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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

This portfolio has been generated by a student following a two-year course in Advanced level Maths, Economics and Computer Science in a school sixth form.

This portfolio is covered by an assessment checklist that locates the evidence within the portfolio. Annotation, which can be seen throughout the portfolio, gives a precise indication of the location of evidence. The assessor has summarised the evidence in relation to the requirements of the standards on the assessment record sheet. In this case, the assessor was the link teacher and therefore the comments are based on the evidence of the diary and on the evidence of the assessor/link teacher's observations. However, the observation by the assessor is by no means essential in a case such as this. The candidate's diary evidence, accompanied by a verifying statement from a business adviser or link teacher, would be equally acceptable as evidence of the process having taken place as described.

WO3.1

The student diary tells the story of the planning process. The annotations draw attention to precise examples, and particular items have been further highlighted by the assessor.

WO3.2

The student's diary relates the week-by-week activities of the Young Enterprise company, and the annotations indicate the points at which the narrative covers the candidate's own role in developing the levels of cooperative working that were achieved and in the development and implementation of progress-checking mechanisms. Again, the assessor's comments pick up on specific examples from the text.

WO3.3

The ongoing process of review is made plain in the diary and particular points are picked out through annotations. The assessor's comments are particularly helpful in highlighting the extent of the candidate's engagement with this process.

WORKING WITH OTHERS LEVEL 3 ASSESSMENT CHECKLIST

<p>You must: WO3.1 Plan work with others.</p>	<p>WO3.2 Seek to develop cooperation and check progress towards your agreed objectives.</p>	<p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>
<p>Your evidence must show you can: 3.1.1 Agree realistic objectives for working together and what needs to be done to achieve them</p> <p>3.1.2 share relevant information to help agree roles and responsibilities</p> <p>3.1.3 agree suitable working arrangements with those involved.</p>	<p>3.2.1 Organise and carry out tasks efficiently to meet your responsibilities</p> <p>3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict</p> <p>3.2.3 share accurate information on progress, agreeing changes where necessary to achieve objectives.</p>	<p>3.3.1 Agree the extent to which work with others has been successful and the objectives have been met</p> <p>3.3.2 identify factors, including your role, in influencing the outcome</p> <p>3.3.3 agree ways of improving your work with others in the future, including interpersonal skills.</p>

LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	WO3.1			WO3.2			WO3.3		
		1	2	3	1	2	3	1	2	3
	Candidate log throughout									
6		x	x							
7			x	x	x	x				
8					x	x				
9					x	x				
10		x								
11		x		x	x		x			
12					x					
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15					x			x	x	x
16					x	x	x			
17						x				
18					x	x				
19					x			x		
20									x	x
21								x	x	
22									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: AN Assessor

Candidate Name: A. Candidate

Assessor Signature: [Signature]

Candidate Signature: [Signature]

Date: 13.01.04

Date: 13/01/04

Level 3

You must:

WO3.1 Plan work with others.

Your evidence must show you can:

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

WORKING WITH OTHERS LEVEL 3 ASSESSMENT RECORD

WO3.1 Plan work with others.

Subject and purpose: Young Enterprise project.	Supplementary evidence (if included):
--	--

Did the candidate...	(tick)	Comments and examples
Agree realistic objectives for working together and what needs to be done to achieve them?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes, throughout, A. Candidate looked at the strategy needed to make the company work well. A. Candidate did not impose his ideas but worked with the others and came to a consensus.</i>
Share relevant information to help agree roles and responsibilities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Without a doubt. The time when they were all looking at why they were doing YE and when he suggested that people should talk about why they wanted a job and how they could do it.</i>
Agree suitable working arrangements with those involved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Again, all the time. The way he worked with his deputy and the way he agreed arrangements with the trainers and the other workers are examples of how good he was at this.</i>

Assessor Name: <u>AN Assessor</u>	Candidate Name: <u>A. CANDIDATE</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>13.01.04</u>	Date: <u>13/01/04</u>

Level 3

You must:

WO3.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

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

WORKING WITH OTHERS LEVEL 3 ASSESSMENT RECORD

WO3.2 Seek to develop cooperation and check progress towards your agreed objectives.

