss opportunities to use skills?
help each other?					act uncooperatively?
trust each other?					feel suspicious of each other?
treat each other courteously?					behave rudely or inconsiderately?
enjoy working together?					dislike working together?

Assessing Working with Others

While this guide can give general advice about assessing Working with Others, it is essential that you consult your awarding body for details of their particular procedures and requirements.

As with all the key skills qualifications, to gain a Working with Others key skill qualification candidates must provide evidence that they have met all the assessment criteria in Part B of the standards and that they have the knowledge specified in Part A.

For Working with Others this is assessed in two ways, through:

- **a portfolio of evidence** – which shows that candidates have met all the criteria in Part B of the QCA standards

- **questioning** – where the assessor asks additional questions to confirm candidates' knowledge of areas of Part A when this cannot be inferred from the portfolio.

This section looks at both aspects of assessment. However, it is essential to check your awarding body requirements and talk to your key skills coordinator or manager and internal verifier to clarify your own organisation's systems. You should also look at your awarding body's documentation and the QCA guidance.

The portfolio

All six key skills require candidates to complete a portfolio as part of their assessment.

A portfolio is usually a folder of evidence which shows that the learner has met all the assessment criteria in Part B of the standards. The essential points are that portfolio evidence must be:

- **purposeful** – the evidence should be generated in the context of a task or activity that satisfies some purpose in the learner's work, study or leisure; the activity must have a purpose and relevance of its own; evidence that has been generated simply to satisfy the requirements of the portfolio is not purposeful

- **authentic** – evidence must have been produced by the learner, with no more help than the standards allow

- **valid** – evidence must show what it claims to show

- **sufficient** – evidence must include all that is required by Part B of the standards.

Whatever approach you choose, portfolio building should start as soon as possible as it is very difficult to catch up later.

It can be helpful for learners to keep two separate folders. The first one is for 'work in progress', which could include all drafts and learning activities. The other one forms the basis for the final portfolio and includes evidence that has been selected from the work in progress file and assessed as meeting the standard. The value of this approach is that it avoids the production of portfolios that are too bulky and contain evidence that is irrelevant or duplicated.

> The QCA guidance (p13) states: 'Volume is not a measure of quality. Evidence should be carefully selected to show that the criteria have been met for each component of a key skill' and 'Set exercises can help candidates learn the skills involved in presenting evidence, but including a large amount of work of this type in a portfolio is unacceptable.'

Forms of evidence

There are two main forms of evidence that are particularly relevant to Working with Others.

*A **witness statement** is a statement, signed by a competent person, which confirms that the learner completed the activity in question – for example, taking part in a planning session or working together in a task. A witness statement should not be the sole form of evidence. Assessors are responsible for judging the validity of witness statements.

- **Evidence of the process**, showing how the candidate has taken part in at least two activities for Levels 1 and 2 and at least one activity for Level 3. This could include candidate notes and/or reports of the activity (eg action plans, learning logs, diaries, authenticated by a tutor or other appropriate person), audio or video recordings, assessor observations, peer statements or witness statements* that confirm understanding of the process, and records of discussions, reviews or questioning by the tutor.

- **Outcomes of the process** the candidate has been involved in.
  This might include handwritten or word-processed documents, something the candidate has made or built, evidence of a newly acquired skill or evidence of the outcome of the activities. The evidence could alternatively take the form of a video or set of photographs.

It is important to note that evidence of outcomes alone is not enough. There must be evidence of process, as this is central to the key skill at every level. The evidence must be holistic: it must show the whole process, following through all three components in Part B. Working with Others evidence must demonstrate the process skills over time.

The evidence must show what the learner, as an individual, contributed to the team effort. This is vital – many Working with Others portfolios fail because evidence from group members is identical and does not show how each individual contributed.

How much evidence – what is sufficient?

- **At Levels 1 and 2** the portfolio must contain two distinct and separate activities, each with evidence that the candidate has planned, carried out and reviewed the activity.

- **At Level 1** one example must show that the learner can work in a one-to-one situation; the other must show that the learner can work in a group or team situation (ie with at least two other people). It is not acceptable for the assessor to be the other person in a one-to-one situation as this may compromise the role of the assessor.

- **At Level 2** one example must show that the learner can work in a group or team situation; the other can be one-to-one or group/team work.

- **At Level 3** the portfolio must provide at least one example of meeting the standard for all three components, and their assessment criteria, in Part B. The evidence must show that the learner can work in a group or team situation, has agreed plans with others and has checked progress on at least two occasions.

