

Key skills

Levels

1–4

2004

The key skills qualifications standards and guidance

working with others, improving own learning and
performance and problem solving



Qualifications and
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Introduction to key skills

Background

This publication, *Guidance on the key skills*, replaces the previous version published in 2001. It reflects the changes to the wider key skills specifications (2000) that have been made following extensive national consultation with practitioners in schools and colleges, training providers, national organisations, teacher associations, employer organisations and awarding bodies, carried out by the regulatory authorities (QCA, ACCAC and CCEA) as part of the formal Key Skills Review during 2002/3.

One of the main outcomes of the review is that from September 2004, the key skills will be available as pilot qualifications that will come within the National Qualifications Framework.

The review has also identified some misunderstanding of the use of the term key skills specifications. Those involved in general education view the term ‘specifications’ differently from those who work in vocational education and training. The regulatory authorities have therefore agreed to revert to the term ‘**key skills standards**’ as used pre-2000.

Full details of the findings of the review can be found at the key skills pages of:

- the QCA website at www.qca.org.uk/keyskills
- the ACCAC website at www.accac.org.uk/qualifications/key_skills/key_skills.htm
- the CCEA website at www.ccea.org.uk/keyskills_site.

The new key skills standards are for use with candidates starting key skills qualifications from September 2004.

For ease of reference, the new key skills standards (levels 1–4) for working with others, improving own learning and performance, and problem solving are included with this document.

The purpose of this publication

There are six key skills, at levels 1–4. At level 5 there is a single key skills standard in personal skills development. This booklet provides guidance on the interpretation of the key skills standards for working with others, improving own learning and performance, and problem solving, at levels 1–4, known as the wider key skills. Separate guidance material is available on the key skills standards for communication, application of number and information and communication technology, levels 1–4, and the level 5 standard (see page 101).

This booklet is written for people who are supporting others in developing the key skills, and for assessors. The sections that follow offer an introduction to key skills and amplification of aspects of the standards to help achieve consistency in interpreting the national standards. It does not provide detailed information about the certification of key skills. This information can be obtained from awarding bodies that are approved to offer key skills (see QCA website: www.qca.org.uk/keyskills).

The importance of key skills

Key skills are the skills that are commonly needed for success in a range of activities in education and training, work and life in general. The key skills standards aim to develop and recognise candidates' ability to apply these skills in ways that are appropriate to different contexts. The objective is to improve the quality of learning and performance. They are intended for everyone, from pupils in school to chief executives in large companies.

Employers have taken a lead in promoting the importance of key skills for employability. Institutions of higher education are also encouraging explicit use of these skills within their undergraduate and postgraduate programmes.

All six key skills are highlighted as important to learning across the national and wider school curriculum, and can form part of work experience and curriculum enrichment activities. Key skills are also acknowledged as an important part of managing own learning and transitions through use of a progress file.

Introduction to the key skills standards

The key skills standards are the outcome of extensive pilot work, evaluation and consultation during 1996–99 and the subsequent key skills review (2002/3). Their content also takes into account findings from research carried out over the past ten years, relating to the development, assessment and recording of such skills in a variety of education, training, employment and community contexts.

The standards set out what candidates need to know and what they must do to meet national standards of performance. They can be used in a number of ways, for example:

- to help candidates focus attention on what they are learning, how they are learning and how they can improve, so they can record their development in a progress file
- to measure performance against national standards in working towards targets or objectives, and provide evidence to support claims
- for assessment purposes as qualifications in their own right, or as part of other qualifications.

An example of the level 1 improving own learning and performance standard is given on page 5.

Progression features

There are five levels of key skills. These levels correspond to the levels used for qualifications within the national qualifications framework. However, it should not be assumed that candidates will automatically achieve key skills at the same level as their main programme. Key skills are certificated separately, so it is possible for candidates to achieve the individual key skills at different levels (ie at lower or higher levels, or at the same level as their main programme), depending on their abilities and circumstances.

The main differences between the levels are highlighted in charts for each key skill on pages 6 and 7. But broadly speaking, progression in key skills is related to three strands. As candidates move up through levels 1–5, they are expected to:

- draw on more complex and a wider range of techniques in tackling activities
- take increasing responsibility for deciding how they will apply their skills to suit different tasks, problems and situations
- be more aware of factors that affect their performance when working within progressively more challenging contexts.

Structure of the standards

There is a standard for each key skill at each of the levels 1–4. At level 5 there is a single standard. Each standard addresses the candidate.

The **Front Cover** of the standard provides a brief summary of what the particular key skill is all about together with some general key skills information.

KEY SKILLS

Improving own learning and performance Level 1

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.

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 practice to feel confident about applying these skills to your studies, work or other aspects of your life.

Part B
YOU MUST

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

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.

Improving own learning and performance: level 1

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 Key Skills Standards and Guidance* (order ref: QCA/04/12/2).

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 tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, there may include use of a scribe (someone who writes for you), a computer, software and Braille 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. Please ask your tutor or supervisor for further guidance.

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

Improving own learning and performance: level 1

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 using 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 targets
 - 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
- use different ways of learning to find the methods that best suit you (eg learning through pictures/diagrams, reading/listening/seeing, 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 and, by checking your plan to see if you have done what you set out to do
- check what you need to do to improve your performance (the quality of your work, the way you work).

Improving own learning and performance: level 1

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.

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

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

LP1.3
Review your progress and achievements in meeting targets, with an appropriate person.

Evidence must show you can:

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.

1.2.1 work through your action points to complete these

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.

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.

Improving own learning and performance: level 1

Part A of the standard describes what candidates need to know how to do, at the relevant level, in order to have the confidence to select and apply their skills appropriately. Part A can also be used to assess candidates' prior learning, as well as confirm their current capabilities, and to identify learning and development needs.

Part B of the standard tells candidates what they must do. The left-hand column describes, for each component, the type and amount of activity in which candidates should produce evidence of their ability to apply the relevant skills. For example, for *Improving Own Learning and Performance* component LP1.1, candidates must confirm targets and plan how to meet these with the person setting them.

The numbered **sub-components**, in the boxes in the right-hand column, are the criteria for judging the quality of candidates’ performance, ie their ability to ‘bring together’ their skills in a way that is appropriate to a particular context. For example, candidates must show, in their portfolio, evidence that they have met all of the **assessment criteria (1.1.1; 1.1.2; 1.1.3)** in the box for that component (LP1.1). The criteria must be used together, as a set, for each component of the standard.

The **Back Cover** of the standard contains some further information and examples of the techniques and knowledge prescribed in Part A. It also includes helpful advice for candidates who may be disadvantaged about alternative approaches that they may use for compiling evidence for the key skills portfolio.

Parts A and B of the standards for the three key skills are contained in the guidance sections later in this booklet.

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in working with others, improving own learning and performance, and tackling problems, and to show they can apply their skills within routine and supportive situations.

Working with others

LEVEL 1

Candidates must be able to:

- confirm they understand the given objectives, and plan for working together
- work with others towards achieving the given objectives
- identify ways in which they helped to achieve things and how to improve their work with others.

LEVEL 2

Candidates must be able to:

- plan work with others
- work cooperatively towards achieving the identified objectives
- review their contributions and agree ways to improve work with others.

Improving own learning and performance

LEVEL 1

Candidates must be able to:

- confirm their targets, and plan how to meet these with the person setting them
- follow their plan to help meet targets and improve their performance
- review their progress and achievements in meeting targets, with an appropriate person.

LEVEL 2

Candidates must be able to:

- help set targets with an appropriate person and plan how these will be met
- take responsibility for some decisions about their learning, using their plan to help meet targets and improve their performance
- review progress with an appropriate person and provide evidence of their achievements.

Problem solving

LEVEL 1

Candidates must be able to:

- confirm with an appropriate person that they understand the given problem and identify different ways of tackling it
- confirm with an appropriate person what they will do and follow their plan for solving the problem
- check with an appropriate person if the problem has been solved and how to improve their problem solving skills.

LEVEL 2

Candidates must be able to:

- identify a problem, with help from an appropriate person, and identify different ways of tackling it
- plan and try out at least one way of solving the problem
- check if the problem has been solved and identify ways to improve their problem solving skills.

Level 2 builds on level 1 by requiring candidates to extend their use of basic techniques when working with others, improving own learning and performance and tackling problems. It recognises their ability to take responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are organised when working with others, how they manage their learning and how they tackle problems.

Level 4 requires candidates to have substantial autonomy and responsibility for managing activities and their own learning. It recognises ability to develop a strategy for using key skills, monitor and critically reflect on progress and adapt strategy, as necessary, to achieve the quality of outcomes needed.

This chart illustrates the main differences between the levels in each key skill. (Please refer to the key skills standards for assessment purposes.)

LEVEL 3

Candidates must be able to:

- plan work with others
- seek to develop cooperation and check progress towards their agreed objectives
- review work with others, and agree ways of improving collaborative work in the future.

LEVEL 4

Candidates must be able to:

- develop a strategy for working with others
- monitor progress and adapt their strategy to achieve agreed objectives
- evaluate their strategy and present the outcomes from their work with others.

LEVEL 3

Candidates must be able to:

- set targets using information from appropriate people and plan how these will be met
- take responsibility for their learning, using their plan to help meet targets and improve their performance
- review progress and establish evidence of their achievements.

LEVEL 4

Candidates must be able to:

- develop a strategy for improving their own learning and performance
- monitor progress and adapt their strategy to improve their performance
- evaluate their strategy and present the outcomes of their learning.

LEVEL 3

Candidates must be able to:

- explore a problem and identify different ways of tackling it
- plan and implement at least one way of solving the problem
- check if the problem has been solved and review their approach to problem solving.

LEVEL 4

Candidates must be able to:

- develop a strategy for problem solving
- monitor progress and adapt their strategy for solving the problem
- evaluate their strategy and present the outcomes of their problem solving skills.

At level 5, there is a single standard (personal skills development).

This requires candidates to apply their key skills in communication, working with others and problem solving.

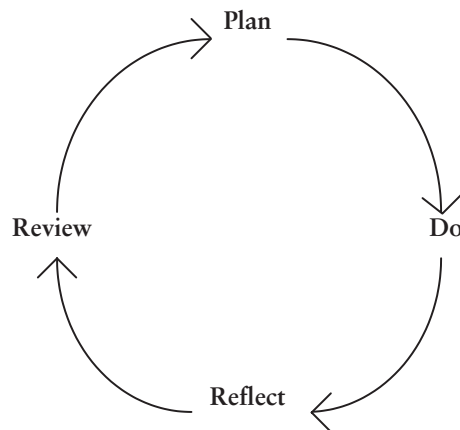
They must do this in an integrated way in order to improve their own learning and performance in managing professionally challenging work.

General principles that underpin effective practice in using the key skills standards

One of the most important points about key skills is that they are applicable across different programmes, ages, ability ranges and contexts. They are the skills that are required for success in all aspects of education, training, work and life in general. They are therefore appropriate for students, teachers and lecturers working in schools, colleges and higher education, and in the workplace, for everyone from junior staff and middle managers to chief executives. They serve to support the effectiveness of learning and performance both in education and at work, by encouraging the individual to:

- think about their intentions and purposes
- plan a course of action
- implement the plan
- reflect on their progress towards the plan
- review the plan to suit changing circumstances or to overcome problems
- devise a new plan when the original one has been fulfilled.

The important process that underpins key skills is therefore based upon the cycle of:



There are a number of other general principles for effective practice that have been drawn from a variety of education, training, employment and community contexts.

1. There should be a clear organisational policy for all six key skills that applies to all candidates.
2. Senior managers should demonstrate their commitment to putting policy into practice, by allocating responsibilities, providing sufficient resources and opportunities for staff training, programme planning and evaluation, and disseminating key messages for improving provision.
3. All staff should understand the concept of key skills and be capable of helping candidates to develop them, in ways that show the relevance of these skills to particular settings, as well as the wider context. As many staff as possible should be competent to assess key skills.
4. Prior achievements in key skills should be recognised, (whether they are derived from work, study or other activities) and opportunities provided for building on these achievements, so that candidates can work towards a level of key skills that is as high as possible.
5. There should be a variety of planned opportunities for learning and practising the skills of application, (as well as the techniques and underpinning knowledge), with constructive feedback provided on ways to improve performance.
6. Key skills should be made explicit, and learnt, practised and assessed within contexts that are relevant to candidates, so that they can see how key skills can improve the quality of their learning, performance and opportunities for progression, eg in further/higher education and employment.
7. Candidates should have their own copies of the standards and should be encouraged to manage their own learning, including recording specific evidence of their achievements and building their portfolio as a continuous process.
8. Information guidance and support should be available on a regular basis, so that candidates are able to plan development and assessment opportunities, and review and keep track of their progress in applying their skills in different contexts.
9. Achievements should be recorded against each component of the relevant key skill, with portfolio references indicating where specific evidence can be located. A variety of forms of evidence should be recognised, provided the examples selected show clearly that the assessment criteria have been met.
10. There should be clear procedures for quality assurance, including an internal standards moderation process, and, where applicable, for cooperating with an awarding body on arrangements for external moderation.
11. Compilation of the portfolio should commence at an early stage in the candidate's programme, as this will help the candidate to understand the key skills and what is involved.

It is important that people supporting others in using the key skills standards understand how these principles can be supported in settings that are relevant to them, for example, through opportunities for networking, training and using guidance materials that provide examples of effective practice (see page 101 for contact addresses for the Key Skills Support Programme).

Key skills development

The standards are addressed to the candidates and they should be given their own copy, with guidance from an appropriate person to ensure they understand what is required. In order to meet the standards, candidates will need to be confident and competent in Part A and Part B:

<p style="text-align: center;">Part A the techniques and knowledge associated with each key skill (the 'know how')</p>	<p>PLUS</p>	<p style="text-align: center;">Part B the application of skills (including 'thinking skills')</p>
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Candidates will need planned opportunities to:

- acquire the ‘know how’ (eg about learning styles; group/team dynamics; different problem-solving methods)
- develop and practise the application of skills, including ‘thinking skills’ (eg in analysing tasks and problems, formulating questions, generating and adapting ideas, making decisions about methods, and the relevance and quality of information, checking, monitoring, evaluating and drawing conclusions).

