



KEY SKILLS

LEVEL 3 IMPROVING OWN LEARNING & PERFORMANCE

CANDIDATE WORKBOOK

Centre Number:

Centre Name:

Candidate Number:

Candidate Name:

Part A These are the skills you need to know before you begin to complete this Workbook

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 (e.g. 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 Improving Own Learning and Performance at Level 3

You must give ONE example to show you have improved your learning and performance.

This example must contain at least THREE *learning targets* i.e. the steps you need to take to achieve what you are setting out to do. You must also use at least TWO different styles of learning – a list of these *learning styles* is given in question 11.

Your evidence in this Workbook must show you can:

LP3.1

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

1. Seek information on ways to achieve what you want to do and identify factors that might affect your plans.
2. Use this information to set realistic targets and identify clear action points.
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.

4. Manage your time effectively to meet deadlines, revising your plan as necessary.
5. Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands
6. 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.

7. Provide information on the ways you have used your learning to new demands and on factors affecting the quality of your outcome.
8. Identify targets you have met and gather evidence of your achievements.
9. Consult appropriate people to agree ways to further improve your performance.

TO THE CANDIDATE

REMEMBER:

- you should include any evidence with this *Workbook* that supports what you have done, such as photographs, 'witness statements', reports, minutes of meetings, audio/video recordings, research findings, evidence of your successes.
- you can ask your teacher for help if you are having difficulty producing your evidence or when completing this *Workbook*.
- you must acknowledge any help you receive from anyone other than your teacher along with information taken from books, leaflets, videos/CDs, the internet,
- the work you submit must be your own,
- that if you copy from someone else or allow another person to copy from you, or if you cheat in any other way, you will be disqualified, at the very least, from this Key Skill.

DECLARATION:

I HAVE READ AND UNDERSTOOD THE INFORMATION ABOVE. I HAVE ACKNOWLEDGED ANY HELP RECEIVED FROM ANYONE OTHER THAN MY TEACHER.

Candidate Signature: Date:

LP3.1 *Set targets using information from appropriate people and plan how these will be met*

1. What are you aiming to learn and improve in this example and why? *Begin by saying what knowledge and skills you already have in this area.* **[3.1.1]**

2. What information will you gather to help you to achieve this overall aim and where will you find it? **[3.1.1]**

3. What factors might affect your plans? Say why this might be so. (These could be financial, legal, health and safety, available opportunities, your motivation, other commitments, time). **[3.1.1]**

4. Who will you ask for information to help you achieve what you want to do and why have you chosen this person? If you decide to ask more than one person, give their details here. **[3.1.1.]**

5. Using all the information you have gathered, set yourself THREE realistic learning targets that, together, will help you to achieve your overall aim. Write these on your *ACTION PLANS* below, together with detailed *ACTION POINTS* for each target. **[3.1.2]**

LEARNING TARGETS

Target 1	
Target 2	
Target 3	

6. TARGET 1 ACTION PLAN

[3.1.3]

1. What will I do to achieve my target? <i>(Note down each step in the process)</i>	2. By when?	3. What support might I get and how could I use it?	What difficulties might I experience and how could I overcome them?
Dates when my progress will be reviewed: 1. 2.	Name of person reviewing my progress: <i>(Please complete the 'Record of Review' following each review)</i>		

7. TARGET 2 ACTION PLAN

[3/1/3]

1. What will I do to achieve my target? <i>(Note down each step in the process)</i>	2. By when?	3. What support might I get and how could I use it?	What difficulties might I experience and how could I overcome them?
Dates when my progress will be reviewed: 1. 2.	Name of person reviewing my progress: <i>(Please complete the 'Record of Review' following each review)</i>		

8. TARGET 3 ACTION PLAN

[3.1.3]

1. What will I do to achieve my target? <i>(Note down each step in the process)</i>	2. By when?	3. What support might I get and how could I use it?	What difficulties might I experience and how could I overcome them?
Dates when my progress will be reviewed: 1. 2.	Name of person reviewing my progress: <i>(Please complete the 'Record of Review' following each review)</i>		

LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance

Using your *ACTION PLANS*, work towards achieving your overall aim. Carry out any amendments or revisions and record below in your *LEARNING LOGS*. You should also say why you felt it necessary to make any changes **[3.2.1]**

9. Target 1 Learning Log

<i>Planned action point (See: Target 1 Action Plan, Column 1)</i>	<i>Done on time?</i>	<i>What changes did you make if any?</i>	<i>Why did you make these changes?</i>