Examples of Level 1 evidence

A Level 1 portfolio could include the following.

- **WO1.1**: notes showing the candidate's understanding of objectives, responsibilities and working arrangements; records from observing the candidate or audio recordings; reports from other group members

- **WO1.2**: records of observations by the assessor or audio/video recordings; a log completed by the candidate and confirmed as accurate by others they worked with; photographs

- **WO1.3**: statements from the candidate and others they worked with; notes on ways to improve work with others.

Examples of Level 2 evidence

A Level 2 portfolio could include the following.

- **WO2.1**: a plan for the work which shows the candidate's understanding of objectives, responsibilities and working arrangements; records from observing the candidate or audio recordings; reports from other group members

- **WO2.2**: records of observations by the assessor or audio/video recordings; a log completed by the candidate and confirmed as accurate by others they worked with; photographs

- **WO2.3**: statements from the candidate and others they worked with; notes on ways to improve work with others.

Examples of Level 3 evidence

A Level 3 portfolio could include the following.

- **WO3.1**: a plan produced by the candidate which shows their understanding of objectives, responsibilities and working arrangements; records of observations by the assessor, reports from other group members or audio/video recordings

- **WO3.2**: records of observations by the assessor or audio/video recordings; a log completed by the candidate and confirmed as accurate by others they worked with; photographs

- **WO3.3**: statements from those involved; a collaborative report on ways to improve future work with others.

Presenting the portfolio

Portfolio presentation and layout varies according to organisation and awarding body requirements, but usually includes:

- an index of evidence, showing where the evidence can be found in the portfolio or another location. Working with Others evidence can be contained in a portfolio for another qualification – for example, an A level or NVQ – but it must be clear that the work has been separately assessed against the key skills criteria

- sufficient evidence that the candidate has achieved the required standard in Part B of WWO for the level they are aiming for

- descriptions of the activities the candidate undertook, or an explanation of the context in which the evidence was produced

- the candidate's work, including evidence of planning, responsibilities, working arrangements, cooperative work, feedback, development and review

- assessment sheets and records – assessors should annotate evidence to show that it has been assessed

- records of internal verification/moderation.

You should check portfolio requirements with your awarding body. They may also provide suitable pro formas.

Questioning

When you have assessed a candidate's portfolio, it is likely that the portfolio evidence will demonstrate that the candidate understands many aspects of Part A of the standards. However, where this is not the case, you will need to check their knowledge and understanding by asking the candidate additional questions about Part A. You should check your awarding body arrangements for this as requirements may vary.

If questions are needed, you should arrange a one-to-one session with the candidate. Your awarding body will provide a list of questions from which you should select those you need to ask the candidate – the learning log or similar evidence can also act as a prompt. This will mean that some candidates are asked more questions than others. Guidance on the effective use of Part A questions will be provided by your awarding body.

Answers to questions must be recorded. Possible formats include:

■ the candidate writes the answers, either on paper or electronically

■ the answers are recorded on audio or video tape

■ the assessor makes notes of the answers given.

The candidate's answers should be internally assessed and verified/moderated and may be externally verified/moderated by the awarding body.

The key skills assessment system

The key skills assessment system is designed to ensure that assessment of key skills qualifications across all centres is valid, reliable and consistent with national standards.

There are three roles that contribute to achieving this: the assessor, the internal moderator/verifier and the external moderator/verifier.

■ **The assessor** is responsible for assessing the evidence in a candidate's portfolio and for making the initial judgement of a candidate's performance, asking Part A questions where necessary. In many cases the assessor will help learners to compile their portfolio.

■ **The internal moderator/verifier** is responsible for ensuring that the standards of assessment in a centre are consistent both across the centre and with national standards.

■ **The external moderator/verifier** is appointed by the awarding body and is responsible for ensuring that internal assessment is valid, reliable, fair and consistent with national standards.

Assessor and moderator competence

Key skills assessors and internal moderators/verifiers are not currently required to have specific qualifications. However:

Assessment of work against the key skills criteria should be carried out by someone with appropriate specialist expertise to understand the full implication of the standards.

Source: **The key skills qualifications standards and guidance: communication, application of number and information and communication technology – levels 1–4** (QCA, 2004, p18)

Assessors and internal moderators/verifiers should schedule regular standardisation meetings to review the quality of their learners' work and to share ideas and experience about best practice and evidence and assessment opportunities.

