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**Rutherford**  
**AB1 2CD**

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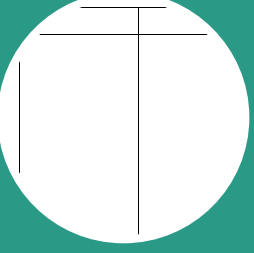
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**RUTHERFORD C.**  
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First published in 2004

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Qualifications and Curriculum Authority  
83 Piccadilly  
London W1J 8QA

[www.qca.org.uk](http://www.qca.org.uk)

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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 portfolio has been generated by a student following an NVQ level 3 in Business Administration wanting to achieve additional qualifications to the NVQ, in order to gain promotion in her job. The portfolio is covered by an assessment checklist that locates and summarises the evidence presented.

There are three further sheets entitled 'Assessment Record' which confirm with assessor comments how the candidate has addressed all the level 3 criteria, and in addition a unit summary. For each of the three components, there is a candidate commentary, (which for component 3.1 contains the Action Plan, and for component 3.3 forms the review documentation) where the candidate details how they have met the associated assessment criteria. This demonstrates ownership on the part of the candidate. The candidate has produced evidence for meeting the standards for: 3.1, 3.2 and 3.3, covering at least three targets and using at least two different ways of learning to improve performance.

## *LP 3.1*

The evidence consists of a candidate commentary on: how information was sought to achieve the desired outcome, how targets were set, how action was planned.

## *LP 3.2*

The evidence consists of a candidate commentary, describing how the three assessment criteria were met. This is supported by product evidence indicating the learning that took place for all three targets set, and indicating the gathering of evidence of achievement.

## *LP 3.3*

There is evidence from two review occasions concerned with the Health and Safety Course, and the Minute Taking course, though the Key Skills 2004 standards do not specify the number of reviews. Each of these reviews takes the form of a question and answer session with assessor and candidate. Other review records are provided as additional evidence.

## IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3 ASSESSMENT CHECKLIST

<p><b>You must:</b> <b>LP3.1</b> Set targets using information from appropriate people and plan how these will be met.</p>	<p><b>LP3.2</b> Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p>	<p><b>LP3.3</b> Review progress and establish evidence of your achievements.</p>
<p><b>Your evidence must show you can:</b> <b>3.1.1</b> Seek information on ways to achieve what you want to do, and identify factors that might affect your plans; and <b>3.1.2</b> use this information to set realistic targets and identify clear action points; and <b>3.1.3</b> plan how you will manage your time, use support, review progress and overcome possible difficulties.</p>	<p><b>3.2.1</b> Manage your time effectively to meet deadlines, revising your plan as necessary; and <b>3.2.2</b> choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and <b>3.2.3</b> reflect on your progress, seeking feedback and relevant support to help you meet your targets.</p>	<p><b>3.3.1</b> Provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome; and <b>3.3.2</b> identify targets you have met and gather evidence of your achievements; and <b>3.3.3</b> consult appropriate people to agree ways to further improve your performance.</p>

### LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	LP3.1			LP3.2			LP3.3		
		1	2	3	1	2	3	1	2	3
2-4	Assessment records	x	x	x	x	x	x	x	x	x
5	Assessor summary	x	x	x	x	x	x	x	x	x
6	Candidate commentary	x	x	x						
7	Candidate commentary				x	x	x			
8	Review one and two							x	x	x
9-10	First aid course – candidate’s notes and certificate					x			x	
11	Minute taking course – candidate’s notes					x			x	
12	Minute taking course – candidate’s notes and feedback from supervisor						x		x	
13-15	Minute taking applied, candidate’s emails, agenda and minutes					x			x	
16	Detail of health and safety course					x				
17	Initial assessment					x				
18	Candidate’s response to test					x			x	
19	Health and safety course – feedback from marker								x	x
20	Case study					x				
21	Record of review and development interview								x	x
22	Record of review and development interview								x	x
23	Visit report								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: AN Assessor

Candidate Signature: A Candidate

Date: 2/5/03

Date: 2.5.03

Level 3

You must:

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

Your evidence must show you can:

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

**IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3 ASSESSMENT RECORD**

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

**Subject and purpose:**

My overall aim is to supplement my NVQ Level 3 Administration by achieving other qualifications that will enable me to gain promotion in my job

**Supplementary evidence (if included):**

Did the candidate...	(tick)	Comments and examples
Seek information on ways to achieve what they wanted to do, and identify factors that might have affected plans?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Candidate sought information from: people at training agency, supervisor, line manager, assessor and Health and Safety tutor, and this included discussions of factors which might affect the plans (see p6).</i>
Use this information to set realistic targets and identify clear action points?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Realistic targets have been identified and discussed with personnel mentioned above, and clear action points have been set as a result of this, including: a basic first aid course, a minute taking course and a distance learning health and safety course (see p6).</i>
Plan how they would manage their own time, use support, review progress and overcome possible difficulties?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>There is a clear description of how the candidate will manage own time and support likely to be needed, together with possible difficulties, on p6.</i>

