

WORKPLACE CORE SKILLS ASSESSMENT SUPPORT PACK



COMMUNICATION SCQF Level 6

- Part 1: Information for assessors
- Part 2: Exemplar assessment tasks
- Part 3: Exemplar recording documentation

Part 1: Information for assessors

What is involved?

The Unit is designed for the workplace and the content should involve tasks and skills that are suited to the requirements of the candidate's working environment.

The focus of the Unit is on transferable communication skills:

- ◆ reading, summarising, and evaluating
- ◆ writing
- ◆ speaking and listening

These skills should be useful to candidates in their current and future jobs, as well as in their social and personal lives.

The Unit is designed for those who have significant skill and experience in communicating within the workplace. The work undertaken in the assessments may have some complex aspects and will require knowledge or experience of formal workplace communication, eg at managerial level. The Unit might be suitable for candidates who are currently working towards an SVQ/NVQ at level 4.

Communication tasks can be combined with other Core Skills Units: Numeracy, Working with Others, Problem Solving, and Information and Communication Technology. If you adopt this approach, records must be kept for each Core Skills Unit.

Guidance on the Unit

Candidates at SCQF level 6 are expected to be able to communicate with others through extended documents and discussions. They will deal with language that is sometimes complex and conveys different strands of information or ideas, not all of which will be familiar from the everyday working context. They should require little support in completing their tasks.

The 'What do I need to do' section of the Unit lists the knowledge, understanding, and competence that candidates must have and what they need to do to prove this. You may want to discuss these with the candidates. The following notes give detailed pointers on the things candidates need to know and be able to do.

What candidates need to do

Reading and understanding

Reading skills can be developed and assessed by using or adapting material related to the working context of the candidate. Available documents might include in-depth reports, detailed articles, advertising materials, and workplace policies and procedures. It is probable that candidates working at this level would be working with complex written documents on a regular basis. However, if appropriate reading texts do not occur naturally in the workplace, you may have to design a suitable task that relates to the everyday working experience of the candidates.

Understanding the purpose of a document

Candidates are not required to work out the purpose of the piece of writing in order to pass. You can tell them this as part of the assessment instruction. However, they do need to know the purpose in order to evaluate successfully.

In their evaluation of how well the document achieves its purpose, candidates' understanding of purpose will be assessed.

Identify and summarise all the important ideas, key points, and supporting detail

Candidates must identify:

- ◆ the main points that the writer is making
- ◆ points that back up the main idea
- ◆ action or information that the writer is looking for in response to the communication

This may also involve identifying information or details of the document's style that support or emphasise main ideas in the text.

Evaluating if the document is effective in meeting its purpose and readers' needs by commenting on content, style, and format

Candidates must evaluate a document, eg by identifying whether:

- ◆ it is clear and easy to read, with appropriate format and layout
- ◆ it contains all the relevant information the reader needed
- ◆ both sides of an issue are fairly represented and unbiased
- ◆ it is well structured
- ◆ it contains appropriate vocabulary, including technical/specialised words if necessary
- ◆ spelling, punctuation, and grammar are consistently accurate
- ◆ the writing style is appropriate for the content and readership
- ◆ the style of the document, e.g. the kind of language, pictures, layout, graphics, supports purpose and meaning.

At this level the candidate must be able to identify the strengths and weaknesses of the document and to suggest ways it might be improved.

When evaluating the piece of writing, the candidates must consider the aim or purpose. For example, if the purpose was to give instructions, these should

have been set out clearly, in a logical order, and in language that could be understood by the intended reader. If the purpose was to give information and/or persuade, was this complete, was this convincing either in the main body of the text or in supplementary material? In a discussion paper, were both sides of the argument fairly represented or was a bias detected? Did headings in bold text or bullet points draw your attention to important or persuasive ideas?

Candidates must give reasons for their decisions by making close reference to the text.

Writing

At this level candidates will normally produce written communications as part of their working routine. However, if suitable writing tasks do not occur naturally in the workplace you may have to set a special assessment. Written tasks should relate directly to the working experience of the candidates.

Writing for the reader

Candidates must decide who they are writing for and why, eg to inform, instruct, advise, or persuade. They should be clear about the main messages and make sure that the way they write is appropriate for the readers, both in content and in style, eg a report for the managing director will normally be more formal than an article for the staff magazine. They should demonstrate some awareness of the reading ability of the intended readership.

Candidates must be able to state clearly and unambiguously their reason for producing the written piece, eg:

- ◆ giving instructions
- ◆ presenting information
- ◆ explaining a point of view
- ◆ to advise or persuade
- ◆ to stimulate discussion

They should identify if a document has more than one purpose, eg to explain and persuade, or to inform and advise.

Choosing an appropriate format

Different formats are appropriate for different situations. The subject matter and readership of the document will influence the choice of format, eg:

- ◆ a project proposal
- ◆ an article for a trade magazine

Candidates must choose an appropriate format. The choice of subject will also influence whether the communication is completed in handwriting or produced electronically. In today's workplaces most written communications are produced electronically.

Choosing effective layout, structure, vocabulary, and graphics

Thinking about the potential readers, the content, and the format will help candidates select an appropriate structure and layout. In a workplace context there may well be a prescribed way of writing reports, letters, and e-mails, in which case this should be adhered to, although sometimes the writer may be allowed to influence the appearance of the finished piece. Candidates must:

- ◆ write in a logical order
- ◆ use paragraphs and headings if appropriate
- ◆ express the main idea first, or give it prominent placing, with supplementary information following
- ◆ use vocabulary familiar to the reader
- ◆ include other items, eg maps, diagrams, pie charts, and photographs, in support of the text if appropriate; these may be selected from a bank of images or created by the candidates

Varying sentence structure, paragraphing, and vocabulary

Candidates must be able to vary the structure of sentences, eg simple or complex, and to use sections, sub-sections, paragraph and/or bullet points according to the purpose of the document and the intended readers. Every workplace has its own specialist or technical vocabulary, and candidates will need to know the meanings of those relating to their own work and to other departments in their organisation, and be able to use them in their piece of writing.

Gathering, selecting, and including relevant information or ideas

Candidates must demonstrate the ability to:

- ◆ select information or ideas that are relevant to the main messages
- ◆ avoid including any material that may be interesting but has little bearing on their aim in writing the piece

The communication should convey several sets of information and/or a clearly stated opinion. Candidates may find it useful to prepare for this writing task by asking colleagues for the information they need, using existing internal documents as background and by consulting textbooks, journals, the library, and the internet for source material.