Developing your own practice

Your work on this guide can contribute to your continuing professional development (CPD). Reflecting on your current practice and identifying changes you might make can be included in your CPD record. Similarly, if you use activities in the guide for the first time with your learners, you should reflect on how these went and record your observations.

First, spend some time reflecting on your own skills of Working with Others.

- What are your strengths in teamwork, planning work and monitoring and reviewing work?
- How do you currently model these to your learners? Could you make more use of them in your teaching?
- To what extent do you use reflection to identify ways of improving your teaching?
- Which skills would you like to develop further?
- How might you do this?

Next, think about any changes that might improve your teaching.

- Where is your current practice already strong? How can you build on this?
- Where do you wish to make improvements to your practice? You may wish to set SMART targets for these.
- What specific ideas from this guide would you like to try out in your teaching?
- What else do you need to find out?

Your work with learners around Working with Others is an important part of your own professional development. As you develop your skills in supporting learners, you may wish to seek recognition of your expertise. See the websites for the Institute for Learning (IfL) and Lifelong Learning UK (LLUK) as well as the National Teaching and Learning Change Programme (NTLCP) and the Key Skills Support Programme in Appendix 2 (p39).

Appendix 2
Resources and support

The Key Skills Support Programme provides a range of other resources and support. The website address is www.keyskillssupport.net. In particular, you may find the following useful.

- The *Initial assessment toolkit for key skills and Skills for Life* (KSSP, 2006) contains resources to help assess learners' skills in Working with Others.

- *Teaching speaking and listening: a toolkit for practitioners* (KSSP, 2007) provides an extensive bank of resources for all aspects of speaking and listening, relevant to all contexts. It includes resources relevant to Working with Others including activities on assertiveness and discussions.

- Good practice guides: *Supporting working with others* (KSSP, 2004) is written specifically for work-based learning; *Teaching and learning: Working with Others* (KSSP, 2005) is for schools and colleges.

- The self-study professional development module *An introduction to the wider key skills* can be downloaded from www.key-line.org.uk

- The teaching and learning packs from KSSP help learners develop key skills in ways that are directly relevant to the following occupations: Administration, Care, Child care, Hairdressing, Hospitality and catering, Motor vehicle, Retail, Travel and Wood occupations. Workbooks relevant to Working with Others include 'Finding out about care plans' and 'Meetings' (care), 'In safe hands' (hospitality), 'Working with colleagues' (child care) and a range of assignments.

- *Effective practice in teaching and learning: Communication* (KSSP, 2008).

- There is CPD material on the wider key skills at www.keyskillssupport.net/cpda/materials/session14/index.aspx

- There is also a comprehensive glossary of terms associated with key skills.

Other resources

- For more about the key skills standards, visit the Qualifications and Curriculum Authority (QCA) website at www.qca.org.uk/qca_6455.aspx

- For information about Diplomas, see www.qca.org.uk/qca_5396.aspx

- For PLTS, see http://curriculum.qca.org.uk/skills/plts/index.aspx

- For more about CPD, visit the Institute for Learning website on www.ifl.ac.uk, Lifelong Learning UK at www.lluk.org or the Institute of Educational Assessors (IEA) at www.ioea.org.uk. For the National Teaching and Learning Change Programme, visit www.qia.org.uk

- A number of websites provide more information on teamwork. For example, see:
  - http://en.wikipedia.org/wiki/Teamwork
  - www.belbin.com
  - http://web.mit.edu/hr/oed/learn/teams

- The following website provides information on a whole range of tools and techniques including teamwork, assertiveness and dealing with conflict www.businessballs.com

- Further information on managing conflict can be found at www.ohrd.wisc.edu/onlinetraining/resolution/aboutwhatisit.htm

- This website looks at how assertiveness can help with stress management http://stress.about.com/od/relationships/p/profileassertiv.htm

- This website looks at all aspects of assertiveness www.mtstcil.org/skills/assert-intro.html

References

KSSP (2007) 'Research on delivery of wider key skills.' Unpublished research.

LSC (2006) *National Employers Skills Survey 2005*.

Understanding the Working with Others standards

This section explains the overall structure of the standards and what learners have to do at each level. As a teacher or assessor, however, you must become familiar with all the detail of the standards. You can download these from the QCA website (see Appendix 2, p39).

> If anything about the standards is unclear, you should refer to the QCA document *The key skills qualifications standards and guidance – working with others, improving own learning and performance and problem solving – levels 1–4* (QCA, 2004; ref QCA/04/1294) (see p2 of this guide). This provides amplification of the standards together with guidance on assessment.

