

KEY SKILLS

Improving own learning and performance Level 3

The key skills are the skills which are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of 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 3, you must be able to apply your skills to suit different purposes. You will show that you can:

- plan how you will manage your time and review progress
- seek and use feedback and support from relevant sources to help meet targets
- agree ways to further improve your performance.

Part A

YOU NEED TO KNOW HOW TO:

Set targets and plan how these will be met

- make sure you understand:
 - how planning and reviewing your learning, and effective time-management, can help to improve your performance
 - what is meant by constructive feedback and reflection
- seek information from appropriate people on ways to achieve what you want to do and identify factors (financial, legal, health and safety, available opportunities, your motivation, other commitments) that might affect your plans
- develop an individual learning plan that includes:
 - targets that say exactly what you want to achieve, how you will prove you have met them and clear action points, using the information you have obtained from appropriate people
 - how you will manage your time to meet deadlines, use support, review your progress and overcome possible difficulties.

Take responsibility for your learning and using your plan

- manage your time effectively, by prioritising action, dealing with any difficulties to meet your deadlines, and revising your plan to take into account any changed circumstances
- 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 independently at times, so you take responsibility for organising your learning, choosing resources and adapting your approach to meet new demands
- reflect on your own progress by taking time out to think about what is going well and less well and how you might improve your performance, seeking constructive feedback and relevant support to help you meet targets.

Review progress and establish evidence of achievements

- provide information on:
 - how you have used your learning from one task to meet the demands of another task
 - how the quality of the outcome was affected by factors such as your motivation, the learning situation, your choice of learning style(s) and methods, the quality of feedback and support
- identify targets you have met and gather evidence to support what you say about your achievements
- consult appropriate people to agree ways to further improve your performance.

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for LP3.1, LP3.2 and LP3.3 (the example should cover at least three targets). Overall, show you can use at least **two** different ways of learning to improve your performance.

LP3.1

Set targets using information from appropriate people and plan how these will be met.

Evidence must show you can:

- 3.1.1** seek information on ways to achieve what you want to do, and identify factors that might affect your plans
- 3.1.2** use this information to set realistic targets and identify clear action points
- 3.1.3** plan how you will manage your time, use support, review progress and overcome possible difficulties.

LP3.2

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

- 3.2.1** manage your time effectively to meet deadlines, revising your plan as necessary
- 3.2.2** choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands
- 3.2.3** reflect on your progress, seeking feedback and relevant support to help you meet your targets.

LP3.3

Review progress and establish evidence of your achievements.

- 3.3.1** provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome
- 3.3.2** identify targets you have met and gather evidence of your achievements
- 3.3.3** consult appropriate people to agree ways to further improve your performance.

EXAMPLES AND GUIDANCE

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

SET TARGETS AND PLAN HOW THESE WILL BE MET

Seek information from others to achieve what you want to do (eg *ask your trainer, tutor, and others at work or in your personal life*).

Develop a learning plan that includes targets, deadlines, support and work out how much time you will need and what teaching, coaching or guidance you will need.

TAKE RESPONSIBILITY FOR YOUR LEARNING AND USING YOUR PLAN

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

Reflect on your progress, seek feedback and support (eg *from your tutor, colleagues, mentor*).

REVIEW PROGRESS AND ESTABLISH EVIDENCE OF ACHIEVEMENTS

Show how you have used your learning from one task to help with another (eg *by identifying what learning methods suited you*).

Identify targets you have met, and gather evidence to support what you say to help you in the future.

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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