

# Level 2 Key Skills in Working With Others

2004 standard and logbook



**Please complete the following:**

**Your name**

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**Programme start date**

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**Date registered for key skills qualifications**

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**City & Guilds enrolment number**

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**Date of portfolio completion**

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More information about key skills is available from the City & Guilds key skills website – [www.key-skills.org](http://www.key-skills.org)

# Introduction

## How do I use this logbook?

This logbook will help you work toward the key skill of Working With Others at level 2. It contains the following:

- national standard (as published by QCA, ACCAC and CCEA, the qualification regulatory authorities for England, Wales and Northern Ireland)
- Part A coverage record sheets
- Part B evidence record sheets.

The coverage and evidence record sheets are designed to help you to track your progress and organise your portfolio so that your assessor/tutor can determine with you when you have met the required standard.

## Standards and guidance document

Further examples and guidance on the key skills standards can be found in 'The Wider Key Skills Standards and Guidance' (QCA publication QCA/04/1294). Your assessor/tutor **must** have a copy of this document.

## Part A questions

The 2004 standard wider key skills are available as pilot qualifications within the National Qualifications Framework. As well as producing your portfolio (which must cover all the requirements set out in Part B of the standard), you may also need to answer some broad generic questions to confirm that you know how to use the knowledge and understanding listed in Part A of the standard.

The Part A questions are contained in a separate document that will be given to you once your portfolio is complete; the questioning process only needs to cover the points within Part A that have not been explicitly shown in your portfolio. The number of questions you need to answer, and the amount of detail you need to give, will therefore depend on how your portfolio has been put together; you should discuss this with your assessor/tutor.

Your responses to any Part A questions you attempt will be assessed by your assessor/tutor. A record of your responses must be kept with this logbook so they can be checked by the internal verifier and external verifier.

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# Working With Others level 2 standard

The key skills are the skills which are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of Working With Others, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.

## Progression

The key skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above level 1 incorporates and builds on the previous ones. The key skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

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### Part A

#### You need to know how to

This section tells you about the techniques and knowledge associated with each key skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.

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### Part B

#### You must

This section builds on Part A and describes the application of skills. It describes the skills you must show. All of your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.

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**To achieve Working With Others at level 2, you must be able to apply your skills to suit different purposes. You will show that you can:**

- identify what you need to achieve together
- organise and carry out tasks to meet your responsibilities
- identify your role in helping to achieve things together.

## Part A – you need to know how to:

### Plan work with others

- make sure you understand what makes groups or teams effective
- identify what you need to achieve together (from the objectives suggested by your supervisor, tutor, yourself or others)
- contribute and use relevant information to identify tasks, resources (materials, equipment and/or tools) and timescales
- suggest ways you could help and find out what others would like to do
- identify individual responsibilities:
  - who will be responsible for organising and carrying out each task
  - the ground rules for working together (ways of behaving that show respect for each other's rights, feelings, ideas and contributions, what you and others should and should not do)
- confirm the arrangements for working together:
  - who you will be working with, where and when
  - health and safety procedures
  - the appropriate people to go to for advice and support when needed.

### Work co-operatively towards achieving the identified objectives

- organise and carry out tasks so you can meet your responsibilities:
  - get and make the best use of resources
  - pace your work to meet deadlines
  - work safely to avoid accidents, health risks, offending others or disrupting their work
  - use correct techniques and approaches to help you produce the quality of work required
- support co-operative ways of working:
  - anticipate the needs of others for information and support
  - avoid actions that offend or discriminate against others
  - act assertively, when needed, to protect your own rights
  - show willingness to sort out disagreements or other problems
- check progress towards the objectives, seeking advice from an appropriate person to help resolve any conflicts or other problems.

### Review your contributions and agree ways to improve work with others

- contribute information and listen to others on what went well and less well, including tasks and working relationships
- identify and describe your role in helping to achieve things together
- agree ways of improving your work with others, including interpersonal skills.

## Part B – you must:

Provide at least **two** examples of meeting the standard for WO2.1, WO2.2 and WO2.3. One example must show you can work in a group or team situation.

### Evidence must show you can:

#### WO2.1

Plan work with others.

- 
- 2.1.1 identify what you need to achieve together
  - 2.1.2 share relevant information to identify what needs to be done and individual responsibilities
  - 2.1.3 confirm the arrangements for working together.
- 

#### WO2.2

Work co-operatively towards achieving the identified objectives.

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- 2.2.1 organise and carry out tasks safely using appropriate methods, to meet your responsibilities
  - 2.2.2 support co-operative ways of working to help achieve the objectives for working together
  - 2.2.3 check progress, seeking advice from an appropriate person when needed.
- 

#### WO2.3

Review your contributions and agree ways to improve work with others.

- 
- 2.3.1 share relevant information on what went well and less well in working with others
  - 2.3.2 identify **your** role in helping to achieve things together
  - 2.3.3 agree ways of improving your work with others.
-

## Examples and guidance

### The following gives further guidance and examples of the techniques and knowledge in Part A

#### Plan work with others

Understand what makes teams effective by considering ways in which team working has helped you, by considering the amount of resource involved in the whole team confirm who you will be working with by checking with your supervisor, group members.

#### Work co-operatively towards achieving the identified objectives

Know where to get what you need to carry out the tasks, including materials, equipment, support from others.

Check your progress, ask for help in resolving conflicts using your group members, supervisor, mentor.

#### Review you contributions and agree ways to improve work with others

Share information on what went well, what not so well by asking questions, and checking what was helpful in your approach, and what was not.

Agree ways of improving your work with others including ways of dealing with difficulties and taking the feelings of others into account.