Structure of the standards

The Working with Others standards are available for Levels 1–4. At each level there are three components, covering:

- planning work with others
- working cooperatively with others
- reviewing work with others.

QCA presents the standards at each level in a four-page leaflet.

- The front page introduces the key skill.
- Page 2 sets out Part A – what learners need to know. This is often referred to as 'underpinning knowledge'.
- Page 3 sets out Part B in three parts that are referred to as 'components'. They specify what learners must show that they can do. This is the evidence they must include in their portfolios. Part B also states how many examples they must provide.
- Each component in Part B also has a series of sub-components that provide the criteria for judging the learner's performance. These appear under the heading 'Evidence must show you can'.
- Page 4 gives examples and guidance.

Your awarding body may present the standards in a different format in their documentation but the content will be the same.
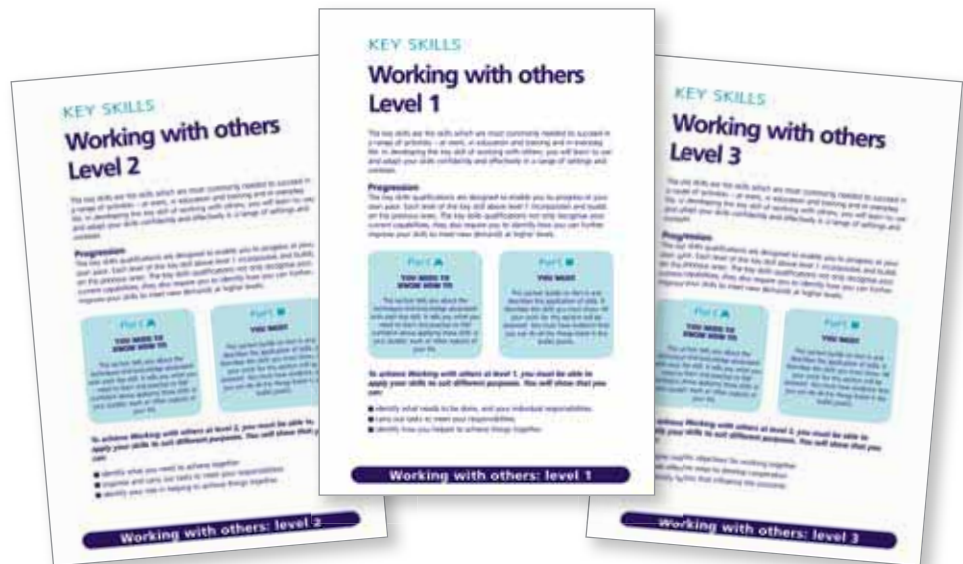
The levels

The QCA guidance (p4) says this about the levels.

'As candidates move up through levels 1–5, they are expected to:

- draw on more complex and a wider range of techniques in tackling activities

- take increasing responsibility for deciding how they will apply their skills to suit different tasks, problems and situations

- be more aware of factors that affect their performance when working within progressively more challenging contexts.'

Part A: What learners need to know

Part A of the standards sets out what learners need to know in order to meet these requirements. The following table highlights some of the key points. Note that we have listed these in a way that relates to the content of this guide; you should, of course, refer to the exact wording in the standards themselves when assessing learners' work.

	Level 1	Level 2	Level 3
Understanding how teams work	Understand what is meant by one-to-one, group and team situations	Understand what makes groups or teams effective	Understand how different roles and interpersonal skills make groups or teams effective
Objectives	Check understanding of objectives given by tutor or supervisor	Identify what you need to achieve together, from objectives suggested by tutor or supervisor	Offer suggestions and listen to others to agree realistic objectives
Roles and responsibilities	Identify own responsibilities	Identify individual responsibilities	Agree roles and responsibilities
Working arrangements	Check understanding of working arrangements	Confirm working arrangements	Agree suitable working arrangements
Organising work	Get what you need to carry out tasks and meet responsibilities	Organise and carry out tasks and meet responsibilities	Organise and carry out tasks efficiently to meet responsibilities
Working together	Follow given working methods	Support cooperative ways of working	Seek effective ways to work together
Conflict	Help overcome a disagreement	Help resolve any conflicts	Resolve conflict
Monitoring progress	Communicate with others to check progress	Check progress towards objectives	Exchange accurate information on progress and be alert to any changes that need to be made
Reviewing progress	Identify what has gone well and less well	Contribute information and listen to others on what went well and less well	Share constructive feedback and agree how successful the work has been
Reflecting	Identify how you helped and suggest ways of improving your work with others	Identify and describe your role and agree ways of improving your work with others	Identify factors that influenced the outcome and agree ways of improving your work with others

Part B: What learners must do

The table below presents the Part B components – what learners must do at each level – as they appear in the QCA standards. It also shows how the components relate to the plan–do–reflect/review cycle.

