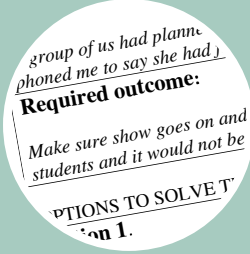




**Problem solving**  
**Candidate log sheet**  
**Candidate: A. Car**



**Action point**  
**Check other m**  
**- same height**



**How could you hav**  
*I probably should have were a bit put out at fi a team effort.*  
*Next time maybe... things th*

**Has the**  
**Yes.**

3.30pm



**The Fashion T**  
**c/o The Principa**  
**Westchester FE**  
**44 East Street**  
**WESTCHEST**

**OPTIONS T**  
**Option 1.**



**Whom It May C**  
**um A. Candidate's super**  
**alised he had not ordere**  
**tomers. He is responsi**  
**was a probl**

**How do you know?**  
**Newsletter sent out to**  
**list on time.**

*I did this after talking to my tutor, Mrs Davis. She told me to check with Mrs Moran*  
**Found other mod**  
**erroot to**

4.45pm  
**On time**



**Option 2. Time at**  
**get a replacement.**  
**Option confirmed.**  
*I discussed the problem w be solved if show went on*  
**Signed: Mrs Davis - tut**  
**Assessor: A. N. Ass**

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# Foreword

Key skills are for everyone, from learners in the workplace, colleges and schools to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general.

The six key skills are:

- application of number
- communication
- improving own learning and performance
- information and communication technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We produced example portfolios in application of number, communication and information technology earlier in 2004. We have now produced example portfolios for improving own learning and performance, problem solving and working with others at levels 1 to 3.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the 2004 key skills standards and guidance, to help assessors interpret the key skills. They are based on the *2004 key skills standards and guidance* and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO  
Chief Executive, QCA

# Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios.

Portfolios for each of the key skills of application of number, communication and information technology were published earlier in 2004. There are now portfolios for each of the other key skills:

- improving own learning and performance, levels 1 to 3
- problem solving, levels 1 to 3
- working with others, levels 1 to 3.

The project group selected a range of learning and vocational contexts to show the application of skills across these nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators and external verifiers for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear
- commentaries that outline some of the issues and describe the context in which the candidates gathered the evidence.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to the *2004 key skills standards and guidance*, which provides advice and guidance on the assessment of key skills. It should also be noted that, while a portfolio may meet the standard for a specific key skill, it might not reflect the equivalent standard in another key skill.

QCA and the key skills chief moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

# Commentary

The evidence has been generated from the activities the candidate undertook as part of his college introductory award, a programme devised to help students identify a vocational career path.

The portfolio is well organised and the evidence referenced so that it is easy to locate. Assessment includes feedback to the candidate, and there is a clear outline of both activities so that fitness for purpose can be readily determined. Assessment has been completed for the individual candidate.

Pro formas have been used in order to guide the candidate to provide all of the information needed to address each assessment criterion. Photographs have been included, to which the candidate has added captions. The evidence of the activities concludes with a witness statement from a tutor, which provides sufficient information to confirm the statements the candidate has made, although the precise wording of assessment criteria may not have been used.

Each activity includes more than one type of learning.

## *LP 1.1*

For both activities, the candidate has stated the aim, and identified at least two targets under each aim. These include study-based and practical activity, which satisfy the requirements for two different ways of learning under the 2004 standards.

Action points, resources needed and a deadline date have all been identified.

## *LP 1.2*

The candidate has named sources of support, which were used, and confirmed whether the deadline was met and if any changes were needed to the plan.

## *LP 1.3*

There are clear and simple statements from the candidate about what he learned, what went well and not so well, and how performance might be improved in the future.

Overall, the candidate has demonstrated a level of ownership and awareness, which is an example of good practice.

## IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1 ASSESSMENT CHECKLIST

<p><b>You must:</b>  <b>LP1.1</b>                  Confirm your targets and plan how to meet these with the person setting them.</p>	<p><b>LP1.2</b>                  Follow your plan, to help meet targets and improve your performance.</p>	<p><b>LP1.3</b>                  Review your progress and achievements in meeting targets, with an appropriate person.</p>
<p><b>Your evidence must show you can:</b>  <b>1.1.1</b>                  Make sure targets clearly show what you want to achieve; and  <b>1.1.2</b>                  identify clear action points and deadlines for each target; and  <b>1.1.3</b>                  identify how to get the support you need and the arrangements for reviewing your progress.</p>	<p><b>1.2.1</b>                  Work through your action points to complete these on time; and  <b>1.2.2</b>                  use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and  <b>1.2.3</b>                  use support given by others to help you meet targets.</p>	<p><b>1.3.1</b>                  Say what you learnt and how you learnt, including what has gone well and what has gone less well; and  <b>1.3.2</b>                  identify targets you have met and your achievements; and  <b>1.3.3</b>                  check what you need to do to improve your performance.</p>

### LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	LP1.1			LP1.2			LP1.3		
		1	2	3	1	2	3	1	2	3
	Activity 1									
2	Assessment sheet	x	x	x	x	x	x	x	x	x
3	Plan	x	x	x						
4	Log/review				x	x	x	x	x	x
5	Photographs				x	x	x			
6	Witness statement				x	x	x			
	Activity 2									
7	Assessment brief									
8	Task brief									
9	Assessment checklist	x	x	x	x	x	x	x	x	x
10	Plan	x	x	x						
11	Log/review				x	x	x	x	x	x
12	Witness statement				x	x	x			

**Assessor Declaration:** I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.

Assessor Name: AN Assessor

Candidate Name: A. Candidate

Assessor Signature: [Signature]

Candidate Signature: A. Candidate

Date: 10/02/03

Date: 10/02/03

## Level 1

### You must:

- LP1.1 Confirm your targets and plan how to meet these with the person setting them.
- LP1.2 Follow your plan, to help meet targets and improve your performance.
- LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.

### Your evidence must show you can:

- 1.1.1 Make sure targets clearly show what you want to achieve; and
- 1.1.2 identify clear action points and deadlines for each target; and
- 1.1.3 identify how to get the support you need and the arrangements for reviewing your progress; and
- 1.2.1 work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets; and
- 1.3.1 say what you learnt and how you learnt, including what has gone well and what has gone less well; and
- 1.3.2 identify targets you have met and your achievements; and
- 1.3.3 check what you need to do to improve your performance.

### IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1 ASSESSMENT SHEET

#### Activity 1 – Learning basic techniques in a new activity

You will begin work for your first activity at college, where you will be learning basic techniques in a new sport, such as skiing, climbing or archery. If you are unable to participate in a sports activity, you will start to develop a new skill, such as using a digital or video camera, to help record the day's activities.

At the Ski Centre you will have the opportunity to learn about the practicalities of your new skill, practise it and develop your performance skills. Your work at the Ski Centre may be captured on video.

Complete your log for Improving Own Learning and Performance at Level 1.

#### Activity 1: Learning basic skiing techniques

Assessor's Comments	LP Level 1		
	1.1	1.2	1.3
A candidate was identified targets in his log book. He was listed his action points and deadlines and the log is initiated by the staff able to confirm that deadlines have met. He knew he could get support from the trainer at the ski centre and listened carefully to her instructions. He arranged to review his progress with me on his return to college.	x		
A candidate worked through his action points, by using the equipment safely, learning to fall safely and remove ski, maneuvering up the hill and making a number of successful descents. Throughout he listened to the advice and support of the trainer concentrating on the information and carrying out instructions to help with meet his target. He learnt by a variety of methods such as watching, listening and practising. He was able to improve his performance through developing a series of techniques demonstrated by the trainer, such as decreasing speed through altering the angle of the ski.		x	
In reviewing his progress a candidate identified some of the ways in which he had learnt. He was very pleased that he was successful in his descents and has gained more confidence. But felt that it would be better if he had managed more attempts. He confirmed the targets and achievements he had met. He thinks that although he feels able to manage basic skiing he still needs to improve his technique. He feels that gaining more experience at skiing will help improve his performance.			x

Assessor Name: A. N. Assessor      Signature: *A. N. Assessor*      Date: 10/02/03  
 Candidate Name: A. Candidate      Signature: *A. Candidate*      Date: 10/02/03



## Level 1

### You must:

LP1.1 Confirm your targets and plan how to meet these with the person setting them.

### Your evidence must show you can:

- 1.1.1 Make sure targets clearly show what you want to achieve; and
- 1.1.2 identify clear action points and deadlines for each target; and
- 1.1.3 identify how to get the support you need and the arrangements for reviewing your progress.

