

hats is a good idea, but no.  
Help!! Have I got enough ti  
et help from Amy's fashic

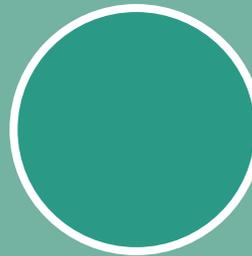
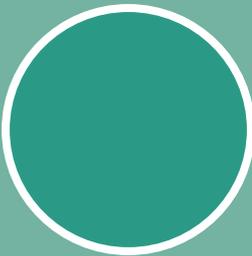
- Get up
- Check equipment bag
  - Make lunch. Pack ruc.
  - Ring Mr Hamilton to s
  - Get collected by Jason
  - Leave Middlesbrough
  - Arrive car park
  - Walk
  - return to car p

**Option2:** **Do it**

- It will be fun to prej
- I can choose someth
- children
- It won't cost much
- I can make sure :



- On the day**
1. Arrive at sch
  2. Introduce the
  3. Make sure the
  4. Give out hats.
  5. Take pictures
  6. Tell them I'
  7. ?Collect!



LET'S TRY A FUNNY

...e a list of points to  
...ost chance of success. 1.

**Option 1:** **Get some**

**For**

- The children would lik
- It doesn't involve mu

2

A Candidate

I am A Candidate's tu  
to go on a hike. She s  
the difficulty of clin  
Easter. I confirme  
conditions.

**KEY SKILLS**  
**TEAM SOLVING LE**

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...for a party for chi

- ...ney for car p
- Boots
  - Waterproofs
  - Extra warm clothing
  - Spare socks
  - Woolly hat
  - Gloves
  - Swiss Army knife

**Have you thought abo**  
**materials from, and ho**

Well, I know my  
Department mig

**Have you tried timin'**

No

**Context and purpose**

A Candidate is working  
been working at Eagle S.  
The purpose of her prob  
children's spring holid  
A Candidate is also fol  
context for her secon



to	88
at from road	89:
op of cove	
Head of Dean Scar	
South end of Tarn	89:
Water Sinks Gate	
Street Gate	
of Gordale Scar	

**Option 2:** **Mal.**

- Interesting scenery
- Some climbing but
- New for Jason
- Within everybody'

...in - eg a conjuror

- o Probably expensiv
- o Don't know any
- o ?Yellow Pages

- DJ? - Not good

**Dressing ur**

Too difficult f

- On the day**
- Get up
  - Check ex
  - Make lun
  - Ring Mr l
  - Get colle
  - Leave N
  - Arrive
  - W

**PS2.3a** **Go back**  
**you colk**  
**been sol'**

I have included the comr  
Ms A. Tutor my notes c  
ve done what I s

First published in 2004

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# Foreword

Key skills are for everyone, from learners in the workplace, colleges and schools to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general.

The six key skills are:

- application of number
- communication
- improving own learning and performance
- information and communication technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We produced example portfolios in application of number, communication and information technology earlier in 2004. We have now produced example portfolios for improving own learning and performance, problem solving and working with others at levels 1 to 3.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the 2004 key skills standards and guidance, to help assessors interpret the key skills. They are based on the *2004 key skills standards and guidance* and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO  
Chief Executive, QCA

# Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios.

Portfolios for each of the key skills of application of number, communication and information technology were published earlier in 2004. There are now portfolios for each of the other key skills:

- improving own learning and performance, levels 1 to 3
- problem solving, levels 1 to 3
- working with others, levels 1 to 3.

The project group selected a range of learning and vocational contexts to show the application of skills across these nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators and external verifiers for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear
- commentaries that outline some of the issues and describe the context in which the candidates gathered the evidence.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to the *2004 key skills standards and guidance*, which provides advice and guidance on the assessment of key skills. It should also be noted that, while a portfolio may meet the standard for a specific key skill, it might not reflect the equivalent standard in another key skill.

QCA and the key skills chief moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

# Commentary

The candidate, a year 11 GCSE pupil, has produced evidence through two activities:

- a group activity, designing and making invitations to a careers convention
- a one-to-one activity, researching and writing a guide.

The second task is a one-to-one activity. A one-to-one activity is not a requirement at level 2, although it is an acceptable option.