Subject and purpose: Young Enterprise project.	Supplementary evidence (if included):
--	--

Did the candidate... Organise and carry out tasks efficiently to meet their responsibilities?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>He took the initiative with the first product. He had thought it through and was happy to share his ideas and to take responsibility for making sure that other people were able to produce the products.</i>
Did the candidate... Seek effective ways to develop cooperation including ways to resolve any conflict?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>The best example of this was when he was the prime mover in making sure that everyone not only understood about shared objectives but was able to come up with and agree objectives that everyone could work towards. He was also involved in resolving the conflict and training.</i>
Did the candidate... Share accurate information on progress, agreeing changes where necessary to achieve objectives?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>When they all, at the beginning, talked about directors feeding back and keeping people informed, A. Candidate was a great influence in the group agreeing that strategy. He showed the way it should be done, too, over the training needs and the changes needed in production techniques to achieve the quality they wanted.</i>

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>
Date: <u>13.01.04</u>	Date: <u>13/01/04</u>

Level 3

You must:

WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Your evidence must show you can:

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

WORKING WITH OTHERS LEVEL 3 ASSESSMENT RECORD

WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Subject and purpose: Young Enterprise project.	Supplementary evidence (if included):
--	--

Did the candidate...	(tick)	Comments and examples
Agree the extent to which work with others has been successful and the objectives have been met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>He was really doing this throughout, looking at how things were going and checking to make sure that the production was contributing towards the objectives of the company. He helped the workforce to be positive when moving towards the company's aim through achievement of objectives. Of course, at the end of half way review he was a great contributor to the process before the company moved to the second half of trading.</i>
Identify factors, including their role, in influencing the outcome?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes, he understands and puts into practice behaviour that fosters communication and team work ethos. His role as production manager made a great contribution to the company's success. His role as a mediator and his listening skills were significant in the group's success.</i>
Agree ways of improving their work with others in the future, including interpersonal skills?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>He was doing this throughout. He was always thinking about the way things needed to be and how the group had to be together. Again the part he played in explaining and coming up with objectives was important. The way that he thought carefully and discussed with the others the way he'd handled the problem with Matt and the way they came up with even better ways of staying in touch, consulting and sharing information.</i>

Assessor Name: AN ASSESSOR
 Assessor Signature: *Ann Assessor*
 Date: 13-01-04

Candidate Name: A. CANDIDATE
 Candidate Signature: *A. Candidate*
 Date: 13/01/04

WORKING WITH OTHERS - LEVEL THREE - YOUNG ENTERPRISE
DIARY

At the beginning of term I went to a presentation about Young Enterprise. Anybody in Year 12 can join and the idea is to set up and run a company. There were two people there from businesses at the presentation and they said that doing Young Enterprise is a big commitment because even if we got fed up of staying late on dark, cold winter nights we still had to keep going. They made it funny but they were serious about it being important to stick at it and not let other people down. They gave us some handouts so we could read about YE.

P Tutor, our BS teacher said that at the end of YE we would have an exam and that we ought to keep a diary so we could remember what we'd done. She also said that the diary could be used as evidence in the key skills portfolio if we were going for that too.

I decided that I would do YE and I have completed my diary to show what I did and to show my work with other people.

You must:

WO3.1 Plan work with others.

Your evidence must show you can:

- 3.1.1 Agree realistic objectives for working together and what needs to be done to achieve them; and
- 3.1.2 share relevant information to help agree roles and responsibilities.

Young Enterprise Diary - A. Candidate

Monday 15th September

This was the first Young Enterprise meeting at The Company after school. There were 13 of us there from Year 12. M Tutor and P Tutor were there as well as some people from businesses in town. Mark is from The Company and Julie is from The Bank. They were the people who did the presentation last week. Mark and Julie will be our advisors and M Tutor and P Tutor are the link teachers. They explained that this means that they will act as the link between our company and the advisors. As well, they will pass stuff on to us that comes in from Young Enterprise and help us if we need it around school. 3.1.1

Julie said that we needed to sit down and decide what we needed to do. She said that we could ask for help if we needed it but that if we'd read the handouts we ought to have some ideas about what we needed to do.

Matt M said we'd have to think about how we were going to make a lot of money and people started talking and coming up with some joke ideas. Then somebody said that we needed to get more organised or we wouldn't get anywhere. After that we started to talk about what it had said in the handouts.

We decided that the first thing we should do was to sort out who were going to be managers. The people we needed were: 3.1.1

Managing Director
Marketing Director
Production Director
Human Resources Director
Finance Director
Company Secretary
Sales Director 3.1.2

Matt M and Matt C and Amy all said they wanted to be Managing Director. We talked about the job and the sort of things the Managing Director would have to do. I thought that they should tell us about why they thought they could do the job. People thought that was a good idea because none of us knows everybody really well so we thought this would help us to decide so we wouldn't just choose friends. So they each had to

Level 3

You must:

W03.1 Plan work with others.