Presenting information/ideas with supporting detail in a logical order

Candidates must be able to write in a clear, logical order, ie linking introduction, main body, and conclusion, and using paragraphs and headings as appropriate to the format of the document. The type of document will dictate the ordering of items, eg:

- ◆ in a report, although the topic will be identified first, the very important results, conclusions, and recommendation will appear at the end, logically following all the evidence
- ◆ in documents providing information or instructions it would be usual, within each section or paragraph, to present the main information first, followed by supplementary material
- ◆ typically, detailed additional material will be contained in annexes or appendices to the main document

Emphasising the main points

Candidates must be able to use common conventions to emphasise the main points:

- ◆ prominence can be given to significant words or phrases by their order within the document or their placement in relation to other words
- ◆ repetition
- ◆ use of large or bold type, bullets, underlining

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Using consistently accurate spelling and punctuation

It is important in the workplace that words are spelled correctly so that the meaning is clear at the first reading and so that the document looks professional. Candidates should check any words they are not sure of, which at this level may include some technical and specialist words, abbreviations, and terms, using a dictionary or spellchecker. They should be encouraged to use dictionaries, as sometimes even a computer spellchecker can make mistakes with words that sound the same but have different meanings, eg there, their, and they're.

The main punctuation conventions should be followed, eg use of capital letters, full stops, commas, question marks, dashes, brackets, colons and semi-colons, italics, and capitals.

Selecting alternative words for variety and effect

Candidates must be able to vary the vocabulary of their piece of writing by using alternative words, for both variety and effect. This may be achieved by using a dictionary or thesaurus.

Speaking and listening

Naturally occurring discussions on any aspect of work provide ideal opportunities for assessment: the candidate should make a major contribution. Alternatively, candidates may wish to give a presentation or demonstration about a particular project, product, or service, fielding questions from the listeners.

Judging the degree of formality needed

The candidate should be aware of, and respond to, the nature of the audience or discussion group and make appropriate choices regarding the formality of the language used. An open discussion of staff welfare issues would require a more informal register than when making a presentation to management on the same topic.

Expressing ideas clearly, choosing appropriate language

Candidates should know how to prepare for important conversations or discussions, making sure they know what they want to say. They must choose vocabulary that is:

- ◆ appropriate to the topic
- ◆ generally familiar to listeners: if technical words or abbreviations are used that are unfamiliar to the listener, eg in a workplace briefing, these should be explained

Presenting and linking information/ideas in a logical order

Candidates must be able to present spoken information logically by constructing a speech or presentation with a recognisable structure, ie beginning, middle, and conclusion. Sometimes a summary can be an effective way of drawing the discussion or presentation to a close.

Vary tone, pace, and volume to emphasise main points and help keep listeners interested

Candidates must be able to use some of the most common spoken conventions to aid understanding, eg:

- ◆ speaking slowly, clearly, and loudly enough
- ◆ varying speed and tone for emphasis
- ◆ pausing to allow for a response from the listener

Using body language

Body language is a valuable clue to the mood and intention of the speaker. It is the unspoken supplement to the spoken words and the speaker must be aware of and make use of this. Candidates should be encouraged to try to look as relaxed as possible (even if they are nervous) and smile (if it is appropriate to do so). The main indicators are:

- ◆ posture
- ◆ eye contact
- ◆ facial expression

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- ◆ gesture, eg opening the hands in welcome, nodding, or shaking the head

Listening carefully and responding to questions from others

It is important that candidates allow listeners/other speakers the opportunity to ask questions or to offer points of view. It is appropriate to pause at intervals while speaking to allow time for explanation or repetition. However, if this does not happen, then the speaker must specifically ask for questions or opinions. The speaker must be prepared to provide clarification on:

- ◆ vocabulary
- ◆ specific topics
- ◆ the general sense of what has been said, repeating information or rephrasing if necessary to aid understanding

It can be helpful to summarise the speaker's own points and to synthesise the views of others.

Adapting speaking to take account of sensitive issues or audiences

Candidates must take account of sensitive issues or audiences, for example avoiding jargon words or providing examples if addressing a non-specialist audience or clarifying vocabulary for listeners whose first language is not English.

Picking out the main points when listening to others

Candidates must identify the main points of the spoken communication, not only by listening to the general sense of what is being said, but also by understanding some of the basic spoken conventions, eg:

- ◆ usually the most important idea is presented first and sometimes repeated at the end for emphasis
- ◆ speakers will often stress key words and phrases by speaking more loudly or slowly at those points

Interpreting the way other speakers use voice and body language

Candidates must be able to interpret the ways that other speakers get their messages across. This may be from, eg:

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- ◆ body language
- ◆ tone of voice

Listening carefully and asking questions

It is important for candidates to make a significant contribution to any discussion by interacting with the other speakers and asking pertinent questions at suitable times during or after the spoken communication. They must:

- ◆ ask for clarification on any words or technical terms they have not understood
- ◆ be prepared to ask for additional information if they need it
- ◆ enter into discussion

How do candidates show they have achieved the Unit?

The Unit requires the candidates to provide evidence for each of the three tasks.

Task 1: Reading and understanding

Candidates have to read, understand, and evaluate a complex document related to their work. The document must contain either a set of facts and an analysis of them, or a sustained argument. It will be a substantial and detailed text with complex sentences, specialist words, and concepts that may be unfamiliar to them. It is likely to have more than one purpose. They must then show their understanding of the document by written or oral response.

Task 2: Writing

Candidates have to produce a well-structured document or a series of related documents totalling at least 700 words that conveys several items of complex information, opinions, or ideas related to their work.

Task 3: Speaking and listening

Candidates must either make a substantial contribution to a discussion on a complex topic related to their work (lasting a minimum of five minutes) or give a short presentation on a complex work-related topic to one or more people (lasting a minimum of four minutes with additional time for questions).

Candidates must produce evidence of all assessment standards from a single assessment activity for each task, although there are no time restrictions within reasonable limits.

They must not gather evidence from other assessment activities for different parts of the same task.

The three communication tasks can also be combined in a single strand of work, eg the candidate may have to read a complex document, write a report on the topic, and discuss it with colleagues.

