

ASSESSMENT RECORD
LEARNING AND PERFORMANCE.
 Decisions about your learning, using and improve your performance.
 Supplementary (if included)
 Witness: ...

Did the candidate
 Identify what they learned, and how they have used their learning in another task?
Did the candidate
 Identify targets they have met and evidence of their ...

IMPROVING OWN LEARNING AND PERFORMANCE
Name of candidate: A.
LP2.1 Help set short-term will be met.
What do you want to
 How to set up ...

How do you plan to help
 from others to help reading writing ✓
How do you plan to help
 the learning activities you ch were not followed. I did not pass the test and what he was ...

Name of Student: A Candidate
Name of Witness: A Witness
 I can confirm that I demonstrate setting equipment so that he r ing a tube to a flat plate.
 ... that I demonstr...



How do you plan to help
 be able to pass the exam. I set up the system to make sure the information that I need, so I did not pass the test and what he was ...

... and all my notes re.
 Go through the examin. extra revision
 Talk to my tutor about the to gain more knowledge
 Work on improving my I
 Work on the areas ...

Supervisor and write down.
 ... learned – I have a much grea n much better at taking the syst
What is the thing you have learned and
 ... to be able to see how som explanation makes ... I have to pra...

... identify clear action points each target and how they we manage their time?
Did the candidate
 Identify how to get the support they needed and the arrangements for reviewing their performance?

What are your action points
Joints
 ... o set up gas welding equipment
 adjust the flame to the correr
 ... rizing two flat pieces tor ...

... reading
Describe the learning ac.
 My tutor explained the way I procedures were not followe I watched a video and took n him. I wrote down what he
 ... practised setting up and ...

1.05.03	12.06.03
30.06.03	30.06.03
10.07.03	07.07.03

IMPROVING OWN LEARNING AND PERFORMANCE
Name of candidate: A. Candidate
 ... short-term targets with ...

IMPROVING OWN LEARNING AND PERFORMANCE
Name of candidate: A. Candidate
 ... help set short-term target ...

... books and ...
 ... work meant when I strip.
How do you plan to help
 ... ne found the extra information
 ... is suggested by my tutor and I ...

How do you plan to help
 ... ss with your tutor/supe at you think you have lean ty precautions. I managed to j injured by my assessor which was
How do you think you learned br
 ... is goal I learned best by dr n the video and receiv...

How do you plan to help
 (tick)
 No
 He set his deadlines Ok
 He knew that he arrange the den
 Also knew the get me to c
 ...

ASSESSMENT RECORD
LEARNING AND PERFORMANCE.
 Decisions about your learning, using and improve your performance.
 Supplementary evi (if included)



First published in 2004

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

Commentary

This portfolio meets all the requirements of the standards at level 2.

The candidate has carried out two tasks as part of his Apprenticeship in motor vehicle maintenance, which are used as evidence here:

- Task 1, involving improving his knowledge of a vehicle transmission system in order to resit and pass the NVQ test
- Task 2, in which the candidate has learned a form of welding called brazing.

The evidence for the plan-do-review process is recorded on pro-forma completed by the candidate and confirmed as authentic and having met the required standard by the assessor. The assessor is one of his FE college tutors, who worked with the candidate throughout the course on day release.

Additional evidence of achievement, which supports targets identified as met, included his test certificate and a witness statement from the assessor, who observed him brazing two pieces of metal together.

The portfolio is well organised and referenced. It meets the required standard at level 2 through straightforward activities, with the candidate taking responsibility for decision-making and working unsupervised at times.

LP2.1

The candidate set his targets with the help of his tutor. The candidate was planning to complete two targets for each task. His action plans are included within the portfolio.

LP2.2

The candidate took responsibility for his own learning by making adjustments to his plans. For example, he visited the library to supplement the learning taking place in college sessions.

LP2.3

The candidate reviewed his progress with his tutor and wrote down what he had learnt. He had collected evidence of his achievements, including passing his exam on the vehicle transmission system and the metal pieces that he had successfully joined together.