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

3.1.2 Share relevant information to help agree roles and responsibilities; and

3.1.3 agree suitable working arrangements with those involved; and

3.2.1 organise and carry out tasks efficiently to meet your responsibilities; and

3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict.

stand up and make a presentation about why they thought they'd be a good managing director. They all said the same sort of things about being able to deal with people and being well organised and being good leaders. Matt C's presentation was really good but I think that he can be really aggressive so when we voted I voted for Amy because she's good but she's not bossy.

A lot of people must have thought like I did because Amy was elected. After that Amy had got to run the meeting because she was the managing director. She was quite good but Matt C was being awkward because he hadn't been elected. I wanted to have a go at Production. Nobody else went for that but I still had to talk about why I thought I could do the job. I talked about having to get product ideas and make prototypes and get costs of materials and make sure we didn't run out. 3.1.2

When everybody had been elected there were six people with no jobs and some people weren't very happy and they were saying that they didn't like it. Amy asked the advisors if there was anything we could do and they suggested that we could have deputies. Then we had to think about who wouldn't have a deputy because there weren't enough people. In the end we decided that the Marketing and Sales were quite the same and that one person could be deputy for both. I've got Susan. I don't know her really but I think she's OK. 3.1.3

By that time it was really late so we needed to finish. Everybody for the next meeting agreed to bring suggestions for the name of our company and to come with ideas and examples of possible products. We all got folders as well with information about our jobs and about running our company.

Monday 22nd September

When we got there tonight there was only Julie and P Tutor. P Tutor asked Amy if she could ask us all a question. She asked us if we had thought anything about working together as a team and not as 13 different people. That got us all talking about how we were going to agree things and when people might need to take decisions on their own. We discussed it and agreed that each director and deputy would make a short report each week and that if they know decisions were coming up they'd tell us what they were going to do so if we thought it wasn't right we could talk about it before they did it. 3.1.3
3.2.1
3.2.2

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

3.2.1 Organise and carry out tasks efficiently to meet your responsibilities; and

3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict.

When we'd talked about that, Margaret who is the Company Secretary said she had written out an agenda for the meeting tonight so we went back to talk about that.

The first thing we had to decide was a name for our company. Lots of people had got ideas and Amy got everybody to take it in turns to say their suggestion and Margaret wrote them down on a flip chart that Julie had got in. There were seven suggestions in total so we had a vote - the first vote was a tie between Cloud Nine and Excellent and so we had another vote and Excellent won. Margaret said that she could put it down on the registration form that we had to send off but that we all needed to fill in our own details, name and date of birth, so that she could send off the form.

The next thing on the agenda was looking at different ideas for products. I had brought in a clock that I'd made out of plaster of Paris. My dad had helped me to make a mould with the school badge on it so when the clocks came out they were oval shaped, with a base but with the school badge embossed on them. Everybody liked the clock and wanted to know how to make them. I explained about having to mix up the plaster and pour it into the mould and then painting it when the plaster was set and putting the movement through a hole in the face of the clock. Most people thought it was ok but Matt M wasn't too sure about it giving everyone something to do and also if it would be something that would sell to anyone who wasn't at our school. People thought that he was right about it not being something that everyone could be involved in because some people couldn't paint very well but they thought that we could sell enough to parents and people who used to be at the school. Matt went on about us needing to sell things to people outside of school if we were going to make lots of profit. Caroline said that she couldn't see why we needed to do that but some other people, Ewan and Michelle said that they thought that that was why we were trying to run the business so that it was just like a real business.

3.2.1

It was getting quite close to six o'clock when we were supposed to pack up but we could see that we'd got a problem with different people's ideas about why we were running a YE company. I said that I thought, really, we had got to sort out what our objectives were for running the business together so that we could make decisions based on what we were trying to achieve. We really needed to carry on but some people had to go and

3.2.2

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

- 3.2.1 Organise and carry out tasks efficiently to meet your responsibilities; and
- 3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict.

the people at The Company wanted us out. Julie couldn't invite us to The Company so we said we would have a meeting in school during the week so that we could sort something out because we needed to get on with producing things. The first trade fair for all the Young Enterprise companies in the town was set for the beginning of December and we needed to have stuff ready.

We decided to hold another meeting at school on Wednesday at 4.00 in the Art room. P Tutor said that she would be there and that she'd ask M Tutor if he could come as well. Julie said she wouldn't be able to come but she'd ask Mark if he could be there.