Assessment requirements

Reading and understanding

You should choose reading material on a complex, non-fiction topic that conveys several sets of information and/or points of view with supporting detail. The reading material should combine factual content with analysis or present a sustained point of view. It should feature abstract ideas and complexity in tone, point of view, or central argument. The reading material will normally have more than one purpose, eg to inform, report, and evaluate; to discuss and to persuade; to share experience, draw conclusions, make recommendations. The topic should be one that candidates may reasonably be expected to encounter through their workplace experiences, although the actual topic may not be familiar to the candidate. The reading material may include images as well as words. It will use specialist/technical vocabulary and complex grammar. The structure, layout, and use of graphics and language should match the writer's purpose and the intended reader. The length of the chosen reading text should be appropriate to level 6, i.e. between 700 and 1000 words.

Writing

You should use a task for assessment that is relevant to the candidates in their workplace. Documents may include images such as maps, sketches, diagrams, or photographs in support of the written text. These may be created by the candidate or selected from a bank of images. The candidate will use appropriate vocabulary, including specialist or technical terms, and sentence structures. The document will have a clearly defined purpose, audience, and structure. Information will be presented, analysed, and evaluated and/or ideas will be explored in depth and considered from several perspectives, taking account of and refuting challenges. A few errors may be present when candidates are using complex grammar or vocabulary but these should not be significant.

Speaking and listening

The oral communication must be one spoken interaction between the candidate and one or more people. A discussion should have a clear purpose, be on a relevant topic, and allow for identification and exploration of complex issues and the reaching of a consensus. The candidate must make a significant contribution. A presentation must include sustained and significant

interaction with the audience. It may be supported by images using IT software or multimedia tools. The topic should be one that, although complex, is relevant to the candidate's workplace experiences.

Gathering evidence

It may be appropriate for you to gather written evidence produced by the candidate while carrying out the practical tasks. However, written evidence is not essential for the reading and speaking/listening elements of this Unit and is inappropriate if it disadvantages the candidate.

You may wish instead to observe the candidate carrying out a task and use oral questioning. This requires you to create and complete a record of questions asked and candidate responses. You should use the assessment checklists in this pack to record that all standards have been met.

From the candidate's point of view, it is useful to have the means of keeping all the work of this Unit together. You can help here by creating and providing a workbook that includes all the evidence-gathering items. An alternative would be to provide worksheets that can be made into a portfolio or e-portfolio.

If you have chosen to integrate the communication work with other Units being undertaken by the candidate, it may be possible to assess the communication as part of a larger single activity. In this case you must keep separate records for this Unit.

You should try to identify naturally occurring opportunities for assessment where possible. There is exemplification for Task 1 in this pack as guidance, and there are some of the examples for Tasks 2 and 3 that could be used or contextualised for this purpose.

The assessment process is likely to involve one or more of the following:

- ◆ observation
- ◆ recording
- ◆ oral questioning

When assessing by observation, you must keep a detailed checklist. Similarly, if you use oral questioning, you must keep a record of both the questions and the candidate responses. All evidence, whether produced by the candidate or a record made by yourself, must be retained, signed, and dated by you.

Planning

You should work out where opportunities for meeting the Unit standards are likely to arise. Where possible, these should be built into the assessment process. You should explain and discuss this assessment process with the candidates so that they are clear about what is expected of them.

Part 2: Exemplar assessment tasks

Exemplar assessments are useful in the following ways:

- ◆ to illustrate to candidates the type of materials that could be used to generate evidence
- ◆ to help identify the type and amount of evidence that candidates should have gathered in their portfolio
- ◆ to help identify the level of complexity in evidence required for the Core Skill at this level
- ◆ to show what a good pass looks like in Task 1: Reading and understanding
- ◆ to help you to identify/create an assessment task related to the candidate's own work environment by adapting, or using directly, the exemplars in Task 2: Writing and Task 3: Speaking and Listening. These exemplars are in the form of a set of instructions.

Exemplar assessments

All assessment tasks should be directly related to the workplace environment of the candidate. If naturally occurring opportunities for assessment are not available, eg if some documents were restricted by a workplace confidentiality policy, then you should develop tailored assessment tasks based on actual workplace practices.

Task 1: Reading and understanding

The reading task should be a real workplace document. The text used should present and analyse factual information or present a sustained and sophisticated argument.

Appropriate material might include an in-depth training needs analysis; a detailed article on employment law or health and safety; a company strategy paper; or a project report with conclusions and recommendations.

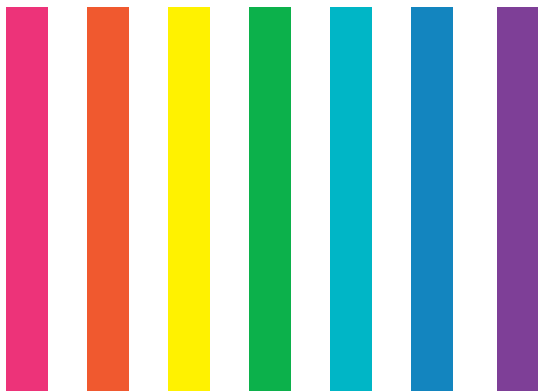
The following reading text and Exemplar Reading Report are examples of a good assessment in Task 1: Reading and Understanding at this level.

These exemplars should be used as guidance only. Centres should not use these materials for their own summative assessment.



Diversity and Inclusion Strategy
2018 - 2025

Inclusive by Instinct



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Inclusive by Instinct Foreword

I am delighted to introduce Inclusive by Instinct, the Home Office's Diversity and Inclusion Strategy. This strategy marks a step change in putting Diversity and Inclusion at the heart of who we are as an organisation to create a better Home Office. This in turn will support The Civil Service's ambition to become the most inclusive employer by 2020.



Philip Rutnam
Philip Rutnam
Permanent Secretary
Home Office

I recognise that there is still a way to go to becoming Inclusive by Instinct. I will strive to lead from the front when it comes to this agenda, as I know that getting it right is critical. We have made good progress in creating a diverse and inclusive Home Office but we are not yet representative of the communities which we serve. We also have work to do to nurture a culture of inclusion where we can all be ourselves and where it is safe to challenge constructively. But if we work together, we are more likely to create success and fulfilment for all of us and, together, do our best work. This strategy strives towards better representing the people and communities we serve and creating a more inclusive working environment. Within both of these areas, we have set ambitious goals to guide our efforts, measure progress and hold ourselves to account. The success of our ambition will require individual leadership beyond senior leadership team to bring our vision of A Brilliant Civil Service to life. Everyone must read this document and take an active role in helping us to achieve its aims. In doing so, we will create an environment that is inclusive by instinct and a Great Place to Work.