#### Improving Own Learning and Performance: Level 1 Log

Name: *A. Conditore*

Activity: *skiing*

##### LP1.1 Plan

<p><b>What is your aim?</b> <i>learning basic skiing techniques</i></p>	<p><b>What are your targets and when must you meet them?</b> <i>- how to use equipment safely - how to fall safely, how to stop, how to slip - how to descend, how to traverse (all by 14.02.03)</i></p>
<p><b>What different ways of learning do you think you will use to help you improve your performance? (Please tick the boxes)</b></p> <p><input checked="" type="checkbox"/> attend classes  <input type="checkbox"/> discuss your target with your class  <input checked="" type="checkbox"/> read information from books, magazines or newspapers  <input checked="" type="checkbox"/> use information from an electronic source  <input checked="" type="checkbox"/> ask someone for help  <input type="checkbox"/> interview someone  <input checked="" type="checkbox"/> ask someone to explain something</p>	<p><b>What different ways of learning do you think you will use to help you improve your performance? (Please tick the boxes)</b></p> <p><input checked="" type="checkbox"/> watch someone to learn from them  <input type="checkbox"/> watch a video  <input type="checkbox"/> rehearse in front of friends  <input checked="" type="checkbox"/> practise an activity  <input type="checkbox"/> use another way of learning (please explain below)</p>
<p><b>What will you need to do to meet your target? Write your Action Points here:</b> <i>Research basics of skiing Attend Ski Centre practice</i></p>	<p><b>Who can help you? Write down any resources you need</b> <i>internet, library, Open Learning Univ Staff, Ski Centre staff</i></p>
	<p><b>Deadline date</b> <i>14/02/03</i></p>
	<p><b>After discussion, do you need to change anything in your plan?</b> <i>N.O.</i></p>
	<p><b>Tutor initials</b> <i>A.N.A.</i></p>

## Level 1

### You must:

- LP1.2 Follow your plan, to help meet targets and improve your performance.
- LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.

### Your evidence must show you can:

- 1.2.1 Work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets; and
- 1.3.1 say what you learnt and how you learnt, including what has gone well and what has gone less well; and
- 1.3.2 identify targets you have met and your achievements; and
- 1.3.3 check what you need to do to improve your performance.

<p><b>LP1.2 Do</b></p> <p>Who helped you? Write down any resources you needed</p> <p>open Learning Unit staff my tutor SK centre staff</p>		<p>Did you meet your deadline date?</p> <p>yes</p>	<p>Did you need to change anything in your plan?</p> <p>NO</p>	<p>Tutor initials</p> <p>ANA</p>
<p><b>LP1.3 Review</b></p> <p>Describe what you actually learnt from what you did.</p> <p>Tried to get ready by looking at drawings in book. It wasn't easy to really see the model. Learned better from the demo and trying it myself. Learned stopping. Starting. descending. ascending</p>		<p>What do you think went well and what not so well?</p> <p>Looking at books wasn't very good watching the staff and trying it myself was good.</p>		
<p>Have you met your target? What is your evidence?</p> <p>yes photos on page 5 &amp; witness statement on page 6</p>		<p>How do you think you could improve your performance in the future?</p> <p>Get more practice Go back and look at other people doing it as well</p>		

Signature: A Candidate Assessor's signature: [Signature] Date: 14/02/07

Level 1

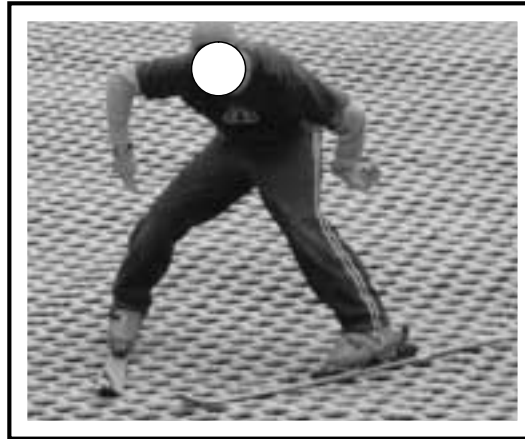
**You must:**

LP1.2 Follow your plan, to help meet targets and improve your performance.