Assessor Name: A. N. Assessor  
 Assessor Signature: ATN Assessor  
 Date: 2/5/03

Candidate Name: A. Candidate  
 Candidate Signature: ACandidate  
 Date: 2-5-03



Level 3

You must:

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

Your evidence must show you can:

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

**IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3 ASSESSMENT RECORD**

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

<b>Subject and purpose:</b> My overall aim is to supplement my NVQ Level 3 Administration by achieving other qualifications that will enable me to gain promotion in my job.	<b>Supplementary evidence (if included):</b>
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<b>Did the candidate...</b> Manage time effectively to meet deadlines, revising plans as necessary?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b> <i>The candidate has described how time has been managed effectively for all 3 programmes of learning on pp 6-8.</i>
<b>Did the candidate...</b> Choose ways of learning to improve own performance, working at times independently and adapting approaches to meet new demands?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b> <i>The candidate describes the process of choosing the ways of learning on pp 6-8, and products from the learning are shown on pp 9-12, 14-15 and 19-21. A distance learning method was used for the health and safety course.</i>
<b>Did the candidate...</b> Reflect on own progress, seeking feedback and relevant support to help meet own targets?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b> <i>Response to questions on the pro formas on pp 6-8 indicate reflection took place and feedback was sought on a regular basis from the supervisor.</i>

Assessor Name: <u>A. N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>AN Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>2/5/03</u>	Date: <u>2.5.03</u>

## Level 3

### You must:

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

### Your evidence must show you can:

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

## IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3 ASSESSMENT RECORD

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

### Subject and purpose:

My overall aim is to supplement my NVQ Level 3 Administration by achieving other qualifications that will enable me to gain promotion in my job.

### Supplementary evidence (if included):

Did the candidate...	(tick)	Comments and examples
Provide information on the ways they had used their learning to meet new demands and on factors affecting the quality of their outcome?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>There is a description from the candidate on p8 of how the learning of minute taking allowed for the taking on of extra responsibility and from the assessor and candidate (pp7-9) on of how the first aid course led to the one on health and safety.</i>
Identify targets met and gather evidence of achievements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Targets met are described by the candidate on p8 on the two review occasions, and evidence of achievements is shown on pp 14-17 and 19-22.</i>
Consult appropriate people to agree ways to further improve performance?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Both review occasions on p8 describe the consultation process between the candidate and assessor/chairperson/line manager, to agree further ways to improve performance.</i>

Assessor Name: <u>A. N. Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>ATN Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>2/5/03</u>	Date: <u>2.5.03</u>

## Level 3

### You must:

- LP3.1** Set targets using information from appropriate people and plan how these will be met.
- LP3.2** Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3** Review progress and establish evidence of your achievements.

### Your evidence must show you can:

- 3.1.1** Seek information on ways to achieve what you want to do, and identify factors that might affect your plans; and
- 3.1.2** use this information to set realistic targets and identify clear action points; and
- 3.1.3** plan how you will manage your time, use support, review progress and overcome possible difficulties; and
- 3.2.1** manage your time effectively to meet deadlines, revising your plan as necessary; and
- 3.2.2** choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.2.3** reflect on your progress, seeking feedback and relevant support to help you meet your targets; and
- 3.3.1** provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome; and
- 3.3.2** identify targets you have met and gather evidence of your achievements; and
- 3.3.3** consult appropriate people to agree ways to further improve your performance.

## IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3 SUMMARY

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

COMPONENT	PORTFOLIO REFERENCE
LP3.1 Set targets using information from appropriate people and plan how these will be met	Action plan drawn up, having sought information and identified factors that might affect plans, realistic targets and clear action points identified, p6.
LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance	Candidate commentaries on pp 6–8 on all three of the targets identified in the action plan. This is supported by evidence of the learning undertaken for: basic first aid course, minute taking course and health and safety course, on pp 9–20. There is evidence of learning by studying shown on pp 9, 11–15, and 16–20, where the candidate has studied first aid theory, committee procedure for the minute taking course, and a case study for the health and safety course. In addition, the candidate undertook the health and safety course through distance learning. Finally, learning through practical activity was demonstrated by: practical first aid indicated by certificate on p10, and putting minute taking theory into practice shown on pp 14–15. Seeking of support and feedback is described in the candidate commentaries on pp 6–8.
LP3.3 Review progress and establish evidence of your achievements	Review commentaries on p8 indicate the candidate's own reviewing of two of the targets, the minute taking course and health and safety course, against the assessment criteria for this component. This is supported by review feedback from tutors for both of these programmes. In addition, the candidate has included: a self review form indicating the initial review from which some targets were identified, a workplace visit report and a college record of review (pp21–23).