Why Diversity and Inclusion matters to us

Inclusive by Instinct will help us better serve the public, uncover new ways of doing things and keep our people engaged.

Our mission is to **protect the UK** by keeping citizens safe and our borders secure. Our priorities are to prevent terrorism, cut crime, control immigration, promote growth and transform the Home Office. **Creating a diverse and inclusive Home Office is imperative to achieving these objectives.**

We are already making our workplace a more diverse and inclusive place and have been recognised for our achievements

*** Winner
Employers Network for Equality and Inclusion, 2016
Tapping into Talent

*** Winner
Business in the Community Race Equality Awards, 2017
BAME's got talent

*** Highly Commended
Stonewall's Workplace Equality Index, 2017
The Spectrum Network

*** Winner
The Times
Top 50 Employer's for Women 2017

Diversity is about recognising the value of difference

A brilliant Home Office for our people and the public

Inclusion is about ensuring we get the best from everyone

By bringing together differences in an inclusive environment, we will achieve better results. We will do this because of the following reasons.



Representing modern Britain in all its diversity to deliver the best outcomes for the UK
We exist to serve the UK population. To do this to the best of our ability, we must understand and reflect the diverse and changing population of the UK.



Differences in thought and outlook lead to ideas and new ways of doing things
Everyone brings their own unique perspective and outlook. By creating a listening and engaging culture where people can have the confidence to share ideas, together we can identify new ways of doing things.



Attracting and retaining the best talent
The more inclusive our environment, the more likely it is that everyone will fulfil their potential. We want to reach out to diverse communities and ensure they get the best out of the Home Office as an employer. When we can be ourselves, we perform better, enjoy ourselves and stay with the Home Office for longer.



Everyone is unique. By ensuring that we are an organisation which is representative of our society both in who we are and how we are, we can truly learn, expand and flourish in service of our important mission. Being valued for our contributions and being appreciative of others unlocks potential for us as individuals and as teams.

Paula Leach,
Chief People Officer

What does Inclusive by Instinct mean for everyone at the Home Office?

- An environment where we can **all be ourselves**
- Working with **talented people** from a wide range of backgrounds
- An environment where we can all perform to the **best of our abilities**
- Working in a **supportive and flexible** environment led by **inclusive and effective leaders**
- A culture where we can **raise ideas and challenge** one another in a respectful way to arrive at the **best decisions**
- A place where we **understand and respect** each others differences

Inclusive by Instinct means a great place to work

Our ambition is to become Inclusive by Instinct

We have set ambitious objectives to help us become Inclusive by Instinct by 2025.

Our approach

Diversity and Inclusion is central to everything that we do by 2025. To ensure that we are moving in the right direction, we will formally evaluate our progress against Inclusive by Instinct in 2020.

The Home Office is a unique organisation within the Civil Service. We will ensure all of our efforts are specific and relevant to our context whilst being consistent with our overarching Civil Service aspiration to become the UK's most inclusive employer by 2020. We will make sure our progress matches the scale and pace of the change required across the Civil Service.

Our objectives

Inclusive by Instinct

Home Office Diversity and Inclusion Strategy 2018 – 2025

Create an Inclusive Environment



Evidence led



Transparent



Led by effective and skilled leaders



Communications and engagement led

Widen Representation

Thriving in an Inclusive Environment

1

2

Representing Modern Britain

3

Widen representation and build a talent pipeline of people from Black, Asian and minority ethnic (BAME) communities, people with disabilities, women, and lesbian, gay and bisexual (LGB) individuals

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Attract, engage and retain people from a range of generations, faith and belief systems, gender identity and expression and socio-economic backgrounds.

What role we must all play in becoming Inclusive by Instinct

To truly be Inclusive by Instinct, everyone must be engaged and accountable for this ambition. Every business area will have an objective to increase representation to better reflect the economically active rates in the general population. Each of our leaders has a Diversity and Inclusion objective, and local Diversity and Inclusion Action Plans will be created for each business area. Our leaders will be supported and held accountable for their efforts in driving this strategy. We will also regularly report our progress to the Cabinet Secretary.

Diversity and Inclusion champions, Equality and Diversity Action Groups (EDAGs) and employee networks will all contribute to successful implementation of this strategy. Our employee networks comprise of: **GEN** (gender); **The NETWORK** (Race); **ABLE** (Disability); **Spectrum** (LGBT+); **a:gender** (Trans and Intersex) and five faith-based groups from **Christian, Hindu, Jewish, Sikh** and **Muslim** beliefs.

What we will do

To become Inclusive by Instinct, we will widen representation and create an inclusive environment. We cannot realise the benefits of Diversity and Inclusion without a relentless focus on both of these things.

We have set seven ambitious objectives to guide our efforts and hold ourselves to account. Underpinning each of these goals is a set of initiatives and priorities that we will pursue. These are summarised later in this document.

How we will do it

Everything we do as part of this strategy will be:



Evidence led

Our interventions will be based on evidence such as representation data, employee engagement scores and feedback. We will measure our progress in the lead up to 2025 and we will formally review progress in 2020. We will contribute to the broader Civil Service monitoring and use our data to inform our strategic workforce planning ambitions.



Transparent

We will report upon progress in a transparent way. We will be honest in communicating where progress may not have been achieved and we will engage internally and externally to address this. We will seek out feedback on how well we are delivering against this strategy. We will embed Diversity and Inclusion into our organisational governance to give us clear oversight of how we are progressing.



Led by effective and skilled leaders

Leaders will be empowered to drive this strategy. We will embed Diversity and Inclusion into all business areas with leadership objective setting, inclusion training, and promotion of the positive behaviours we expect from everyone which is intolerant of discrimination, bullying and harassment.



Communications and engagement led

We will actively listen to each other. We will all be invited to help make the Home Office a great place to work. By doing this we will improve our engagement scores in the people survey.

Thriving in an inclusive environment

Everyone in our workforce is unique and brings their own individual perspectives. We represent different age groups, socio-economic backgrounds, faith and beliefs. To gain the benefits of this diversity we must embed an inclusive culture where everyone feels comfortable voicing their own opinions and ideas. We will create a workplace culture which encourages all of us to be ourselves at work. An inclusive culture leads to engaged people, increases productivity, reduces turnover and sickness rates and delivers better outcomes for the public. Everyone, whether we're from a currently underrepresented group or not, has a role to play in creating a more inclusive culture.



What challenges do we face today?