For further examples and guidance on the key skills standards please refer to 'The Wider Key Skills Standards and Guidance' (QCA publication QCA/04/1294).

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your assessor/tutor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include the use of a scribe (amanuensis); Braille, voice activated software and British Sign Language.

Detailed guidance is available in the document 'Basic and Key Skills: Guidance for Candidates with Particular Requirements', published by the Joint Council for Qualifications. A summary of this information can also be found in the City & Guilds key skills centre guide, and both documents can be obtained from the City & Guilds key skills website – [www.key-skills.org](http://www.key-skills.org)

Please ask your assessor/tutor if you have any questions about this.

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**This standard is for use in programmes starting from September 2004.**

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## Part A coverage record

These record sheets are designed to help you and your assessor/tutor compare your work to what the Working With Others level 2 standard says you need know how to do.

Unlike the Part B evidence record and the Part A questions you will answer once your portfolio is complete, this coverage record for Part A is not a compulsory part of your assessment. You may not be able find examples covering all the bullet points listed here, although both you and your assessor/tutor should be happy that you are showing these skills in your work by the time your portfolio is complete.

Standard	✓ if you feel you have done it	Notes/comments or referred to Part A questions
<p><b>Plan work with others</b></p> <ul style="list-style-type: none"> <li>• make sure you understand what makes groups or teams effective <input type="checkbox"/></li> <li>• identify what you need to achieve together (from the objectives suggested by your supervisor, tutor, yourself or others) <input type="checkbox"/></li> <li>• contribute and use relevant information to identify tasks, resources (materials, equipment and/or tools) and timescales <input type="checkbox"/></li> <li>• suggest ways you could help <input type="checkbox"/></li> <li>• find out what others would like to do <input type="checkbox"/></li> <li>• identify individual responsibilities:               <ul style="list-style-type: none"> <li>– who will be responsible for organising and carrying out each task <input type="checkbox"/></li> <li>– the ground rules for working together (ways of behaving that show respect for each other's rights, feelings, ideas and contributions, what you and others should and should not do) <input type="checkbox"/></li> </ul> </li> <li>• confirm the arrangements for working together:               <ul style="list-style-type: none"> <li>– who you will be working with, where and when <input type="checkbox"/></li> <li>– health and safety procedures <input type="checkbox"/></li> </ul> </li> </ul>		

See next page

## Part A coverage record (continued)

Standard	✓ if you feel you have done it	Notes/comments or referred to Part A questions
<b>Plan work with others (continued)</b> <ul style="list-style-type: none"> <li>– the appropriate people to go to for advice and support when needed.</li> </ul>	<input type="checkbox"/>	
<b>Work co-operatively towards achieving the identified objectives</b> <ul style="list-style-type: none"> <li>• organise and carry out tasks so you can meet your responsibilities:               <ul style="list-style-type: none"> <li>– get and make the best use of resources <input type="checkbox"/></li> <li>– pace your work to meet deadlines <input type="checkbox"/></li> <li>– work safely to avoid accidents, health risks, offending others or disrupting their work <input type="checkbox"/></li> <li>– use correct techniques and approaches to help you produce the quality of work required <input type="checkbox"/></li> </ul> </li> <li>• support co-operative ways of working:               <ul style="list-style-type: none"> <li>– anticipate the needs of others for information and support <input type="checkbox"/></li> <li>– avoid actions that offend or discriminate against others <input type="checkbox"/></li> <li>– act assertively, when needed, to protect your own rights <input type="checkbox"/></li> <li>– show willingness to sort out disagreements or other problems <input type="checkbox"/></li> </ul> </li> <li>• check progress towards the objectives, seeking advice from an appropriate person to help resolve any conflicts or other problems. <input type="checkbox"/></li> </ul>		

See next page

## Part A coverage record (continued)

Standard	✓ if you feel you have done it	Notes/comments or referred to Part A questions
<p><b>Review your contributions and agree ways to improve work with others</b></p> <ul style="list-style-type: none"> <li>• contribute information and listen to others on what went well and less well, including tasks and working relationships</li> <li>• identify and describe your role in helping to achieve things together</li> <li>• agree ways of improving your work with others, including interpersonal skills.</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/> </p>	

Candidate's signature \_\_\_\_\_ Date completed \_\_\_\_\_

**The Part B evidence record on the following pages must be completed, as well as the Part A questions as necessary.**

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## Key skills 2004 logbook – Working With Others level 2

### Part B evidence record (continued)

Standard	✓ if met	Purpose of task and details of evidence presented to meet criteria	Evidence location/reference	Date of completion
<p><b>WO2.3</b></p> <ul style="list-style-type: none"> <li>• For <b>first</b> example, reviewed contributions (showing work in a group or team situation)               <ul style="list-style-type: none"> <li>– shared relevant information on what went well and less well in working with others</li> <li>– identified own role in helping to achieve things together</li> <li>– agreed ways of improving own work with others</li> </ul> </li> <li>• for <b>second</b> example, reviewed contributions               <ul style="list-style-type: none"> <li>– shared relevant information on what went well and less well in working with others</li> <li>– identified own role in helping to achieve things together</li> <li>– agreed ways of improving own work with others.</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

The declaration on the following page must be completed

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## Key skills 2004 logbook – Working With Others level 2

**Assessor declaration:** I declare that the details above are correct, that the evidence submitted is the candidate's own work and that the candidate meets all of the requirements for this key skill.

Assessor's name \_\_\_\_\_ Assessor's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's name \_\_\_\_\_ Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_ Internal Verifier's signature \_\_\_\_\_ Date \_\_\_\_\_

**Note Part A coverage must also be confirmed (using Part A questions as necessary) before a qualification certificate can be claimed.**

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