At the higher key skill levels, candidates are expected to manage their own learning and make their own decisions about how they adapt their skills to meet different demands. However for candidates working at the lower levels, teachers and trainers will need to think carefully about how they can provide structured learning opportunities that explicitly address the application of skills.

WAYS TO PROMOTE THE EFFECTIVE LEARNING OF KEY SKILLS

- careful sequencing of theory and practice components, to help candidates learn the techniques and knowledge underpinning key skills and see the relevance of what they are learning through practical experience
- explicit tuition and practice in using learning strategies within a wide range of contexts
- careful structuring of tasks that promote the ability to think by creating problems of sufficient challenge to stretch, but not deter, the candidates
- systematic variation of tasks in order that learners can see how, and to what extent, existing skills can be applied to good effect in less familiar tasks and identify when new learning is required
- opportunities to work with others (eg through collaborative use of ICT, coaching, reciprocal teaching, pair problem solving) so that candidates are encouraged to express their reasons for adopting particular approaches and therefore learn from each other what works and what doesn’t work
- precise feedback, not only on how candidates are doing, but also on what to do to improve
- encouraging of self-assessment, review and reflection by candidates (to think about their own learning), using recording and the portfolio as an aid to reflective learning.

Understanding the standards for the key skills

The broad aim of the standards for working with others, improving own learning and performance and problem solving, is to develop candidates’ ability to:

- plan and organise activities (individually or with others)
- use different methods of working and learning to achieve objectives/targets
- review progress and decide on how to improve performance.

But there are clear differences between these three key skills:

Working with others focuses on the ability of the candidate to meet their own responsibilities and work cooperatively for the purpose of achieving shared objectives.

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.

Problem solving focuses on the ability of the candidate to tackle problems systematically, for the purpose of working towards their solution and learning from this process.

All of the standards include process skills, eg skills in planning, organising and carrying out activities and reviewing progress. These skills are the main focus of assessment. But candidates are also encouraged to develop and apply their interpersonal skills, eg skills in communicating their ideas and needs to others, negotiating support when needed, resolving conflict avoiding discrimination.

Those who support candidates should consider the needs of individuals in tackling issues to do with social, cultural and personal identity, and associated values.

Ground rules may need to be agreed, eg for encouraging positive behaviour and respectful relationships, challenging discrimination, promoting courtesy and respect for others' views, values and feelings. It is also important that candidates are instructed in the necessary health and safety procedures.

Key skills assessment and building a portfolio

The key skills awarding bodies and the regulatory authorities have produced a suite of example portfolios that will help to give candidates and practitioners a clear understanding of the requirements for the key skills portfolio. These will be available on the QCA website later in 2004 (www.qca.org.uk/keyskills).

Initial assessment

All the standards for these key skills can be used to improve the way a person learns and works, through formative assessment. They do this by involving the candidate, and those who support them, in a process of exchanging feedback on performance, reflection and review of progress.

Part A of each standard can be useful, during initial assessment, for helping candidates to decide on the most appropriate level(s) of key skills for them.

For example, Part A can provide a basis for:

- identifying candidates' prior learning
- confirming candidates' current capabilities
- informing decisions about teaching and learning, and support needs.

Some candidates will need additional support in diagnosing and overcoming difficulties. These candidates may need to choose key skills at a lower level than their main programme, in order to develop confidence and/or fill gaps in their learning. Others may be able to build on prior learning and achievements by starting at the same level as their main programme or at a higher level. Most candidates will need guidance to help them decide on the most appropriate level(s) of key skills.

Activities can be designed around the components in Part B for use in induction programmes, eg to help candidates become familiar with the key skill standards and assess their confidence in applying these skills.

Formative assessment

Part B can also be used for formative purposes, for example to:

- **involve candidates in their learning**, eg by making explicit the assessment criteria and helping them to understand what they can do now and what they need to develop
- **model quality**, eg by providing examples of effective performance in, for example, working with others, tackling problems
- **inform constructive feedback to candidates on their performance/work**, eg to provide prompts for reflection on performance and thinking about ways to improve
- **encourage self-assessment and peer assessment**, eg to identify gaps between their actual performance and the standards, and to discuss strategies for closing the gaps.

If candidates are to process and assimilate their learning, they will need time for reflection. Those who support candidates can encourage them to reflect in a number of ways, eg by questioning candidates on what they have done, by asking them to record their experiences, or through use of self-evaluation forms.

CERTIFICATION OF THE KEY SKILLS

- From September 2004, working with others, improving own learning and performance and problem solving will be available as pilot qualifications that will come within the National Qualifications Framework.
- Certification of these key skills is distinct and separate from certification for communication, application of number and ICT. It is based on internal assessment, ie assessment of portfolio evidence which has been quality assured within the centre and externally moderated by an awarding body.
- Assessment should address both Parts A and B of the standards and be standardised along the lines of the example portfolios.
- Awarding bodies will provide centres with a list of questions, to check the candidate's knowledge and understanding. These should be used flexibly to enable tutors to assist candidates to confirm knowledge of content of Part A. Guidance on the effective use of the Part A questions will also be provided, together with guidance for centres with candidates with particular requirements.
- All this information will facilitate the presentation of valid evidence, maximise accessibility and ensure reliability and consistency in assessor judgement.
- An example of the type of proforma for use to standardise portfolio evidence that the awarding bodies may provide is shown on pages 15–17.
- Full details of the requirements for certification of these key skills can be obtained from the awarding bodies that are approved to offer key skills (see QCA website for list: www.qca.org.uk/keyskills).

Building a portfolio

A portfolio is usually a file for presenting evidence of how candidates have met the requirements of the standards. It may be in hard copy or an electronically-based storage and retrieval system. Portfolio building is an important skill in managing the learning and assessment processes. Candidates will need training to plan and organise their work from the outset, and guidance on the forms evidence might take.

The key skill of improving own learning and performance provides a useful ‘plan, do and review’ structure for candidates to help them develop the skills for managing a portfolio, particularly when used with progress file materials (eg these materials offer helpful information about how to evaluate evidence of achievements).

The following sets out some important principles for effective portfolio building and management.

PORTFOLIO MANAGEMENT

- Candidates need to understand the role and importance of portfolio management.
- Support and guidance to candidates must be carefully balanced. Set exercises can help candidates learn the skills involved in presenting evidence, but including a large amount of work of this type in a portfolio is unacceptable.
- Tutors and trainers must ensure they do not over-manage the process.
- Portfolio building should be started as soon as possible, as it is very difficult to catch up later.
- Candidates should be encouraged to identify evidence from a range of contexts eg from across their programme of study, experience of work, community activities that are relevant to their interests. It is not always possible, or desirable, to draw evidence from a single subject or work activity.
- Volume is not a measure of quality. Evidence should be carefully selected to show that the criteria have been met for each component of a key skill.
- It is essential that assessors annotate evidence to show that it has been assessed and for feeding back their judgements to candidates.
- An index should be included to show where evidence can be found that meets each component of the key skill standard (see pages 15–17). If evidence cannot be stored in the portfolio, its location should be recorded.

Forms of evidence

Evidence of how candidates have applied their skills is essential if candidates wish to gain certification of their achievements, as well as being useful to support statements made in a progress file or record of appraisal.

There are two types of performance evidence that are relevant to these key skills:

- products of the candidate’s work, such as an artefact, a record or photograph of the artefact, documents produced as part of the activity
- evidence of the way the candidate has carried out activities, such as assessor observation, authenticated candidate reports of the activity, audio/video recordings or witness statements.

Candidates should be encouraged to present evidence in a variety of forms, depending on the skill. For example:

- text-based material (handwritten or electronically produced)
- audio recordings, such as those of discussions, performances of music
- visual forms such as video clips of group work, dramatic performances, artwork, photographs, computer screen or multimedia displays
- physical products, such as working models and artefacts.

Each piece of evidence must be quality assured and available for external moderation. In the case of ephemeral evidence, an appropriate record such as a witness testimony suitably signed and dated must be provided.

An example of a proforma to organise portfolio evidence follows. For these key skills candidates will also need to have evidence of relevant questions asked by the assessor, together with the answers if checking of knowledge and understanding of Part A is required. A list of suitable questions will be provided by awarding bodies.

KEY SKILL LEVEL X ASSESSMENT CHECKLIST

CANDIDATE NAME:

You must: X1.1	X1.2	X1.3
Your evidence must show you can:		
1.1.1	1.2.1	1.3.1
1.1.2	1.2.2	1.3.2
1.1.3	1.2.3	1.3.3

LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	X1.1	X1.2	X1.3

Indicate the location of evidence of the following:

C1.1	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
C1.2	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
C1.3	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

**KEY SKILL LEVEL X
LOCATION OF ADDITIONAL EVIDENCE**

Page	List items of evidence and where they are located in the portfolio	X1.1			X1.2			X1.3		

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:

Assessor signature:

Date:

ASSESSMENT RECORD
KEY SKILL LEVEL 1
X1.1

Subject and Purpose:	Supplementary Evidence:
-----------------------------	--------------------------------

Did the candidate ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments and examples
Did the candidate ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments and examples

Assessor's name:	
Assessor's signature:	Date:
Candidate's name:	
Candidate's signature:	Date:

Introduction to the guidance sections (levels 1–3)

The aim of the guidance that follows is to assist tutors, assessors and candidates in becoming familiar with the key skills standards, in order to help develop consistency in interpreting the national standards.

Part A and Part B of each standard for working with others, improving own learning and performance and problem solving, at levels 1–3, are reproduced for ease of reference, but this publication should not be used in a stand-alone fashion. Assessors should refer to the standards, and supplement this guidance with:

- example materials that clearly show work that meets the standards
- staff development opportunities
- standardisation exercises that are specifically designed for developing consistency in interpreting the standards for these key skills.

A range of training activities and materials is available for this purpose through awarding bodies and the Key Skills Support Programme (see page 101 for contacts).

Part A guidance

The notes do not amplify all items in Part A, but highlight some requirements that have been identified as particularly significant at the respective level. Each standard focuses on the skills required at that level and assumes that the candidate is confident in the skills made explicit at the lower level.

Internal assessment focuses on Part B of the standard, but candidates should be familiar with all aspects of Part A to ensure they have acquired the associated techniques and knowledge ('know how') they will need in applying the key skills to their particular context. Candidates should be prepared for the assessor to ask questions based on Part A as they probe knowledge that underpins effective performance.

Knowledge evidence complements performance evidence and can be used to develop the candidate's confidence (to help ensure they know what they should do, how and why), as well as the assessor's confidence in making assessment decisions.

Part B guidance

Breaking down activities into tasks for each component may be helpful in building confidence, but it is important that candidates are able to 'put together' what they have learned in the context of whole activities that challenge them to think about how they are using their skills. The standards for each of these key skills require candidates to follow through activities from component 1 to component 3, so as to encourage an holistic approach to the application and assessment of these skills.

The follow-through from one component to the next also helps to ensure there are sufficient opportunities for the work to develop, and for candidates to consult with others, respond to feedback and reflect on the consequences of their action.

To count as evidence, performance in each activity listed in column one of Part B must meet in full all the assessment criteria (in the relevant sub-component) for that component. For example, in identifying a problem, with help from an appropriate person, and identifying different ways of tackling it, the candidate must meet all the assessment criteria (PS2.1.1; 2.1.2; 2.1.3) for component PS2.1. They are then expected to plan and try out at least one way of solving the problem, before checking if the problem has been solved and identifying ways to improve problem solving skills, meeting in full the assessment criteria in each of the sub-components for PS2.2 and PS2.3.

Observation is an important source of evidence in assessing the candidate's ability to apply these key skills. It is particularly useful when the assessor works with the candidate on a daily basis and can make observations informally, but care should be taken to avoid distracting the candidate, especially during interactions with others.

Sometimes, aspects of knowledge that are important to being able, for example, to work effectively with others, cannot be inferred through performance evidence alone. In this case questioning by the assessor, based on Part A of the standard, is necessary. A record should be kept of these questions and answers.

Underpinning knowledge may include:

- facts and procedures (eg problem solving methods)
- understanding of principles and theories (eg to do with motivation, learning styles, group roles and dynamics)
- ways of using knowledge in competent performance, eg how the candidate would adapt skills to meet new demands, handle contingencies.

Candidates may wish to draw evidence of skills developed through activities outside of their main programme or work area, eg work experience placements, voluntary work, community activities, independent study at home. This is legitimate. However, care needs to be taken to ensure the evidence really does show the candidate has met the assessment criteria and that the testimony to support performance has come from an appropriate source.

Witness statements by others can be useful as supporting evidence, but should not be the sole form of evidence. Where they are used, they should include:

- the date of observation
- the name, signature and contact details of the witness
- details of the context in which the observation took place.

Assessors are responsible for judging the validity of witness statements; they may need to confirm with the witness that it is genuine and ask questions to clarify points relating to the assessment criteria.

Introduction to working with others, levels 1–3

The aim of the standards for working with others is to encourage candidates to develop and demonstrate their ability to work cooperatively with others to achieve shared objectives. This sharing of objectives is important. Candidates are required to work towards shared objectives, work cooperatively and have regard for others whether they are working one-to-one or deem themselves to be part of a group or team. Use of the terms ‘group’ and ‘team’ does not signify any difference in what candidates are expected to do to meet the standards (both need to comprise three or more people). However, care needs to be taken to avoid possible role conflicts. For example, an assessor and candidate may share the objective to achieve key skills, but this is not acceptable in terms of evidence for one-to-one working situations, as the role of the assessor would be compromised.

The standards include two different types of skills:

- *process skills* (eg planning, organising tasks, reviewing progress)
- *interpersonal skills* (eg responding appropriately to the views and feelings of others, offering support and encouragement, helping to resolve conflict).

The focus of the assessment of Part B is primarily on the process skills, although to be effective in working with others, candidates will also need to develop and apply their interpersonal skills and have personal qualities such as confidence, empathy, persistence and reliability. These skills and qualities should be highlighted as important and could be recorded, alongside the evidence of candidates’ ability to plan, organise, carry out and review work. Such a record could be useful in providing evidence of how candidates have worked cooperatively with others (eg reached agreement on how to overcome difficulties, resolved conflict). But care needs to be taken that the assessment is not a judgement of worth, personality or value of an individual, or imply that candidates are failing as people if they do not yet possess certain qualities.