Wednesday 24th September

We had the meeting after school, P Tutor and M Tutor came but Mark didn't come.

When we got to the meeting some people didn't really know what we were supposed to be doing but Amy and Matt C and I had all read the stuff we'd got from YE again. I started and said that we were all doing Young Enterprise because we wanted to try to run a business and its something different but we hadn't really thought much about objectives and things but, because we were a company, we needed to make a profit to satisfy our shareholders - if people didn't think we were going to be profitable then they wouldn't want to buy shares. Matt M asked if that was our objective then but I said and Matt and Amy agreed that really that was our aim - to run a profitable business but that we had to agree on the other things we had to try to achieve so we reached our aim. Some people didn't really understand that so we (Amy and Matt and I) asked them what they thought we needed to do to achieve our aim of being profitable because we thought the things we needed to do were targets we could work towards and then reach our aim. Amy said that, as an example, we might think that to be profitable we had got to manufacture good quality products. She said that that would be an objective which would help us to achieve our aim.

After that everybody could all see what we were trying to do and we had a really good discussion about all the things we needed to try to do so that we were profitable. We wrote a list of all the things people suggested on the white board and then tried to sort out which ones were

Level 3

You must:

WO3.1 Plan work with others.

Your evidence must show you can:

3.1.1 Agree realistic objectives for working together and what needs to be done to achieve them.

important. In the end we had a list of things we wanted to do that we all agreed on.

3.1.1

Our objectives were:

- To manufacture products that would appeal to a large number of people.
- To manufacture products that would be of good quality so that people would buy them from us.
- To manufacture products that would mean that everyone could make a contribution to making them or selling them.
- To provide a good service for our customers trying to make sure that we sorted out any problems or complaints properly.
- To work together as a team to make sure that we sorted out any problems that might make our business less efficient.

Once we had got a list of objectives we could see that we needed to plan what we had to do to make sure that we got the things done but as it was after 5.00 pm we decided to talk about our plans at the next meeting at The Company on Monday.

Thursday 25th September

I met Sue today after school.

3.1.1

We talked about the information we'd been given about the production director's job and we talked about the business's objectives.

We wondered whether the business's objectives were ours or whether we had different ones. We thought about the objectives and we decided that our aim as production directors was to help the business to fulfil its aim and objectives.

We also thought that for each of the 'Excellent' objectives we had to have targets to meet to help us contribute to the bigger objectives.

We decided that we had to

Level 3

You must:

W03.1 Plan work with others.

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

3.1.1 Agree realistic objectives for working together and what needs to be done at to achieve them; and

3.1.3 agree suitable working arrangements with those involved; and

3.2.1 organise and carry out tasks efficiently to meet your responsibilities; and

3.2.3 share accurate information on progress, agreeing changes where necessary to achieve objectives.

1. Come up with design ideas to ensure our products were attractive to customers
2. To work on production methods using materials of good quality to ensure a high quality product
3. To make sure that people were properly trained to do their work efficiently and safely
4. To make sure that the range of products in manufacture was designed so that no-one was put on short time or left idle
5. To make sure that stocks of raw materials are always sufficient for our needs to everyone could get on
6. To work together and to cover for each other to make sure the job got done

3.1.1

Then we talked about another product to go with the clocks. Sue showed me a pencil holder she'd brought. It was really good. It was square with an angled top and like a rubbery, spongy base. It looked a bit funny with the grey plastic but Sue said she could paint it.

The square tubing that the pencil-holder is made out of came from off-cuts at Sue's dad's yard. He cut the piece that Sue had brought in but she thought that we could do that ourselves.

3.2.3

We agreed that our plan, before the next board meeting was

1. Make proto-type products (Sue pencil holder, me clock)
2. Write down a list of how to make each thing so we could explain how to do it, how many would be involved and be able to train people

3.1.3

Monday 29th September

We all got to The Company and Margaret gave us a printed list of the objectives we'd agreed last week.

3.2.1

We had a big sheet of paper and we wrote down the names of the departments and then we wrote lists of what each department needed to do. It was Caroline's idea to do that and we could see that it was a good way of planning the way all the work needed to fit together and the way people needed to be responsible for certain things.

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

3.2.1 Organise and carry out tasks efficiently to meet your responsibilities.

When it had all been sorted out on the board I put my hand up and told everyone that Sue and I had already met to talk about the products and that we'd thought about the pencil holders. Sue showed everybody the holder she'd made and people passed it round and thought it was good quality.

