

## KEY SKILLS

# Working with others Level 3

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.

#### 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.

#### Part B

##### YOU MUST

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

***To achieve Working with others at level 3, you must be able to apply your skills to suit different purposes. You will show that you can:***

- agree realistic objectives for working together
- seek effective ways to develop cooperation
- identify factors that influence the outcome.

# Part A

## YOU NEED TO KNOW HOW TO:

### *Plan work with others*

- make sure you understand how different roles and interpersonal skills make groups or teams effective
- offer your own suggestions and listen to others to agree realistic objectives, prioritise tasks and identify resources and timescales
- contribute and use relevant information to agree roles and responsibilities:
  - identify how different roles could contribute to a successful outcome
  - identify responsibilities, including ways of working that respect each other's rights, feelings, ideas and contributions, and aspects of the work for which you will be accountable
- agree suitable working arrangements with those involved:
  - who will be working with whom, where and when
  - health and safety procedures
  - methods for keeping each other informed of progress.

### *Seek to develop co-operation and check progress towards objectives*

- organise and carry out tasks efficiently to meet your responsibilities:
  - get and make the best use of resources, including support
  - pace your work to meet deadlines and use appropriate techniques and approaches to produce the quality of work required
  - work safely, taking prompt action to avoid accidents or health risks
- seek effective ways to:
  - keep yourself and others motivated
  - anticipate the needs of others for information and support
  - protect your own rights and those of others
  - avoid actions that offend, harass or discriminate against others
  - resolve conflict
- contribute and get accurate information on progress towards achieving the agreed objectives, including the extent to which work is meeting deadlines and quality requirements
- be alert to any changes that need to be made to working arrangements, timescales and methods, and agree these with others.

### *Review work with others and agree ways of improving collaborative work*

- share constructive feedback to agree the extent to which work with others has been successful and the objectives have been met
- identify factors that influenced the outcomes of your work with others, including working relationships, your role and any changes beyond your control
- agree ways of improving your work with others, including interpersonal skills.

## Working with others: level 3

# Part B

## YOU MUST:

Provide at least **one** example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. You must check progress on two occasions (for WO3.2).

### WO3.1

Plan work with others.

#### *Evidence must show you can:*

- 3.1.1 agree realistic objectives for working together and what needs to be done to achieve them
- 3.1.2 share relevant information to help agree roles and responsibilities
- 3.1.3 agree suitable working arrangements with those involved.

### WO3.2

Seek to develop co-operation and check progress towards your agreed objectives.

- 3.2.1 organise and carry out tasks efficiently to meet your responsibilities
- 3.2.2 seek effective ways to develop co-operation including ways to resolve any conflict
- 3.2.3 share accurate information on progress, agreeing changes where necessary to achieve objectives.

### WO3.3

Review work with others and agree ways of improving collaborative work in the future.

- 3.3.1 agree the extent to which work with others has been successful and the objectives have been met
- 3.3.2 identify factors, including *your* role, in influencing the outcome
- 3.3.3 agree ways of improving your work with others in the future, including interpersonal skills.

# EXAMPLES AND GUIDANCE

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

## PLAN WORK WITH OTHERS

Understand how different roles and skills make groups effective by drawing on several people to achieve the task.

Agree suitable working arrangements by deciding on ways of keeping each other informed of progress, agreeing where you will work.

## SEEK TO DEVELOP CO-OPERATION AND CHECK PROGRESS TOWARDS OBJECTIVES

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

Check your progress, ask for help in resolving conflicts to improve efficiency, motivate others.

## REVIEW WORK WITH OTHERS AND AGREE WAYS OF IMPROVING COLLABORATIVE WORK

Share constructive feedback to assess how successful the work has been and to improve team motivation.

Agree ways of improving your work with others by identifying the skills of the group members.

For further examples and guidance on the key skills standards please refer to *The Key Skills Standards and Guidance* (order ref: QCA/04/1272).

## 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 tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include 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.

This is available from your key skills awarding body.

Please ask your tutor or supervisor for further guidance.

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

QCA/04/1272

Copyright © 2004 Qualifications and Curriculum Authority.

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, or within the terms of licences issued by the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

Printed in Great Britain.

The Qualifications and Curriculum Authority is an exempt charity under Schedule 2 of the Charities Act 1993.

Qualifications and Curriculum Authority, 83 Piccadilly, London W1J 8QA. [www.qca.org.uk](http://www.qca.org.uk)

Copies of this document may be obtained by contacting:

QCA Publications, PO Box 99, Sudbury, Suffolk, CO10 6SN.

Telephone: 01787 884444, Fax: 01787 312950.

When ordering, please quote title and reference number.



Qualifications and Curriculum Authority



AWDURDOD  
CYMYSYTERAU  
CYMRU  
QUALIFICATIONS  
CURRICULUM &  
ASSESSMENT AUTHORITY  
FOR WALES



Rewarding Learning