For each task there are clear assessment record sheets that have been completed by the assessor, indicating how the candidate has met the standard for WO2.1, WO2.2 and WO2.3. The assessor has indicated supplementary evidence that supports the assessment judgement.

For each task there are clear candidate evidence record sheets that have been completed by the candidate. They detail, by providing the answers to specific questions, how the candidate feels that he has met the standards. These have been signed by the assessor in their final form. They may well have been the result of discussions between the assessor and the candidate. There may also have been draft versions, but they have not been included. The assessor has given clear feedback to the candidate, especially on the second activity.

## **WO2.1**

The candidate has planned work with others by discussions and has developed a log to record progress. The minutes of meetings and action plan/log are useful in establishing evidence of planning and working cooperatively with others.

## **WO2.2**

The candidate has worked co-operatively to achieve the identified objectives. There is evidence of 2.2.3 from both candidate and assessor in the second task. It is possible that some of the product from these activities could have been used by the candidate as evidence for other key skills.

## **WO2.3**

The candidate has reviewed the process. The fact that other members of the group do not complete their part of the plan, or work cooperatively with the candidate, should in no way prevent the evidence from being used, provided the candidate has sought advice from the assessor and updated and developed the plan accordingly, and the evidence demonstrates that the candidate has met the criteria for each element.

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT CHECKLIST

<p><b>You must:</b> <b>WO2.1</b> Plan work with others.</p>	<p><b>WO2.2</b> Work cooperatively towards achieving the identified objectives.</p>	<p><b>WO2.3</b> Review your contributions and agree ways to improve work with others.</p>
<p><b>Your evidence must show you can:</b> <b>2.1.1</b> Identify what you need to achieve together; and <b>2.1.2</b> share relevant information to identify what needs to be done and individual responsibilities; and <b>2.1.3</b> confirm the arrangements for working together.</p>	<p><b>2.2.1</b> Organise and carry out tasks safely using appropriate methods, to meet your responsibilities; and <b>2.2.2</b> support cooperative ways of working to help achieve the objectives for working together; and <b>2.2.3</b> check progress, seeking advice from an appropriate person when needed.</p>	<p><b>2.3.1</b> Share relevant information on what went well and less well in working with others; and <b>2.3.2</b> identify your role in helping to achieve things together; and <b>2.3.3</b> agree ways of improving your work with others.</p>

### LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	WO2.1			WO2.2			WO2.3		
		1	2	3	1	2	3	1	2	3
2	Assessment record – Task 1	x	x	x						
3	Assessment record – Task 1				x	x	x			
4	Assessment record – Task 1							x	x	x
5	Candidate evidence record – Task 1	x	x	x						
6	Candidate evidence record – Task 1				x	x	x			
7	Candidate evidence record – Task 1							x	x	x
8	Minutes of meeting on 07/01/03 – Ref 1	x	x	x	x	x	x			
9	Example of invitation – Ref 2					x				
10	Candidate evaluation							x	x	x
11	Assessment record – Task 2	x	x	x						
12	Assessment record – Task 2				x	x	x			
13	Assessment record – Task 2							x	x	x
14	Candidate evidence record – Task 2	x	x	x						
15	Candidate evidence record – Task 2				x	x	x			
16	Candidate evidence record – Task 2							x	x	x
17	Candidate log – Ref 3	x	x	x	x	x	x			

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

Assessor Name: A N ASSESSOR

Candidate Name: A CANDIDATE

Assessor Signature: A N ASSESSOR

Candidate Signature: A Candidate

Date: 04.06.03

Date: 4.6.03

## Level 2

### You must:

WO2.1 Plan work with others.

### Your evidence must show you can:

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

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT RECORD

WO2.1 Plan work with others.

