ASDAN Key Skills in Improving own Learning and Performance

Level 3 Specification

ASDAN

Improving own Learning and Performance Level 3 Qualification Specification

1. Title

The following qualification has been accredited by the regulatory bodies in England and Northern Ireland (Ofqual and CCEA).

ASDAN Level 3 Key Skills in Improving own Learning and Performance
Accreditation Number 100/3797/4

In England and N. Ireland it appears in the Register of Regulated Qualifications.

This qualification also carries **UCAS Points: 6**

2. Location of the qualification within the subject/sector classification system

14.1 Foundations for Learning and Life

3. Total Qualification Time (TQT)

This is comprised of the number of Guided Learning Hours assigned to the qualification, and an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, self-study, research and other independent and unguided learning activities. The TQT allocated takes into account estimates and other relevant information gathered from a reasonable number of centres and third parties.

Number of Guided Learning Hours assigned 30 hours
Total Qualification Time 50 hours

4. Qualification Dates

Operational End Date: 31/12/2018   Operational End Date: 31/12/2021 (NI only)

Certification End Date: 31/12/2019   Certification End Date: 31/12/2023 (NI only)

Candidate registrations may not be accepted by ASDAN after the operational end date for a specific qualification if an extension is not obtained from the regulators. However, certification is allowed until the certification end date so that candidates have time to complete any programme of study. At least six months before the operational end date for a qualification, ASDAN will undertake a review of the qualification. This will be done in collaboration with stakeholders in order to take account of any changes necessary to continue to meet their needs. Once this review process is complete, ASDAN will consider the most appropriate course of action, which might include applying to the regulators for an extension to the regulation period, revising or creating a new qualification or withdrawing the qualification. Information relating to changes or extensions to qualifications will be posted on the ASDAN website www.asdan.org.uk.

5. Objective of the qualification

The Wider Key Skills qualifications aim to develop and recognise each candidate's ability to apply these skills in ways that are appropriate to different contexts and to improve the quality of their learning and performance. Improving own Learning and Performance focuses on the ability of the candidate to work towards the achievement of personal, learning and/or career targets for the purpose of improving the quality of their own learning and performance, and developing as an independent learner.

6. Staffing requirements

This section is provided to give some guidance on the experience and qualifications needed to

deliver and assess these qualifications; it is not however intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must ensure that they have sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively, and that appropriate judgements are made as to whether evidence being presented is valid, sufficient and reliable.

ASDAN cannot be held responsible for any difficulties that arise in the delivery or assessment process as a result of internal recruitment decisions. Recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of ASDAN qualifications are suitably qualified.

 Examples of relevant qualifications: Assessor/Internal Verifier awards
 Examples of work experience: Demonstrable experience of knowledge of the subject area.

The ASDAN **Centre Guidance** (Section 2.2, Roles and Responsibilities) outlines the range of functions necessary for candidate achievement, and the expectations for suitable qualifications/experience.

7. Units
The units listed below are available for the qualification.

Title	Level	Unit reference	Credit rating (if applicable)
Improving own learning and performance	3	IOLP3	n/a

8. Structure of the qualification
The qualification is not credit-based and consists of one mandatory unit.
Evidence to fully meet the IOLP standards is generated by completing activities through which candidates need to demonstrate their competence by presenting a portfolio of evidence that clearly demonstrates their ability to meet the standards.

The standards consist of
- A short overview of the Key Skill at the relevant level
- What the candidate needs to know how to do (Part A)
- What the candidate must show they can do (Part B)
- Examples and guidance

To demonstrate working at the appropriate level, candidates are required to use the recording documents provided by ASDAN, which support the consistent production of evidence.

The mandatory **Standards with Guidance** document, which is provided to support centres in the delivery and assessment of the qualification, provides additional guidance on the appropriate type, quality and quantity of evidence required in order for candidates to show they have met the required standard.

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The mandatory **Centre Guidance** contains all the information centres need in order to successfully deliver, assess and internally moderate the qualification and submit candidates for certification.

9. Prior achievement and recognition of prior learning

No mandatory prior qualification, attainment or experience is required. However, as Key Skills build upon the skills and knowledge acquired within a range of education and training experiences, there may be evidence that could be accredited via APL (providing performance was both current and subject to authentication). Centres are responsible for ensuring that this qualification is appropriate for the age and ability of their candidates.

Recognition of Prior Learning (RPL)

RPL is where a candidate has achieved something relevant to the qualification without formal recognition such as a certificate. ASDAN has a policy on RPL which allows all claims to be considered on an individual basis.

10. Assessment and moderation

Candidates complete a **portfolio of evidence**, generated from appropriate activities, which is internally assessed by centre assessors against the unit assessment criteria. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard:

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, the candidate must show they can use at least **two** different ways of learning to improve their performance.

 In order to ensure that the candidate can demonstrate knowledge and understanding that may not be explicitly shown in the portfolio, a series of **Part A questions** is provided.

The portfolio must consist of:

   • an **Assessment Checklist** which clearly records what the evidence is and where it is located
   • a portfolio of evidence (including **Part A questions**), that demonstrates that the candidate has successfully met all of the requirements described in Part B of the relevant Key Skill.
   • **Plan, Do, Review sheets,** these are intended to support candidates in providing sufficient and valid evidence for assessment to meet the requirements of each unit.