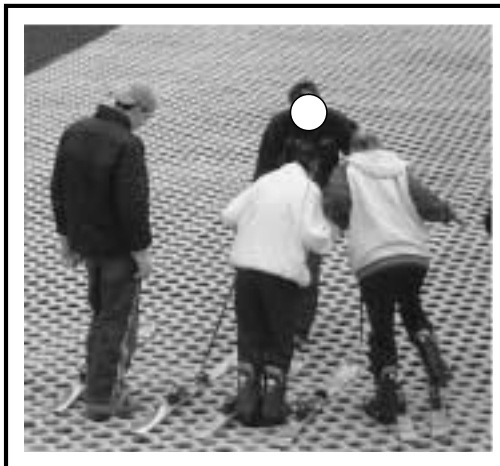
**Your evidence must show you can:**

- 1.2.1 Work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets.

**Activity 1**



This picture shows me making a descent. I did a few of these. I would have liked more tries.



In this picture, I am learning by watching the Instructor demonstrate ski positions. I am the one on the left.

## Level 1

### You must:

LP1.2 Follow your plan, to help meet targets and improve your performance.

### Your evidence must show you can:

- 1.2.1 Work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets.

### IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1 WITNESS STATEMENT

This form should be used to confirm that evidence has been generated. Most commonly, this will be naturally occurring evidence (e.g. serving a customer, searching a database).

<b>Name:</b> <i>A. Witness</i>	<b>Date/period of activity 1:</b> <i>10-14 February 03</i>	
<b>Description of activity</b> Students were shown how to put on boots and attach skis. They were shown how to fall and remove skis. They were shown how to crouch and lean to help balance and how to ascend the slope sideways. They were instructed in a number of ways of using their skis in a V-shape. They were encouraged to seek help when necessary and to help and encourage each other. They were given a limited time in which to practise and master downhill runs. They experienced a variety of ways of learning through a practical activity – listening to instruction, watching a demonstration and practising runs, using different techniques.		
<b>Assessment Criteria LP1.2</b>	<b>Achieved</b>	
	Yes	No
<b>Did the candidate:</b> <ul style="list-style-type: none"> <li>• Work through action points to complete tasks on time?</li> <li>• Use different ways of learning suggested by your supervisor?</li> <li>• Use support given by others to help meet targets?</li> </ul>	✓	
	✓	
	✓	
<b>Witness comments</b> <i>Although initially apprehensive A-Candidate approached this task with care following the instructor's instructions to the letter. By the end of the session he was confidently skiing downhill runs.</i>		
<b>Witness name</b> <i>A. Witness</i>	<b>Signature</b> <i>A. Witness</i>	<b>Date</b> <i>14-02-03</i>
<b>Witness designation/address/organisation</b> <i>Senior Tutor SK Centre</i>		
<b>Assessor name</b> <i>A.N. Assessor</i>	<b>Signature</b> <i>A.N. Assessor</i>	<b>Date</b> <i>17/02/03</i>

**IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1  
ASSESSMENT BRIEF**

**Activity 2 – Orange Market**

**Industry Week: Presentation Skills**

During Industry Week you will learn how to develop your presentation skills through a series of talks, leading to your contribution to a group presentation in which you will be marketing a product. If you would like to, you may use this as an opportunity for Improving Own Learning and Performance Level 1. You must agree targets with your tutor and work out an action plan you can use to help meet your targets (LP1.1). You need to keep a record of what you need to do, the ways you can learn and any help you get (LP1.2). You also need to agree a time when you can discuss with your tutor your progress, success in meeting your targets and how you could improve your performance in the future (LP1.3). Use your log to record what you do (your tutor can complete the log by writing down what you say).

You will have the opportunity to generate the following key skills evidence: a record from your assessor, confirming you have succeeded in this unit; a log, showing your targets, your action points, your methods of learning and your review points; witness statements from people who have seen you practising.

## Activity 2



### Task Brief THE ORANGE MARKET

#### Your Task:

- Your team, along with other teams, will be given an ordinary orange. Each orange is similar and there are no obvious differences. All the oranges were bought from the same shop this morning.
- You must persuade the Judge to choose your orange rather than any other team's orange. How you appeal to the Judge is up to your ingenuity.
- You will be given three minutes to persuade the Judge.

#### Rules:

- You may use any of the resources supplied. You may make use of any other material or equipment that you have or can borrow.
- You will have 45 minutes to prepare your presentation.
- Every member of the team must contribute to the presentation and must be seen to do so.
- During the presentation your team will be observed in action.