<b>Subject and purpose:</b> Task 1: Designing and making invitations for pupils from other schools. (Group)	<b>Supplementary evidence (if included):</b> Candidate Evidence Record Minutes Ref 1
----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

<b>Did the candidate...</b>  Identify what they needed to achieve with others?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Comments and examples</b>  <i>A. Candidate had a meeting with other members of his group and agreed how the task would be done.</i>  Ref: 1
<b>Did the candidate...</b>  Share relevant information to what needed to be done and individual responsibilities?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Comments and examples</b>  <i>At this meeting it was decided by the candidate who would do what (see candidate evidence record).</i>  <i>The group produced an action plan with deadlines.</i>  Ref: 1
<b>Did the candidate...</b>  Confirm the arrangements for working together?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Comments and examples</b>  <i>All of the above was arranged at a meeting of the group.</i>  <i>The plans were checked with the group's mentor.</i>  Ref: 1

Assessor Name: <u>A. N. Assessor</u>	Candidate Name: <u>A. CANDIDATE</u>
Assessor Signature: <u>A. N. Assessor</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>07.01.03</u>	Date: <u>7.1.03</u>

## Level 2

### You must:

WO2.2 Work cooperatively towards achieving the identified objectives.

### Your evidence must show you can:

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

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT RECORD

WO2.2 Work cooperatively towards achieving the identified objectives.

<b>Subject and purpose:</b> Task 1: Organising invitations and attendance at the careers convention. (Group)	<b>Supplementary evidence (if included):</b> Candidate Evidence Record Minutes Ref 1 Invitation Ref 2
--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

Did the candidate...	(tick)	Comments and examples
Organise and carry out tasks safely using appropriate methods, to meet their responsibilities?	<input checked="" type="checkbox"/> Yes <span style="margin-left: 100px;"><input type="checkbox"/> No</span>	<p>A. Candidate agreed with the group what his task should be. He used helpful equipment (Yellow Pages, envelopes, stamps) and while others in the group worked on their part, he worked independently on his.</p> <p>Ref: 1</p>
Support cooperative ways of working to help achieve the objectives for working together?	<input checked="" type="checkbox"/> Yes <span style="margin-left: 100px;"><input type="checkbox"/> No</span>	<p>All of the above was agreed and achieved as the result of a group meeting.</p> <p>Ref: 1 &amp; 2</p>
Check progress, seeking advice from an appropriate person when needed?	<input checked="" type="checkbox"/> Yes <span style="margin-left: 100px;"><input type="checkbox"/> No</span>	<p>A. Candidate double checked his own work for errors and asked a member of his group to do this also. In class and around the school he behaved sensibly and kept a check on his progress with the others so they all kept up.</p> <p>Ref: 1 &amp; 2</p>

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. CANDIDATE</u>
Assessor Signature: <u>A.N. Assessor</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>25.02.03</u>	Date: <u>25.2.03</u>

## Level 2

### You must:

WO2.3 Review your contributions and agree ways to improve work with others.

### Your evidence must show you can:

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

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT RECORD

WO2.3 Review your contributions and agree ways to improve work with others.

<b>Subject and purpose:</b> Task 1: Organising invitations and attendance at the careers convention. (Group)	<b>Supplementary evidence (if included):</b> Candidate Evidence Record Minutes Ref 1 Invitation Ref 2
--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

Did the candidate...	(tick)	Comments and examples
Share relevant information on what went well and less well in working with others?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>The group met to produce a report and discuss how they could improve the work they had done and what was good about it.</i></p> <p>Ref: 1 &amp; 2</p>
Identify their role in helping to achieve things together?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Each member of the group had the opportunity to discuss how their individual work had gone and what contribution it made to achieving things together.</i></p>
Agree ways of improving their work with others?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Report included what A. Candidate and group would do differently if they were doing it again.</i></p>

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>A.N. Assessor</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>25.02.03</u>	Date: <u>25.2.03</u>

## Level 2

### You must:

WO2.1 Plan work with others.

### Your evidence must show you can:

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

#### WORKING WITH OTHERS LEVEL 2 CANDIDATE EVIDENCE RECORD

WO2.1 Plan work with others (Group).

#### Assessment criteria and how the candidate met the criteria

##### What do you need to achieve together?

Designing and sending out invitations to the public from other schools to our exhibition. These will go out with a letter from our career teachers to theirs.

##### List Group members.

Stephen  
Gerard  
me

##### Who has to do what to get the job done?

I will find the names and the addresses of other schools in our area. Gerard will design the invitations on a computer and Stephen will word the invitation.

##### How was it decided who was doing what?

Gerard loves using computers and Stephen is good at wording things so I decided I would be better off sorting out the school names and addresses.

##### What arrangements have been made to get the job done?

We will all meet in the library period four and five on Tuesday to plan and use the computers. I will borrow a Yellow Pages from the office.

