



Internal assessment sample tasks

NCFE Level 1 Award in Interpersonal Skills

QN: 603/3307/8

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Introduction

NCFE has created a set of sample tasks which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels.

Supervision of learners

Tutors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Tutors/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material however, model or worked answers should not be copied by the learner.

Unit 01 Understanding the use of interpersonal skills (T/617/0899)

Internal assessment task

You have an interview for a job as a mentor in a local community centre. To prepare for the interview you will need to:

- create a presentation
- prepare for the Q&A part of the interview
- prepare examples for the competency based questions.

Task 1 (AC 1.1, 1.2)

- Identify a list of interpersonal skills that you could include in your presentation. Include at least **two** different skills - these must include verbal and non-verbal skills.
- Describe how the qualities of
 - empathy
 - respect
 - genuinenessare used to build a positive relationship

Task 2 (AC 2.1, 2.2, 2.3)

- At the interview, you will be asked the following questions:
 - describe when different verbal and non-verbal interpersonal skills can be used
 - give at least **two** examples of when you personally used verbal interpersonal skills and at least **two** examples of when you used non-verbal interpersonal skills

Task 3 (AC 3.1, 3.2, 3.3, 3.4 and 3.5)

- At the interview, you will need to:
 - give an example of a boundary that needs to be set in a given situation
 - give an example of when a value, belief or behaviour might have an effect on a given situation
 - give a reason why it is important to maintain confidentiality in discussions
 - give an example of how to ensure confidentiality in a discussion
 - give an example of when confidentiality might need to be broken

Unit 01 Understanding the use of interpersonal skills (T/617/0899) (cont'd)

Types of evidence:

- presentation
- oral /written questioning
- group discussion
- case study
- role play
- written
- poster.

Unit 02 Demonstrating interpersonal skills (D/617/0900)

Internal assessment task

You are attending an interview for paid or voluntary work. You need to demonstrate a range of interpersonal skills and review your interview.

Tutor notes:

The below scenarios could also be used:

- You are a worker in a voluntary or paid role who is offering emotional support to a client of the organisation you work for.
- You are a worker in a voluntary or paid role who is providing information and guidance to a client or the organisation or to a colleague.

Task 1 (AC 1.1, 1.2 and 1.3)

- During the interview you will need to:
 - demonstrate how to make a positive first impression with the interviewer
 - demonstrate how to begin and end the interview appropriately
 - demonstrate the use of at least **two** verbal interpersonal skills and at least **one** non-verbal interpersonal skill in the interview

Task 2 (AC 2.1, 2.2 and 2.3)

- After the interview you will need to review the interview performance:
 - identify a strength and an area for development in the use of interpersonal skills
 - identify where to get support to develop own use of interpersonal skills
 - outline a plan for the development of own interpersonal skills

Types of evidence:

- observation/witness statement
- learner report
- record of oral/written questioning
- personal development plan
- role play.

Unit 03 Understanding assertiveness and self-esteem (H/617/0901)**Internal assessment task**

You need to speak to a colleague in your paid or voluntary work about an aspect of their behaviour that is causing problems.

Tutor notes:

The below scenarios could also be used:

- You need to give a friend or family member some information that you know they will be angry about.
- You have brought an item at a local shop that is faulty and take the item back to the shop to get your money back.

Task 1 (AC 1.1, 1.2, 1.3 and 1.4)

- Prepare for speaking to a colleague:
 - explain assertiveness
 - describe the terms passive and aggressive
 - identify the impact of being; assertive, passive and aggressive
 - describe how their behaviour changes in different contexts

Task 2 (AC 2.1, 2.2 and 2.3)

- The situation will require you to be assertive:
 - identify situations where assertive behaviour could be used
 - outline how to be assertive
 - demonstrate assertive behaviour in different contexts

Task 3 (AC 3.1, 3.2 and 3.3)

- The situation will require you to understand self-esteem
 - identify factors which can influence self-esteem
 - outline how these factors influence self-esteem and behaviour
 - describe how the development of own qualities and strengths can support the development of self-esteem

Types of evidence:

- written
- observation/witness testimony
- group discussion.

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