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT CHECKLIST

<p>You must: LP2.1 Help set targets with an appropriate person and plan how these will be met.</p>	<p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p>	<p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements.</p>
<p>Your evidence must show you can: 2.1.1 Provide information to help set realistic targets for what you want to achieve</p> <p>2.1.2 identify clear action points for each target and how you will manage your time</p> <p>2.1.3 identify how to get the support you need and arrangements for reviewing your progress.</p>	<p>2.2.1 Use your action points to help manage your time well; revising your plan when needed</p> <p>2.2.2 choose ways of learning to improve your performance, working for short periods without close supervision</p> <p>2.2.3 identify when you need support and use this effectively to help you meet targets.</p>	<p>2.3.1 Identify what you learned, and how you have used your learning in another task</p> <p>2.3.2 identify targets you have met and evidence of your achievements</p> <p>2.3.3 identify ways you learn best and how to further improve your performance.</p>

LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	LP2.1			LP2.2			LP2.3		
		1	2	3	1	2	3	1	2	3
2-4	Assessment records – task 1	x	x	x	x	x	x	x	x	x
5	Plan sheet	x	x	x						
6	Action plan		x	x						
7	Do sheet				x	x	x			
8	Review sheet							x	x	x
9-11	Assessment records – task 2	x	x	x	x	x	x	x	x	x
12	Plan sheet	x	x	x						
13	Action plan		x	x						
14	Do sheet				x	x	x			
15	Review sheet							x	x	x
16	Witness statement							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: A N Assessor

Candidate Name: A. Candidate

Assessor Signature: [Signature]

Candidate Signature: [Signature]

Date: 20/07/03

Date: 20/7/03

Level 2

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT RECORD

LP2.1 Help set targets with an appropriate person and plan how these will be met.

You must:

LP2.1 Help set targets with an appropriate person and plan how these will be met.

Your evidence must show you can:

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

Subject and purpose:

Task 1:
To re-revise notes on the vehicle transmission system and get more information about the system.

Supplementary evidence (if included):

Did the candidate...	(tick)	Comments and examples
Provide information to help set realistic targets for what they wanted to achieve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A candidate was able to recognise that his notes needed improving for revision purposes and that he needed to use different revision techniques.
Identify clear action points for each target and how they would manage their time?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	He was able to write action points with sensible deadlines.
Identify how to get the support they needed and the arrangements for reviewing their performance?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We discussed how he could get help from ME and his other tutor.

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>
Date: <u>23/03/03</u>	Date: <u>23/3/03</u>

Level 2

You must:

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT RECORD

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Subject and purpose: Task 1: To re-revise notes on the vehicle transmission system and get more information about the system.	Supplementary evidence (if included):
--	--

Did the candidate...	(tick)	Comments and examples
Use their action points to help manage their time well; revising their plan when needed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>A candidate followed his action points and found the first needed to strip down a gearbox as well.</i>
Choose ways of learning to improve their performance, working for short periods without close supervision?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>He was able to work on his notes unsupervised and knew that to improve his understanding he had to learn by doing as well as using books.</i>
Identify when they needed support and use this effectively to help them meet targets?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>He asked for help in identifying the areas of revision to concentrate on.</i>

Assessor Name: <u>A. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>
Date: <u>30/06/03</u>	Date: <u>30/6/03</u>

Level 2

You must:

LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT RECORD

LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

Subject and purpose: Task 1: To re-revise notes on the vehicle transmission system and get more information about the system.	Supplementary evidence (if included):
--	--

Did the candidate... Identify what they learned, and how they have used their learning in another task?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate has learned to use practised techniques, as well as reading notes to improve understanding.</i>
Did the candidate... Identify targets they have met and evidence of their achievements?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate met his overall goal and has the test certificate as evidence. He also understands the transmission system more fully.</i>
Did the candidate... Identify ways they learned best and how to further improve their performance?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>He learned best by practically stripping down the gearbox. He has understood the need to use both practical and theoretical approaches to revising the same topic.</i>

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>
Date: <u>19/07/03</u>	Date: <u>19/7/03</u>

Level 2

You must:

LP2.1 Help set targets with an appropriate person and plan how these will be met.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 TASK 1

PLAN

Name of candidate: A. Candidate

LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.

What is your goal?

To pass vehicle transmission exam.

What are your two targets?

Re-revise my notes on the vehicle transmission system. Get more information about the system to pass the exams.

When will you complete these targets?

July 2003

What did you take into account when you set these targets?

I need to make sure that I have all the knowledge I need to be able to pass the exam so I must go over all the notes that I wrote when I was learning about the system to make sure that I remember it all. I also need to make sure that I have all the information that I need, so I need to see if I should get more information than I have already in my notes.

What help will you need?

I will need help from my tutor so I can understand why I did not pass the test and what extra knowledge I need to have so that I can pass it.

How will you get it?

I will talk to my tutor about what I need to do and then I will use books he suggests or other things he suggests.

Who will review your progress?

A Tutor

When?

When I need to on the one day a week I have at college.

Where?

In college.

The candidate has worked with me to set realistic targets and planned to meet them effectively.

Assessor signature: [Signature]

Date: 23/05/03

Candidate name: [Signature]

Level 2

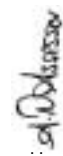
You must:

LP2.1 Help set targets with an appropriate person and plan how these will be met.