Assessor name: *A.N. Assessor* Assessor signature: *AW. Assessor* Date: *2/5/03*  
 Candidate name: *A. Candidate* Candidate signature: *A. Candidate* Date: *2.5.03*

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3

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

CANDIDATE COMMENTARY

You must:

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

Your evidence must show you can:

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

Objectives

My overall aim is to supplement my NVQ Level 3 Administration by achieving other qualifications that will enable me to gain promotion in my job.  
My targets are to: do a Basic First Aid Course, do a minute taking course, do a Health and Safety course

Seek information

Explain how you sought information on ways to achieve what you wanted to do and identify factors that might affect your plan

Basic First Aid: I gained information about this course through my training agent Zenith Partnership, who recommended that I did the course to further my study  
Minute taking: I sought information for the above course by speaking to people at Zenith Partnership and my Supervisor to see if they knew of any courses. There was none around so it was decided to run a course as a staff training event. This was then advertised in the staff newsletter.  
Health and Safety: I discussed doing the course with my line manager who suggested I contact the Distance Learning Department of the college. I contacted them and they sent me some information about the course. Health and Safety is distance learning, I might not be able to keep myself motivated after a days work.

Realistic targets

Explain how you used this information to agree realistic targets with appropriate people

I discussed the courses with my supervisor and Line Manager. I used the information that I had sought to show my Line Manager and Supervisor what the courses involve and how they would benefit my job. Myself and my Supervisor then discussed realistic targets for me to gain from each course. We agreed on set targets for example, minute taking should give me the ability to take minutes in a professional manner at all meetings that people wanted me to. For the Health and Safety course the tutor came to discuss the course content with me and the procedures for gaining the qualification. My assessor and myself then discussed targets for when the course needed to be completed and set deadlines for each unit to be in by.

Planning time

Identify how you planned to effectively manage your time and use support to meet targets, including alternative action for overcoming possible difficulties.

I plan to effectively manage my time by doing 1 course at a time rather than all at once and struggling to fit all the work in.  
Basic First Aid 15-12-02 The Basic First aid course is a day long so I have made sure that I have nothing else planned for the day and that there is someone to cover my job for the day. The main problem that could occur is urgent work arriving for me so I asked my colleagues if they could deal with any urgent work  
Minute taking 7-1-03 I sought information for the above course by speaking to people at Zenith Partnership and my Supervisor to see if they know of any courses. There was none around so it was decided to run a course as a staff training event. This was then advertised in the staff newsletter.  
Health and Safety - 5-2-03 - 30-4-03. The Health and Safety course is a distance learning programme so I plan to do this in my own time or when I have a quiet period at work. If I am not managing to get to complete work I will set myself a couple of hours a week just to study health and safety. Support for the course will come from my assessor, Supervisor and the distance learning department

Assessor Signature: A.N. Accour Date: 30/4/03 Candidate Signature: A. Cardalze



**IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3**

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

**CANDIDATE COMMENTARY**

**You must:**

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

**Your evidence must show you can:**

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

**Planning**

Explain how you managed your time effectively to complete tasks, revising your plan as necessary

Basic First Aid I did a basic first aid course which was a day course so I just made sure that I had all work completed and that there was someone to cover any work that arrived once I was on the course and needed doing. After this I decided to take it one step further by doing the certificate in Occupational Health and Safety. Evidence references 9-10

Minute taking The minute taking course was a half day course arranged as a staff training event through the college. I made sure that before I attended the course all work was completed. I had to leave some work so I asked a colleague if they could complete it for me whilst I was out of the office. I also made sure that my phone calls would be taken. Once I finished the course I went back to the office to check which work I still needed doing and stayed to complete this so that it would be done by the deadline required. After the course I came back and discussed what I had learnt with my supervisor, then took minutes at the next meeting we had and went on to set up the agendas, rooming, refreshments etc. Ref 11-15

Health and Safety I managed my time effectively by doing the work in my spare time or when I had quiet periods at work. This was very easy because the programme was a distance learning programme so it meant that I could work independently. I would always make sure that I set a couple of hours a week aside to study the course. If my plan was not working I would revise it and set myself more time per week to study. Ref 16-20

**Meeting targets**

Explain how you sought and actively used feedback and support from relevant sources to help you meet targets

Basic First Aid It was recommended by Zenith Partnership that I did the basic first aid course so I asked them for information on the course, once I had information I discussed it with Zenith along with my supervisor to agree targets. The targets were just to have a better knowledge of first aid and aid my chances of promotion. Once the course was complete I discussed the issues with my supervisor. I then knew that I had met the targets. Refs 8-9

Minute Taking The target was set between myself and my supervisor to be able to take minutes at team meetings. I used the course as a basis for minute taking and the information that I received I have kept so that I can go back to it to remind myself what to do. I had never taken minutes before so on the course we were shown a video and asked to take the minutes. This was a good practical activity for me to learn from. After the course we had a team meeting which I took the minutes for approved by the chairperson.