##### How did you confirm these arrangements with the others involved?

We arranged this at a meeting of our group today on how the best way to go about doing this might be.

Assessor Name: AN ASSESSOR Assessor signature: AN ASSESSOR Date: 07.01.03  
Candidate Name: A CANDIDATE Candidate signature: A CANDIDATE Date: 7.1.03

## Level 2

### You must:

WO2.2 Work cooperatively towards achieving the identified objectives.

### Your evidence must show you can:

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

**WORKING WITH OTHERS LEVEL 2  
CANDIDATE EVIDENCE RECORD**  
WO2.2 Work cooperatively towards achieving the identified objectives.

Assessment criteria and how the candidate met the criteria

How did you organise your own tasks to meet your responsibilities?

I got a Yellow Pages and from that wrote out the names and addresses of all of the schools in our area. I also got the envelopes and stamps from the office and wrote them out. When I had done that I met with Gerard and Stephen again.

How did you work safely and accurately?

I followed the normal school rules for safety in the corridors and classrooms. I copied the names and addresses very carefully to get the spelling right and then double checked it to be sure.

How did you work cooperatively and provide support to others?

When I finished my task I helped Gerard by telling him what I thought worked best on the computer.

Did you require help or support from others?

Stephen finished his task first so he helped me write the addresses and stick the stamp on the envelopes.

Did you check on the progress of the work and ask for advice, if you needed to, from someone who could help you?

I can be quite lazy when I am working on my own and found working with these two good because we kept a check on progress and I had to keep up with my work so my group wouldn't get behind.

Assessor Name: A.N. Assessor Assessor signature: A.N. Assessor Date: 25.02.03  
Candidate Name: A CANDIDATE Candidate signature: A Candidate Date: 25.02.03

## Level 2

### You must:

W02.3 Review your contributions and agree ways to improve work with others.

### Your evidence must show you can:

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

#### WORKING WITH OTHERS LEVEL 2 CANDIDATE EVIDENCE RECORD

W02.3 Review your contributions and agree ways to improve work with others.

#### Assessment criteria and how the candidate met the criteria

##### What went well as you worked with others on this job?

As a group we, Stephen and Gerard worked really hard, I made the phone calls and I think it went very well. From the start of this project everyone had to listen to one another's opinions. If we hadn't worked together we would've never made this project work.

##### What did not go so well?

The turn out on the day didn't go well because the schools were on mid term break and not enough people in my community turned up.

##### What was your role in helping to achieve the things together?

I thought that the quality of the work done was superb, all the people in my group (Stephen and Gerard) worked really well and I kept up and did my share as we had agreed.

##### How did you go about agreeing ways of improving this work with others?

Every week we all met together to discuss all the stuff we were doing and to keep checking if we needed to change anything to make sure it was alright.

Assessor Name: A. N. Assessor Assessor signature: A. N. Assessor Date: 25.02.03  
Candidate Name: A. Candidate Candidate signature: A. Candidate Date: 25.02.03

## Level 2

### You must:

WO2.1 Plan work with others.

WO2.2 Work cooperatively towards achieving the identified objectives.

### Your evidence must show you can:

- 2.1.1 Identify what you need to achieve together; and
- 2.1.2 share relevant information to identify what needs to be done and individual responsibilities; and
- 2.1.3 confirm the arrangements for working together; and
- 2.2.1 organise and carry out tasks safely using appropriate methods, to meet your responsibilities; and
- 2.2.2 support cooperative ways of working to help achieve the objectives for working together; and
- 2.2.3 check progress, seeking advice from an appropriate person when needed.

Ref 1

#### Minutes of meeting on 07/01/03

We had a meeting of our group today to plan what to do. Our task is to design invitations to our school Careers Convention on February 13th, and send them out to local schools.

Our mentor advised us that the invitations should go out as soon as we could so that schools would have time to plan better. We decided to get them sent out by the end of January.

After a discussion we made this plan and then decided who would do what.