3.2.1

We talked about who we could sell them to and we agreed that the Sales and Marketing people would think about packaging and selling outlets.

I reminded everybody about the clocks and they agreed that it would be good to make them to sell in school and at parents' evenings. Caroline said that we could perhaps sell them to old pupils as well. We thought this was a good idea and she was asked to see about getting lists of old pupils so we could send flyers about the clocks to them.

3.2.1

Anne and Ewan asked me about training people and I said that I could help them with training for the clocks and Sue would help with training for the pencil holders. Matt M wanted to know about what we were going to charge and how much the things cost to make. I said I'd try and work something out before the next meeting.

3.2.1

Tuesday 30th September

I met Sue at dinnertime today. We needed to sort out some costs. Sue said that her dad didn't want to charge for the plastic. I said that I didn't think that was right because he might not always have scrap pieces for us and we couldn't stop making things because materials ran out. Sue agreed and said she'd get the new price from her dad so that we could cost at that price and then if her dad gave us bits then that was a bonus.

The base isn't rubbery, it's a bit of plastic that fits in but its got like a foam piece pasted on to it to protect the furniture the pencil holder stands on.

We added up the cost of plaster and paint and movements and batteries for the clocks. We needed prices from Mr G (Sue's dad) and Sue said she'd find out and phone me tonight.

We realised that we needed to add on a labour cost but we weren't too sure how to do it so we agreed to go to see Julie at The Bank to talk about it. I said I'd phone to see if we could make an appointment.

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

- 3.2.1 Organise and carry out tasks efficiently to meet your responsibilities; and
- 3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict.

Wednesday 1st October

Sue and I went in The Bank to see Julie today. We'd worked out the cost of the raw materials to make the clocks and the pencil holders but we weren't sure how to work out the cost of making them. Julie said that really we needed to time each thing being made and then multiply the time taken by the hourly rate of pay. She said we'd be better to do the timing after people had trained and had picked up some speed. She also said that Young Enterprise hourly rates are so low that we'd probably be able to price the things a long way above our costs but that we needed to know our costs in case we wanted to drop the price or have a sale or something like that.

Monday 6th October

I brought all the stuff for the clocks tonight and Sue brought the tubing and the foam for the holders. It was stupid really that we hadn't thought about it before because the stuff we wanted to do needed a messy area to work in and a proper paper cutter and all that was in school, not at The Company. We had a board meeting but the only thing we needed to talk about was the costs and the pricing and I couldn't give all the costs because we couldn't work out timings until everybody was trained.

3.2.1

We went back up to school because P Tutor said that we could use the art room.

I wasn't sure how Anne and Ewan wanted to organise it so I asked them while we walked back to school. Sue said she thought that it would be a good idea to show everyone how to make the plaster and mould it and then to go onto the pencil holders. I thought that would be a good idea and as well if I showed people the painting next week.

3.2.2

When we got to the art room we explained what we were going to do. Matt C said he didn't want to know about the pencil holders because he was good at art and wanted to do the clocks. Anne got quite annoyed and said everyone had to train for everything and Matt said he wouldn't. I just said that I was only going to do moulding today as we had to wait for dried out shapes to be painted for clocks and they wouldn't be ready till next week so the main bit of tonight would be Sue doing holders. Matt wasn't very happy and said he might as well go home but I persuaded him

3.2.2

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

3.2.3 Share accurate information on progress, agreeing changes where necessary to achieve objectives.

to stay and said that we needed to do things together so we could cover for each other in the team.

The training went OK and I remembered to warn everybody about the dust from the plaster and about being careful cutting and sticking the holders. This is Health and Safety stuff which we all have to be responsible about.

Monday 13th October

Everything went OK tonight. I showed everybody how to paint the clocks and then people chose which they wanted to do and some people were doing holders and some were doing clocks.

We timed how long it took and Matt M and James and Sue and I sat down to think about pricing. The other thing though was that we had to think about what other people charge for things like ours.

We had a board meeting at half past five and Matt and James told people about their suggestions for pricing and Caroline was pleased because she said that she could get on with the flyers for the clocks. I asked Matt C if he'd got any ideas about selling the holders and he said he thought we could sell them with the clocks at parents' evenings. Michelle showed us how she'd thought about packing the holders with a paper band with our company name and the YE name on it. She'd got hold of some light blue paper to make them and that looked really good against the dark blue card we were using for price tags.

3.2.3

Monday 20th October

It was awful tonight. When we got up to the Art Room everything seemed to have gone wrong. The paint on the clocks had gone all patchy and the paint on the holders hadn't even dried properly.