Progression from levels 1–3

At level 1, candidates are required to show they can work in a one-to-one situation and in a group or team situation. At higher levels one example must show candidates can work in a group or team situation, leaving it open as to whether the second example is one-to-one or group/team work.

At level 1 a tutor or supervisor sets the objectives and outlines working methods for carrying out the necessary tasks. Candidates are expected to identify what needs to be done to achieve the objectives and their responsibilities, and to check they understand working arrangements. In working towards achieving the objectives, they obtain the resources they need, follow the given methods and work safely. They may ask for help, when appropriate. Candidates are also expected to offer support to others, report back on their progress and suggest ways of improving work with others.

At level 2 candidates are required to plan work with others, identifying objectives and responsibilities, and confirming working arrangements. They are expected to organise their own tasks and support cooperative ways of working, checking progress and seeking advice when needed. Reviews involve candidates in sharing information on what went well/less well, identifying their role and agreeing ways of improving work with others.

At level 3 candidates need to take more responsibility for planning work, and agreeing objectives, roles, responsibilities and working arrangements. They also need to be proactive in seeking to develop cooperation and share information on progress. Reviews involve candidates in agreeing the extent to which the work has been successful and in identifying factors that influenced the outcome, as well as ways to improve collaborative work.

Guidance on working with others, level 1, Part A

Part A

YOU NEED TO KNOW HOW TO:

Confirm you understand the given objectives and plan for working together

- check you understand what you have to achieve (the objectives your supervisor or tutor has given you for working together)
- make sure you understand what is meant by one-to-one, group or team situations and how this might affect the way you work
- identify the tasks that need to be done and deadlines
- identify the help, materials, equipment and/or tools needed
- identify your individual responsibilities for:
 - tasks to be done
 - health and safety
 - behaving in ways that show respect for each other's rights, feelings, ideas and contributions, what you should and should not do (the ground rules for working together)
- check you understand the arrangements for working together:
 - who you will be working with, where and when
 - who to ask for help if things go wrong.

Work with others towards achieving the given objectives

- get what you need to carry out tasks and meet your responsibilities
- work safely to avoid accidents, health risks, offending others or disrupting their work
- follow the working methods you have been given for using materials, equipment, tools or providing a service
- communicate with others, when appropriate, to:
 - check progress towards your objectives
 - ask for help from a suitable person
 - offer support to others, provide information, assist with a task or help overcome a disagreement or other problem.

Identify ways you helped and how to improve your work with others

- identify what has gone well and less well in working with others, including tasks and working relationships
- identify how you helped to achieve things together in carrying out tasks and offering support to others
- suggest ways of improving your work with others.

Working with others: level 1

You need to know how to – *Confirm you understand the given objectives, and plan for working together*

- **Check understanding** Candidates should know what is meant by ‘objectives’ (the shared purposes for working together) and the implications for the way they work. They should know how to check their understanding (eg by asking questions for clarification purposes, stating what they think is meant by the objectives to obtain confirmation from their supervisor or tutor). The objectives should be clearly defined by the person setting them (eg tutor, supervisor, project leader) and achievable within the context in which the candidates are working (ie in relation to

the time and resources available, capabilities of candidates, nature of the situation) taking account of health and safety considerations.

- **Identify the tasks that need to be done** Candidates should know how to identify tasks and resources and be clear about deadlines. At this level, the tasks should be straightforward (eg able to be broken down into easily-managed steps, involve familiar resources and situations).
- **Identify responsibilities** Candidates are expected to make sure they are clear about the areas of work over which they have some control and for which they are accountable to others (eg the tasks they need to complete, the resources they can use, when they need to ask permission to do something). Candidates also need to be aware of their responsibilities in terms of relationships with others (eg the need to take care that others are not put at risk through unsafe working practices, others' work is not disrupted, verbal or non-verbal behaviour does not offend).
- **Check working arrangements** Candidates need to know where they will be working, with whom and when. A group or team is defined as three or more people who are working towards shared objectives that can only be achieved effectively through their joint efforts. At this level, the person supervising the work should be familiar with the candidates, including their capabilities and particular individual needs. Care should be taken when forming pairs and groups; where possible, gender, social and cultural factors should be taken into account that may affect individual ability to meet the assessment criteria. Candidates should know about other people they may ask in relation to specific aspects of their work (eg first-aider, health and safety officer, trades union representative) and how/where the appropriate person can be found.

You need to know how to – *Work with others towards achieving the given objectives*

- **Get the necessary resources** Candidates should know where to obtain the materials, tools and equipment needed to complete the task and meet responsibilities.
- **Work safely** Candidates should understand the reasons for health and safety procedures and be able to follow these in practice. They should also understand the consequences of inappropriate behaviour (eg to avoid offending others, disrupting work).
- **Follow working methods** Candidates should know the correct techniques and approaches they should use to carry out tasks. It is the responsibility of the person supervising the work to ensure candidates have been instructed in these methods and have had opportunities to practise them, and to provide the necessary close supervision.
- **Ask for help and offer support to others** This is an important part of working with others. Candidates should know when they are expected to try and sort things out for themselves and when it is essential to refer to others for help (eg group members, their tutor or supervisor, other relevant people). Offering support to others may include asking them if they need any help with aspects of a given task, or someone to speak up for them in sorting out a disagreement or talk through a problem, to assist progress towards achieving the given objectives.

You need to know how to – *Identify ways you helped and how to improve your work with others*

- ***Identify what has gone well/less well*** Candidates should be able to recognise where things have worked and where there have been problems, and should have some understanding of the reasons why (eg problems with resources, lack of time or skills, disagreements, individuals being uncooperative, etc). Candidates should be encouraged to discuss strategies for dealing with these as part of learning how to work effectively with others, perhaps through role-play or case studies.
- ***Identify own contributions*** Candidates should be able to recognise their own contributions to the task and explain how they have helped other members of the team.
- ***Improve work with others*** Candidates should have an understanding of what it means to work effectively with others. This could include some basic preparatory work on team roles and group dynamics. Within the review process, candidates are expected to make suggestions as to how they might improve their work with others in the future.

Guidance on assessment for working with others, level 1, Part B

Part B

YOU MUST:

Provide at least **two** examples of meeting the standard for WO1.1, WO1.2 and WO1.3. One example must show you can work in a one-to-one situation and one example must show you can work in a group or team situation.

WO1.1

Confirm you understand the given objectives, and plan for working together.

Evidence must show you can:

- 1.1.1 check that you clearly understand what you have to achieve together
- 1.1.2 identify what needs to be done and your individual responsibilities
- 1.1.3 make sure you understand the arrangements for working together.

WO1.2

Work with others towards achieving the given objectives.

- 1.2.1 carry out tasks to meet your responsibilities
- 1.2.2 work safely, following the working methods you have been given
- 1.2.3 check progress, asking for help and offering support to others, when appropriate.

WO1.3

Identify ways you helped to achieve things and how to improve your work with others.

- 1.3.1 identify what went well and less well in working with others
- 1.3.2 identify how you helped to achieve things together
- 1.3.3 suggest ways of improving your work with others for next time.

Working with others: level 1

At level 1, candidates are expected to produce evidence of at least **two** examples of meeting the standard: one example of working in a one-to-one situation and one example of working in a group or team situation (ie with at least two other people). Each example must show the individual candidate has met all the assessment criteria for WO1.1, WO1.2 and WO1.3.

It is not acceptable for the candidate's assessor to be the other person in one-to-one or team situations as this may compromise the role of the assessor.

If it is difficult to differentiate the individual's work from that of others, assessors should ask for clarification or further evidence, with confirmation of authenticity.

WO1.1 – Confirm you understand the given objectives, and plan for working together

In assessing a candidate's performance in one-to-one and group or team situations, evidence from each must show that the candidate is able to meet all the assessment criteria, ie check that they clearly understand what they have to achieve together; identify what needs to be done and their individual responsibilities; make sure they understand the arrangements for working together.

The candidate could produce notes, or could be questioned, about their understanding of objectives, responsibilities and working arrangements. Assessors should look for evidence to show that, within the context of the communication, the candidate was able to identify what needed to be done and knew how they had to contribute to the task. Evidence could include records from observing the candidate, reports from other group members or audio recordings that clearly show the criterion being met.

WO1.2 – Work with others towards achieving the given objectives

The candidate is required to carry out tasks to meet their responsibilities; work safely, following the working methods they have been given; check progress, asking for help and offering support to others when appropriate.

Direct observation by the assessor or audio/video recordings are the most useful forms of evidence for this component, but may not always be feasible. Evidence could include a log completed by the candidate, with entries confirmed as accurate by relevant others (eg supervisor, others with whom the candidate worked); photographs could be included.

Assessors should look for evidence that the candidate asked for help and offered support to others when appropriate. If the candidate did not need help, the assessor should check what she or he would have done if a particular situation had arisen.

It is, however, essential that the candidate shows they have offered support. The support does not have to be accepted by the other person/group members but a judgement needs to be made by the assessor about the appropriateness of the offer.

WO1.3 – Identify ways you helped to achieve things and how to improve your work with others

The candidate must identify what went well and less well in working with others and identify how they helped to achieve things; they must also suggest ways of improving

work with others for next time. It is not necessary for the objectives to have been met; this may depend on factors outside the control of the individual candidate(s).

Evidence could include statements (written or recorded in another way) from both the candidate and others involved in the work, with notes on ways to improve work with others.

Guidance on working with others, level 2, Part A

Part A

YOU NEED TO KNOW HOW TO:

Plan work with others

- make sure you understand what makes groups or teams effective
- identify what you need to achieve together (from the objectives suggested by your supervisor, tutor, yourself or others)
- contribute and use relevant information to identify tasks, resources (materials, equipment and/or tools) and timescales
- suggest ways you could help and find out what others would like to do
- identify individual responsibilities:
 - who will be responsible for organising and carrying out each task
 - the ground rules for working together (ways of behaving that show respect for each other's rights, feelings, ideas and contributions, what you and others should and should not do)
- confirm the arrangements for working together:
 - who you will be working with, where and when
 - health and safety procedures
 - the appropriate people to go to for advice and support when needed.

Work cooperatively towards achieving the identified objectives

- organise and carry out tasks so you can meet your responsibilities:
 - get and make the best use of resources
 - pace your work to meet deadlines
 - work safely to avoid accidents, health risks, offending others or disrupting their work
 - use correct techniques and approaches to help you produce the quality of work required
- support cooperative ways of working:
 - anticipate the needs of others for information and support
 - avoid actions that offend or discriminate against others
 - act assertively, when needed, to protect your own rights
 - show willingness to sort out disagreements or other problems
- check progress towards the objectives, seeking advice from an appropriate person to help resolve any conflicts or other problems.

Review your contributions and agree ways to improve work with others

- contribute information and listen to others on what went well and less well, including tasks and working relationships
- identify and describe your role in helping to achieve things together
- agree ways of improving your work with others, including interpersonal skills.

Working with others: level 2

You need to know how to – *Plan work with others*

- *Understand what makes groups or teams effective* A group or team is defined as three or more people who are working towards shared objectives that can only be achieved effectively through their joint efforts. Candidates should develop some understanding of how groups/teams can operate effectively (eg about the nature and interrelationship of different roles; the importance of motivation).
- *Plan work with others* Objectives may be suggested by the candidate, the candidate's tutor, supervisor or by others with whom they are working. They should understand what is meant by 'objectives' (the shared purposes for working

together) and the implications for the way they work. They should plan how to meet these objectives by sharing information and suggestions with others. They may need to learn techniques to assist them in the process of identifying the tasks, resources and timescales needed to achieve these objectives.

- **Identify responsibilities** Candidates should make sure they are clear about the areas of work over which they and others have some control, and for which they are accountable to others (eg the limits of what they can and cannot do, the tasks they need to complete and their respective roles, and the importance of health and safety requirements). They should understand the need to discuss how each person may contribute (eg to help them feel motivated, involved and confident they can contribute towards achieving the objectives).
- **Confirm working arrangements** As part of the planning stage, candidates should be able to confirm with others where they will be working, with whom and when they should be working. Candidates should be aware of timescales for achieving these objectives, as well as relevant procedures (eg health and safety, access to resources). They should know the most appropriate people to consult for advice and support when needed (eg within the group or team, supervisor, first-aider, health and safety officer, trades union representative) and how these people can be found.

You need to know how to – Work cooperatively towards achieving the identified objectives

- **Organise and carry out tasks** Candidates should be able to meet their own responsibilities for obtaining the resources needed, completing tasks on time and carrying out tasks safely. They should understand the relevant health and safety procedures, and the correct techniques and approaches they should use to carry out tasks. It is the responsibility of the person supervising the work to ensure candidates have been instructed in these methods and have had opportunities to practise them, and to provide the necessary level of supervision.
- **Support cooperative ways of working** Candidates should know how they can support cooperative ways of working, and how individual behaviour can have a positive or a negative effect on the ability of the pair/group/team to achieve their objectives. They should have opportunities to discuss and learn about the nature of discrimination through, for example, role-play or case studies. In carrying out their work, they should consider the rights and feelings of others, as well as be able to act assertively, when necessary, in protecting their own rights and feelings.
- **Check progress and seek advice** Candidates should know how to measure progress towards the objectives, when they should sort out any problems for themselves and when it is essential to refer to others for advice on how to overcome any difficulties.

You need to know how to – *Review your contributions and agree ways to improve work with others*

- ***Share information*** Candidates should know how to assess the quality of their work. They should be able to provide a balanced account of what went well and less well from their point of view, describe how they made their contribution, and be able to show that they appreciate the importance of others' views. They may benefit from learning how to give, as well as accept, constructive feedback, for example through use of role-play or case studies.
- ***Identify role*** Candidates are expected to identify their specific contributions in helping to achieve things together.
- ***Agree ways of improving work with others*** Within the review process, candidates are expected to make and listen to suggestions for improving work with others in order to come to agreement. Candidates should consider improvements in terms of interpersonal aspects of the work, as well as task-related aspects (eg how to adapt ways of working to overcome difficulties).