#### The Judge will be judging your presentation on these criteria:

- Imagination of approach
- Quality of presentation
- Team improvement
- Length of presentation (You will be penalised if your presentation is under two minutes thirty seconds or over three minutes thirty seconds)
- Overall impression

## Level 1

### You must:

- LP1.1 Confirm your targets and plan how to meet these with the person setting them.
- LP1.2 Follow your plan, to help meet targets and improve your performance.
- LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.

### Your evidence must show you can:

- 1.1.1 Make sure targets clearly show what you want to achieve; and
- 1.1.2 identify clear action points and deadlines for each target; and
- 1.1.3 identify how to get the support you need and the arrangements for reviewing your progress; and
- 1.2.1 work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets; and
- 1.3.1 say what you learnt and how you learnt, including what has gone well and what has gone less well; and
- 1.3.2 identify targets you have met and your achievements; and
- 1.3.3 check what you need to do to improve your performance.

### IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1 ASSESSMENT CHECKLIST

#### Activity 2: Improving Own Learning and Performance through Communication and Orange Market (Industry Week)

##### Assessor Comments

	LP Level 1		
	1.1	1.2	1.3
<p>You have clearly stated what you hoped to achieve in your log sheet and confirmed this with both the trainers with whom you worked. You have explained your action points and the deadlines you need to meet, giving the time allowed for preparation and delivery of the three talks required during the Communication workshop. In your log, you identify not only the trainers who could help you, but also the 'jungs' for the Orange Market exercise, from whose feedback you could learn. You arranged a review of your work to take place with me today.</p>	X		
<p>Your trainers' signatures in your log and the witness statements they have provided show you worked through your action points and met your deadlines. The feedback from the talks in the Communication workshop shows you responded well to the trainer's advice and that your presentation skills progressed during the morning. Your own contribution to the Orange Market was at the heart of the group's success. You listened to the trainer's advice and led the role-play in the presentation. Your presentation skills are very good and you worked extremely hard to ensure that you not only gave a clear and articulate presentation, but also made effective use of eye contact and body language to keep the attention of your audience. Your attitude to your working and your determination to succeed are outstanding.</p>		X	
<p>You said, after being very shy and lacking confidence in presenting yourself to other people, you have found you can present yourself effectively, negotiate a group presentation with other people and apply what you have learned (in the job and exercise later in the week, when you felt very confident about your presentation and negotiation skills). You thought the Orange Market would have worked better if the group members had worked better with each other, but you were pleased with your own part. You learned from listening to the trainers and carrying out the range of activities. You explained that you had met the targets you described in your Action Plan. We agreed that to improve your skills, you will have the opportunity to give longer presentations and will learn to deliver them by relying less on a script and taking longer to prepare them.</p>			X

Assessor Name: AA Assessor      Signature: AA Assessor      Date: 24/02/03.  
 Candidate Name: A Candidate      Signature: A Candidate      Date: 24-02-03

## Level 1

### You must:

LP1.1 Confirm your targets and plan how to meet these with the person setting them.

### Your evidence must show you can:

- 1.1.1 Make sure targets clearly show what you want to achieve; and
- 1.1.2 identify clear action points and deadlines for each target; and
- 1.1.3 identify how to get the support you need and the arrangements for reviewing your progress.

### Improving Own Learning and Performance: Level 1 Log

Name: A. Candidate      Activity: Orange Market (Industry Week)

#### LP1.1 Plan

<b>What is your aim?</b> To make a marketing presentation	<b>What are your targets and when must you meet them?</b> - to study presentation skills - to practice - to use presentation skills successfully					
<b>What different ways of learning do you think you will use to help you improve your performance? (Please tick the boxes)</b> <input checked="" type="checkbox"/> attend classes <input checked="" type="checkbox"/> discuss your target with your class <input type="checkbox"/> read information from books, magazines or newspapers <input type="checkbox"/> use information from an electronic source <input type="checkbox"/> ask someone for help <input type="checkbox"/> interview someone <input type="checkbox"/> ask someone to explain something		<input type="checkbox"/> watch someone to learn from them <input checked="" type="checkbox"/> watch a video <input checked="" type="checkbox"/> rehearse in front of friends <input checked="" type="checkbox"/> practise an activity <input type="checkbox"/> use another way of learning (please explain below)		<b>Deadline date</b> 2/10/13	<b>After discussion, do you need to change anything in your plan?</b> NO	<b>Tutor initials</b> A/A
<b>What will you need to do to meet your target? Write your action points here:</b> Listen to teacher watch video prepare practice talks Give talk Get Feedback Prepare marketing talk		<b>Who can help you? Write down any resources you need</b> teacher notebook ppt's power				



## Level 1

### You must:

- LP1.2 Follow your plan, to help meet targets and improve your performance.
- LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.

