

# Level 1 Key Skills in Improving Own Learning and Performance

2004 standard and logbook



**Please complete the following:**

**Your name**

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**Programme start date**

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**Date registered for key skills qualifications**

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**City & Guilds enrolment number**

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**Date of portfolio completion**

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More information about key skills is available from the City & Guilds key skills website – [www.key-skills.org](http://www.key-skills.org)

# Introduction

## How do I use this logbook?

This logbook will help you work toward the key skill of Improving Own Learning and Performance at level 1. It contains the following:

- national standard (as published by QCA, ACCAC and CCEA, the qualification regulatory authorities for England, Wales and Northern Ireland)
- Part A coverage record sheets
- Part B evidence record sheets.

The coverage and evidence record sheets are designed to help you to track your progress and organise your portfolio so that your assessor/tutor can determine with you when you have met the required standard.

## Standards and guidance document

Further examples and guidance on the key skills standards can be found in 'The Wider Key Skills Standards and Guidance' (QCA publication QCA/04/1294). Your assessor/tutor **must** have a copy of this document.

## Part A questions

The 2004 standard wider key skills are available as pilot qualifications within the National Qualifications Framework. As well as producing your portfolio (which must cover all the requirements set out in Part B of the standard), you may also need to answer some broad generic questions to confirm that you know how to use the knowledge and understanding listed in Part A of the standard.

The Part A questions are contained in a separate document that will be given to you once your portfolio is complete; the questioning process only needs to cover the points within Part A that have not been explicitly shown in your portfolio. The number of questions you need to answer, and the amount of detail you need to give, will therefore depend on how your portfolio has been put together; you should discuss this with your assessor/tutor.

Your responses to any Part A questions you attempt will be assessed by your assessor/tutor. A record of your responses must be kept with this logbook so they can be checked by the internal verifier and external verifier.

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# Improving Own Learning and Performance level 1 standard

The key skills are the skills which are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of Improving Own Learning and Performance, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.

## Progression

The key skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above level 1 incorporates and builds on the previous ones. The key skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

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### Part A

#### You need to know how to

This section tells you about the techniques and knowledge associated with each key skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.

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### Part B

#### You must

This section builds on Part A and describes the application of skills. It describes the skills you must show. All of your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.

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**To achieve Improving Own Learning and Performance at level 1, you must be able to apply your skills to suit different purposes. You will show that you can:**

- work through actions to complete tasks
- use support to help meet your targets
- check what you need to do to improve your performance.

## **Part A – you need to know how to:**

### **Confirm your targets and plan how to meet these**

Work with an appropriate person, such as your tutor, supervisor or adviser, to:

- make sure you understand what is meant by targets, action points and deadlines, and the importance of reviewing your targets and trying different ways of learning
- develop an individual learning plan that includes:
  - targets that clearly show what you want to achieve in your learning, work or personal life, and how you will know if you have met these
  - the actions you will take (action points) and dates for completing them (deadlines) to help you meet each target
  - how to get the support you need, including who will review your progress and where and when this will take place.

### **Follow your plan to help meet targets and improve your performance**

- work through your action points to complete these on time
- use different ways of learning to find the methods that best suit you (eg learning through pictures/diagrams, reading/talking/writing, listening to others, watching, or doing something practical)
- make changes suggested by your supervisor to improve your performance (the quality of your work, the way you work)
- use support given by others to help meet your targets.

### **Review your progress and achievements**

Work with an appropriate person, such as your tutor, supervisor or adviser, to:

- give your opinions and discuss:
  - what you learned
  - how you learned
  - what has gone well and less well
- identify the targets you have met, by checking your plan to see if you have done what you set out to do
- identify your achievements
- check what you need to do to improve your performance (the quality of your work, the way you work).

## Part B – you must:

Provide at least **two** examples of meeting the standard for LP1.1, LP1.2 and LP1.3: (each example should cover at least two targets). Overall, show you can use at least two different ways of learning to improve your performance.

### Evidence must show you can:

#### LP1.1

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

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- 1.1.1 make sure targets clearly show what you want to achieve
  - 1.1.2 identify clear action points and deadlines for each target
  - 1.1.3 identify how to get the support you need and the arrangements for reviewing your progress.
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#### LP1.2

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

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- 1.2.1 work through your action points to complete these on time
  - 1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance
  - 1.2.3 use support given by others to help you meet targets.
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#### LP1.3

Review your progress and achievements in meeting targets, with an appropriate person.

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- 1.3.1 say what you learned and how you learned, including what has gone well and what has gone less well
  - 1.3.2 identify targets you have met and your achievements
  - 1.3.3 check what you need to do to improve your performance.
-

## Examples and guidance

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

#### Confirm your targets and plan how to meet these

Understand what is meant by targets, action points, deadlines (eg know what you will do and when you will need to do it).

Understand the tasks that need to be completed.

How to get support you need by knowing who the people are that can help you.