Guidance on assessment for working with others, level 2, Part B

Part B

YOU MUST:

Provide at least **two** examples of meeting the standard for WO2.1, WO2.2 and WO2.3. One example must show you can work in a group or team situation.

WO2.1

Plan work with others.

Evidence must show you can:

- 2.1.1 identify what you need to achieve together
- 2.1.2 share relevant information to identify what needs to be done and individual responsibilities
- 2.1.3 confirm the arrangements for working together.

WO2.2

Work co-operatively towards achieving the identified objectives.

- 2.2.1 organise and carry out tasks safely using appropriate methods, to meet your responsibilities
- 2.2.2 support cooperative ways of working to help achieve the objectives for working together
- 2.2.3 check progress, seeking advice from an appropriate person when needed.

WO2.3

Review your contributions and agree ways to improve work with others.

- 2.3.1 share relevant information on what went well and less well in working with others
- 2.3.2 identify *your* role in helping to achieve things together
- 2.3.3 agree ways of improving your work with others.

Working with others: level 2

At level 2, the candidate is expected to take more responsibility than at level 1 for working cooperatively. Evidence is required of at least **two** examples of meeting the standard, one of which must show that the candidate can work in a group or team situation (ie with at least two other people). The other example can be one-to-one or group/team work. Each example must show the individual candidate has met all of the assessment criteria for WO2.1, WO2.2 and WO2.3.

If it is difficult to differentiate the individual's work from that of others, assessors should ask for clarification or further evidence, with confirmation of authenticity.

WO2.1 – Plan work with others

In assessing a candidate's performance in group or team situations, evidence from each situation must show that the candidate is able to meet all the assessment criteria (ie identify what they need to achieve together; share relevant information to identify what needs to be done and individual responsibilities; confirm the arrangements for working together).

The candidate could produce a plan that shows clearly their understanding of objectives, responsibilities and working arrangements, or could be questioned by their assessor, with notes provided of answers. Assessors should look for evidence to show that, within the context of the communication, the candidate shared information with others to identify responsibilities (eg suggested ways they could help and asked questions to find out what others would like to do), and confirmed working arrangements. Evidence of this could include records from observing the candidate, reports from other group members or an audio recording.

WO2.2 – Work cooperatively towards achieving the identified objectives

The candidate is required to organise and carry out their tasks safely, using appropriate methods to meet their responsibilities; support cooperative ways of working to help achieve objectives for working together; check progress, seeking advice from an appropriate person when needed.

Direct observation by the assessor or audio/video recordings are the most useful forms of evidence for this component, but may not always be feasible. Evidence could include a log completed by the candidate, with entries confirmed as accurate by relevant others (eg supervisor, others with whom the candidate worked) and photographs could be included.

In particular, assessors should look for evidence of ways that the candidate has supported cooperative working (eg provided information and support in anticipation of it being needed by others, shown willingness to help sort out a disagreement, adapted own behaviour to avoid offending others).

The other group or team members need not have accepted support, but a judgement needs to be made by the assessor about its appropriateness. If the candidate did not need to ask for advice, the assessor should check to whom they would have turned for advice if a particular situation had arisen.

WO2.3 – Review your contributions and agree ways to improve work with others

In sharing relevant information on things that went well and less well, the candidate must show that they have listened to and responded appropriately to feedback from others. They must also be able to identify their own role in helping to achieve things. It is not necessary for the objectives to have been met; this may depend on factors outside the control of the individual candidate(s) but the candidate must agree ways of improving work with others.

Evidence could include statements (written or recorded in another way) from both the candidate and others involved in the work and notes on ways to improve work with others. If the communication with others has not been observed or audio/video recorded, it may be necessary for the assessor to check understanding with the candidate, of how agreement was reached with those involved.

Guidance on working with others, level 3, Part A

Part A

YOU NEED TO KNOW HOW TO:

Plan work with others

- make sure you understand how different roles and interpersonal skills make groups or teams effective
- offer your own suggestions and listen to others to agree realistic objectives, prioritise tasks and identify resources and timescales
- contribute and use relevant information to agree roles and responsibilities:
 - identify how different roles could contribute to a successful outcome
 - identify responsibilities, including ways of working that respect each other's rights, feelings, ideas and contributions, and aspects of the work for which you will be accountable
- agree suitable working arrangements with those involved:
 - who will be working with whom, where and when
 - health and safety procedures
 - methods for keeping each other informed of progress.

Seek to develop cooperation and check progress towards objectives

- organise and carry out tasks efficiently to meet your responsibilities:
 - get and make the best use of resources, including support
 - pace your work to meet deadlines and use appropriate techniques and approaches to produce the quality of work required
 - work safely, taking prompt action to avoid accidents or health risks
- seek effective ways to:
 - keep yourself and others motivated
 - anticipate the needs of others for information and support
 - protect your own rights and those of others
 - avoid actions that offend, harass or discriminate against others
 - resolve conflict
- contribute and get accurate information on progress towards achieving the agreed objectives, including the extent to which work is meeting deadlines and quality requirements
- be alert to any changes that need to be made to working arrangements, timescales and methods, and agree these with others.

Review work with others and agree ways of improving collaborative work

- share constructive feedback to agree the extent to which work with others has been successful and the objectives have been met
- identify factors that influenced the outcomes of your work with others, including working relationships, your role and any changes beyond your control
- agree ways of improving your work with others, including interpersonal skills.

Working with others: level 3

You need to know how to – *Plan work with others*

- ***Understand what makes groups or teams effective*** A group or team is defined as three or more people who are working towards shared objectives that can only be achieved effectively through their joint efforts. Candidates should understand the need for different roles and the importance of interpersonal skills in group/team operations.
- ***Plan work with others*** Candidates should know what is meant by 'objectives' (the shared purposes for working together), what can realistically be accomplished, and the implications for the way they work. They should understand the importance of

being an active listener, able to reflect back what others say, and confident in suggesting their own ideas so as to come to agreement on what is realistic in terms of the available time, resources and expertise. They may need to learn techniques to assist them in the process of identifying resources, timescales and action needed to achieve these objectives.

- ***Agree roles and responsibilities*** Candidates should develop their understanding of how different roles can contribute to successful work with others, and be capable of agreeing responsibilities that are based on evidence of what each person can do (e.g. their relevant skills, qualities and knowledge). They should understand the need to discuss how each person may contribute (eg to help them feel involved and confident, so that they are motivated towards achieving the agreed objectives). Each candidate needs to be clear about the areas of work over which they and others have control and for which they are accountable to others.
- ***Agree suitable working arrangements*** As part of the planning stage, candidates should be able to agree with others where they will be working and with whom. Candidates should be aware of timescales for achieving the objectives, as well as relevant procedures (eg health and safety, methods of keeping each other informed).

You need to know how to – *Seek to develop cooperation and check progress towards objectives*

- ***Organise and carry out tasks*** Candidates should know that they are responsible for obtaining and making best use of appropriate resources, and organising and pacing their work to meet deadlines and produce the quality of work required. They should know where to get support from relevant people, when needed. They should understand the relevant health and safety procedures, and the correct techniques and approaches they should use to carry out tasks, taking account of health and safety considerations at all times.
- ***Seek to develop cooperation*** Candidates should know how they can support cooperative ways of working, and understand how individual behaviour can have a positive or a negative effect on the ability of a pair/group/team to achieve their objectives. It is particularly important that candidates have an understanding of methods for resolving conflict, as well as opportunities to discuss and learn about aspects such as motivation, assertiveness, discrimination and harassment through, for example, role-play or case studies. In carrying out their work, they should understand the importance of considering the rights and feelings of others, as well as be able to act assertively, when necessary, in protecting their own rights and feelings.
- ***Share information on progress*** Candidates should know that they have responsibility for informing others about the progress of their own work, as well as for showing initiative in obtaining information from others (eg by showing interest in what others are doing, approaching others to ask questions). They should be alert to changes that need to be made in order to achieve objectives and deadlines and be able to agree these changes with others.

You need to know how to – *Review work with others and agree ways of improving collaborative work*

- ***Share constructive feedback*** Candidates should know how to assess the quality of their own work, and be able to judge the extent to which objectives for working

with others have been met. They should be able to provide a balanced account of their own contributions to the work of the group/team, and identify factors that have influenced the outcome (eg to do with work processes, external changes and interpersonal aspects). They should know how to give, as well as receive, constructive feedback (eg be descriptive, factual and explicit in giving their feedback, admit ownership of what is being said, turn comments on weaknesses into suggestions for improving their work with others).

- ***Agree ways of improving work with others in future*** Candidates should consider improvements in terms of interpersonal aspects of the work, as well as work-related aspects, and be able to come to agreement on what could be done to improve work with others in the future. It may be helpful to consider potential opportunities for putting their suggestions into practice, to help them consider all the factors.

Guidance on assessment for working with others, level 3, Part B

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. You must check progress on two occasions (for WO3.2).

WO3.1

Plan work with others.

Evidence must show you can:

- 3.1.1 agree realistic objectives for working together and what needs to be done to achieve them
- 3.1.2 share relevant information to help agree roles and responsibilities
- 3.1.3 agree suitable working arrangements with those involved.

WO3.2

Seek to develop cooperation and check progress towards your agreed objectives.

- 3.2.1 organise and carry out tasks efficiently to meet your responsibilities
- 3.2.2 seek effective ways to develop cooperation including ways to resolve any conflict
- 3.2.3 share accurate information on progress, agreeing changes where necessary to achieve objectives.

WO3.3

Review work with others and agree ways of improving collaborative work in the future.

- 3.3.1 agree the extent to which work with others has been successful and the objectives have been met
- 3.3.2 identify factors, including your role, in influencing the outcome
- 3.3.3 agree ways of improving your work with others in the future, including interpersonal skills.

Working with others: level 3

At level 3, the candidate must demonstrate their skills in a group or team situation within the context of at least **one** example. The example must show the candidate has met all of the assessment criteria for WO3.1, WO3.2 and WO3.3. Candidates are expected to show they can agree plans with others and check progress on two occasions.

If it is difficult to differentiate the individual's work from that of others, assessors should ask for clarification or further evidence, with confirmation of authenticity.

WO3.1 – Plan work with others

In assessing performance, the evidence must show that the candidate is able to meet all the assessment criteria (ie agree realistic objectives for working together and what needs to be done to achieve them; share relevant information to help agree roles and responsibilities; agree suitable working arrangements with those involved).

The candidate could produce a plan that shows clearly their understanding of objectives, responsibilities and working arrangements, or could be questioned by their assessor, with answers being noted. Assessors should look for evidence to show that, within the context of the communication, the candidate has contributed suggestions and information, but also actively participated in the process of agreeing objectives, responsibilities and working arrangements. Evidence of this could include records from observing the candidate, reports from other group members or an audio/video recording. Assessors should probe the candidate's underpinning knowledge of how different roles can contribute to a successful outcome.

WO3.2 – Seek to develop cooperation and check progress towards your agreed objectives

The candidate is required to organise and carry out tasks efficiently to meet their responsibilities; seek effective ways to develop cooperation including ways to resolve any conflict; share accurate information on progress, agreeing changes where necessary to achieve objectives.

Direct observation by the assessor or audio/video recordings are the most useful forms of evidence for this component, but may not always be feasible. Evidence could include a log completed by the candidate, with entries confirmed as accurate by relevant others (eg supervisor, others with whom the candidate worked); photographs could be included. Assessors should look for evidence that the candidate has been efficient in meeting their responsibilities, and check that the work meets the quality required.

It is essential that the candidate shows that they have actively sought to develop cooperation (eg taken a lead role in anticipating the needs of others for information or support). Assessors should question the candidate to check their understanding of cooperative working and record the answers. They should also check how the candidate has sought ways to resolve any conflict. If none were experienced, then questions should be asked about potential areas of conflict and what they might have done in these circumstances.

There should be evidence of sharing accurate information on progress on two occasions. It is expected that objectives will be met, but it may not always be possible due to factors beyond the control of the candidate(s). Assessors will need to make a judgement on the likelihood of objectives being met, in response to the changes proposed by the candidate.

WO3.3 – Review work with others and agree ways of improving collaborative work in the future

In reviewing work with others, the candidate must agree the extent to which work with others has been successful and the objectives have been met; identify factors, including their role, in influencing the outcome; agree ways of improving work with others in the future, including interpersonal skills. Evidence could include statements by those involved and a collaborative report on ways to improve future work with others. Assessors should probe the candidate's underpinning knowledge of factors that influenced the outcome and ways of improving work with others.

Introduction to improving own learning and performance, levels 1–3

The aim of the standards for this key skill is to develop independent learners who are clearly focused on what they want to achieve and able to work towards targets that will improve the quality of their learning and performance. The standards include two different types of skills:

- *process skills* (eg target-setting, planning, learning, reviewing)
- *interpersonal skills* (eg communicating own needs, accepting constructive feedback, negotiating learning opportunities and support).

The focus of the assessment of Part B is primarily on the process skills, although to be effective, candidates will also need to develop and apply their interpersonal skills and have personal qualities such as confidence, motivation and persistence. These skills and qualities should be highlighted as important and could be recorded in a progress file, alongside the evidence of candidates' ability to plan, do and review. Such a record could be useful in providing evidence of how candidates have moved along the continuum from passive to active learners. But care needs to be taken that the assessment is not a judgement of worth, personality or value of an individual, or imply candidates are failing as people if they do not yet possess certain qualities.

Progression from levels 1–3

At all levels, candidates are required to show they can plan their learning, take action to improve their performance and review their learning and performance. At levels 1 and 2, the candidate works with an appropriate person who takes the lead in setting targets and reviewing progress. At level 3, the candidate takes the lead role.

At level 1 an appropriate person sets targets and suggests different ways of learning, to help improve the candidate's performance. Candidates are expected to confirm their understanding of targets and plan how these will be met. In working towards targets, candidates follow their plan, use different ways of learning and use support given by others. They review their progress and check what they need to do to improve their performance.