Health and Safety I sought feedback from the tutor when I handed in a unit of the health and safety work, which was marked with comments on what was good and what was not good. This helped me to improve my work for the next unit. To help me meet targets I used the health and safety books to help me answer the questions appropriately and by discussing issues with my assessor and line manager.

**Improving your performance**

Detail how you selected and used different ways of learning to improve your performance, adapting approaches to meet new demands

The Basic First Aid was a day long course. After the course, I discussed the issues that I had learnt with my supervisor and Zenith Partnership who agreed that I had met the targets they had wanted me to meet. The course involved practical activity, study and support from Zenith and my supervisor. Also to enhance the first aid skills I took a Health and Safety course, through a distance learning programme. All of the courses then gave me the ability to be a better first aider and give me some more confidence when carrying out my role. I had a half-day of training in minute taking and then on the job discussion with my supervisor who also gave me feedback on the minutes I had taken. The course involved study, practical activity and support from my colleagues. Once I had got the habit of taking the minutes themselves I then took on the extra responsibility of notifying people about the meetings, completing agendas, arranging refreshments and rooms and finally taking minutes themselves. The different ways I learned were - studying ways of minute taking, getting verbal feedback from my tutor and practising minute taking myself. The course was over a period of 12 weeks and was a distance learning programme, which meant using booklets to complete work and discussing issues with my assessor if needed. I received feedback from my tutor if I needed it. I found this a good way to study the subject as I could complete the work at my own pace in my own time as long as I kept to deadlines. If I was struggling to meet the demands I would make sure that I had a couple of spare hours a week to study the health and safety course. I would do this by setting the time aside.

Assessor Signature: *A. Nasson*

Date: *30/11/03*

Candidate Signature: *A Candidate*

**You must:**

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

**Your evidence must show you can:**

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

**IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 3**  
LP3.3 Review progress and establish evidence of your achievements

**REVIEW ONE**

**Provide information**

Explain how you provided information on the quality for your learning and performance, including factors that have affected the outcome.

Health and Safety

To complete the course I had to read booklets given to me by the Distance Learning Department and then complete assessment booklets with questions about the information in the booklets that I had read. This was an independent learning type course because once I had completed each unit I had to send it to the Distance Learning Department. Once the unit had been marked the assessor would send the assessment back to me along with feedback on each question. This helped me to improve my work for the next unit.

**Identify targets**

Identify targets you have met, and how you sought information from relevant sources to establish evidence of your achievements.

The targets were set between myself and the distance learning assessor. The deadlines that I had to meet were that every unit had to be in 3 weeks after the one before. Targets set with my line manager were to pass the course and to be able to be more aware of hazards and risks in my workplace. Evidence of my achievement was gained through feedback from my assessor.

**Exchange views**

Identify how you exchanged views with appropriate people to agree ways to further improve your performance.

I gained further improvement from the feedback my assessor sent to me. When I got feedback on the first unit it gave me the ability to improve the next unit as I was aware of what the assessor was looking for and how I needed to complete the questions further.

**REVIEW TWO**

**Provide information**

Explain how you provided information on the quality for your learning and performance, including factors that have affected the outcome.

Minute taking

I did half a day training on minute taking. This involved practical activity. Once I had completed the course I had on the job discussions with my supervisor who recommended that I took the minutes at our next team meeting. I then took the minutes and typed onto the minutes proforma.

**Identify targets**

Identify targets you have met, and how you sought information from relevant sources to establish evidence of your achievements.

The targets that I met were that I would be able to take minutes at the team meeting and refine the minutes after they had been checked and agreed with the chairperson of the meeting. After typing and changing the minutes it was my job to distribute them in the correct way. When the minutes were checked I knew whether I had achieved what I wanted to achieve by the amounts of changes that the chairperson wanted to make. As I took more minutes I got better at doing them.

**Exchange views**

Identify how you exchanged views with appropriate people to agree ways to further improve your performance.

I had discussions with the chairperson and my line manager on ways to improve my way of taking minutes and discussing how it would work the minutes. The discussion also helped me to improve sending notices of meetings, typing agendas, arranging rooms, arranging refreshments depending on the type of meeting and arranging resources if any were needed. My supervisor also gave me feedback on how I had benefited from the minute taking course and how well I was doing the team minutes. This also gave me information on how to improve my skills for the next meeting.

Assessor Signature: *A. N. A. [Signature]* Date: *30/4/03* Candidate Signature: *A. Candidate [Signature]*

Level 3

**You must:**

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

**Your evidence must show you can:**

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.

FIRST AID COURSE NOTES

You are more important than the victim.

5 important things to remember:

- Danger
- Response (of victim)
- Airway
- Breathing
- Circulation (bleeding)

Tilt head - clears airway, makes breathing easier  
if breathing do not touch if there could be a spinal injury  
Put gloves on before handling patient  
Check eyes, ears, nose, mouth  
Eyes - equal pupils  
Ears - check there is nothing coming out  
Nose - Fluid, blood  
Mouth - open to see if the tip of the tongue is at front. Check for obstructions. Avoid poking to the back. Remove if there is a problem.