Your evidence must show you can:

- 2.1.2 Identify clear action points for each target and how you will manage your time; and
- 2.1.3 identify how to get the support you need and arrangements for reviewing your progress.

ACTION PLAN	Deadline	Date achieved/Modified
Find all my notes relating to the vehicle transmission system	24.03.03	24.03.03
Go through the examination feedback with my tutor to identify areas for extra revision	28.03.03	31.03.03
Talk to my tutor about the system so he can help me identify where I need to gain more knowledge	05.05.03	05.05.03
Work on improving my knowledge as suggested by my tutor	31.05.03	12.06.03
Work on the areas from my notes that need to be re-revised	30.06.03	30.06.03
Resit the test at the next opportunity in college	10.07.03	07.07.03

Signed: 
25/03/05

Level 2

You must:

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 TASK 1

DO

Name of candidate: A. Candidate

LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.

As you followed through your action plan, how did you learn?

pictures ✓ reading ✓ writing ✓ listening ✓ watching ✓ doing

Describe the learning activities you chose

I went through my notes with my tutor to make sure that I understood all the things there. I went through the feedback from the test with my tutor and he explained the things I had not done well and needed to know better. I looked at books in the library to find extra information that I needed and I talked to my tutor about the information that I found and I wrote notes on the information I found. On advice from my tutor, I stripped a gearbox down so that I could see how it was really put together. I showed my tutor the work I had done and worked with him to identify the layout of the gears.

Describe any changes that you made to your plan

When I was planning I did not realise that I needed to spend time actually stripping down a gearbox. I thought that the work I would do would just be going through my notes and looking up in the library and checking back with my tutor. I didn't realise that I needed to work with him on a real box so I needed to find extra time to do this, see action plan.

What did you do on your own (without supervision)?

I found my notes myself. I went to the library myself and found the information my tutor said I needed and then I made my notes to put with my other notes. I stripped the gearbox down.

What support did you need?

My tutor helped me to see where I needed extra information and to see what I had not done properly in the test. He helped me to identify the things I needed to understand from the gearbox when I stripped it down, the components and their layout.

I confirm that the candidate has managed time well to complete tasks and revised the plan when needed. I confirm that the candidate has worked unsupervised for short periods and used support when needed.

Assessor signature: *A. Assessor*

Date: *30/06/13*

Candidate name: *A. Candidate*

Level 2

You must:

LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 TASK 1

REVIEW

Name of candidate: A. Candidate

LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.

Discuss with your tutor/supervisor and write down/enter here:

What you think you have learned – I have a much greater understanding of the vehicle transmission system and I am much better at taking the system apart and putting it back together.

Give an example of something you have learned and explain how you have used it in doing another task

I learned that it is much better to be able to see how something works as well as reading about it because when I see it the explanation makes sense and I can remember it. Now we are working on brake systems I know I have to practise draining brake fluid myself.

How do you think you learn best?

It was really helpful to have somebody to help me sort out what I did not know and what else I needed to find out. I enjoyed finding the information I needed from the books and writing it down and then it was really the best when I could see what the book meant when I stripped down the gearbox.

What are your achievements including targets you have met?

I went through my notes and the feedback from the test and the found the extra information I needed.
I worked on ways of improving my knowledge of the gearbox as suggested by my tutor and I took the test again.

What evidence do you have of your achievements?

The new notes and diagrams in my file.
I passed the test and have a certificate dated 17th July 2003.

In what ways could you further improve your performance?

I need to work differently from the way that I have worked before so that I am checking things how they really are as well as just learning them from books and notes.

I confirm that the candidate has managed time well to complete tasks and revised the plan when needed.
I confirm that the candidate has worked unsupervised for short periods and used support when needed.

Assessor signature: *A. Assessor*

Date: 30/06/03

Candidate name: *A. Candidate*

Level 2

You must:

LP2.1 Help set targets with an appropriate person and plan how these will be met.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT RECORD								
LP2.1 Help set targets with an appropriate person and plan how these will be met.								
Subject and purpose: Task 2: To learn how to braze safely.	Supplementary evidence (if included):							
Did the candidate... Provide information to help set realistic targets for what they wanted to achieve?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples A candidate was able to set targets for next month based on experience earlier in the course of how long it takes to learn a new skill.						
Did the candidate... Identify clear action points for each target and how they would manage their time?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples He set his action points and deadlines over 7 weeks of the course.						
Did the candidate... Identify how to get the support they needed and the arrangements for reviewing their performance?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples He knew that he would need to arrange the demonstration of the technique which we agreed. He also knew that he would need to get me to check the quality and strength of the joints welded.						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Assessor Name: <u>A. Assessor</u> </td> <td style="width: 50%; border: none;"> Candidate Name: <u>A. Candidate</u> </td> </tr> <tr> <td style="border: none;"> Assessor Signature: <u>[Signature]</u> </td> <td style="border: none;"> Candidate Signature: <u>[Signature]</u> </td> </tr> <tr> <td style="border: none;"> Date: <u>01/09/03</u> </td> <td style="border: none;"> Date: <u>1/9/03</u> </td> </tr> </table>			Assessor Name: <u>A. Assessor</u>	Candidate Name: <u>A. Candidate</u>	Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>	Date: <u>01/09/03</u>	Date: <u>1/9/03</u>
Assessor Name: <u>A. Assessor</u>	Candidate Name: <u>A. Candidate</u>							
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>							
Date: <u>01/09/03</u>	Date: <u>1/9/03</u>							

Level 2

You must:

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT RECORD

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Subject and purpose: Task 2: To learn how to braze safely.	Supplementary evidence (if included): Witness statement.
---	--

Did the candidate... Use their action points to help manage their time well; revising their plan when needed?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments and examples <i>A candidate followed his action points, but needed more practice than he initially thought.</i>
Did the candidate... Choose ways of learning to improve their performance, working for short periods without close supervision?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments and examples <i>He chose to watch a video as well as the demonstration - he was able to produce the technique on his own.</i>
Did the candidate... Identify when they needed support and use this effectively to help them meet targets?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments and examples <i>He asked for the video and a second demonstration.</i>

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>
Date: <u>20/10/03</u>	Date: <u>20/10/03</u>

Level 2

You must:

LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 ASSESSMENT RECORD								
LP2.3 Review progress with an appropriate person and provide evidence of your achievements.								
Subject and purpose: Task 2: To learn how to braze safely.	Supplementary evidence (if included):							
Did the candidate... Identify what they learned, and how they have used their learning in another task?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>He learned the technique of brazing and used it in several tasks in the workshop.</i>						
Did the candidate... Identify targets they have met and evidence of their achievements?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate has joined the tube and flat metal together.</i>						
Did the candidate... Identify ways they learned best and how to further improve their performance?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>He learned that although doing it yourself is best for himself, it's not much use if the technique is not actually the correct one.</i>						
<table style="width: 100%; border: 1px solid black;"> <tr> <td style="width: 50%; padding: 5px;"> Assessor Name: <u>A. N. Assessor</u> </td> <td style="width: 50%; padding: 5px;"> Candidate Name: <u>A. Candidate</u> </td> </tr> <tr> <td style="padding: 5px;"> Assessor Signature: <u>[Signature]</u> </td> <td style="padding: 5px;"> Candidate Signature: <u>[Signature]</u> </td> </tr> <tr> <td style="padding: 5px;"> Date: <u>25/10/03</u> </td> <td style="padding: 5px;"> Date: <u>25/10/03</u> </td> </tr> </table>			Assessor Name: <u>A. N. Assessor</u>	Candidate Name: <u>A. Candidate</u>	Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>	Date: <u>25/10/03</u>	Date: <u>25/10/03</u>
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Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>							
Date: <u>25/10/03</u>	Date: <u>25/10/03</u>							

Level 2

You must:

LP2.1 Help set targets with an appropriate person and plan how these will be met.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2
TASK 1

Name of candidate: A. Candidate

LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.

What do you want to achieve? What are your two targets?

Learn how to set up brazing equipment safely.
Practise brazing.

When will you complete these targets?

October 2003

How will you know if you have done what you wanted to do?

I will be able to join pieces of metal together by brazing. I will have done this several times and they will have been tested by my assessor to make sure that I can do it every time to the required standard.

What did you take into account when you set these targets?

I have never used any welding equipment before and in my job as a motor mechanic it will be something I need to be able to do. I will need to know how to do it safely and I will need to be able to do it properly. The equipment at college needs to be available for me to practise on.

What help will you need?

I will need a demonstration from my tutor and I will need him to check on my progress when I am doing the practice and I will need him to test the joints to make sure that they are of the required standard.

How will you get it?

I will ask my tutor for help and I will ask him to demonstrate things again if necessary.

Who will review your progress?
Stuart

When?
Weekly, when I am in college

Where?
In college fabrication workshop

The candidate has worked with me to set realistic targets and planned to meet them effectively.

Assessor signature: *A. Assessor*
Date: 18/09/03
Candidate name: *A. Candidate*

Level 2

You must:

LP2.1 Help set targets with an appropriate person and plan how these will be met.