At level 2 candidates provide information to help set targets and plan how these will be met. In working towards targets, they take responsibility for some decisions about their learning, identifying when they need support and working for short periods without close supervision. Reviews involve candidates in identifying evidence of achievements and ways to further improve their performance.

At level 3 candidates are required to set realistic targets, based on information they have sought from appropriate people, and plan how these will be met. They take responsibility for their learning, reflect on progress, seeking feedback and support, and adapt approaches to meet new demands. They are expected to provide information on the ways they have used their learning, gather evidence of their achievements and agree ways to further improve their performance.

Guidance on improving own learning and performance, level 1, Part A

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).

Improving own learning and performance: level 1

You need to know how to – *Confirm your targets and plan how to meet these*

- ***Make sure targets are understood*** Candidates should know what ‘targets’ mean (the steps for helping to achieve personal, learning and/or career goals) and the implications for the way they work. It is the responsibility of the person setting the targets (eg a tutor, trainer or careers adviser) who is familiar with the capabilities of the candidate, to ensure targets are SMART (ie specific, measurable, achievable, realistic and time-bound) and are capable of being met within a few weeks or less. This person should explain the various ways in which the targets can be met.

- **Develop an individual learning plan** - Candidates should be familiar with the individual learning plan (ILP) process techniques (eg working backwards from what they want to achieve). It is the responsibility of the candidates to check that targets relate to what they want to achieve in their work, learning or personal life and to ensure they know how to tell when the targets have been met (eg by asking questions for clarification purposes, stating what they think is meant by the targets to confirm understanding). They should know how to write action points for each target that are manageable (involve small steps or tasks). It may be useful to talk through the requirements of LP1.2, to ensure candidates are aware of different ways of learning. Candidates should know how to set deadlines that are realistic for them. Examples of plans and practice in planning may be helpful (eg progress file exercises).
- **Identify support and review arrangements** Candidates should know how to obtain help in working towards targets (eg the name of their tutor or trainer; materials that might be useful; where these can be found and when). They should also know the person who will be reviewing their progress, where this will take place and when. It is important they understand the reasons for a review and what to expect (eg by talking through LP1.3).

You need to know how to – Follow your plan to help meet targets and improve your performance

- **Work through action points to complete these on time** - Candidates should keep their plan handy so they can tick off each action point as they do it.
- **Use different ways of learning** Candidates need to know methods that suit different learning styles (visual, verbal, aural, physical). They should know their preferred learning style(s) and understand what this means in practice. They should be encouraged to try out different ways of learning in order to find methods that suit them best, and recognise that this is an important part of improving own learning and performance. For example:
 - the teacher or trainer presenting information or structuring the learning through written or ICT-based exercises; candidates can also learn through reading about a subject or watching a video and taking notes
 - ‘learning by doing’. It can include watching a demonstration (live, ICT-based or on video) followed by a practice session, with guidance. Alternatively, the candidate can be presented with a topic or practical problem in a way that encourages them to discover or make things for themselves. At this level, the supervisor should structure the activity and provide opportunities for discussion to help candidates grasp the necessary skills, knowledge and understanding. In any activity, health and safety procedures should always be understood and followed.
- **Make changes suggested** It is the responsibility of the supervisor to provide constructive feedback to improve candidates’ quality of work and/or methods of working, but the candidates themselves have responsibility for making suggested changes.
- **Use support given by others** Candidates should understand that they will be given help, but it is their responsibility to use it to help them meet their targets. At this level, candidates can be closely supervised. The support can be given by a range of people (eg tutor, teacher, trainer, careers adviser) and take a variety of forms,

eg instructions on how to do new things, information about a subject, help with a learning difficulty.

You need to know how to – *Review your progress and achievements*

- ***Give opinion on learning and performance*** Candidates will need practice in identifying knowledge and skills learned from their various activities. Tutors or trainers can help by providing a supportive environment to encourage candidates to express their own opinion as to what has gone well and not so well.
- ***Identify targets met and achievements*** Candidates need to check against their action plan that they have done what they set out to do and identify one or two of their achievements (these can be recorded in a progress file).
- ***Check what needs to be done to improve*** Candidates should know how to accept constructive feedback, and be able to ask questions to clarify what they need to do.

Guidance on assessment for improving own learning and performance, level 1, Part B

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.

<p>LP1.1</p> <p>Confirm your targets and plan how to meet these with the person setting them.</p>	<p><i>Evidence must show you can:</i></p> <ul style="list-style-type: none"> 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.
<p>LP1.2</p> <p>Follow your plan, to help meet targets and improve your performance.</p>	<ul style="list-style-type: none"> 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.
<p>LP1.3</p> <p>Review your progress and achievements in meeting targets, with an appropriate person.</p>	<ul style="list-style-type: none"> 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.

Improving own learning and performance: level 1

At level 1, candidates are expected to work towards the achievement of targets set by an appropriate person (eg tutor, trainer, careers adviser). The candidate is required to produce evidence of at least **two** examples of meeting the assessment criteria for LP1.1, LP1.2 and LP1.3. and each example should cover at least **two** targets. Overall, candidates must show that they can use at least **two** different ways of learning to improve their performance.

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

In assessing the candidate's performance for this component, evidence must show they are able to confirm targets that clearly show what they want to achieve; identify action points and deadlines for each target; identify how to get the support they need and the arrangements for reviewing their progress.

Evidence is likely to include two plans, each including action points for achieving the targets, deadlines and a date for reviewing progress. Each plan should contain at least two targets. It is not necessary for the plans to be written by the candidate. The plans could be ICT-based or recorded in another way. If someone else has recorded the plans, assessors should check the candidate's contribution to this process. In particular, assessors should look for evidence to show that, within the context of the communication, the candidate has been able to confirm their understanding of the targets and identify how to get the support they need. Although plans may be amended at a later stage, it is not acceptable for them to be produced in retrospect.

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

In following each plan, the candidate is required to work through their action points to complete these on time; use ways of learning suggested by their supervisor, making changes, when needed, to improve their performance; use support given by others to help them meet targets.

A learning log may be the most useful form of evidence for this component, with entries confirmed as accurate by relevant others (eg by a signature and comments by teachers, trainers, others with whom the candidate has worked). The log could include brief descriptions of learning activities, support given, any changes made and dates of when tasks have been completed. Other forms of evidence could include annotated photographs, or records from people who have seen the candidate's work.

In each of the two examples, assessors should look for evidence that the candidate used support given by others to help meet their targets. Overall, there should be evidence of at least two different ways of learning.

LP1.3 – Review your progress and achievements in meeting targets, with an appropriate person

In reviewing progress, the candidate must say what they learned and how they learned, including what has gone well and what has gone less well; identify targets they have met and their achievements; check what they need to do to improve their performance.

For each of the two examples, it is expected that the candidate will identify pieces of work that show clearly what they have learned and how they have learned. Targets that have been met may be noted on the plans. In particular, assessors should look for evidence of what the candidate has said, in the context of the communication with an appropriate person, about their progress and achievements. Evidence may include

records produced by the candidate and/or the person reviewing their progress; an audio recording may be helpful. The candidate's understanding of what they need to do to improve could be checked through questioning.

Guidance on improving own learning and performance, level 2, Part A

Part A

YOU NEED TO KNOW HOW TO:

Help set targets and plan how these will be met

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

- make sure you understand how planning and reviewing your learning can help to improve your performance and what is meant by learning styles and evidence of achievement
- develop an individual learning plan that includes:
 - targets that say exactly what you want to achieve and how you will prove you have met them
 - provide information to make sure they are realistic, including what might affect your chances of success
 - the action you will take (action points) for each target and dates (deadlines) to help you manage your time
 - how to get the support you need, including who will review your progress, and where and when this will take place.

Take responsibility for some decisions about your learning

- work through your action points to complete these on time, revising your plan when needed to overcome unexpected events or problems
- choose different ways of learning (learning styles) and decide on the methods that best suit you (eg pictures/diagrams, reading/talking/writing, listening to others, watching or doing something practical)
- work for short periods without close supervision so you have to take some decisions about your learning
- identify when you need support and use this effectively to help meet your targets.

Review progress and provide evidence of achievements

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

- identify what you learned and how you used learning from one task to meet the demands of another task
- identify the targets you have met, by checking your plan to see if you have done what you set out to do
- identify evidence of your achievements
- identify ways you learn best (your preferred learning style/s and methods of learning) and how to improve your performance (the quality of your work, the way you work).

Improving own learning and performance: level 2

You need to know how to – *Help set targets and plan how these will be met*

- ***Understand planning and review processes*** Candidates should know they can improve their performance by careful advance planning and reviewing their learning. They should learn about different learning styles and should understand what evidence they can use to demonstrate their achievements.
- ***Develop an individual learning plan*** Candidates should be introduced to the ILP process, and understand what ‘targets’ mean (the steps for helping to achieve personal, learning and/or career goals) and the implications for the way they work.

They should be able to provide information to help set targets, including examples of what they have done before, what they want to achieve and what might affect their chances of success. It is the responsibility of the person supporting them (eg a tutor, trainer, line manager or careers adviser) to prompt where necessary and ensure targets are SMART (ie specific, measurable, achievable, realistic and time-bound) and are capable of being met within a few weeks or less. Candidates should identify how to tell when the targets have been met (eg by asking questions for clarification).

- **Identify action points and plan time** Candidates should be familiar with planning and basic time-management techniques. They should know how to write clear action points for each target that are manageable (involve small steps or tasks) and capable of being achieved in the time available (a few weeks or less). It may be useful to talk through the requirements of LP2.2, to ensure candidates are aware of different ways of learning. Examples of different types of plan, and practice in making a plan, may be helpful (eg by doing exercises from a progress file).
- **Identify support and review arrangements** Candidates should know how to obtain help in working towards targets (eg the name of their tutor or trainer, as well as materials that might be useful, and where these can be found and when). They should also know the person who will be reviewing their progress, where this will take place and when. It is important that they understand the reasons for a review and what to expect (eg by talking through LP2.3).

You need to know how to – Take responsibility for some decisions about your learning

- **Use action points to manage time well** Candidates should know that they are responsible for checking that they are working through their action points to complete these on time, and should understand they may need to revise their plan (eg if they meet unexpected problems; complete tasks more quickly than expected).
- **Choose ways of learning** Candidates need to know about different learning styles (visual, verbal, aural, physical). Encouraging candidates to try different ways of learning is an important part of improving own learning and performance, and they should be helped to decide which methods seem to suit them best or are most appropriate to a particular context. At this level though, short periods of time must be spent working without close supervision. Different ways of learning could include, for example:
 - the teacher or trainer presenting information or structuring the learning through written or ICT-based exercises; candidates can also learn through reading about a subject or watching a video and taking notes
 - ‘learning by doing’. It can include watching a demonstration (live, ICT-based or on video) followed by a practice session, with guidance. Alternatively, the candidate can be presented with a topic or practical problem in a way that encourages them to discover or make things for themselves. At this level, the supervisor should structure the activity and provide opportunities for discussion to help candidates grasp the necessary skills, knowledge and understanding. In any activity, health and safety procedures should always be understood and followed.

- **Identify support** Candidates should know they are responsible for identifying when they need support and for using this effectively to help them meet their targets. This is particularly important when they are working without close supervision. The support can be given by a range of people (eg tutor, teacher, trainer, line manager, careers adviser) and take a variety of forms (eg information, advice about problems).

You need to know how to – Review progress and provide evidence of achievements

- **Identify what and how they have learned** Candidates will need practice in identifying, for example, knowledge and skills learned from their various activities, and how they have used learning from one task to help them tackle another task. Tutors or trainers can help by providing a supportive environment in which candidates are encouraged to express opinions on their progress.
- **Identify targets met** Candidates need to check against their action plan in order to verify that they have done what they set out to do.
- **Evidence of achievements** Candidates should be able to identify and provide evidence of their achievements (these can be recorded in a progress file).
- **Identify what needs to be done to improve** Candidates should be able to identify which ways of learning have suited them best. They should also know how to accept constructive feedback, and be able to ask questions for clarification, in order to identify how to improve performance.

Guidance on assessment for improving own learning and performance, level 2, Part B

Part B

YOU MUST:

Provide at least **two** examples of meeting the standard for LP2.1, LP2.2 and LP2.3 (each example should cover at least two targets). Overall, show you can use at least **two** different ways of learning to improve your performance.

<p>LP2.1</p> <p>Help set targets with an appropriate person and plan how these will be met.</p>	<p><i>Evidence must show you can:</i></p> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>2.1.1 provide information to help set realistic targets for what you want to achieve</p> <p>2.1.2 identify clear action points for each target and how you will manage your time</p> <p>2.1.3 identify how to get the support you need and arrangements for reviewing your progress.</p> </div>
<p>LP2.2</p> <p>Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p>	<div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>2.2.1 use your action points to help manage your time well, revising your plan when needed</p> <p>2.2.2 choose ways of learning to improve your performance, working for short periods without close supervision</p> <p>2.2.3 identify when you need support and use this effectively to help you meet targets.</p> </div>
<p>LP2.3</p> <p>Review progress with an appropriate person and provide evidence of your achievements.</p>	<div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px;"> <p>2.3.1 identify what you learned, and how you have used your learning in another task</p> <p>2.3.2 identify targets you have met and evidence of your achievements</p> <p>2.3.3 identify ways you learn best and how to further improve your performance.</p> </div>

Improving own learning and performance: level 2

At level 2, the candidate is expected to help set realistic targets. Level 2 builds on level 1 by expecting the candidate to be more active in setting targets, to take responsibility for some decisions about their learning and to work for short periods without close supervision. The candidate is required to produce evidence of at least **two** examples of meeting the assessment criteria for each of the components LP2.1, LP2.2 and LP2.3. Each example must cover at least **two** targets. Overall, candidates must show that they can use at least **two** different ways of learning to improve their performance.

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

In assessing a candidate's performance for this component, evidence must show they are able to provide information to help set realistic targets for what they want to achieve; identify clear action points for each target and how they will manage their time; identify how to get the support they need and arrangements for reviewing their progress.