Level 3

**You must:**

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

**Your evidence must show you can:**

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.



**Barchester College**

**Appointed Persons in First Aid**

This is to certify that:

*A. Candidate*

---

has attended a 6 hour first aid course  
15th December 2002.

Signed:

*First Aid Co-ordinator*

Date:

*December 2002*



## Level 3

### You must:

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

### Your evidence must show you can:

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.

This was my minute taking course.

Production Team Meeting  
Boardroom, Barchester College  
13.1.03 10.30

Present: BL (Chair), KH, JG, AL, JC, NP, JS, DB, MC, A. Candidate

1. Apologies: MV, MA

2. Interpersonal Skills

3x20 minute programmes

It was decided to use own office for shooting the video

Belinda and Kate had prepared a script which was discussed. It was decided by all

that BAVs and NVs will be added.

Problems were discussed

3. Video content

Consideration were discussed by the team. JC explained about breaks in the video.

Signposting was discussed but it was decided that the decision would be left until post-production.

The team discussed the points to show on the video. These included

- taking minutes
- bad phone line/people
- proving
- Health and Safety, confidentiality and security
- delegation and supervision

4+5. Print and Pack

It was agreed that the video would target the students and that the print would be a good cross-reference.

6. Schedule.

BL asked KH to get price lists on print. It was decided that there would be 2 booklets that were to be 32x8. DB explained the schedule.

- 26-29 Nov - shooting
- 6 Dec - offline
- 14-18 Jan - offline viewing
- 18-1 week - discuss final viewing
- 31 Jan - completion

7 AOB

None

8. Date of next meeting

17.1.03 10.30am - 2.00pm

Same venue

Level 3

You must:

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

Your evidence must show you can:

- 3.2.3 Reflect on your progress, seeking feedback and relevant support to help you meet your targets; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.

My notes from minute taking 7.1.03 course

SB commented that it is all very well to make that suggestion but will the staff honestly regard.

RT visited the company the day before and it was suggested that he will call again next Tuesday

1. MD queried that a six month trip to Australasia would be expensive and would be way off.

2. IP commented that he knew it was a 3hr flight from London to New York and that the flight departed from Terminal 9

3. GS commented that the team could not make a decision until more info was gained from JT

This is to confirm that A. Candidate has benefited greatly from the minute taking course she attended in January 2003. She now takes and then types the faculty administration team meeting agendas and also minute takes regularly at team meetings and then types them onto the college's minutes proforma and distributes them. She also sends memos out to team members prior to meetings asking for agenda items and books suitable rooms in advance for the meetings

A Supervisor  
15/1/03

Level 3

You must:

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

Your evidence must show you can:

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.

**A. Candidate**

---

**From:** A. Candidate  
**To:** H C  
**Subject:** Room L706

I am just writing to confirm that I have still got room L706 booked for an admin meeting on 10 April as we discussed over the telephone. If there are any problems can you let me know.

Thanks  
A. Candidate

*This is an email I sent to the timetabling department to confirm a room  
A. Candidate  
3.4.03*

**A. Candidate**

---

**From:** A. Candidate  
**To:** A F, C C, J C, P D,  
C W, D M, F W, M B  
**Subject:** Admin Team Meeting 10.04.03

Hi all, the next admin team meeting will be on Thursday 10 April at 2pm in room L706 (The Learnside Building)

Please let me have any agenda items you wish to be included by Monday 7 April if possible please.

Thank you  
A. Candidate

*This is a notice I sent out to all the admin team  
A. Candidate  
4.4.03*

## Level 3

### You must:

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

### Your evidence must show you can:

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.

#### Faculty of Creative Education Administration Team

There will be an Administration Team meeting at:  
2pm on Thursday, 10 April 2003  
Room L706

#### Agenda

1. Apologies / Minutes of the Last Meeting held on 29 January 2003 / Matters arising
2. Fashion Show
3. Languages
4. Holidays
5. Newsletter
6. Any Other Business
7. Date of Next meeting

#### Distribution:

A F  
C C  
J C  
A Candidate  
P D  
C W  
D M  
F W  
M B

## Level 3

### You must:

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

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

### Your evidence must show you can:

**3.2.2** Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and

**3.3.2** identify targets you have met and gather evidence of your achievements.

### Meeting Notes – Administration Team 10/4/03

Present: A F (chair), C C, J C, P D, C W, M B, A. Candidate	Apologies: D M, F W	Co-options/In attendance:
---	------------------------	---------------------------

AGENDA ITEM	LED BY	TIME SLOT	AGENDA ITEM	LED BY	TIME SLOT
1 Minutes from the Last meeting held on 29 January 2003	AF		6 Any other business	AF	
2 Fashion show	AF		7 Date of next meeting	AF	
3 Languages	AF		8		
4 Holidays	AF		9		
5 Newsletter	AF		10		

