

KEY SKILLS

Improving own learning and performance Level 4

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 4, you must be able to apply your skills to suit different purposes. You will show that you can:

- set smart targets and plan how these will be met
- reflect critically on your learning and adapt your strategy
- identify ways of further improving your own learning and performance.

Part A

YOU NEED TO KNOW HOW TO:

Develop a strategy for improving your own learning and performance

- use relevant sources of information to inform the review of your current capabilities, including your preferred learning style(s), and clearly identify what you hope to achieve in the future (your goals)
- research information to inform planning:
 - what makes learning effective, including time-management techniques
 - relevant learning opportunities
 - ways to improve your performance, including different ways of learning and learning methods (visual, verbal, auditory, physical)
 - resources that may be helpful, including people who could provide constructive feedback on your learning and performance
 - any constraints that you need to take into account
- develop an individual learning plan that includes:
 - SMART targets (**S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bound) that take into account your personal preferences, motivation, needs and circumstances
 - details of how these targets will be met: priorities to be given to tasks (with deadlines); learning methods that you prefer to use; resources that are available to help you achieve the targets; alternative action that may be needed to overcome any problems.

Monitor progress and adapt your strategy to improve your performance

- manage your time effectively to meet deadlines and unexpected demands
- take responsibility for using different ways of learning to meet new demands, including methods that suit your particular learning style(s)
- take the initiative in seeking and actively using feedback and support from a variety of sources, such as people supervising your work, colleagues and others who may be able to advise you on how to meet your targets
- reflect critically on your learning, by taking time out to think about choices you have made about what and how you are learning and their effectiveness, and adapt your strategy as necessary to improve your performance.

Evaluate your strategy and present the outcomes of your learning

- review the different ways you have learned and the extent to which you have met your targets
- bring together and clearly present what you have learned, and organise evidence by sorting and selecting relevant examples of work and other forms of evidence that can be used to support your purpose in, for example, a training review, a performance appraisal or job application/interview
- assess the effectiveness of your strategy, including factors that affected the outcomes, such as your own motivation, quality of feedback and support
- identify ways of further improving your learning and performance.

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for LP4.1, LP4.2 and LP4.3 (the example should include at least three targets). Overall, show you can use at least **two** different ways of learning to improve your performance.

LP4.1

Develop a strategy for improving your own learning and performance.

Evidence must show you can:

- 4.1.1 review your current capabilities and clearly identify what you hope to achieve in the future
- 4.1.2 research information on relevant learning opportunities and ways to improve your performance, to inform planning
- 4.1.3 set SMART targets and plan how these will be met, prioritising tasks and making a reasoned choice of methods and resources.

LP4.2

Monitor progress and adapt your strategy to improve your performance.

- 4.2.1 manage your time effectively and take responsibility for using different ways of learning to meet new demands
- 4.2.2 seek and actively use feedback and support from a variety of sources, to help meet your targets
- 4.2.3 reflect critically on your learning and adapt your strategy as necessary to improve your performance.

LP4.3

Evaluate your strategy and present the outcomes of your learning.

- 4.3.1 review the different ways you have learned and the extent to which you have met your targets
- 4.3.2 bring together and clearly illustrate what you have learned, organising evidence to support your purpose
- 4.3.3 assess the effectiveness of your strategy, including factors that affected the outcomes, and identify ways of further improving your own learning and performance.

EXAMPLES AND GUIDANCE

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

DEVELOP A STRATEGY FOR IMPROVING YOUR OWN LEARNING AND PERFORMANCE

Research information to help you plan.

Develop a plan that includes SMART (specific, measurable, achievable, realistic and time-bound) targets taking into account the finances, people and time you can use to assist you.

MONITOR PROGRESS AND ADAPT YOUR STRATEGY TO IMPROVE YOUR PERFORMANCE

Manage your time effectively to meet deadlines and unexpected demands by monitoring your deadlines and keeping to them so that you can cope with the unexpected.

Reflect critically on your learning, and adapt your strategy as necessary by noting the impact of your performance.

EVALUATE YOUR STRATEGY AND PRESENT THE OUTCOMES OF YOUR LEARNING

Review the different ways you have learnt to see what is effective.

Identify ways of further improving your own learning and performance based on what you have achieved and how.

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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