3.2.3

We all sat down and tried to sort out what we could do. It looked as if we were going to have to find a different way of painting the holders and we had to find a way of sealing the plaster. Michael said he thought it would be worth trying a primer coat, like you use on new wood.

We couldn't really do very much else because we'd got to try out new ways with the paint and we'd got to get some primer. Some people sat down to

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

W03.3 Review work with others and agree ways of improving collaborative work in the future.

Your evidence must show you can:

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

try out different painting methods and Michael said he'd cycle into town to get some primer to try out on the unpainted moulds. The other people went home but we agreed to have an extra meeting on Wednesday. The people who were trying out the paint on the holders didn't do much so Sue and I are going to have a go tomorrow. Michael primed the moulds and then painted one of them so we could see if it worked at the next meeting.

Tuesday 21st October

3.2.1

We met today and I'd brought some spray paint that dad used to use on his plastic aircraft models. It's made to go on plastic so it should work.

Sue thought it was a good idea but she was worried in case the designs weren't good with a spray. I suggested that we could use masking where you stick shapes on and then spray and where the shape was it leaves it a different colour. Sue said she'd try that and bring the holder in tomorrow.

Wednesday 22nd October

3.3.1

It was much better tonight because we had managed to come up with the right painting methods so the products would be ok. Michael's idea about using primer first worked and Sue and I showed the others how to do the masking and they thought it would be OK but would take much more time. We retimed them and the Finance people thought we'd got enough profit margin so we didn't need to reprice.

3.3.2

By the end of the night we'd got quite a lot done. 25 holders painted in the new way and five clocks finished. Next week is half term and the week after that we've got a parents evening. People said it was a pity we hadn't tried out the painting first because if we had we wouldn't have wasted time. Sue and I had to agree with them but we said it wasn't really fair to say that because our company was really doing prototypes so it was to be expected if something needed changes. Next time though we agree that new products would be completely tested out before training everyone so time wasn't wasted and people didn't feel put off when things didn't work.

3.3.3

Monday 3rd November

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

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

We did quite a lot more tonight but the clocks are taking a long time. We won't be able to sell many on Wednesday but we agreed that we could take orders.

Caroline and Michelle were organising people to work on the stall at parents evening and Matt C did some stuff for the display board and the counter.

We had a board meeting at the end and Margaret and Michael were checking up on the share register and Matt M and James gave us a run down of our financial position. We've spent our share capital on the registration fee and the raw materials and wages. They said we really need to get some money coming in on Wednesday.

3.2.1

Monday 10th November

We began tonight with a board meeting to talk about the parents evening. We sold out of holders and we sold four of the clocks and took orders for ten. We're going to have to speed up production of the clocks because Caroline has had orders for five clocks from old pupils and she thinks we'll have more come in.

We thought we needed to talk about the holders. There isn't another parents evening till December but we really need to get more sold. We can make them quickly and we need an outlet. We asked Matt C if he could do some research.

3.2.3

The other thing is the number of clocks we can produce. I don't really want to make any extra moulds. Sue and I are going to meet to talk about it.

After that everyone got on with making things.

3.2.2

Tuesday 11th November

We met at dinnertime in the art room. The clock shapes they'd done last night were dry so we took them out of the moulds. Then we realised that we could really make five moulds a day if we just spent half-an-hour taking the old ones out and then refilling. We decided we'd do that everyday and then see if other people would do it in turn.

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

3.2.2 Seek effective ways to develop cooperation including ways to resolve any conflict.

Monday 17th November

Everybody was really pleased when they saw all the unpainted clocks that Sue and I had made. We asked if people would do it everyday on a rota and the clock team said they would so we got people to sign up on a rota list.

3.2.2

We got on with production until half past five and then Amy called us into the board meeting. When we got to matters arising from the last meeting Amy asked Matt C what he'd found out or thought about selling the holders. He went on a bit but I don't think he'd really done anything. Amy wasn't very pleased and asked him for some positive plans for next week.

We also had to talk about the trade fair on December 6th and the things we needed to do before then like stocks of things to sell and people to work and things.

Monday 24th November

When we got to the art room there were only 15 clocks waiting to be painted and when we asked about it we found it was Matt C who hadn't done his rota. Then at the end when we had the board meeting he still hadn't done anything about selling the holders. Everybody was really fed up and Amy was quite good saying that Matt would have to have an official warning about not doing his job. Matt got really annoyed and said it was all stupid and he walked out.