Item No.	Summarised Action Points / Recommendations	Action by	When
1	<b>Apologies / Minutes of the Last Meeting held on 29 January 2003</b> Apologies were received from D M and F W. The minutes from the last meeting held on the 29 January 2003 were agreed as a true and accurate record.		
2	<b>Fashion Show</b> A F informed the team that the Fashion Show would be held on Friday 6 <sup>th</sup> June 2003 at 7.30pm. She also said that there would be mini Fashion Show during the Gala Day at the Barchester Site on Saturday 7 <sup>th</sup> June 2003. A F explained to the team that there would be marquee outside the Art and Design block for the show and which would hold 250 people/ as this is less than last year at the Barchester Centre, tickets will go on sale to the students first. The tickets will be £3 each and will be on sale from J C, Art and Design Reception.		
3	<b>Languages</b> A F explained that C C was now working a twilight session at the Thornypark Centre and that her hours of work were 4.15pm – 6.45pm Monday to Thursday, term-time only.		
4	<b>Holidays</b> A F, C W, P D, J C & N S confirmed what holidays (if any) they were taking over Easter.		
5	<b>Newsletter</b> A F explained that D W intends to produce a termly newsletter for Creative Education and that the other secretaries would be required to collect data from their Programme Area Managers and then send it to A F to collate into a faculty newsletter. The first newsletter will be produced in June.	D W	June
6	<b>Any other business</b> None		
7	<b>Date of Next Meeting</b> Thursday 3 July @ 2pm. A F to arrange the room	A F	

*Once A. Candidate has typed minutes they are signed by supervisor for approval prior to distribution. Then they are distributed by A. Candidate immediately. A.N. 12/03/03*

## Level 3

### You must:

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

### Your evidence must show you can:

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands.

#### **Distance Learning Certificate in Health and Safety in the Workplace**

##### **QUALIFICATIONS TO BE GAINED:**

The Certificate in Health and Safety in the Workplace

##### **LENGTH OF COURSE:**

This course is fully flexible, however, 3 months is the average length of this course

##### **START DATE:**

No specified start date

##### **ENTRANCE REQUIREMENTS:**

All students who are to study by distance learning are asked to undertake a short skills test (this can be taken at home or work) to establish that this method of study is suitable for the student.

##### **AIMS AND OBJECTIVES:**

This course is designed to heighten awareness of Health and Safety issues. It is written in simple English and is designed to demystify this often complicated subject area.

##### **METHOD OF STUDY:**

Distance Learning – with full tutor support

##### **BENEFITS:**

Each student will receive a minimum of 5 hours guided learning from a fully qualified member of the College Team. This guided learning will take the forms of an in-depth assessment and feedback, a group tutorial and the access to a telephone help line. Individual tutor support is available. Other benefits include being more attuned to Health and Safety problems. This course is recognised by NEBOSH as a possible method of progression onto their programmes. By using this method of learning there may be no need for a student to attend the college to study.

Students will have the opportunity to use specially designed and awarding body approved learning materials. They will be able to work at their own agreed pace, either at work or home. They will have access to a personal tutor throughout the course.

Level 3

**You must:**

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

**Your evidence must show you can:**

3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands.

**BARCHESTER COLLEGE**

**INITIAL CASE STUDY**

For students undertaking the Certificate in Occupational Health and Safety practice by distance learning

Student Name: A. Candidate

Venue: Creative Education

Please Note:

Studying by distance learning does not suit everyone. To enable the college to assess the suitability of this mode of study for a student you are invited to complete the short case study overleaf in your own time. It is very important that you do so without the help of anyone else. Please turn over.

For College Use:

Assessor: A. N. ASSESSOR

Level 3

You must:

- LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
- LP3.3 Review progress and establish evidence of your achievements.

Your evidence must show you can:

- 3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands; and
- 3.3.2 identify targets you have met and gather evidence of your achievements.

IDENTIFYING HAZARDS IN THE WORKPLACE

Assessment 1.1: Dealing with Fire (Workbook pages 3–6)

Which extinguishers would you use for the following fires? Give reasons for your choices.