Evidence is likely to include two plans, each including action points for achieving targets, deadlines and a date for reviewing progress. Each plan should contain at least two short-term targets. The plans could be ICT-based or recorded in another way. If someone else has recorded the plans, assessors should check the candidate's contribution to this process. In particular, assessors should look for evidence to show that, within the context of the communication with an appropriate person (eg tutor, trainer, line manager, careers adviser), the candidate has been able to provide information to help set targets that are realistic. Although plans may be amended at a later stage, it is not acceptable for them to be produced in retrospect.

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

In using each plan, the candidate is required to use their action points to help manage their time well, revising their plan when needed; choose ways of learning to improve their performance, working for short periods without close supervision; identify when they need support and use this effectively to help them meet targets.

A learning log may be the most useful form of evidence for this component, with entries confirmed as accurate by relevant others (eg signature, date and comment by a teacher, trainer, others with whom the candidate has worked). The log could include brief descriptions of learning activities, dates tasks were completed, when the candidate asked for support and how they used it, when and how they worked without close supervision. Other forms of evidence could include records from people who have seen the candidate's work and observed how they managed their time.

Assessors should ask the candidate questions (based on underpinning knowledge in Part A) to check how they selected different ways of learning, and their awareness of different learning styles. If plans were not revised, assessors should also question the candidate about what they would have done (eg to deal with an unexpected problem).

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

In reviewing progress, the candidate must identify what they learned, and how they have used their learning in another task; identify targets they have met and evidence of their achievements; identify ways they learn best and how to further improve their performance.

For each of the two examples, it is expected that the candidate will identify targets they have met and evidence of their achievements. In particular, assessors should look for evidence of how they have used learning from one task to help them tackle another task. Evidence of what the candidate has said, in the context of the communication with an appropriate person, may include records produced by the candidate and/or the person reviewing their progress; an audio recording may be helpful.

Guidance on improving own learning and performance, level 3, Part A

Part A

YOU NEED TO KNOW HOW TO:

Set targets and plan how these will be met

- make sure you understand:
 - how planning and reviewing your learning, and effective time-management, can help to improve your performance
 - what is meant by constructive feedback and reflection
- seek information from appropriate people on ways to achieve what you want to do and identify factors (financial, legal, health and safety, available opportunities, your motivation, other commitments) that might affect your plans
- develop an individual learning plan that includes:
 - targets that say exactly what you want to achieve, how you will prove you have met them and clear action points, using the information you have obtained from appropriate people
 - how you will manage your time to meet deadlines, use support, review your progress and overcome possible difficulties.

Take responsibility for your learning and using your plan

- manage your time effectively, by prioritising action, dealing with any difficulties to meet your deadlines, and revising your plan to take into account any changed circumstances
- choose different ways of learning (learning styles) and decide on the methods that best suit you (eg pictures/ diagrams, reading/talking/writing, listening to others, watching or doing something practical)
- work independently at times, so you take responsibility for organising your learning, choosing resources and adapting your approach to meet new demands
- reflect on your own progress by taking time out to think about what is going well and less well and how you might improve your performance, seeking constructive feedback and relevant support to help you meet targets.

Review progress and establish evidence of achievements

- provide information on:
 - how you have used your learning from one task to meet the demands of another task
 - how the quality of the outcome was affected by factors such as your motivation, the learning situation, your choice of learning style(s) and methods, the quality of feedback and support
- identify targets you have met and gather evidence to support what you say about your achievements
- consult appropriate people to agree ways to further improve your performance.

Improving own learning and performance: level 3

You need to know how to – *Set targets and plan how these will be met*

- ***Understand planning, reviewing, feedback and reflection*** Candidates should be aware of the importance of proper planning and time management as part of the learning process, and should understand how review, constructive feedback and reflection can help to improve learning and performance.
- ***Seek information from appropriate people*** Candidates should know where they might obtain information to think through their plans, and be able to use a variety of sources (eg tutor, trainer, colleagues, line manager, mentor, careers adviser).

They should also be aware of factors that might affect their plans (eg financial, legal, health and safety, available opportunities, understanding of what motivates them, how aspects of their personal circumstances might help or hinder them, etc).

- **Develop an individual learning plan** Candidates may need to meet with different people to obtain information they need to set realistic targets (steps for helping to achieve goals), but it is the candidate's responsibility to set the targets. Candidates should know how to write clear action points for each target, with timescales underpinned by time management proposals. They should be able to plan how they will use support, review their progress and overcome possible difficulties. It may be useful to talk through the requirements of LP3.2, to ensure candidates are aware of different ways of learning.

You need to know how to – Take responsibility for your learning and using your plan

- **Manage time effectively** Candidates should be able to define their priorities in order to manage their time and meet deadlines and revise their plans should circumstances change. Tuition in time-management may be helpful.
- **Choose ways of learning** Candidates should choose methods that suit their preferred learning style(s) and will help them to improve their performance. Appropriate ways of learning might include:
 - the teacher or trainer presenting information or structuring the learning through written or ICT-based exercises; candidates can also learn through reading about a subject or watching a video and taking notes.
 - 'learning by doing' by, for example, watching a demonstration (live, ICT-based or on video) followed by a practice session, with guidance. Alternatively, the candidate can be presented with a topic or practical problem that encourages them to discover or make things for themselves.

Health and safety procedures should be understood and followed. Working at times independently means that candidates take responsibility for organising their own learning and selecting resources.

- **Reflect on your progress** Candidates should think through things that are working well or less well so that they can anticipate difficulties and identify alternative approaches. They should seek feedback and support that is relevant to their needs and will help them meet their targets.

You need to know how to – Review progress and establish evidence of achievements

- **Provide information** Candidates should be encouraged to focus on the quality of their learning and performance, and consider factors that might have affected the outcome, as well as provide information on ways they have used learning to meet new demands.
- **Identify targets met and gather evidence of achievements** Candidates should identify targets they have met and gather evidence to support what they say about their achievements.
- **Agree ways to further improve performance** Candidates should consult appropriate people and be able to present their own views in order to agree what they need to do to further improve their performance.

Guidance on assessment for improving own learning and performance, level 3, Part B

Part B

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.

LP3.1

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

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
- 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 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.

Improving own learning and performance: level 3

At level 3, the candidate must demonstrate their skills within the context of at least **one** example, which must enable them to show they have met all of the assessment criteria for LP3.1, LP 3.2 and LP3.3. The example should cover at least **three** targets. Overall, candidates must show they can use at least **two** different ways of learning to improve their performance.

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

In assessing a candidate's performance for this component, evidence must show they are able to seek information on ways to achieve what they want to do, and identify factors that might affect their plans; use this information to set realistic targets and identify clear action points; plan how they will manage their time, use support, review progress and overcome possible difficulties.

The candidate must provide evidence of setting at least **three** targets. Evidence is likely to include a plan, setting out action points for achieving targets, deadlines and dates for reviewing progress. The plan could be ICT-based or recorded in another way. At this level, it is expected that the candidate will record the plan (unless they have a particular individual need for someone else to record it, in which case the assessor should check the candidate's contribution to this process).

In particular, assessors should look for evidence to show how the candidate has sought information from appropriate people (eg tutor, trainer, careers adviser, mentor – a list of sources would be helpful) and used it to set realistic targets. Assessors should probe candidate's thinking about factors that might affect their plan and their proposals for overcoming possible difficulties. Although the plan may be amended at a later stage, it is not acceptable for it to be produced in retrospect.

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

In taking responsibility for their learning, candidates are required to manage their time effectively to meet deadlines, revising their plan as necessary; choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands; reflect on their progress, seeking feedback and relevant support to help them meet their targets.

A learning log may be the most useful form of evidence for this component, with notes by the candidates of how they learned in the (at least **two**) different ways cited, adapted their approach to meet new demands, when they sought feedback and support and how they used this. Supporting evidence could include records from people who have seen the candidate's work and observed how they managed their time.

In particular, assessors should ask the candidate questions (based on underpinning knowledge in Part A) to check the basis for their selection of different ways of learning and their awareness of different learning styles. If the plan was not revised, assessors should question the candidate about what they would have done (eg to deal with changed circumstances or difficulties).

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

In reviewing progress, the candidate must provide information on ways they have used their learning to meet new demands and on factors affecting the quality of their outcome; identify targets they have met and gather evidence of their achievements; consult appropriate people to agree ways to further improve their performance.

When reviewing, it is expected that the candidate will establish evidence of their achievements drawn from at least **two** different ways of learning. In particular, assessors should look for evidence of how the candidate has used learning to meet new demands, and probe the candidate's understanding of the factors that impacted on the quality of their learning and performance. There should also be evidence drawn from consultation with appropriate people to show how the candidate agreed ways to further improve their performance (eg a list of people consulted, notes on the candidate's own views and advice given to her/him).

Introduction to problem solving, levels 1–3

The aim of the standards for problem solving is to encourage candidates to develop and demonstrate their ability to tackle problems systematically, for the purpose of working towards their solution and learning from this process.

The standards are most appropriate to three types or combinations of problems:

- *diagnostic problems* that depend primarily on analysis to arrive at conclusions, eg action to correct or improve a system
- *design problems* that depend mainly on synthesis to create a product or process, whether physical, social or abstract
- *contingency problems* that typically involve resource planning and gaining the cooperation of others, eg when organising an event.

The focus of the assessment of Part B is primarily on process skills, eg exploring, planning, implementing, checking and reviewing. In applying these skills, candidates will draw on different problem-solving methods, eg in exploring a problem they might broaden its focus by using ideas mapping. Interpersonal skills, eg in consulting or collaborating, and qualities such as persistence and reliability, are also important to problem solving; these could be recorded in a progress file.

Progression from levels 1–3

Levels are related to the nature of the problem, as well as the range and complexity of the techniques used, and the extent to which candidates take responsibility for the problem-solving process. At levels 1 and 2, problems will have only a very small number of possible ways of solving them; main features will be able to be clearly identified. At level 3, the problem will have a number of sub-problems that are affected by a range of factors, with several ways of tackling it.

At level 1 problems are given to candidates by a tutor or supervisor. Candidates use familiar resources and work within clear guidelines for deciding on options. Their plan is straightforward and they use advice and support given by others to follow it through. They follow step-by-step methods to check if problems have been solved and identify what went well/less well. They check what they need to do to improve their problem solving skills.

At level 2 candidates are expected to help identify problems and take more responsibility in coming up with different ways of tackling them, and in obtaining help from others when appropriate. Their plan is straightforward, but could involve changes as they organise tasks and work through the problems. Some of the resources could be unfamiliar. They clearly describe results and identify the strengths and weaknesses of their approach.

At level 3 candidates are expected to use a variety of methods and resources in exploring a problem and comparing options, including risk factors. They justify the approach they select to take forward. Their plan provides scope for reviewing and

revising their approach, as necessary. Candidates apply systematically agreed methods for checking if the problem has been solved. They draw conclusions from the results and consider alternative methods and options that might have been more effective.

Guidance on problem solving, level 1, Part A

Part A

YOU NEED TO KNOW HOW TO:

Confirm you understand the given problem and identify ways to tackle it

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

- check that you clearly understand the problem:
 - ask questions about the problem and find out how it might affect you and other people
- check how you will know the problem has been solved:
 - ask your tutor or supervisor about the results expected from tackling the problem
- come up with different ways of tackling the problem:
 - learn about different methods for solving problems
 - get ideas about what could be done by looking at similar problems
 - decide what could work for your problem.

Confirm what you will do and follow your plan for solving the problem

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

- help decide how you will try to solve the problem by saying what you think and taking your tutor or supervisor's advice
- plan what you need to do:
 - identify how long it should take and any materials, tools and equipment you will need
 - list your methods and steps for working through the problem
 - check the rules for health and safety and how to use materials, tools and equipment
 - identify what to do if things go wrong
- follow your plan, making sure you work safely
- use support given by your supervisor, or others named by your supervisor, to help you tackle the problem.

Check if the problem has been solved and how to improve problem solving

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

- make sure you understand how to use the methods you have been given for checking if the problem has been solved
- use these methods as instructed
- identify clearly what went well and less well in tackling the problem:
 - describe what happened, the order in which things happened, unexpected difficulties
- check what you need to do to improve your problem solving skills for each stage of the process.

Problem solving: level 1

You need to know how to – *Confirm you understand the given problem and identify ways to tackle it*

- ***Confirm understanding of the problem*** At this level, the given problem should have only a small number of possible solutions. It is the responsibility of the tutor or supervisor to ensure the problem is understood by the candidate, and is appropriate to the situation (eg in terms of health and safety factors) and the capabilities of the candidates when using familiar resources (ie stretch them but not be too difficult so as to deter candidates from attempting to solve it). Candidates should know what is meant by a 'problem' (where there is a need to bridge a gap between a current

situation and a desired situation) and know of whom, and how, to ask questions (eg about what happened, what is known about the problem and not known, and how others are affected).

- **Know the problem has been solved** Candidates should check that they will be able to recognise when the problem has been solved, by discussing with their tutor or supervisor the sort of results expected.
- **Different ways of tackling the problem** Candidates should be able to come up with different ways of tackling the problem (eg how to look at different parts of the problem; think things through from the starting conditions or starting at the end and working backwards), ask others about similar problems (to match common features, such as times, people, places, and identify differences). They may benefit from a simulation or role-play, to practise asking questions and different ways of tackling problems.

You need to know how to – Confirm what you will do and follow your plan for solving the problem

- **Help decide how to solve the problem** Candidates should consult with their tutor or supervisor to decide how they will go about solving the problem, and to identify the limits to what they can do, taking account of health and safety rules. Candidates should understand that it may not always be possible to implement their chosen option due to factors beyond their control (eg there may be set ways of dealing with problems).
- **Plan what needs to be done** Candidates should make their plan, including a list of methods and steps for working through the problem and time-scales. They should know what resources are necessary and how to use them (eg to minimise waste), and be aware of how to avoid making the problem worse (eg by thinking through the consequences of particular actions). They must know whom to ask when unsure about how to proceed.
- **Work safely and use support** Candidates should work safely in tackling the problem (own option, carried through in practice or through a simulation; or the set option), using support from their supervisor or approved person.