In line with our commitment to be **transparent**, it is important that we all understand the need for change and the evidence behind it.

We must significantly reduce instances of bullying, harassment and discrimination

Our reported experiences of bullying, harassment and discrimination through the People Survey remain higher than the Civil Service average. In 2017:

- 17% of our people said they personally experienced discrimination at work
- 14% of our people said they personally experienced bullying or harassment at work

We have seen a small decrease of 2% in our bullying and harassment figures since 2016. More people who have experienced bullying and harassment at work also go onto report it (an increase of 3% since 2016). However, this remains a concern. We do not tolerate this behaviour and will act decisively should it occur.

We need to better engage everyone at the Home Office

Our 2017 People Survey highlighted some key areas which we must monitor and improve on in order to create an inclusive environment:



- 58% of colleagues responded to the survey. We must ensure a wider range of views are captured
- The overall engagement index was 56%, which is below the Civil Service average. We will strive to increase this as we recognise that engagement and inclusion are closely linked
- 39% of respondents felt that it is safe to challenge. We will monitor and improve upon this as an indicator of inclusion
- We are less likely to feel engaged if we have a disability, are male, are Black, Black British or mixed race or are not heterosexual

Thriving in an inclusive environment: Our objectives

1

All of our leaders and teams will behave inclusively by instinct

We will measure progress through the following:

-  **Increase**
 The percentage of people who feel that it is safe to challenge, captured through people surveys
 Perceptions of consistency of leadership behaviours with our values
 Perceptions of visible leadership as indicated in people surveys
-  **Decrease**
 Number of complaints and grievances

Objective 1:

Effective and skilled leaders taking individual responsibility will be key to delivering our ambition. Diversity and Inclusion (D&I) will be woven through all of our management and leadership programmes. Everyone must role model and engage with the D&I agenda for us to make real progress.

We will achieve this by:

- ★ Holding our leaders to account for inclusion**
 - Empower leaders by embedding D&I objectives into all business areas.
 - Include an inclusion standard within our performance and capability frameworks.
- ★ Building line manager confidence in inclusion**
 - Build managers' awareness of D&I issues and provide development opportunities to grow our capability in inclusive leadership.
- ★ Developing standards for inclusive leadership**
 - Work in partnership with the Cabinet Office and Chartered Institute of Personnel and Development (CIPD) to establish quality standards for inclusive leadership which value and embed inclusive behaviours.
 - These standards will be central to through our approach to career pathways, selection and performance management.




We all have a duty to value and appreciate each other. If we can all do that, we will get the best from everyone and create an inclusive workplace.
 Julian Smith, Great Place to Work Leadership Team.

2

We will achieve a positive shift in our workplace culture

We will measure progress through the following:

-  **Increase**
 People engagement scores as a department and our ranking against other departments and organisations
 Diversity data declaration rates
-  **Decrease**
 Number of bullying, harassment and discrimination incidents
 Disparity in performance management outcomes
 Disparity in engagement scores between diversity groups

Objective 2:

We will achieve this by:

- ★ Promoting positive behaviours and tackling bullying, harassment and discrimination:**
 - Promote the positive behaviours we expect of everyone which includes being intolerant of any discrimination, bullying and harassment.
 - Build on the positive work done so far by empowering everyone to relentlessly challenge inappropriate behaviours.
- ★ Implementing culture audits across the Home Office**
 - Understand how culture and values impact workplace behaviours by undergoing culture audits in line with the rest of the Civil Service. We will use this to guide where action needs to be taken within our organisation to facilitate cultural change.
- ★ Improving declaration and prefer not to say rates across all diversity strands**
 - Understand why, in some cases, we do not all feel comfortable disclosing diversity data to identify areas of cultural issues which we can combat.
- ★ Reviewing our HR policies**
 - Strive for best practice across our policies and processes. Review policies to ensure that we respect, reflect and can respond appropriately to our diverse needs.
 - Understand the implications of demographic change for employee relations policies.
- ★ Engaging everyone in Inclusive By Instinct**
 - Engage everyone at the Home Office in making it a great place to work.
 - Promote the Home Office as an employer of choice to attract and retain diverse talent through relentless communication and engagement.
 - Identify and inhibit discrimination through awareness campaigns.
- ★ Enhancing our approach to flexible working**
 - Empower managers to offer flexible ways of working for their teams and adopt smarter working principals.
- ★ Improving our methods of measuring inclusion**
 - Develop a mechanism to define socio-economic background. This will allow us to consider what policy actions we can take to be more inclusive of people from a wider range of social backgrounds, tapping into a broader talent pool.
 - Understand the generational differences of our workforce to enable us to meet the needs of the business as well as attract and retain the right skills and talent.



Representing a modern Britain

By 2025, we will aim to represent the diversity of modern Britain to meet the needs of the country. We have set ambitious objectives to tackle underrepresentation of women, people with disabilities, lesbian, gay and bisexual (LGB) individuals and Black, Asian and Minority Ethnic (BAME) people.

We will prioritise objectives for diversity strands where there is most notable underrepresentation but remain committed to tackling underrepresentation across all other areas such as age, gender identity and expression, faith and belief and socioeconomic background.

A person's identity consists of multiple cross cutting characteristics (intersectionality). We will therefore develop our approach to understanding this and tackling cross cutting D&I issues.



What challenges do we face today?

We must be more representative of the UK's economically active population

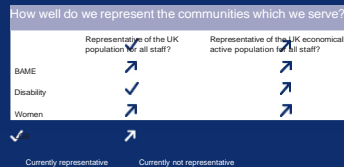
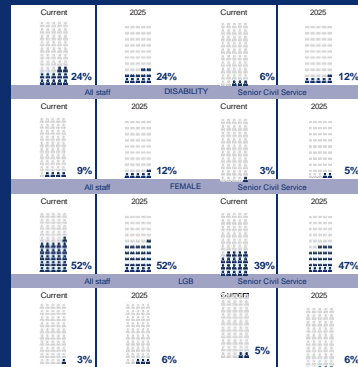
We aspire to be fully representative of the economically active population in the UK (the population working or seeking work). In some areas we are already ahead of the curve so we will aim to maintain this. In other areas, we have more work to do and so we have set aspirational objectives in recognition of this.

UK economically active population
BAME 13%
Disability 12%
Female 47%
LGB 5.7%*

* Sourced from Government reports introducing Civil Partnership legislation

Underrepresentation is particularly apparent for SCS grades.