14/01/03	Find names and addresses of schools to invite
17/01/03	Decide words to go on invitations
21/01/03	Decide layout for invitations
22/01/03	Type out draft invitation and print copy
24/01/03	Group meeting to check that everything is OK
28/01/03	Send out invitations
04/02/03	Meeting to plan arrangements for the day
13/02/03	Careers Convention
25/02/03	Evaluation meeting with our Tutor

#### Minutes of meeting on 04/02/03

Some of the replies have come back. We talked about how we would handle everybody on the day, and Peter said he would keep notes of what the group decided. We decided that we would wait until they all come back so we would know how many people were going to come before we finalised the details for the day. A. Candidate said he would pick up the letters from the office each morning.

Signed

*A. Candidate*  
*Gerard*  
*Stephen*

Level 2

**You must:**

W02.2 Work cooperatively towards achieving the identified objectives.

**Your evidence must show you can:**

2.2.2 Support cooperative ways of working to help achieve the objectives for working together.

*Example of invitation (completed task) Ref 2*

**City College Year 11 pupils  
Invite Year 11, 12 and 13 pupils of  
various schools  
To a  
CAREERS CONVENTION  
in  
City College  
On  
Thursday 13<sup>th</sup> February 2003**

## Level 2

### You must:

WO2.3 Review your contributions and agree ways to improve work with others.

### Your evidence must show you can:

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

### WORKING WITH OTHERS LEVEL 2 CANDIDATE EVALUATION

#### Group Review

##### What went well?

We worked well together as a group. It was a good thing for me, because I can be quite lazy, but I had to work hard to keep up with the others.

##### What did not go so well?

I was a bit disappointed with the layout of the invitations. Gerard had gone away and done it all on the computer without asking what we thought. He didn't like what I suggested when I saw what he had done. It would have been better if we had had some more short meetings so Peter, Stephen and I could say what we thought.

Also the others had to nag me to get my bit done. I should have done it straight away. On the day not many people turned up, because it was half term.

##### What would you do differently next time?

I would allow more time for planning before we made any final decisions. That way we could have avoided half term week, and more people might have turned up.

I would make sure we had lots of very short sessions – perhaps at break times – when we could check back with each other how things were going.

I have learnt that other people depend on my contribution, so I think I would not put things off so much.

Assessor Name: *A.N. Assessor* Assessor signature: *A.N. Assessor* Date: *25.02.13*  
Candidate Name: *A.CANDIDATE* Candidate signature: *A.Candidate* Date: *25.02.13*

## Level 2

### You must:

WO2.1 Plan work with others.

### Your evidence must show you can:

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

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT RECORD

WO2.1 Plan work with others.

<b>Subject and purpose:</b> Task 2: Research, write and word process a guide.	<b>Supplementary evidence (if included):</b> Candidate Evidence Record Log
----------------------------------------------------------------------------------	-------------------------------------------------------------------------------

Did the candidate...	(tick)	Comments and examples
Identify what they needed to achieve with others?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Both candidates discussed what was required to complete the task.</i>
Share relevant information to what needed to be done and individual responsibilities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>After discussion, they produced an action plan that detailed what work needed to be done, who would do each bit and when it had to be completed in order to meet their target.</i>
Confirm the arrangements for working together?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>They both explained their action plan to me, and the initial ideas that they had had and how they thought it would all fit together. They clarified the time scale with me, and established the need to take responsibility for getting the draft approved before word processing the final version.</i>

Assessor Name: <u>A.N. ASSESSOR</u>	Candidate Name: <u>A.CANDIDATE</u>
Assessor Signature: <u>A.N. ASSESSOR</u>	Candidate Signature: <u>A.CANDIDATE</u>
Date: <u>06.05.03</u>	Date: <u>06.05.03</u>

## Level 2

### You must:

WO2.2 Work cooperatively towards achieving the identified objectives.

### Your evidence must show you can:

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

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT RECORD

WO2.2 Work cooperatively towards achieving the identified objectives.