- (a) An electrical appliance catches fire.  
*Black - Carbon Dioxide - I would use the black extinguisher because it cuts off the oxygen supply to the fire. The extinguisher is also one of the safest to use on electrical appliances as long as it is used in a ventilated area.*
- (b) A fire caused by a lighted cigarette that was thrown in a waste-paper bin  
*Red - water - I would use the red extinguisher because it stops the heat supply to the fire. It is also the best extinguisher for fires involving paper.*
- (c) A chemical liquid fire  
*Blue - powder - I would use the blue extinguisher as it stops oxygen getting to the fire by smothering. It is also the best to use on flammable liquids.*
- (d) A fire in a computer room  
*Cream - AFFF - I would use the cream extinguisher because it lowers the temperature and stops the oxygen supply. It would also be the best to use as it is multipurpose and useful where there are a variety of different fire hazards such as a computer room.*
- (e) A waste-paper fire caused by a lighted match that is quickly spreading  
*Cream - foam - I would use this as it stops oxygen from reaching the fire. It would also be the best to use as it makes a protection wall to stop the fire spreading further.*
- (f) A chef who has set their clothing alight  
*Fire blanket - I would use this as it stops oxygen from reaching the flames. It is also the best as it will not cause skin or breathing problems to the chef.*
- (g) A foam chair that has been set alight by an electric fire  
*Black - Carbon Dioxide - I would use this extinguisher as it is for electrical fires and stops the oxygen reaching the fire.*
- (h) Oil that has leaked from a machine and caught light from a spark from the machine  
*Cream - foam - I would use this extinguisher as it is the best for burning liquids. It will also smother the fire to stop the oxygen getting to it and it will make a wall to stop the fire spreading.*



Level 3

**You must:**

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

**Your evidence must show you can:**

- 3.3.2 Identify targets you have met and gather evidence of your achievements; and
- 3.3.3 consult appropriate people to agree ways to further improve your performance.

**Feedback Evaluation**

Candidate Name: A. Candidate  
Marker Name: A. N. Examiner  
Date: 29.03.03 Time started: 6.00pm

Programme: Health and Safety  
Paper 1  
Time finished: 7.30pm Total time: 90 mins

**Feedback**

**Further Action Required:**

A Candidate, I would like you to have another read through Page 5 of your workbook to ensure your full understanding of the most appropriate fire extinguisher to use.

**Assessment 1.1**

Well done A. Candidate, a very good attempt at this section on dealing with fire. There are a few additional points you need to be aware of so please see below:

**Q1**

In most of the situations you have identified the correct fire extinguisher and provided excellent reasoning for your answers however in certain circumstances some extinguishers are better to use than others:

d) – A fire in a computer room

Because of the amount of electrical equipment a cream – AFFF extinguisher would not be the most appropriate extinguisher to use. Remember that AFEE is not specifically for electrical fires and a computer room would house a lot of electrical equipment. The most appropriate extinguisher to use in their situation is CO2.

e) – A waste paper fire caused by a lighted match that is quickly spreading in this situation foam could be used because it makes a protective wall to stop the spread of the fire. However what other alternatives could you suggest?

h) – Oil that has leaked from a machine and caught light from a spark from the machine. You have electrical equipment nearby and you have a fire fuelled by a flammable liquid so could you suggest a more appropriate extinguisher than foam filled which should not be used on electrical equipment?

**You must:**

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

**Your evidence must show you can:**

3.2.2 Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands.

**Assessment 1.3: Planning a Healthy Work Environment**

**Health and Safety case study**

A friend of yours has decided to set up a business selling fertilisers to farmers. He has a large barn in which he intends to store the fertilisers. Some of the fertilisers can be dangerous if inhaled. He will use a fork-lift truck to move and load the fertilisers. In one corner of the barn he intends to set up a small area for himself and his administrative assistant to work. There will also be a seating area for the delivery drivers to wait and have coffee.

Explain to your friend the important aspects of a healthy working environment for himself and his staff. (Remember to refer specifically to the case study in your answer.)

You should consider all the aspects of a healthy work environment that we have mentioned in this section. (Ventilation, heat, light, hygiene and sanitary arrangements, noise levels, furniture, space, cleanliness)

The aspects of a healthy working environment are:

- ventilation - due to possible toxic fumes that should not be inhaled due to being dangerous
- correct protective clothing and possible use of masks - protective clothing to stop the fertilizer getting on clothing or skin. masks would be necessary to stop staff inhaling fumes when moving fertilizer
- space eg fertilizer etc should be stacked in a specific area so that the fork lift truck can move around the barn safely
- heating - there should be a sufficient system that is important for employees to work in (not below 13°C)
- light - needs to be sufficient for employees to carry out their duties, and should be properly maintained
- good toilet and washroom facilities
- office and coffee room should be separated from the work area. heating in the office should be 16°C or above. Sufficient ventilation, possible air conditioning - Sufficient space for employees to walk around furniture etc. Furniture should be suitable for employees and visitors.

Cleanliness is important in all areas and should be cleaned regularly and properly.

Level 3

You must:

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

Your evidence must show you can:

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

**Barchester College**  
**Review and Development Interview – Self Review Form**

This form is designed to help you set the scene for your interview; so please include those things you feel are important. You do not have to answer all questions.