Current representation and 2025 objectives (%)



3

Strengthen the BAME talent pipeline at all levels. Increase representation at SCS level to 12%

whilst maintaining our overall representation of 24%

Our Access Programme was developed in collaboration with our colleagues from the Home Office equality diversity and inclusion and Talent teams. We had 20 participants of middle management grade and above, but attracted over 150 applications. Over 60% of the programme alumni have now achieved promotion within the last year.

Hamid Motraghi,
Chair of THE NETWORK

As the new Chair of the Race Board it is important to me that we make the Home Office a great place to work and continue to strengthen our BAME talent pipeline at all levels to reflect our diverse customers and to help us deliver better services.

Scott McPherson,
Director General for Crime, Policing and Fire Group and Champion for Race

Objective 3.1:

Nearly a quarter of us are from BAME communities. This positive figure stands above the economically active population in the UK and compares favourably to the Civil Service BAME population as a whole. However, we want to continue strengthening our BAME talent pipeline at all levels, particularly at SCS levels. There will be a relentless focus on tackling this persistent underrepresentation through positive action, talent programmes and targeted support for high performing BAME staff. We will act to reduce gaps in performance appraisal outcomes and improve the experience for our BAME staff and reduce "prefer not to say" responses in declaration rates.

We will achieve this by

- ★ **Embedding Positive Action initiatives:**
 - We will use Positive Action initiatives to broaden our BAME talent pool. We will strengthen our talent attraction and selection processes to combat unconscious bias through using diverse interview panels.
 - Use Positive Action Statements in all targeted recruitment campaigns for grades AA-SCS.
- ★ **Addressing disparities in performance management outcomes:**
 - Building on our revamped performance management process, we will identify hot spots of disproportionality through identify trends and put actions in place to better understand and address them.
- ★ **Attracting and retaining BAME talent through Corporate Talent Programmes:**
 - Address barriers to progression through The NETWORK and BAME Champions and the Home Office Shadow Race Board. Ensure Talent Committees in business areas create stretching opportunities to nurture identified high potential BAME staff.
 - Continue to support our award-winning BAME Access Programme and the Civil Service wide Positive Action Pathways and Future and Senior Leaders Schemes.
 - Ensure The NETWORK continues to be one of the strongest BAME networks across government, using its expertise and commitment to deliver improved outcomes.
- ★ **Developing a BAME sponsorship programme:**
 - We will support and develop high performing BAME individuals through a Career Watch Programme and underrepresented groups through SCS mentoring circles.



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Inclusive by Instinct

14

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22/08/2018 14:01

Strengthen the talent pipeline of people with disabilities at all levels. Increase representation at SCS level to 5% and overall representation to 12%. Improve understanding of the importance of mental health and wellbeing

Collectively we must ensure that no one feels excluded because of a hidden or visible disability or fear that they cannot fulfil their potential in the Home Office.

Mark Thomson, Director General UK Visas & Immigration and Her Majesty's Passport Office and Champion for Disability



Objective 3.2:

We will increase the representation and engagement of people with disabilities across all grades. We will better attract and retain people with disabilities and create an environment where people feel comfortable disclosing this. Having achieved the status of Disability Confident Leader Level 3 in 2017, we will now focus on getting the workplace adjustments process right. This is our first priority in creating an inclusive workplace for colleagues with disabilities. As part of this strategy, we have developed a plan with business experts and the ABLE network to do this.

We will achieve this by

- ★ **Reducing the engagement gap:**
 - Create an environment in which colleagues with disabilities are engaged and feel comfortable declaring their disability through a communications campaign. This will help us better understand the composition of our workforce.
 - We will work with internal and external stakeholders to eliminate incidents of bullying and harassment amongst colleagues with disabilities.
 - Maintain our network of Mental Health First Aiders across the organisation and provide access to training to assist managers in improving their capability to address colleague mental health and wellbeing issues and make necessary adjustments.
 - Continue to support the 'Time to Change' campaign and strengthen our links with external providers to ensure that there is adequate provision for all colleagues who need support on mental health related issues.
- ★ **Improving the talent pipeline for colleagues with disabilities:**
 - Develop a bespoke talent offer for colleagues with a disability to include mentoring and shadowing.
 - Actively promote, encourage and sponsor applications to cross government talent schemes to provide development opportunities to our disabled talent.
 - Sponsor colleagues with disabilities who have been on talent schemes.
- ★ **Building Line Manager disability confidence in disability issues:**
 - Better equip Line Managers to be disability confident by providing training to all managers. We will develop a myth busting campaign on non-visible disabilities.
- ★ **Getting workplace adjustments right:**
 - Review our HR policies and practices ensuring that these are aligned to and enable our D&I aspirations.
 - Support ABLE, our disability network, so that they are able to support their members and non-members.

Strengthen the female talent pipeline at all levels. Increase representation at SCS level to 47% whilst maintaining our overall representation of 52%

Each one of us can be a leader of influence by taking on bold pragmatic action to accelerate gender parity. The Home Office is proud to have people like you who are committed to help both men and women achieve their ambitions, challenge unconscious bias and create inclusive flexible cultures within our workplace.

Kuljit Sagoo,
Chair of the GEN network

We need to have the right culture where women can thrive and have their voices heard on parity with men; we need to create a stronger and more diverse gender pipeline so we can widen our gender representation at SCS.

Paul Lincoln,
Director General, Border Force and Champion for Gender Equality



Objective 3.3:

We will build on our good work already done on gender equality. However, we recognise that we have more to do. We must build a talent pipeline at all stages and better understand the reasons why female representation falls at particular levels.

We will also continue our work to address the gender pay gap through reconsidering our long term approach to pay and reward. We will also seek to better understand the contributing factors to the gender pay gap to enable it to be addressed.

We will achieve this by

- ★ **Challenging the barriers that prevent women from progressing:**
 - Embed flexibility and work-life balance into our organisational culture into our organisational culture for both men and women.
 - Understand other barriers inhibiting female progression and develop programmes to address this.
 - Continue to support our Return to Work programme. This provides a bridge back to work for experienced professionals who have taken an extended career break for typically two years or more. This aims to strengthen the talent pipeline, increase diversity and improve attraction and retention rates.
- ★ **Nurturing the internal female talent pipeline:**
 - We have been continuously focussed on addressing gender balance at SCS level and so have developed a range of programmes in support of this.
 - Be proactive in communicating our desire to achieve gender parity.
 - Equip and empower our female talent with the right tools to develop in their career.
 - Work with senior and influential male allies to identify and support our female talent.
 - Develop a sponsorship programme aimed at nurturing high performing women.
- ★ **Addressing the gender pay gap:**
 - Reconsider our long-term pay and reward framework.
 - Examine data to understand drivers of the gender pay gap.

