

## KEY SKILLS

# Improving own learning and performance Level 2

The key skills are the skills which are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of improving own learning and performance, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.

### Progression

The key skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above level 1 incorporates and builds on the previous ones. The key skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

#### Part A

##### YOU NEED TO KNOW HOW TO

This section tells you about the techniques and knowledge associated with each key skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.

#### Part B

##### YOU MUST

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

***To achieve Improving own learning and performance at level 2, you must be able to apply your skills to suit different purposes. You will show that you can:***

- plan your time well to meet your targets
- identify when you need support to help you meet targets
- identify ways you learn best and how to improve your performance.

# Part A

## YOU NEED TO KNOW HOW TO:

### *Help set targets and plan how these will be met*

Work with an appropriate person, such as your tutor, supervisor or adviser, to:

- make sure you understand how planning and reviewing your learning can help to improve your performance and what is meant by learning styles and evidence of achievement
- develop an individual learning plan that includes:
  - targets that say exactly what you want to achieve and how you will prove you have met them;
  - provide information to make sure they are realistic, including what might affect your chances of success
  - the action you will take (action points) for each target and dates (deadlines) to help you manage your time
  - how to get the support you need, including who will review your progress, and where and when this will take place.

### *Take responsibility for some decisions about your learning*

- work through your action points to complete these on time, revising your plan when needed to overcome unexpected events or problems
- choose different ways of learning (learning styles) and decide on the methods that best suit you (eg pictures/diagrams, reading/talking/writing, listening to others, watching or doing something practical)
- work for short periods without close supervision so you have to take some decisions about your learning
- identify when you need support and use this effectively to help meet your targets.

### *Review progress and provide evidence of achievements*

Work with an appropriate person, such as your tutor, supervisor or adviser, to:

- identify what you learned and how you used learning from one task to meet the demands of another task
- identify the targets you have met, by checking your plan to see if you have done what you set out to do
- identify evidence of your achievements
- identify ways you learn best (your preferred learning style/s and methods of learning) and how to improve your performance (the quality of your work, the way you work).

# Part B

## YOU MUST:

Provide at least **two** examples of meeting the standard for LP2.1, LP2.2 and LP2.3 (each example should cover at least two targets). Overall, show you can use at least **two** different ways of learning to improve your performance.

### LP2.1

Help set targets with an appropriate person and plan how these will be met.

### *Evidence must show you can:*

- 2.1.1** provide information to help set realistic targets for what you want to achieve
- 2.1.2** identify clear action points for each target and how you will manage your time
- 2.1.3** identify how to get the support you need and arrangements for reviewing your progress.

### LP2.2

Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

- 2.2.1** use your action points to help manage your time well; revising your plan when needed
- 2.2.2** choose ways of learning to improve your performance, working for short periods without close supervision
- 2.2.3** identify when you need support and use this effectively to help you meet targets.

### LP2.3

Review progress with an appropriate person and provide evidence of your achievements.

- 2.3.1** identify what you learned, and how you have used your learning in another task
- 2.3.2** identify targets you have met and evidence of your achievements
- 2.3.3** identify ways you learn best and how to further improve your performance.

# EXAMPLES AND GUIDANCE

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

## HELP SET YOUR TARGETS AND PLAN HOW THESE WILL BE MET

Help set targets and plan how these will be met by working with your tutor or trainer; use information about your working or personal life to help set targets.

Develop a plan that shows where to get the help you need, and who will review your progress.

## TAKE RESPONSIBILITY FOR SOME DECISIONS ABOUT YOUR LEARNING

Choose different ways of learning and decide the methods that suit you best by doing something practical (eg *watching others, reading*).

Use the support of others effectively to help you.

## REVIEW PROGRESS AND PROVIDE EVIDENCE OF ACHIEVEMENTS

Identify what you learnt, what targets you achieved by looking through your action points, asking others who have seen your work, passing a test.

Identify your preferred learning styles by reviewing statements from others who have seen your work, looking at what you have achieved and how you did it.

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

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille, voice activated software and British Sign Language. Detailed guidance is available in the document *Basic and Key Skills: Guidance for candidates with Particular Requirements* published by the Joint Council for Qualifications. This is available from your key skills awarding body.

Please ask your tutor or supervisor for further guidance.

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Rewarding Learning

## Improving own learning and performance: level 2