10. Target 2 Learning Log

<i>Planned action point (See: Target 2 Action Plan, Column 1)</i>	<i>Done on time?</i>	<i>What changes did you make if any?</i>	<i>Why did you make these changes?</i>

11. Target 3 Learning Log

<i>Planned action point (See: Target 3 Action Plan, Column 1)</i>	<i>Done on time?</i>	<i>What changes did you make if any?</i>	<i>Why did you make these changes?</i>

12. How are you ensuring the effective use of your time? Give examples. **[3.2.1]**

13. You need to choose at least TWO different styles of learning. Tick which ones you are using on the list below: **[3.2.2]**

Watching a demonstration or a video

Looking at pictures or diagrams

Reading books, magazines or newspapers

Hearing or listening

Doing something practical

Writing or drawing

Asking questions

Another way (say what it is)

14. Explain why you have chosen these ways to learn. **[3.2.2]**

15. You have to take responsibility for your own learning. How are you working 'independently' and adapting what you do to meet new demands? Give examples.

16. In your Action Plans, you noted the arrangements for reviewing progress and for obtaining support. Comment on your progress and refer to any feedback and support you have been given. Include any feedback reports in your portfolio appendix or under section. **[3.2.3]**

RECORDS OF REVIEW

Date of Review: **Person conducting Review:**

Record of Main Points:

Date of Review: **Person conducting Review:**

Record of Main Points:

LP3.3 *Review your progress and establish evidence of your achievements*

17. How have you used your learning to meet the demands of a different task? What was this task and what were the new demands? **[3.3.1]**

18. Look back to your *ACTION PLANS*. Comment on everything that affected the achievement and quality of your overall aim? If so, what were these factors? These could be your motivation, time, learning situation, resources, choice of learning styles and methods and quality of support and advice. **[3.3.1]**

19. Which of your targets have you achieved? In your portfolio appendix, include evidence to show what you have achieved. **[3.2.2]**

20. How could you improve your performance in future? You will need to have sought feedback and advice. Who has given you feedback and what have they said will improve your performance in future? Show that you are both in agreement on this. **[3.2.2]**

Feedback Report

Your teacher or trainer may use this page to record your progress

Feedback (specific to each criterion)

Action (including target dates)

Part A Questions

(Note to Assessor: Please refer to WJEC's Guidance before using these questions)

Your teacher may ask you this question and record your answers.

With regard to planning, doing and reviewing, what have you learnt about improving your own learning and performance?

ASSESSMENT RECORD

TO THE ASSESSOR: PLEASE REFER TO THE REGULATORS' KEY SKILLS GUIDANCE DURING YOUR ASSESSMENT

Evidence required	Assessor Comments (on each criterion)
<p>LP3.1</p> <p>Set targets using information from appropriate people and plan how these will be met.</p> <p>Evidence shows the candidate can:</p> <p>3.1.1 seek information on ways to achieve what they want to do, and identify factors that might affect their plans</p> <p>3.1.2 use this information to set realistic targets and identify clear action points</p> <p>3.1.3 plan how they will manage their time, use support, review progress and overcome possible difficulties.</p>	
<p>LP3.2</p> <p>Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>Evidence shows the candidate can:</p> <p>3.2.1 manage their time effectively to meet deadlines, revising your plan as necessary</p> <p>3.2.2 choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands</p> <p>3.2.3 reflect on their progress, seeking feedback and relevant support to help you meet their targets.</p>	
<p>LP3.3</p> <p>Review progress and establish evidence of your achievements.</p> <p>Evidence shows the candidate can:</p> <p>3.3.1 provide information on the ways they have used their learning to meet new demands and on factors affecting the quality of their outcome</p> <p>3.3.2 identify targets they have met and gather evidence of their achievements</p> <p>3.3.3 consult appropriate people to agree ways to further improve their performance.</p>	
At least three targets?	
At least two different ways of learning?	
Following your assessment has the candidate 'Passed'?	

I confirm that the above candidate's work meets the standard for this Key Skill and 'passes' the internal assessment. I also confirm that every reasonable step has been taken to ensure that the work presented is that of the candidate named.

Assessor: Signature:

Date:

To be completed by the Internal Moderator/Verifier (if applicable)

I confirm that the internal assessment of this portfolio was sampled as part of the centre's internal quality assurance procedures and that relevant records, including feedback to the assessor, have been kept.

Internal Moderator/Verifier: Signature:

Date