You need to know how to – Check if the problem has been solved and how to improve problem solving

- **Use given methods to carry out checks** Candidates should understand the step-by-step methods for carrying out checks (eg through watching a demonstration and/or by asking their supervisor or tutor questions). They should be encouraged to discuss and practise different methods (eg testing, observing, measuring, asking others). In testing a product or process candidates could consider whether it actually works as intended with no unwanted side effects and is acceptable to others involved.
- **Describe results** It is not necessary for the problem to have been solved, but candidates should be able to clearly identify the results (eg describe what happened and when; what worked well and what did not; any unexpected difficulties; the extent to which the problem has been solved).
- **Check ways of improving problem solving skills** Candidates should check how to improve their skills for each stage of the problem-solving process.

Guidance on assessment for problem solving, level 1, Part B

Part B

YOU MUST:

Provide at least **two** examples of meeting the standard for PS1.1, PS1.2 and PS1.3. (**Each** example should cover a different problem and identify at least **two** different ways of tackling it (for PS1.1).)

<p>PS1.1</p> <p>Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.</p>	<p><i>Evidence must show you can:</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p>1.1.1 check that you clearly understand the problem you have been given</p> <p>1.1.2 check how you will know it has been solved</p> <p>1.1.3 come up with different ways of tackling the problem.</p> </div>
<p>PS1.2</p> <p>Confirm with an appropriate person what you will do and follow your plan for solving the problem.</p>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p>1.2.1 help decide how you will try to solve the problem</p> <p>1.2.2 plan what you need to do</p> <p>1.2.3 follow your plan, working safely and using support given by others to help tackle the problem.</p> </div>
<p>PS1.3</p> <p>Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.</p>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p>1.3.1 check if the problem has been solved using the methods you have been given</p> <p>1.3.2 identify clearly what went well and less well in tackling the problem</p> <p>1.3.3 check what you need to do to improve your problem-solving skills.</p> </div>

Problem solving: level 1

At level 1, candidates are expected to provide at least **two** examples of meeting all of the assessment criteria for PS1.1, PS1.2 and PS1.3. Each example should cover a different problem and identify at least **two** different ways of tackling it, using familiar resources and step-by-step methods. The candidate can be helped to decide the two ways most likely to be successful in tackling the problem (for component PS1.1). Acceptable help includes the use of prompt questions to aid thinking and suggestions of methods the candidate might use for coming up with options and testing their robustness, but not doing it for them. Candidates should confirm with an appropriate person the option they would like to take forward for PS1.2 and PS1.3.

PS1.1 – Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it

In assessing a candidate's performance for this component, evidence must show the candidate can meet all of the assessment criteria (ie check they clearly understand the problem they have been given; check how they will know it has been solved; come up with different ways of tackling the problem).

For each of the two problems, the candidate should provide evidence describing or demonstrating:

- the problem, and how to show success in solving it
- the different ways identified of tackling the problem.

Evidence could take a variety of handwritten, electronically produced, oral or visual forms. For example, the candidate could produce notes, a diagram, such as a flow chart, or be observed or questioned by an assessor (with observations or answers recorded). Assessors should look for evidence to show that, within the context of the communication with the appropriate person (eg tutor, supervisor), the candidate was able to check their understanding of the problem, including how to show success in solving it. Assessors should probe the candidate's underpinning knowledge of different ways of tackling problems.

PS1.2 – Confirm with an appropriate person what you will do and follow your plan for solving the problem

For this component, the candidate is required to help decide how they will try to solve the problem; plan what they need to do; follow their plan, working safely and using support given by others to help tackle the problem. Assessors should look for evidence to show that, within the context of the communication with the appropriate person, the candidate was able to contribute to decisions and confirm what they would do.

Other evidence is likely to include:

- plans for trying to solve each of the problems (produced by the candidate or recorded by the appropriate person)
- records of what the candidate did in following each plan, with notes on the advice and support given.

Records could include a log completed by the candidate, with entries confirmed as accurate by relevant others (eg supervisor, others with whom the candidate worked), records of observation by the assessor or other appropriate person (authenticated by the assessor); annotated photographs, a video recording.

Assessors should probe the candidate's underpinning knowledge of planning methods.

PS1.3 – Check with an appropriate person if the problem has been solved and how to improve your problem solving skills

The candidate must check if the problem has been solved using the methods they have been given; identify clearly what went well and less well in tackling the problem; check what they need to do to improve their problem solving skills.

Evidence of the candidate following methods for checking if each problem has been solved may be observed (eg by the assessor or other appropriate person with knowledge of the methods to be used), or video recorded, so as to be able to judge the accuracy achieved in their use. The problem does not have to be solved, but assessors should probe the candidate's underpinning knowledge of methods. Other evidence could include descriptions of the results of tackling each problem, and ways to improve problem solving skills.

Guidance on problem solving, level 2, Part A

Part A

YOU NEED TO KNOW HOW TO:

Help identify a problem and identify different ways of tackling it

- work with an appropriate person, such as your tutor or supervisor, to help identify a problem, by providing an accurate description of its main features:
 - what is known and not known about the problem
 - how it affects you and other people
- identify how you will know the problem has been solved:
 - find out the results people expect from tackling the problem
 - find out about methods you could use to check it has been solved
- come up with different ways of tackling the problem:
 - learn about different methods for solving problems and how similar problems have been solved
 - find out about the risks (the likelihood of things going wrong) and other factors that might affect the way you tackle the problem (time and expertise needed, health and safety rules)
 - decide what could help to solve your problem.

Plan and try out a way of solving the problem

- confirm with an appropriate person, such as your tutor, supervisor or other person in authority, how you will try to solve the problem, adapting your ideas if necessary to meet rules and regulations
- plan what you need to do, identifying:
 - resources you will use (materials, tools, equipment, information and support from others)
 - the methods, steps and time-line for working through the problem, including ways of overcoming difficulties
 - health and safety procedures
- use your plan effectively, taking responsibility, when needed, for:
 - health and safety
 - getting support from your supervisor or other person with relevant expertise
 - keeping track of the steps taken in tackling the problem and revising your plan to deal with unexpected events.

Check if the problem has been solved and identify ways to improve problem solving

- learn how to use the methods you have been given for checking if the problem has been solved and use these accurately
- describe clearly the results of your checking, including the strengths and weaknesses of how you tackled the problem at each stage
- identify ways of improving your problem solving skills.

Problem solving: level 2

You need to know how to – Help identify a problem and identify different ways of tackling it

- **Identify problem and describe its main features** Candidates should work with their tutor, supervisor or other appropriate person to identify a suitable problem. At this level, the problem should have only a small number of possible ways of solving it and the main features should be easily identified. Candidates should know what is meant by a ‘problem’ (where there is a need to bridge a gap between a current situation and a desired situation) and be able to identify its main features (eg its

different parts, when it was first noted and how it changes over time and/or in different places, what is not known about the problem as well as what is known) including what is special or unique about it. They should be able to describe how it might impact upon themselves and on other people.

- ***Know the problem has been solved*** Candidates should be able to recognise (for PS2.3) if the problem has been solved, by knowing at this stage how to check against a list of anticipated results. Tutors, supervisors and others should assist candidates to identify what results might reasonably be expected.
- ***Come up with different ways of tackling the problem*** Candidates should know about different methods that may be useful in tackling problems (eg a variety of written, visual, numerical and physical methods, including techniques for working with others such as ideas mapping). They would benefit from practising these methods. To help them decide on their approach, candidates should also have opportunities to find out how similar problems have been solved and to discuss (eg with their supervisor, other people affected by the problem) possible risks, factors that might affect how the problem is tackled and what could help to solve the problem.

You need to know how to – *Plan and try out a way of solving the problem*

- ***Confirm the approach*** Candidates should understand that it may not always be possible to implement their chosen way of trying to solve the problem due to factors beyond their control (eg there may be set ways of dealing with problems). Candidates should be made aware of risk factors that might influence results, as well as matters such as health and safety, time constraints and lack of expertise that can also make things go wrong. They should also be familiar with what is required in implementing the finally selected option (own option, carried through in practice or through a simulation; or the set option) and confirm this with an appropriate person (eg supervisor or tutor) before proceeding.
- ***Plan*** Candidates should know different planning methods (eg how to prepare a timeline for the tasks); estimate resources needed (eg materials, equipment, information, help) and anticipate how to get round possible difficulties (eg prepare a ‘to-do list’ for each item that might go wrong). Candidates are expected to draw on their own specialist knowledge in planning and using their plan (eg knowledge of subjects relevant to the problem, previous experience of working with similar problems, in similar contexts), as well as be able to obtain resources and manage their time. Health and safety must always be a priority. They should understand the implications of making changes to their plan if they need to respond to unforeseen difficulties, or if they become aware of a better approach.
- ***Get support*** Candidates are responsible for obtaining support from their tutor supervisor or other appropriate person when they need it, and for using it. They should be able to keep track of their progress in tackling the problem, and be able to revise their plan if needed.

You need to know how to – *Check if the problem has been solved and identify ways to improve problem solving*

- ***Use given methods to carry out checks*** Candidates should know how to apply a

variety of methods (eg test, observe, measure, sample, inspect, ask others) and have sufficient practice in the given methods to enable them to use these accurately. In testing a product or process candidates could consider whether it actually works as intended, is complete, with no undue complexity or unwanted side-effects/ resource costs, and is acceptable to others involved.

- ***Describe results*** - It is not necessary for the problem to have been solved, but candidates should be able to describe their results with clarity (eg what happened, the sequence in which it happened, what did not happen as expected). Candidates should know how to identify both strengths and weaknesses of their approach at each stage of the problem-solving process.
- ***Identify ways of improving*** Candidates should be encouraged to review and reflect on the outcomes in order to identify ways of improving their problem solving skills.

Guidance on assessment for problem solving, level 2, Part B

Part B

YOU MUST:

Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3. **Each** example should cover a different problem and identify at least two different ways of tackling it (for PS2.1).

<p>PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p>	<p><i>Evidence must show you can:</i></p> <ul style="list-style-type: none"> 2.1.1 provide information to help identify a problem, accurately describing its main features 2.1.2 identify how you will know the problem has been solved 2.1.3 come up with different ways of tackling the problem.
<p>PS2.2 Plan and try out at least one way of solving the problem.</p>	<ul style="list-style-type: none"> 2.2.1 confirm with an appropriate person how you will try to solve the problem 2.2.2 plan what you need to do, identifying the methods and resources you will use 2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem.
<p>PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.</p>	<ul style="list-style-type: none"> 2.3.1 check if the problem has been solved by accurately using the methods you have been given 2.3.2 describe clearly the results, including the strengths and weaknesses of how you tackled the problem 2.3.3 identify ways of improving your problem solving skills.

Problem solving: level 2

At level 2, candidates are expected to provide at least two examples of meeting all the assessment criteria for PS2.1, PS2.2 and PS2.3. **Each** example should cover a different problem and identify at least two different ways of tackling it (for PS2.1). The problem should only have a small number of possible solutions, and its main features should be easily identified. The candidate should be responsible for providing information to help identify the problem. Acceptable help includes answering questions posed by the candidate to aid thinking, but not deciding options for them. Candidates should confirm with an appropriate person the option they would like to take forward for PS2.2 and PS2.3.

PS2.1 – Identify a problem with help from an appropriate person, and identify different ways of tackling it

In assessing a candidate's performance for this component, evidence from each problem must show the candidate can meet all the assessment criteria (ie provide information to help identify a problem, accurately describing its main features; identify how they will know the problem has been solved; come up with different ways of tackling the problem).

Evidence could take a variety of handwritten, electronically produced, oral or visual forms. For example, the candidate could produce notes, a diagram, such as a flow chart, or be observed or questioned by an assessor (with observations or answers recorded). Assessors should probe the candidate's underpinning knowledge of different ways of tackling problems.

PS2.2 – Plan and try out at least one way of solving the problem

For this component, the candidate is required to confirm with an appropriate person how they will try to solve the problem; plan what they need to do, identifying the methods and resources they will use; use their plan effectively, getting support and revising their plan when needed to help tackle the problem.

Assessors should look for evidence to show that, within the context of the communication with the appropriate person (eg tutor, supervisor), the candidate was able to confirm the option to be taken forward. Other evidence is likely to include:

- plans for trying to solve each of the problems (produced by the candidate or recorded by the appropriate person);
- records of what the candidate did in using each plan, with notes of changes made and how any support was obtained and used.

Assessors should probe the candidate's underpinning knowledge of planning methods. If no changes were made to their plan, the assessor should question the candidate (eg on how they would have adapted their plan to get round obstacles). Similarly, questions should be asked if support was not obtained/used.

Records could include: a log: completed by the candidate, with entries confirmed as accurate (eg by a supervisor, others with whom the candidate worked); records of observation by the assessor or other appropriate person (authenticated by the assessor); annotated photographs; a video clip.

PS2.3 – Check if the problem has been solved and identify ways to improve problem solving skills

The candidate must check if the problem has been solved by accurately using the methods they have been given; describe clearly the results, including the strengths and weaknesses of how they tackled the problem; identify ways of improving their problem solving skills.

Use of checking methods may be observed (eg by the assessor or other appropriate person with knowledge of the methods to be used), or video recorded, so as to be able to judge the accuracy achieved in their use. The problem does not have to be solved, but assessors should probe the candidate's underpinning knowledge of methods. Other evidence could include records of the results obtained, explanations of decisions made and descriptions of the strengths and weaknesses of approach, and what the candidate would do to improve their problem solving skills.

Guidance on problem solving, level 3, Part A

Part A

YOU NEED TO KNOW HOW TO:

Explore a problem and identify ways of tackling it

- identify, analyse and accurately describe the problem:
 - recognise when a problem exists
 - use different methods to analyse the problem, including breaking it down into manageable sub-problems (simplifying), investigating its effects on other people (broadening its focus), looking at the problem from different viewpoints, checking if the problem changes from place-to-place or over time (reframing) and comparing it with similar problems
 - describe each sub-problem and the factors that affect these
- agree with others (those affected by the problem, your line manager or specialist) how you will know the problem has been solved
- select and use a variety of methods, such as written, visual, numerical and physical techniques, your imagination and creative ideas from working with others, to come up with different ways of tackling the problem
- compare the main features, including value (pay-off), and risks (likelihood and consequences of failure) of each approach and use this information to justify the method you decide to use.