#### Follow your plan to help meet targets and improve your performance

Use different ways of learning to find the method that suits you, learn new things using different methods.

Use the support of others to help you and get help from your tutor, trainer, and get information from them about the resources available to you.

#### Review your progress and achievements

Identify the targets you have met by looking through your action points, ask people who have seen your work.

Check what you need to do to improve by looking at the quality of your work, the way you work.

For further examples and guidance on the key skills standards please refer to 'The Wider Key Skills Standards and Guidance' (QCA publication QCA/04/1294).

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your assessor/tutor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include the use of a scribe (amanuensis); Braille, voice activated software and British Sign Language.

Detailed guidance is available in the document 'Basic and Key Skills: Guidance for Candidates with Particular Requirements', published by the Joint Council for Qualifications. A summary of this information can also be found in the City & Guilds key skills centre guide, and both documents can be obtained from the City & Guilds key skills website – [www.key-skills.org](http://www.key-skills.org)

Please ask your assessor/tutor if you have any questions about this.

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**This standard is for use in programmes starting from September 2004.**

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## Part A coverage record

These record sheets are designed to help you and your assessor/tutor compare your work to what the Improving Own Learning and Performance level 1 standard says you need know how to do.

Unlike the Part B evidence record and the Part A questions you will answer once your portfolio is complete, this coverage record for Part A is not a compulsory part of your assessment. You may not be able find examples covering all the bullet points listed here, although both you and your assessor/tutor should be happy that you are showing these skills in your work by the time your portfolio is complete.

Standard	✓ if you feel you have done it	Notes/comments or referred to Part A questions
<p><b>Confirm your targets and plan how to meet these</b></p> <p>Work with an appropriate person, such as your tutor, supervisor or adviser, to:</p> <ul style="list-style-type: none"> <li>• make sure you understand what is meant by targets, action points and deadlines</li> <li>• make sure you understand the importance of reviewing your targets and trying different ways of learning</li> <li>• develop an individual learning plan that includes:               <ul style="list-style-type: none"> <li>– targets that clearly show what you want to achieve in your learning, work or personal life, and how you will know if you have met these</li> <li>– the actions you will take (action points) and dates for completing them (deadlines) to help you meet each target</li> <li>– how to get the support you need, including who will review your progress and where and when this will take place.</li> </ul> </li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p>	

See next page

## Part A coverage record (continued)

Standard	✓ if you feel you have done it	Notes/comments or referred to Part A questions
<p><b>Follow your plan to help meet targets and improve your performance</b></p> <ul style="list-style-type: none"> <li>• work through your action points to complete these on time</li> <li>• use different ways of learning to find the methods that best suit you (eg learning through pictures/diagrams, reading/talking/writing, listening to others, watching, or doing something practical)</li> <li>• make changes suggested by your supervisor to improve your performance (the quality of your work, the way you work)</li> <li>• use support given by others to help meet your targets.</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/> </p>	

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## Part A coverage record (continued)

Standard	✓ if you feel you have done it	Notes/comments or referred to Part A questions
<p><b>Review your progress and achievements</b></p> <p>Work with an appropriate person, such as your tutor, supervisor or adviser, to:</p> <ul style="list-style-type: none"> <li>• give your opinions and discuss:               <ul style="list-style-type: none"> <li>– what you learned</li> <li>– how you learned</li> <li>– what has gone well and less well</li> </ul> </li> <li>• identify the targets you have met, by checking your plan to see if you have done what you set out to do</li> <li>• identify your achievements</li> <li>• check what you need to do to improve your performance (the quality of your work, the way you work).</li> </ul>	<p style="text-align: center;">□</p>	

Candidate's signature \_\_\_\_\_ Date completed \_\_\_\_\_

**The Part B evidence record on the following pages must be completed, as well as the Part A questions as necessary.**

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# Key skills 2004 logbook – Improving Own Learning and Performance level 1

## Part B evidence record

Standard	✓ if met	Purpose of task and details of evidence presented to meet criteria	Evidence location/reference	Date of completion
<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Provided at least two examples of meeting standard for LP1.1, LP1.2 and LP1.3 <input type="checkbox"/></li> <li>• each example covers at least two targets <input type="checkbox"/></li> <li>• showed use of at least two different ways of learning to improve own learning and performance <input type="checkbox"/> <ul style="list-style-type: none"> <li>- <b>method 1</b> involved _____ <input type="checkbox"/> (please state)</li> <li>- <b>method 2</b> involved _____ <input type="checkbox"/> (please state).</li> </ul> </li> </ul>				

See next page







## Key skills 2004 logbook – Improving Own Learning and Performance level 1

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

Assessor's name \_\_\_\_\_ Assessor's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's name \_\_\_\_\_ Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_ Internal Verifier's signature \_\_\_\_\_ Date \_\_\_\_\_

**Note Part A coverage must also be confirmed (using Part A questions as necessary) before a qualification certificate can be claimed.**

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