Name: *A Candidate* December 2002

1. What aspects of your job give you most job satisfaction?  
*- working as a team  
- completed jobs successfully  
- communicating and being involved*

2. What aspects of your job give you least satisfaction?  
*- when things are not going as planned  
- when there are quiet times such as half term*

3. Reflecting on the least satisfactory aspects of your role – what suggestions / ideas do you have to improve matters?  
*- to check work over more  
- to use colleagues to check work  
- to improve quiet times I could go through leaflets, updating, sorting out stationary, and generally tidying up*

4. What are the successes and achievements since your last review?  
*I attended an apple mac course which gave me an insight to what sorts of courses we offer, it also gave me a chance to work on a mac which is a good experience as I have never used one before I also got involved with the forrush show which was a good experience and I enjoyed getting involved with it. it gave me the opportunity to communicate with people I didn't before and also see other courses work etc*

5. If your job has changed since the last review, please give details:

6. What do you feel are your strengths? Do you feel that your role fully uses your strengths?  
*I think I work well in a team and have now learnt to communicate well with my colleagues. I think my typing has improved I also work to try and complete work to deadlines*

7. How would you like to see your role / career developing?  
*I would like to be able to get more involved and be able to help more people with wordcoods etc. I would like to be able to get more experience so that I can make up job roles*

8. Are there any areas of your role where you would welcome more support? If so, please give details of the support you would like and from whom it should come:

9. Are there any ways that you feel your line manager could give you further support in your role?  
*No*

10. Do you feel you are fully supported within your team and informed of the team's objectives?  
*Yes*

11. Is there any staff development / training that you think would assist you in your role?  
*Minute-taking*

Level 3

You must:

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

Your evidence must show you can:

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

<b>Barchester College</b>	
<b>Record of Review and Development Interview</b>	
<b>Name of Reviewee</b>	A. Candidate
<b>Name of Reviewer</b>	D W / A F
1 Brief record of discussion / main points discussed:	
<ul style="list-style-type: none"><li>o The opportunities for development that will arise from applying for permanent position (ie. more responsibility supporting PAMs)</li><li>o A. Candidate's progression towards gaining NVQ Level 3 administration (level 2 already completed). Recently participated in organising 'Be Creative' / Fashion Show to gain working with others key skills module at level 3.</li><li>o A. Candidate's successful progression / involvement within faculty admin team.</li></ul>	
2 Training and development undertaken since the last review and its impact on the individual's performance	
<ul style="list-style-type: none"><li>o First Aid Training</li><li>o Telephone Techniques training<ul style="list-style-type: none"><li>o these have all supported A. Candidate in her role</li></ul></li><li>o Gained NVQ2 qualification – now working towards level 3</li><li>o Passed key skills – IT and Communication at level 3<ul style="list-style-type: none"><li>– numeracy at level 2</li><li>– working with others at level 2 (working towards level 3)</li><li>– improving &amp; learning</li></ul></li></ul>	
<b>Agreed Action Plan</b>	
Agreed objectives	To be achieved by:
To complete NVQ level 3	February 2003
To undertaking training courses in:	July 2003
<ul style="list-style-type: none"><li>– minute taking</li><li>– Health and Safety course</li></ul>	

Level 3

You must:

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

Your evidence must show you can:

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

Visit Report

Name: *A. Candidate* Employer: *Creative Education*  
 Qualification: *NVQ 3 Admin + Key Skills* Time of Visit: *Oct 2002 to April 2003*

1. Health and Safety – questions to be answered by employer  
 Have there been any changes to the premises, equipment supervision, etc, since the last visit **NO**  
 Have any accidents occurred since the last visit, in this workplace to any member of staff **NO**

2. Action brought forward from previous review on general points.

*A. Candidate joined a minute-taking course arranged as part of the Staff Development programme at the college and found it very helpful.*

3. Training targets brought forward from last Visit Report, Personal Training Plan or Assessor Action Plan.

*A. Candidate is very close to completing her NVQ 3 portfolio and has also completed all the Key Skills apart from Improving own learning.*

4. NVQ units achieved – either tick as completed or write in % completed underneath each unit.  
 (N.B.) If needed write actual unit numbers to replace standard numbers)

1 301	2 302	3 303	4 304	5 305	6 306	7 309	8 312	9 313	10	11	12	13	14	15
✓	✓	✓	✓	✓	✓	✓	✓	✓						

Date of previous assessor visit ..... Next planned assessment date... *14/04/03*

Key Skills – tick if achieved or write in % completed for each section

IT Level 3	Communication Level 3	Number Level 2	W.O Level 3	IL Level 3	P.S
✓	✓	✓	✓	✓	✓

5. Assessor comments regarding progress in training.

*A. Candidate has made good progress on her NVQ 3 portfolio, with only one unit now to complete. This is her final optional unit, 313 and she will reference her evidence for this at her next assessment meeting, when she will have completed the minutes for the Departmental meeting. She will then only have the IOLT level 3 Key Skill to do and will use evidence from the minute-taking training, the first Aid course and the Health and Safety course.*



## 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 1 (QCA/04/1322)</i> <i>Example portfolio: improving own learning and performance level 2 (QCA/04/1323)</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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