	Level 1	Level 2	Level 3
Plan	**WO1.1** Confirm you understand the given objectives, and plan for working together	**WO2.1** Plan work with others	**WO3.1** Plan work with others
Do	**WO1.2** Work with others towards achieving the given objectives	**WO2.2** Work cooperatively towards achieving the identified objectives	**WO3.2** Seek to develop cooperation and check progress towards your agreed objectives
Reflect/review	**WO1.3** Identify ways you helped to achieve things and how to improve your work with others	**WO2.3** Review your contributions and agree ways to improve work with others	**WO3.3** Review work with others and agree ways of improving collaborative work in the future

Useful addresses

AQA (Assessment and
Qualifications Alliance)
Devas Street
Manchester M15 6EX
Tel 0161 953 1180
Publications 0870 410 1036
www.aqa.org.uk

ASDAN (Award Scheme
Development and
Accreditation Network)
Wainbrook House
Hudds Vale Road
St George
Bristol BS5 7HY
Tel 0117 941 1126
www.asdan.co.uk

CfBT (Centre for
British Teachers)
60 Queens Road
Reading
Berkshire RG1 4BS
Tel 0118 902 1000
www.cfbt.com

City & Guilds
1 Giltspur Street
London EC1A 9DD
Tel 0207 294 2468
www.city-and-guilds.co.uk
www.key-skills.org

DCSF (Department for Children,
Schools and Families)
Functional Skills Policy Team
Room E3c
Moorfoot
Sheffield S1 4PQ
Tel 0114 259 3781
Publications 0845 602 2260
www.dcsf.gov.uk

DIUS (Department for
Innovation, Universities
and Skills)
Key Skills Policy Team
Room W3d
Moorfoot
Sheffield S1 4PQ
Tel 0114 259 4731
Publications 0845 602 2260
www.dfes.gov.uk/keyskills/
what.shtml

**The Duke of Edinburgh's
Award Scheme**
Gulliver House
Madeira Walk
Windsor
Berkshire SL4 1EU
Tel 01753 727400
www.theaward.org

Edexcel
One90 High Holborn
London WC1V 7BH
Tel 0870 240 9800
Publications 01623 467467
www.edexcel.org.uk

**Key Skills Support
Programme**
5th Floor
120 Holborn
London EC1N 2AD
Helpline 0870 872 8081
www.keyskillssupport.net

LSC (Learning and
Skills Council)
Cheylesmore House
Quinton Road
Coventry CV1 2WT
Tel 0845 019 4170
www.lsc.gov.uk

LSN (Learning and
Skills Network)
5th Floor
120 Holborn
London EC1N 2AD
Tel 0845 071 0800
www.LSNeducation.org.uk

OCR (Oxford Cambridge and
RSA Examinations)
Coventry Office
Progress House
Westwood Way
Coventry CV4 8JQ
Tel 02476 851509
www.ocr.org.uk

Ofsted
Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA
Tel 08456 404045
www.ofsted.gov.uk

Outward Bound Trust
Hackthorpe Hall
Hackthorpe
Penrith
Cumbria CA10 2HX
Tel 01931 740000
www.outwardbound-uk.org

The Prince's Trust
18 Park Square East
London NW1 4LH
Tel 020 7543 1234
www.princes-trust.org.uk

QCA (Qualifications and
Curriculum Authority)
83 Piccadilly
London W1J 8QA
Tel 020 7509 5555
Publications 01787 884444
www.qca.org.uk/keyskills

QIA (Quality Improvement
Agency)
Friars House
Manor House Drive
Coventry CV1 2TE
Tel 0870 1620 632
www.qia.org.uk

UCAS (Universities and
Colleges Admissions Service)
Rosehill
New Barn Lane
Cheltenham GL52 3LZ
Tel 01242 222 444
Publications 01242 544 610
www.ucas.ac.uk

Young Enterprise
Peterley House
Peterley Road
Oxford OX4 2TZ
Tel 01865 776845
www.young-enterprise.org.uk