<b>Subject and purpose:</b> Task 2: Research, write and word process a guide.	<b>Supplementary evidence (if included):</b> Candidate Evidence Record Log
----------------------------------------------------------------------------------	-------------------------------------------------------------------------------

Did the candidate...	(tick)	Comments and examples
Organise and carry out tasks safely using appropriate methods, to meet their responsibilities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>The action plan was well thought out.</i></p> <p><i>A. Candidate checked the accuracy of the work and established the need to gain approval of the draft version before going on to the final version.</i></p> <p><i>We discussed the hazards of using computers for long periods.</i></p>
Support cooperative ways of working to help achieve the objectives for working together?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>A. Candidate tried to keep in contact with Darren during his absence. The candidate kept me informed of his efforts to contact Darren, and the progress they were making.</i></p>
Check progress, seeking advice from an appropriate person when needed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Due to the situation that developed A. Candidate kept me informed of the steps that he was taking to contact his co-worker and complete the task. He reviewed his action plan during the course of the task and explored alternative ways of providing evidence for this unit.</i></p>

Assessor Name: <u>AN Assessor</u>	Candidate Name: <u>A CANDIDATE</u>
Assessor Signature: <u>AN Assessor</u>	Candidate Signature: <u>A candidate</u>
Date: <u>20.05.03</u>	Date: <u>20.05.03</u>

## Level 2

### You must:

**WO2.3** Review your contributions and agree ways to improve work with others.

### Your evidence must show you can:

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

## WORKING WITH OTHERS LEVEL 2 ASSESSMENT RECORD

WO2.3 Review your contributions and agree ways to improve work with others.

<b>Subject and purpose:</b> Task 2: Research, write and word process a guide.	<b>Supplementary evidence (if included):</b> Candidate Evidence Record Log Evaluation
----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

Did the candidate...	(tick)	Comments and examples
Share relevant information on what went well and less well in working with others?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>A. Candidate has provided an action plan, which has changed as a result of difficulties in meeting the original targets.</p> <p>A. Candidate has written a brief reflective account of the project and discussed with me ways of dealing with the situation.</p>
Identify their role in helping to achieve things together?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>A. Candidate displayed a lot of patience in the way he dealt with his colleague. A. Candidate was keen to keep me informed of how the work was progressing. He asked for, and took, advice on how to resolve the situation. He has fulfilled all of his obligations and made every effort to ensure that the work he'd planned with Darren was completed.</p>
Agree ways of improving their work with others?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>A. Candidate has written a brief reflective account of what went well and more importantly what didn't go well during the course of this task. A. Candidate has demonstrated the understanding of a useful lesson in working with others – some team members are not as committed as others.</p>

Assessor Name: <u>AN Assessor</u>	Candidate Name: <u>A CANDIDATE</u>
Assessor Signature: <u>AN Assessor</u>	Candidate Signature: <u>A candidate</u>
Date: <u>03.06.03</u>	Date: <u>03.06.03</u>

## Level 2

### You must:

WO2.1 Plan work with others.

### Your evidence must show you can:

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

### WORKING WITH OTHERS LEVEL 2 CANDIDATE EVIDENCE RECORD WO2.1 Plan work with others.

Purpose of task: <i>Improve future careers convention – Research, write and word process a guide</i>	
Assessment criteria	How the candidate met the assessment criteria
What do you want to achieve together?	We decided to write a guide for the careers convention. To do this, we had to do some research, and then we had to write it, and get it done on a computer so that it could be printed and given out.
List group members.	I am working with Darren on this job. We will have to check our progress with our assessor.
Who has to do what to get the job done?	We talked about it and decided that Darren will do most of the research, I will look at some other guides for ideas of how it should look. We will write it together & I will put it onto the computer.
How was it decided who was doing what?	I have a computer at home. Darren likes to do research into things at the library, so we decided to stick to the things that we are good at.
What arrangements have been made to get the job done?	Darren will find the info. I will look at some similar guides for ideas. We will get together next week and work together on the writing in class.
How did you confirm these arrangements with the others involved?	We spent the first lesson working out who was going to do what. Then we wrote our action plan, and got it agreed by the tutor.

I certify that the work I have submitted is my own.

Signature *A candidate* (Candidate) Confirmed *RN Assessor* (Assessor)  
Date *06.05.03* Date *06.05.03*



### You must:

WO2.3 Review your contributions and agree ways to improve work with others.

### Your evidence must show you can:

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

#### WORKING WITH OTHERS LEVEL 2 CANDIDATE EVIDENCE RECORD

WO2.3 Review your contributions and agree ways to improve work with others.

##### What went well?

The action plan was good, because we had to think about what we needed to do to finish the guide. Then we could work out who had to do what and in what order things had to be done so that it would all be finished on time. We got on well to start with, at dividing the tasks, but Darren didn't do what he had agreed to do. I did my work, but we couldn't get on with the guide because Darren promised to do stuff but then he didn't do them.