CORE SKILLS ASSESSMENT SUPPORT PACK

COMMUNICATION SCQF Level 6

Strengthen the talent pipeline of LGB individuals to achieve 6% representation at all levels including SCS

“ As a gay woman, being able to be myself and bring myself to work everyday is vital. Ensuring that others are also able to truly be themselves is also very important to me and has driven me to do what I can to work towards equality in this space. Through Spectrum, I have a vehicle that allows me to do this. **”**
Stephanie Attkin, member of the Spectrum network

“ As the LGBT+ Champion for the Home Office I am passionate about creating an inclusive environment at work. We can all give our best when we have the freedom to be ourselves without fear of discrimination. I want the Home Office to have PRIDE in our people. **”**
Charu Gorasia, Director General of Capabilities and Resources and LGBT+ Champion



Objective 3.4:

At the Home Office, we have made important advances in ensuring that lesbian, gay, bisexual, trans and intersex (LGBTI+) colleagues can be their authentic selves in the workplace. The 2017 People Survey results saw an increase in engagement levels of LGB colleagues*. However, although declaration rates are fairly even across all grades of LGB colleagues, only 3% of Home Office colleagues have declared as being LGB, which is significantly lower than the estimated 5-7% figure for the UK economically active population. In 2017, 10.7% of LGB colleagues stated that they had experienced bullying, harassment and discrimination. We will drive improvements in this area along with the capturing and monitoring of gender identity data which we currently do not capture.

Although we have set an objective to improve representation of LGB colleagues, we will drive improvements in meeting the needs of our trans people, starting with the capturing of data on gender identity and expression.

We will achieve this by

- ★ **Improving LGBTI+ prefer not to say rates:**
 - Further investigate the reasons why there are high 'prefer not to say' rates with respect to sexual orientation in some areas of the business.
 - Analyse all new LGBTI+ data as it emerges to guide our actions.
- ★ **Developing targeted programmes to attract and develop LGBTI+ talent:**
 - Review how we attract and develop our people and identify methods to combat the disproportionality experienced by LGBTI+ talent.
- ★ **Collecting data on gender identity/ trans status**
 - Implement a way to start capturing data on gender identity/ trans status so that we can better understand needs in this area and guide actions in support of increasing representation and inclusion of trans people.
- ★ **Eliminating bullying, harassment and discrimination:**
 - We will provide specific training for all colleagues and in particular line managers to address bullying and harassment issues identified amongst LGBTI+ colleagues.
 - Ensure a zero bullying, harassment and discrimination

approach is adopted in all areas.

* The Civil Service currently does not collect data on gender identity or trans status.

4

Attract, engage and retain individuals from a range of generations, faith and belief systems and socio-economic backgrounds

Objective 4:

Although we have not set representation objectives for age, socio-economic diversity and faith and belief, ensuring that our workforce sufficiently represents these characteristics is no less important. We also recognise that a person's identity is not defined in isolation but is made up of multiple dimensions. We will therefore maintain appreciation of this. We are committed to ensuring that we can all maximise our potential.

We will achieve this by:

- ★ **Adapting processes and policies to account for generational differences**
 - Study generational differences and promote an inclusive workplace that values all colleagues irrespective of age where all colleagues feel valued.
 - Ensure managers are confident in managing generational differences through coaching.
 - Recognise the support required across all four generations and make reasonable adjustments as necessary.
 - Provide flexibility in the use of workplace adjustments to support colleagues and ensure that they are given the opportunity to perform at their best throughout their career.
- ★ **Better enabling social mobility through our attraction, recruitment and retention efforts**
 - 'Open up' the Home Office through events across the UK and better coordinate with external organisations in doing so.
 - Improve our methods of understanding inclusion by measuring socio-economic background.
 - Ensure our culture and processes are inclusive and supportive of a range of backgrounds when it comes to promotion and other opportunities, including through mentoring and myth-busting.
- ★ **Ensuring that the Home Office is inclusive of all faiths and beliefs**
 - Create clear external messaging that people who practice a faith or hold a belief are welcome at the Home Office.
 - Increase awareness of faith and belief diversity through our Faith and Belief Champions and Faith Networks.

“ It is a privilege to be the Champion for Faith and Belief, and to work with the network chairs and others to ensure we can bring our whole selves to the workplace. It has also been an opportunity for us to reflect on our common values, the things that bring us together. **”**
David Lamberti, Director of Policing and Champion for Faith and Belief

“ Ensuring that people from the fullest possible range of backgrounds and circumstances can build their career here and achieve their full potential is a central part of our work. **”**
Joanna Davinson, Chief Digital, Data and Technology Officer and Champion for Social Mobility

“ We hope to build on the strategy to inform a shift in culture across the Home Office, recognising key problem areas and instilling change to ensure the Home Office is truly diverse and inclusive. **”**
Glyn Williams, Director General Border, Immigration and Citizenship System Policy and Strategy Group and Intergenerational Champion.



Exemplar Reading Report

This is an example of a company strategy or mission statement, called, 'Diversity and Inclusion Strategy, 2018 – 2025: Inclusive by Instinct', and it is to inform and persuade all employees of the Home Office to change focus in their working practices to make them more inclusive.

Look through the reading piece and produce a report about it following guidance that your assessor gives you.

Read up to page 7, then produce a detailed report on pages 5-7 only.

Here is a link to the text:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739539/Diversity_and_Inclusion_strategy_PRINT.pdf

1. Understand the Purpose

This Leaflet is the British Government's vision or strategy. It wants all employees in the home office to change their practices so that they are more inclusive.

2. Main ideas

Try to use your own words as far you can.

Why have a new policy?

The government's strategy recognises diversity in UK culture as a strength that must reflect in their work. This will create confidence and attract talented people from all cultures in the UK.

What does Inclusive by Instinct mean?

Building a respectful and diverse workplace where individuals feel confident to give their opinions. This will make a positive workplace.

What will be the approach?

The Home office will try to become the UK's most inclusive employer. It will have reviews in 2020 and 2025. Progress will be in line with change throughout the civil service.

What are the objectives?

- ◆ All staff behave according to the new strategy and
- ◆ Positive change in the workplace will happen
- ◆ Much greater representation of talent from minority groups
- ◆ And people from different backgrounds

How will they do this?