### Your evidence must show you can:

- 1.2.1 Work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets; and
- 1.3.1 say what you learnt and how you learnt, including what has gone well and what has gone less well; and
- 1.3.2 identify targets you have met and your achievements; and
- 1.3.3 check what you need to do to improve your performance.

<p><b>LP1.2 Do</b></p> <p>Who helped you? Write down any resources you needed</p>	<p>Did you meet your deadline date?</p> <p>YES</p>	<p>Did you need to change anything in your plan?</p> <p>NO</p>	<p>Tutor initials</p> <p>A.N.A</p>
<p><b>LP1.3 Review</b></p> <p>Describe what you actually learnt from what you did.</p>	<p>I learnt the best thing was practising this helped me do it right at the industry week if our group had done a rehearsal it would have been better</p>	<p>What do you think went well and what not so well?</p> <p>I was quite well organised It was really good that I practised Our group wasn't very well organised</p>	<p>How do you think you could improve your performance in the future?</p> <p>Look more at other people doing it well as a group rehearsal be better bullet points on the OTH's</p>
<p>Have you met your target? What is your evidence?</p>	<p>YES Witness statements</p>	<p>Signature: <u>A. Candidate</u> Assessor's signature: <u>M. Assessor</u> Date: <u>21/02/03</u></p>	

## Level 1

### You must:

LP1.2 Follow your plan, to help meet targets and improve your performance.

### Your evidence must show you can:

- 1.2.1 Work through your action points to complete these on time; and
- 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance; and
- 1.2.3 use support given by others to help you meet targets.

### IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1 WITNESS STATEMENT

This form should be used to confirm that evidence has been generated. Most commonly, this will be naturally occurring evidence (e.g. serving a customer, searching a database).

<b>Name:</b> A. WITNESS	<b>Date/period of activity 2:</b> 17-21 Feb 03	
<b>Description of activity</b> A. Candidate was required to prepare and then carry out a presentation on three topics: 1) Holidays 2) My future 3) Someone I admire. The candidate was allowed 20 minutes, 15 minutes and 10 minutes respectively to prepare for the presentations lasting 1) 30 seconds 2) 1 minute and 3) 1 minute and 10 seconds.		
<b>LP1.2</b> <b>Assessment Criteria</b>	<b>Achieved</b>	
	Yes	No
	<b>Did the candidate:</b>	
	✓	
• Work through your action points to complete these on time?		✓
• Use different ways of learning suggested by your supervisor?		✓
• Use support given by others to help you meet targets?		✓
<b>Witness comments</b> A. Candidate worked progressively through the points he had prepared and he was clear about the time deadlines i.e. 20, 15 and 10 minutes plus presentation times. He asked for support from both tutors and group members and discussed ideas to improve his strategy and practical application. Consequently he was able to experiment with different approaches suggested by his supervisor.		
<b>Witness name</b> A. WITNESS	<b>Signature</b> A. WITNESS	<b>Date</b> 21/02/03
<b>Witness designation/address/organisation</b>		
<b>Assessor name</b> A-N Assessor	<b>Signature</b> A-N Assessor	<b>Date</b> 24/02/03





## Curriculum and Standards

<b>Audience</b>	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
<b>Circulation lists</b>	Key skills awarding bodies and the Key Skills Support Programme
<b>Type</b>	Exemplification
<b>Description</b>	Exemplification of the requirements for key skills portfolios
<b>Cross ref</b>	<i>The 2004 key skills qualifications standards and guidance (QCA/04/1294)</i> <i>Example portfolio: Improving own learning and performance level 2 (QCA/04/1323)</i> <i>Example portfolio: Improving own learning and performance level 3 (QCA/04/1324)</i>
<b>Contact</b>	The Key Skills Team (020 7509 5611; <a href="mailto:keyskills@qca.org.uk">keyskills@qca.org.uk</a> )

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