A **Candidate Log** can be downloaded from the ASDAN website. This contains **Assessment Checklists** which must be completed by the assessor when the candidate completes each unit. Each Assessment Checklist must be signed by the candidate, assessor and internal moderator to authenticate the work, and added to each candidate's portfolio of evidence. The **Candidate Record** pages of the Candidate Log help the candidate to track their progress and are used by the Internal Moderator to record internal moderation and feed back to the assessor after sampling.

Evidence may be drawn from work undertaken within the full range of qualifications in schools and colleges It may also be drawn from activities undertaken as part of wider curriculum enrichment programmes (including ASDAN's own programmes), PSHE, work experience, employment, voluntary and youth work.

Wider Key Skills resources (Observation Records, Witness Statements etc). These documents are intended to support candidates in providing sufficient and valid evidence for assessment to meet the requirements of each unit. They have been developed with reference to the different parts of the national standards.

Internal moderation is undertaken by the centre, following their own sampling strategy. The internal moderator provides the vital link between the assessors and the external moderator, and acts as the centre's quality assurance representative.

External moderation is carried out by ASDAN's External Moderators who look at the quality and compare the standards of a sample of candidates' work to ensure that national standards are being met, monitor assessment practice and, where problems are identified, take action to ensure that assessment conforms to national standards.

11. Assessment language
ASDAN qualifications are published and assessed in English only.

12. Standards
The standards for the qualification are as follows:

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Title:	Improving own Learning and Performance
Level:	3
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Set targets using information from appropriate people and plan how these will be met	1.1 Seek information on ways to achieve what they want to do, and identify factors that might affect their plans 1.2 Use this information to set realistic targets and identify clear action points 1.3 Plan how they will manage their time, use support, review progress and overcome possible difficulties
3.2 Take responsibility for their learning, using their plan to help meet targets and improve their performance	2.1 Manage their time effectively to meet deadlines, revising their plan as necessary 2.2 Choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands 2.3 Reflect on their progress, seeking feedback and relevant support to help them meet their targets
3.3 Review progress and establish evidence of their achievements	3.1 Provide information on the ways they have used their learning to meet new demands and on factors affecting the quality of their outcome 3.2 Identify targets they have met and gather evidence of their achievements 3.3 Consult appropriate people to agree ways to further improve their performance

Additional information about the unit	
Organisation reference code	IOLP3
Unit aim/purpose	Improving own Learning and Performance focuses on the ability of the candidate to work towards the achievement of personal, learning and/or career targets for the purpose of improving the quality of their own learning and performance, and developing as in independent learner.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: Part A questions, Plan, Do, Review sheets, candidate logbook Optional: Products of the candidate's work, such as artefacts or documents; assessor observation; candidate report; audio/video recording; witness statements; other relevant evidence
Unit review date	30/06/2018
Equivalent ASDAN unit/s or exemptions	N/A

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Sample Part A Questions, Assessment Checklist and Candidate Record

Part A Individual Questions

*The assessor should tick questions which **have** been addressed within the portfolio, **and** note where the evidence can be found. Responses to the other questions must be recorded and the method indicated at the end of the sheet. Assessors should check that responses made by the candidate are adequate and appropriate for Level 3. This sheet **must** be included in the candidate's portfolio and referenced on the assessment checklist.*

LP3.1

1. Why are planning **and** time management important parts of the learning process?

2. How did you get information about what you wanted to do **and** who did you get it from?

3. What factors did you think might affect what you wanted to do? E.g. financial factors, health and safety, available opportunities, motivation, other commitments.

   •

   •

   •

LP3.2

4. What do you think is meant by constructive feedback?

5. **Describe** how constructive feedback has helped you improve your learning and performance

6. Why are reflection and review important parts of the learning process?

LP3.3

7. What have you agreed you need to do to improve your own learning and performance?
   •

   •

   •

Assessor Declaration: *I confirm the candidate's knowledge and understanding of Part A of the standards, and that the responses above are the candidate's own*

Assessor name: **Assessor signature:**

Candidate name: **Date:**

Answers recorded by *(please state):*

assessor ☐   **candidate** ☐   **on audiotape** ☐   **on videotape** ☐   **other** ☐

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Assessment Checklist	Improving own Learning and Performance: Level 3

You must: 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.

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

Location of evidence: List your items of evidence, the assessment criteria they refer to and where they are located in your portfolio.

Page	Evidence	LP3.1			LP3.2			LP3.3		
		3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3
	Part A questions									

Indicate the location of evidence of LP3.2 (two different ways of learning)

One way: _____ Second way: _____

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

Assessor name: _____ Assessor signature: _____

Candidate name: _____ Date: _____

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Candidate Record	Improving own Learning and Performance

Candidate name: _____

ASDAN candidate number: _____

Key Skill Improving own Learning and Performance
(circle one):   LI   L2   L3   L4

ASDAN centre number: _____

Internal Moderator Declaration: "I confirm that...

Yes ✓   No ✗

☐ ☐ the assessor has signed and dated the summative assessment records

☐ ☐ this unit has been sampled

☐ ☐ the details above are correct and the candidate meets all of the requirements for the certification of this Key Skill

_____ IM name   _____ IM signature   _____ Date

Internal Moderation

Assessor name: _____

Feedback to the assessor
Comments on the nature and sufficiency of the evidence (should only be completed if the portfolio is sampled):