Focus on Diversity and Inclusion absolutely. They will use evidence to drive change and report progress openly and honestly. All Home Office leaders will take training in Diversity and Inclusion but all staff will be included.

Supporting Detail: the name of the new strategy, 'Inclusive by Instinct' is written frequently and in a different font style from other writing and is slightly bigger than writing around it. This makes it stand out a bit like a brand logo. This highlights the idea that the Home office is trying to persuade its staff that this strategy is desirable and something they should invest in.

3. Evaluation

This is an effective leaflet from the Home Office that is trying to persuade its staff into a workplace culture-change. However, information about the change is less clear.

This report focusses on a section near the start of the leaflet that introduces the change. Page 5 describes the inclusive workplace in a bullet-point list of positive claims like a summary in a report. Readers might be used to reports in work. The list highlights key phrases like, 'talented people', 'best of our abilities', to create a positive shorthand that distracts from the lack of detail in the list.

Page 6 gives four objectives for change in coloured panels that link to a diagram next to them that suggests the transition to the new inclusive workplace. This is effective because it looks like evidence in a graph, but there is no information to explain the change.

However, the leaflet has a personal touch that is useful. In a separate panel there is a quotation from a named 'People Officer'. She talks of organisational value and how everyone is unique. The first-person address, 'our', 'we' is used, and throughout the leaflet, suggesting that the reader is being addressed personally and included in the conversation about the change. This is the key idea of Inclusivity in action. This is effective at persuading the reader that the proposed change in Home Office culture is possible.

Overall, this leaflet is effective at persuading the reader into a dynamic new workplace. However, it gives little information of how this will be achieved, or why workplace change is needed in the Home office.

Signature: Jane Stewart

Date: 1 April, 2023

Task 2: Writing

Candidates have to write a well-structured document or a collection of related documents that presents complex information, opinions, or ideas. Candidates working at this level will often be producing pieces of writing in their daily work and may wish to use small, linked pieces as evidence. However, in this case, at least one of the pieces should be of substantial length.

It may be appropriate to link this task to Task 1: Reading. For example, the candidate might evaluate and summarise key information from the complex written document and present this as a written paper for other staff.

Task 3: Speaking and listening

Preparation should play a major part in this task and candidates should keep a record explaining the situation, eg who was present; what the topic was; what was the purpose of the discussion or presentation. The evidence record might include any plan that was developed.

Part 3: Exemplar recording documentation

This section gives some examples of forms that could be used by candidates and/or assessors to gather evidence and record assessment decisions.

You are encouraged to adapt these materials to suit you and your candidate's preferred approach, ie boxes can be made bigger, format can be changed to a non-table format, font size etc.

Assessment plan

You should work out where naturally occurring opportunities for meeting the standards are likely to arise and, where possible, build them into the assessment process.

You should explain and discuss the assessment process with candidates so they are clear about what is expected of them.

Assessment checklists

Assessment checklists contain all standards for each task in the left-hand column.

Candidates must produce evidence of all standards in their work in order to pass summative assessment.

Assessors should use assessment checklists to record assessment decisions for all standards in each task, and any relevant comments

Candidates could use the assessment checklists as a means of cross-referencing evidence in their portfolio to the Unit.

Summary checklist

The summary checklist could be used to record the assessment decisions from the assessment checklists on a single form.

Assessment plan

Communication (SCQF level 6)

Candidate: _____

Task to be assessed: _____

Proposed date of assessment: _____

Proposed method of assessment	Tick	Notes
Assignment or project		
Observed performance		
Witness testimony		
Written questions		
Oral questioning		
Product evaluation, eg written document		
Previous evidence		
Other evidence		

Details agreed and signed by:

Assessor _____

Candidate _____

Line manager (if required) _____

Date _____

Assessment checklist

Communication (SCQF level 6)

Task 1: Reading and understanding

Candidate name: _____

Date: _____

Task 1: Read and understand a work-related document.			
	Evidence	Assessor initials and date	Comments
Understood the purpose of the document			
Identified and summarised all important ideas, key points, and supporting detail in the document			
Linked key information and ideas to supporting detail			
Evaluated the document's effectiveness in meeting its purpose and readers' needs by commenting on content, style, and format			

Assessment checklist

Communication (SCQF level 6)

Task 2: Writing

Candidate
name: _____

Date: _____

Task 2: Produce a document or related documents totalling 700 words or more that conveys several pieces of information, opinions, or ideas.

	Evidence	Assessor initials and date	Comments
Identified who will read the document and the reason for producing it			
Chose a format and adapted it to suit the readers and the topic			
Used effective layout, structure, vocabulary, and appropriate graphics that make the piece of writing clear			
Varied sentence structure, paragraphing, and vocabulary to suit the purpose and intended readers			
Gathered, selected, presented, and linked information/ideas with supporting detail in a logical order, emphasising the main points to assist with the clarity and impact of the piece of writing			
Used spelling, punctuation, and sentence structure that were consistently accurate			
Selected alternative words for variety and effect			

Assessment checklist

Communication (SCQF level 6)

Task 3: Speaking and listening

Candidate name: _____

Date: _____

Task 3: Make a substantial contribution to a discussion on a complex topic related to your work (lasting a minimum of five minutes) or give a short presentation on a work-related topic to one or more people (lasting a minimum of four minutes with additional time for questions).

Speaking	Evidence	Assessor Initials/date	Comments
Judged appropriate degree of formality			
Expressed ideas clearly when speaking			
Presented information and ideas in a logical order, linking related information and ideas			
Varied tone, pace, and volume to emphasise the main points and help keep listeners interested			
Used body language that improved communication			
Listened carefully to any questions and responded accordingly			
Adapted speaking to take account of sensitive issues/audience			
Listening			
Picked out the main points the speaker was making			

Interpreted the way the speaker used their voice and body language to help get their message across			
Listened carefully and asked questions to clarify anything			

Summary checklist

Communication (SCQF level 6)

Candidate name: _____

Candidate
number: _____

Centre: _____
—

Task	Date achieved
1 Reading and understanding	
2 Writing	
3 Speaking and listening	
Assessor's signature: _____	Date: _____

ADMINISTRATION INFORMATION

Credit value

6 SCQF credit points at SCQF level 6



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Tel: 0345 213 5249

Fax: 0345 213 5000

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Optima Building

58 Robertson Street
Glasgow
G2 8DQ

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