Your evidence must show you can:

- 2.1.2 Identify clear action points for each target and how you will manage your time; and
- 2.1.3 identify how to get the support you need and arrangements for reviewing your progress.

What are your action points?

Action points	Deadline	Date met/modified
Learn to set up gas welding equipment safely	05.09.03	05.09.03
Learn to adjust the flame to the correct type for brazing	06.09.03	06.09.03
Practise brazing two flat pieces together	19.09.03	19.09.03
Practise brazing tube to flat plate	13.10.03	13.10.03
Braze tube to flat metal plate to the required standard	20.10.03	20.10.03

Signed: 

Level 2

You must:

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2 TASK 1

Name of candidate: A. Candidate

Plan – **DO** – Review

LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.

As you followed through your action plan, how did you learn?

pictures reading writing ✓ listening ✓ watching ✓ doing ✓

Describe the learning activities you chose

My tutor explained the way to set up the equipment safely, and what would happen if the procedures were not followed.

I watched a video and took notes on this.

My tutor did some brazing and I listened to him explain what he was doing while I watched him. I wrote down what he was doing so that I could check when I did it.

I practised setting up and using the equipment to join pieces of metal together.

Describe any changes that you made to your plan

I thought that brazing would be easy but found it difficult to get the brazing rod to flow. Sometimes it only attached to one piece of metal and did not join the metal together. This meant I needed more help and practice so that I could sort out what was going wrong before I was assessed. It was not necessary to change my plan as I still managed it within the deadline set.

What did you do on your own?

I watched a training video and I took notes on how to do it. I did some of the practice on my own when I was getting better at doing it.

What support did you need?

The video helped me to see how to set the flame because my tutor did it very quickly when he showed me and I needed to look at it more carefully. I needed advice and another demonstration when I could not get the brazing rod to flow onto both pieces of metal to produce a strong joint.

I confirm that the candidate has managed time well to complete tasks and revised the plan when needed.
I confirm that the candidate has worked unsupervised for short periods and used support when needed.

Assessor signature: *[Signature]*

Date: 20/10/13

Candidate name: *[Signature]*

Level 2

You must:

LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

Your evidence must show you can:

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

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2
TASK 1

Candidate name: A. Candidate

Discuss with your tutor/supervisor and write down/enter here:
What you think you have learned – I have learned the principle of how to braze and the safety precautions. I managed to join the tube to the flat piece of metal to the standard required by my assessor which was my goal.

How you think you learned best?
For this goal I learned best by doing it after having a demonstration from my tutor and watching the video and receiving support when needed.

What are your achievements including targets you have met?
I set up the gas welding equipment safely.
I brazed the tube to the required standard.

What evidence do you have of your achievements?
Statement from my tutor.
Completed task and the joined pieces of metal.

Give an example of something you have learned that you have used in doing a new task
Sometimes just practising isn't enough. Sometimes you need to be shown again and have it explained again. Now that I am working on new tasks I am not afraid to ask for things to be repeated.

In what ways could you further improve your performance?
I need to remember to ask for help as well as having more practice.

I confirm that the candidate has:
identified what and how he/she has learned, the targets he/she has met and his/her achievements
identified ways to further improve his/her performance

Assessor signature: *A. Assessor*
Date: 25/10/13
Candidate name: *A. Candidate*

Level 2

You must:

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Your evidence must show you can:

- 2.2.2 Choose ways of learning to improve your performance, working for short periods without close supervision; and
- 2.2.3 identify when you need support and use this effectively to help you meet targets.

City College

Motor Vehicle Department

Improving own learning statement

Name of Student: A Candidate

Tutor: A Witness

I can confirm that I demonstrated to A. Candidate the setting up and use of gas welding equipment so that he may use the equipment safely to meet his target of brazing a tube to a flat plate.

I confirm that I demonstrated to A. Candidate the method of brazing two pieces of metal together.

I have observed A. Candidate during 8th September to 3rd October in the fabrication workshop practicing the use of gas welding equipment and brazing metal together.

Signed:



Date statement completed: 4th October 2003.



Curriculum and Standards

Audience	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
Circulation lists	Key skills awarding bodies and the Key Skills Support Programme
Type	Exemplification
Description	Exemplification of the requirements for key skills portfolios
Cross ref	<i>The 2004 key skills qualifications standards and guidance (QCA/04/1294)</i> <i>Example portfolio: Improving own learning and performance level 1 (QCA/04/1322)</i> <i>Example portfolio: Improving own learning and performance level 3 (QCA/04/1324)</i>
Contact	The Key Skills Team (020 7509 5611; keyskills@qca.org.uk)

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