##### What did not go well?

The big problem for me was Darren. Our plan was for him to do the research first, then we could go on writing the guide. When he didn't come in, I couldn't start on the guide and so I wasted my time. I tried to phone him but he wasn't there. When he did come back to college he promised he had done the work, but he never brought it in. If he had been honest I could have done the work or got someone else to help me. He kept on saying he would do it and I believed him because we had done the action plan together.

##### What was your role in helping to achieve the things together?

Mine was okay but I rushed. Darren didn't do any of it in the end, apart from the first week.

##### How did you go about agreeing ways of improving this work with others?

It was hard because Darren kept promising that he would do the research and he didn't turn up, and still promised that he had done the work. And then he never brought it.

##### What would you do differently?

Next time I would be less reliant on someone else. Perhaps we could build another way of doing it into our action plan in case something happened that wasn't expected. Maybe if I made sure my bit was first I could make sure I did it and then it would be down to the other person. I could also try and stay in contact with the other person and check how they were coming along so if anything went wrong I would know earlier than we could fix our plan. I never thought that working with others would be so difficult if the other person didn't want to do it. Next time I will try and make sure that the people I work with want to do the project and finish the work when we say we will.

##### Assessor feedback

The comments above show that you have gained valuable experience and understanding of some of the issues involved with working with others. Although the final guide wasn't as good as you had hoped, it's not your fault. You made every effort to get the work done and keep me up to date. Well done.

Signature *Candidate* (Candidate)  
Date 3-6-03

Confirmed *A.W. Assessor* (Assessor)  
Date 03.06.03

## Level 2

### You must:

WO2.1 Plan work with others.

WO2.2 Work cooperatively towards achieving the identified objectives.

### Your evidence must show you can:

- 2.1.1 Identify what you need to achieve together; and
- 2.1.2 share relevant information to identify what needs to be done and individual responsibilities; and
- 2.1.3 confirm the arrangements for working together; and
- 2.2.1 organise and carry out tasks safely using appropriate methods, to meet your responsibilities; and
- 2.2.2 support cooperative ways of working to help achieve the objectives for working together; and
- 2.2.3 check progress, seeking advice from an appropriate person when needed.

### WORKING WITH OTHERS LEVEL 2 CANDIDATE LOG

Ref 3

Time & Date	Action	Outcome	Review
29/4 Week 1 lesson	Decide what to do and complete action plan	Action plan	29/4 Action plan completed and agreed by both of us and checked by tutor
Before 6/5	Do research	Me - find other guides Darren - Research information for our guide	6/5 I did my bit, but Darren didn't come in. I spoke to the tutor. We will have to complete everything next week.
6/5 Week 2 lesson	Review our research Start to write guide	Start of guide	6/5 Couldn't start writing the guide so we'll have to do it all next week.
Before 13/5	Do any more research if it is needed	Spoke to Darren on the phone. He promised to bring in his research for the next lesson	
13/5 Week 3 lesson	Finish off writing the guide and get it approved by tutor	Handwritten guide	13/5 Couldn't because Darren didn't bring it in
Before 20/5	Word process guide (Me)	Finished guide	20/5 Had to do it all myself
20/5 Week 4 lesson	Hand in finished guide	Word-processed guide - job done!	20/5 Not as good as it could have been because I had to rush it, and Darren didn't do the research

Signed:

*AN Assessor*  
03-06-03

Signed:

*A Candidate*  
03-06-03



## Curriculum and Standards

<b>Audience</b>	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
<b>Circulation lists</b>	Key skills awarding bodies and the Key Skills Support Programme
<b>Type</b>	Exemplification
<b>Description</b>	Exemplification of the requirements for key skills portfolios
<b>Cross ref</b>	<i>The 2004 key skills qualifications standards and guidance (QCA/02/1294)</i> <i>Example portfolio: Working with others level 1 (QCA/04/1319)</i> <i>Example portfolio: Working with others level 3 (QCA/04/1321)</i>
<b>Contact</b>	The Key Skills Team (020 7509 5611; <a href="mailto:keyskills@qca.org.uk">keyskills@qca.org.uk</a> )

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