We thought it was best just to leave him for another week to see what he did. Anyway, it was OK about the holders because Michelle and Caroline had been to Planet Pencil and The Posh Pen Company and showed them the holders and they'd both said that they would take some and sell them we were really impressed and we told them so. The only thing is that we are going to have to sell them cheaper so that the two shops can put on their mark-up but that's OK because we've got a really big margin at £1.99 and so we can sell them on at £1.50 and still have a £1.00 profit. We asked Michelle and Caroline to go back and sort out the deal.

Wednesday 26th November

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

Your evidence must show you can:

- 3.2.1 Organise and carry out tasks efficiently to meet your responsibilities; and
- 3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict.

We had to meet today to make sure that we knew exactly what materials we needed to make sure supplies of holders don't run out, now we're selling to proper shops. Sue said she'd get the piping and the foam, and I am going to sort-out the paint.

Monday 1st December

3.2.1

We started with a board meeting. Matt C has told people he's packing up but he hasn't written to resign or anything. We talked about replacing him and we asked Michelle if she would take over and she said yes but that she and Caroline might need some help sometimes with doing stalls and things. Michael said he'd help as well as being the deputy company secretary and I offered to sort out posters and things for them because I can get them done at my mum's office. They asked me if I could do some for the trade fair and I said I could as long as they told me what they needed by tomorrow.

3.2.2

We needed to get on to make sure we'd got stuff for the trade fair so Amy closed the board meeting and we went back to producing.

Anne tried to sort out the rota for Saturday but it was difficult because some people have jobs. I'm working on Saturday night so I offered to do the morning.

Monday 8th December

The trade fair went well. We sold out all the holders that we'd got and we need to sort out how we can get the stocks up for the two stationery shops. Sue and I had a meeting while people were getting on. We thought that there were two things we could do, either get people to work overtime or to bring in some extra workers. We decided to ask people to do overtime because we need to be careful about quality and new people might not be good enough. We went round and talked to people and organised for them to come in, in the lunch hours and after school with P Tutor.

Tuesday 9th December

3.2.2

Sue and I took yesterdays production to Planet Pencil. We thought we ought to go in to The Posh Pen Company to let them know we'd be taking some stock tomorrow.

Level 3

You must:

W03.2 Seek to develop cooperation and check progress towards your agreed objectives.

W03.3 Review work with others and agree ways of improving collaborative work in the future.

Your evidence must show you can:

3.2.1 Organise and carry out tasks efficiently to meet your responsibilities; and

3.3.1 agree the extent to which work with others has been successful and the objectives have been met.

Monday 15th December

We had to keep working because we've got some more orders for clocks and we've got to keep up supplies of holders. Sue and I had a meeting again and sorted out what stock we needed to buy ready for next term.

Some people said they would take home a clock mould over Christmas. Sue and I will need to get more plaster and paint so everyone would have some. We agreed that Sue would get the paint and I'd sort out the plaster.

Monday 5th January

3.2.1

The first meeting of the second half of the year is supposed to be a review of what we've done and how things might be changed.

Mark and Julie ran the meeting to start with because we're supposed to re-elect the directors at the beginning of the second term. They asked the directors and their deputies to give a report of what had gone on in their department and also to try to think about how they as individuals had made a difference to the way things had gone up to now.

We had about five minutes to write down the things we wanted to say and to agree what we thought we'd organised quite well. We thought that we'd worked very well together and that we'd talked about things and shared out the work and taken things over from each other if we couldn't cope with things. We didn't really know each other before we started this but we do now and we work well and have become friends.

3.3.1

We thought that things had gone well in our work with other people in the team. Everyone had worked very hard and been co-operative but we'd given the example like when we wanted to make five moulds everyday and we did ourselves for a week and then asked other people to join in and help us. And even where it wasn't our job, we'd offered to help out like at the trade fair. But everyone had been really good with us and offered to do things and to help and been reliable so that we could use them (except Matt C). I didn't know what else we could have done about Matt really because he was in it for himself and wasn't willing to work with the rest of us.

3.3.2

Level 3

You must:

WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Your evidence must show you can:

- 3.3.2 Identify factors, including your role, in influencing the outcome; and
- 3.3.3 agree ways of improving your work with others in the future, including interpersonal skills.

It's quite difficult to think about things that I've done on my own because everything seems to have been about the company or Sue and I working together to sort things out for production. I think that that's one of the reasons why I've been quite good as the production manager and quite good as a person in the team working with other people. I've always tried to do all the things I was supposed to do. I've always tried to listen to other people and I've tried to let people know what I'm doing and what I need them to do. Also I think that I have tried to be helpful and stepped in to help when people needed me but I don't think I have been too pushy or interfering. I think that I have made a good contribution to what we have done so far and I think that part of the company's success is down to the things I've done and the way I've been with the other people in the team and with the things I had to do as part of my job. I don't think I'd need to change my attitude towards working with other people if I do things like this again. I think I was OK.

3.3.2

Everybody agreed with what we'd said and the other people who gave their reports were pleased with the way things had gone.

We all thought we were quite lucky that we'd not had any big problems and that people had remembered (mostly) to do things and that we'd kept the communications going in school. We never used formal notices because when we tried people didn't see them but we did use text messages to some people and e-mails. We thought that this term we'd have a policy of using text to every body including Mark and Julie so that people knew about things quickly from the text but had a written record from the e-mails. We think that this is one of the ways that we could make the group work better because we think it is important for everyone to know what's going on so people don't feel as if they are being pushed out or not asked.

3.3.3

We all thought we needed to come up with some extra products this term because the orders for the clocks had stopped.

We talked about re-elections and we wondered if we should swap jobs round so that people doing finance might take over marketing and human resources take over finance. Mark and Julie were quite keen for us to do that but we all agreed that we didn't want to change like that because we were all familiar with our jobs and would do them efficiently. So Julie said why didn't we swap deputies and directors over. Sue and I thought that it didn't make any difference to us because really neither of us was in charge. We said that we wanted to be joint not deputy and director.

3.3.3

Level 3

You must:

W03.3 Review work with others and agree ways of improving collaborative work in the future.

Your evidence must show you can:

- 3.3.1 Agree the extent to which work with others has been successful and the objectives have been met; and
- 3.3.2 identify factors, including your role, in influencing the outcome.

Other people wanted to change over or stay the same. It all worked out OK and everyone was happy.

Matt and James hadn't done any proper accounts for the meeting but they know we were making a profit. We all thought that this was good but we asked them to bring some accounts in next week so we could see them because Julie said that we might want to see if we could have made more profit by spending less on things. We could all see what she meant and that looking at what we'd spent would be useful and that it might help us to do better if we all knew what was needed so that everyone was trying to do the same thing.

M Tutor said that before we started thinking about the next things we need to spend some time thinking about how well we had achieved our objectives that we'd set ourselves last term so that we could see what we needed to pick up on or change. 3.3.1

Our first objective was to make things that appeal to a large number of people. We think we have done that because proper shops are taking our pencil holders to sell so they must appeal to the general public who use stationery shops. But we do need to think about other things that will appeal to a large number of people.

We said that we wanted to make good quality and we have because after the first week when the paint came off and the paint went funny everything has been fine and real shops are selling our holders so they must be good quality. 3.3.1

We said we wanted to make things that we could all do and sell. We thought that we'd done that.

We said that we wanted to provide a good service and to sort out complaints. Really we haven't had to sort out any complaints but I told them about going to the Posh Pen Company to tell them that we'd be bringing them stocks so they knew we were being responsible. We thought that that showed good service being provided. As well, we have always delivered goods to people who've ordered and we've never let anyone down. 3.3.2

We think that we have worked well as a team as a whole and the directors and deputies. We had the problem with Matt and we talked about that

Level 3

You must:

WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Your evidence must show you can:

- 3.3.2 Identify factors, including your role, in influencing the outcome; and
- 3.3.3 agree ways of improving your work with others in the future, including interpersonal skills.

but we thought that we had tried to include him and make him feel he was an important person and that really he was never happy when he didn't get the Managing Director. We thought that we had handled it well and done the right thing by giving him chances and then saying about a warning. We all thought we'd act the same way if we did it again. I think that everybody except Matt had the right attitude and that's what's important. Perhaps, if I was working with someone like him again I might try to talk to him about his attitude to team work and sharing things.

3.3.2

Overall we thought we had done well but that we needed to look forward to make sure that we carried on and we didn't just sit back. Caroline and Amy suggested that we should do something for Valentines like a card service or a flower service - delivering things to people. We thought this would be OK and that we could offer a secret service as well. Julie wasn't sure if people would trust us but we said we could do it like mail order as no one need know who the order had come from as long as they paid the money with the order. We all thought this was OK so Sue and I have got to go and find out about buying flowers and costs and other things people might want to send. We've still got some clocks to finish and we want to keep up the supply of the pencil holders so we got on with them.

3.3.3



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