Plan and implement a way of solving the problem

- plan your chosen way of solving the problem to include:
 - resources, methods, the sequence of steps to be taken and time-line, including points for checking progress
 - the necessary action to meet health and safety procedures and other regulations, and ways to overcome difficulties
- get the go-ahead to implement your plan from a person who has expertise in your problem-solving area and authority, such as your line manager or specialist
- put your plan into action, make judgements about when support and feedback would be helpful from others, such as those affected by the problem and specialists, and use this effectively to help tackle the problem
- look at your plan regularly to check progress and to decide on any necessary revisions to your approach.

Check if the problem has been solved and review approach to problem solving

- identify methods for checking the problem has been solved, such as testing, measuring, observing, inspecting and sampling methods, and agree with a person who has expertise in your problem solving area and authority, such as your line manager or specialist, the methods you will use
- apply these methods systematically to check if the problem has been solved
- describe fully the results and draw conclusions on how successful you were
- review the strengths and weaknesses of each stage of your approach, including whether other approaches might have proved more effective.

Problem solving: level 3

You need to know how to – *Explore a problem and identify ways of tackling it*

- ***Identify the problem*** At this level, the problem should have a number of sub-problems, affected by a range of factors, with several ways of tackling it. Candidates should know what is meant by a ‘problem’ (where there is a need to bridge a gap between a current situation and a desired situation), and be able to recognise when a problem exists.
- ***Analyse and describe the problem*** Candidates should know about different methods for exploring a problem and analysing its features. Methods should

include dividing the problem into more manageable sub-problems (simplifying the problem). Other methods could include investigating its effects on other people (broadening the focus of the problem); visualising it from different perspectives eg rearranging the ‘furniture’ to provide new viewpoints, and checking if the problem changes at different times and places (reframing the problem); drawing on similar problems (eg by recalling where each key feature of the new problem cropped up in other problems) and making comparisons. Candidates should agree with others, such as their tutor, supervisor, line manager etc, how they will know the problem has been solved.

- **Select and use a variety of methods** Candidates should know about different methods for generating different ways of tackling the problem (eg written, visual, numerical and physical methods) including use of creative ideas from working with others. They may benefit from practising written and visual methods (eg concept maps), analysis using calculations, use of 3D models (physical or virtual), creative and imaginative methods.
- **Compare each approach and justify chosen method** Candidates should know how to identify the value (pay-off) and the risks (likelihood and consequences of failure) for each approach, and be able to justify their choice based on available evidence.

You need to know how to – Plan and implement a way of solving the problem

- **Plan the chosen approach** Candidates should know about different planning methods (eg a timeline for sorting out a sequence of tasks, milestones and review points). They should be able to anticipate difficulties and consider ways to overcome these. They must always be aware of health and safety considerations and take all other regulations into account as part of their planning.
- **Get the go ahead** Candidates should obtain the approval to implement their plan from an appropriate person with authority, such as their line manager, tutor or someone with expertise in solving the particular type of problem.
- **Implement plan** Candidates should be able to make judgements about when support and feedback will be useful and use this effectively when putting their plan into action. Health and safety must remain the priority at all times.
- **Check progress** Candidates should understand the importance of regularly checking progress against their plan, so as to inform decisions about any changes to be made to their approach.

You need to know how to – Check if the problem has been solved and review approach to problem solving

- **Agree and apply methods of checking** Candidates should agree with someone with authority and expertise methods for checking if the problem has been solved. They should understand tests of the effectiveness of a product or process, and inspections of quality (eg appropriate sampling procedures; critical measurements; assessments of impact on others through observations).
- **Describe the results and draw conclusions** Candidates should know how to describe results in detail and use the outcomes to draw conclusions on the extent to which the problem has been solved (to own and others’ satisfaction).

- **Review *problem solving and alternative approaches*** Candidates should be able to check back and review the adequacy of their approach at each stage of the process (eg by referring to records kept on options, use of plan and resources, consulting others involved). With hindsight, they should be able to identify alternative approaches and, in the light of their experiences, predict the relative effectiveness of these.

Guidance on assessment for problem solving, level 3, Part B

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for PS3.1, PS3.2 and PS3.3. The example should include exploring at least **three** different ways of tackling a problem (for PS3.1).

<p>PS3.1 Explore a problem and identify different ways of tackling it.</p>	<p><i>Evidence must show you can:</i></p> <ul style="list-style-type: none"> 3.1.1 identify, analyse and accurately describe the problem, and agree with others how you will know it has been solved 3.1.2 select and use a variety of methods to come up with different ways of tackling the problem 3.1.3 compare the main features and risks of each approach, and justify the method you decide to use.
<p>PS3.2 Plan and implement at least one way of solving the problem.</p>	<ul style="list-style-type: none"> 3.2.1 plan your chosen way of solving the problem and get the go-ahead from an appropriate person 3.2.2 put your plan into action, effectively using support and feedback from others to help tackle the problem 3.2.3 check regularly progress towards solving the problem, revising your approach as necessary.
<p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>	<ul style="list-style-type: none"> 3.3.1 apply systematically methods agreed with an appropriate person, to check if the problem has been solved 3.3.2 describe fully the results and draw conclusions on how successful you were in solving the problem 3.3.3 review your approach to problem solving, including whether other approaches might have proved more effective.

Problem solving: level 3

At level 3, candidates are expected to provide evidence of meeting all the assessment criteria for PS3.1, PS3.2 and PS3.3 in the context of at least **one** example. The example should explore at least **three** different ways of tackling a problem (for PS3.1).

The problem tackled should have a number of sub-problems, affected by a range of factors, with several ways of tackling it. Evidence should show the use of a variety of methods and resources in working towards its solution, with checks on progress and any revisions to plans noted. If the go-ahead for the chosen option is obtained, but during its implementation it becomes apparent that the assessment criteria for PS3.2 and PS3.3 cannot be met (eg due to factors beyond the control of the individual),

candidates should decide in consultation with their assessor on whether another identified option for the same problem can be implemented and followed through, or whether it would be best to start again with a different problem (in which case all three components must be covered again).

If a second option to the same problem is chosen, it is not necessary to repeat component PS3.1, providing all the assessment criteria have been met previously and a statement is made justifying reselection of the option to be taken forward.

PS3.1 – Explore a problem and identify different ways of tackling it

In assessing the evidence for this component, evidence must show the candidate can meet all the assessment criteria (ie identify, analyse and accurately describe the problem, and agree with others how they will know it has been solved; select and use a variety of methods to come up with different ways of tackling the problem; and compare the main features and risks of each approach, and justify the method they decide to use).

Evidence is likely to include descriptions of the problem, the analysis of its features and methods used for exploring it. Assessors should look for how the candidate agreed with others how to judge whether the problem has been solved. Details of how the candidate compared the features and risks of each approach should also be available, with a justification of the method selected. Evidence could take a variety of handwritten, electronically produced, oral or visual forms. Assessors should probe the candidate's underpinning knowledge of methods used to come up with different ways of tackling the problem.

PS3.2 – Plan and implement at least one way of solving the problem

For this component, the candidate is required to plan their chosen way of solving the problem and get the go-ahead from an appropriate person; put their plan into action, effectively using support and feedback from others to help tackle the problem; check regularly progress towards solving the problem, revising their approach as necessary.

Evidence should include a record of the planning process (eg text-based, taped, visual). Assessors should look for evidence, within the context of the candidate's communication with an appropriate person, of how agreement was obtained to go ahead. Changes to the option to be taken forward, and revisions to the plan, are acceptable in obtaining agreement. If no agreement is reached, the candidate should review work for component PS3.1, and decide whether or not to revise their approach to the same problem, or start again with a different problem. All three components must be followed through and all of the assessment criteria met.

Assessors should look for evidence of the candidate's effective use of feedback and support in implementing their plan, regular checks of progress and any revisions to their approach. Assessors should probe the candidate's underpinning knowledge of planning methods and, if no revisions were made, should question the candidate about how they would have tackled obstacles. Records of how the plan was

implemented could include a log completed by the candidate, with entries confirmed as accurate by relevant others (eg supervisor or others with whom the candidate worked), records of observation or video recording.

PS3.3 – Check if the problem has been solved and review your approach to problem solving

Candidates must apply systematically methods agreed with an appropriate person, to check if the problem has been solved; describe fully the results and draw conclusions on how successful they were in solving the problem; review their approach to problem solving, including whether other approaches might have proved more effective.

The problem does not need to be solved, but all the assessment criteria must be met. Evidence is likely to include: descriptions of methods used to check if the problem has been solved, the results of checking and conclusions; records of the review, including details of other approaches that might have been more effective. Assessors should look for evidence, within the context of the candidate's communication with an appropriate person, of how checking methods were agreed, and should probe the candidate's underpinning knowledge of methods.

Introduction to the key skills standards (level 4)

Level 4 requires candidates to have substantial autonomy and responsibility for managing activities and for identifying, for themselves, how the key skills relate to their situation. Candidates will need guidance on the appropriateness of level 4 and may be better prepared if they have experience of the relevant key skill(s) at level 3. However, at level 4, tutors and line managers should take care not to over-manage the process; the candidate should take the lead in deciding on their strategy and following this through.

All six standards at level 4 share a common structure and approach. This makes it easier for a phase of work to be the focus of developing more than one key skill at this level. However, such activity could typically include key skills at different levels, with only some at level 4.

Each standard at level 4 has three stages:

- *developing a strategy*
- *monitoring progress*
- *evaluating strategy and presenting the outcomes.*

The processes outlined in Part A for each of the above stages, correspond to the three components in Part B for which candidates need to provide evidence.

Level 4 builds on level 3 by requiring application of some additional techniques and knowledge, but candidates also need time to be able to develop and adapt their strategy to achieve the quality of outcomes required.

There needs to be sufficient opportunities for the work to be carried out, as well as for the candidate to monitor and critically reflect on progress, so that changes to their strategy can be made in response to feedback from others and new demands. The ability of candidates to be consciously aware of what they are doing and how well they are doing it, and responsiveness to feedback, is a main feature of level 4 performance.

Developing a strategy

A strategy is a plan that builds on what the candidate knows from past experiences and includes the development of logical steps towards achieving a specific purpose. It should also provide scope for the candidate to adapt their approach in response to feedback from others and demands resulting from changes in the wider context of their work.

Developing a strategy requires candidates to identify where and how they can use the respective key skills as part of their work and/or study activities.

A flexible approach is the key here. Candidates are likely to have to move backwards and forwards between the stages to modify their plans and approaches as the work progresses. To work effectively on level 4 key skills, candidates need to:

- identify what they need to learn and practise
- monitor progress towards meeting their objectives or targets
- modify their strategy, if their situation changes
- think about how they can further develop their skills.

Developing a strategy is all about planning, deciding on objectives or targets and timetables, looking at the components of the activity and sorting out the different skills and resources that are needed.

Monitoring progress

Candidates need to keep track of progress. As they are doing the work they should be drawing the different strands together and following their plan, using a variety of methods and approaches to meet their objectives or targets. They will also be taking the initiative, to make changes where necessary and make best use of the available resources. But keeping on track is only one aspect of this stage. The other important aspect involves moving things forward, applying skills in different situations, learning new skills and being critically reflective.

Critical reflection is taken to mean a deliberate process when the candidate takes time, within the course of their work, to focus on their own performance and review the thinking that led to particular actions, what happened and what they are learning from the experience, in order to inform what they might do in the future.

Critical reflection involves asking questions about problems or opportunities that arise during the course of the work. As a result, this may prompt candidates to restructure their strategy, actions or ways of framing a problem. Using reflection critically to help develop and improve skills also means they can use their knowledge and experience to challenge, modify and form new ideas.

Updating a progress file including, for example, a work-log or diary, can help candidates to be reflective by focusing their attention on what they are doing, and how and why they are doing it. It can also help them to begin to assess their achievements against the intended outcomes for the work.

Evaluating strategy and presenting outcomes

During this stage candidates are required to present the outcomes of their work, and assess what they have achieved and how well they have achieved it.

Candidates will need to consider factors that affected the outcome and the success of any methods/techniques used. Evaluation requires candidates to give adequate reasons to support their assessment. They need to be imaginative and try to ‘stand outside’ the situation to see it in a new light, as if they were an independent reviewer. Evaluating a strategy is not the same as describing it, nor is it the same as agreeing or disagreeing with it. Evaluation is a positive process (not an opportunity for recriminations) and should be used in a constructive way to improve future performance.

Within this stage there is also an expectation that candidates identify ways they want to develop further. To help them do this they may need to review how effective they were in carrying out tasks by making use of feedback from different sources (eg their lecturer, tutor, trainer, mentor, colleagues).

Developing skills is not a one-off process. Candidates need to develop an awareness of what they are doing and how they are doing it – in other words, time to think about and reflect on their learning and the processes in which they are engaging.

Evidence

Evidence relating to the level 4 standards can be used for self-assessment and for giving constructive feedback to candidates on their skill development, as well as for confirming achievements for certification purposes.

Certification of these key skills is separate and distinct from certification for communication, application of number and information and communication technology. It is based on internal assessment (ie assessment of portfolio evidence which has been quality assured within the centre and externally moderated by an awarding body). See page 12, certification of the key skills.

Full details of the requirements for certification of the key skills can be obtained from the awarding bodies that are approved to offer key skills (see QCA website for list: www.qca.org.uk/keyskills).

At level 4, the evidence for key skills is likely to be drawn from a phase of work, characterised by the following features:

- a variety of complex, and sometimes unfamiliar, tasks carried out over time
- the involvement of other people, especially as a source of feedback
- a focus on the candidate's development of particular key skills
- the involvement of the candidate in working independently, at least part of the time.

To be successful, candidates will need to plan carefully what they want to achieve, as well as what they need to do. For each of the key skills, the evidence they need to provide must include both evidence relating to the performance of the particular key skill and evidence that clearly shows the processes in which they have engaged to achieve the quality of outcomes required from the work.

Examples of evidence may include:

A project proposal

This may provide evidence of developing a strategy for any of the key skills.

Personal development plan

This can be useful to candidates for recording their own development/training needs, taking into account company/course objectives as well as personal goals. It is particularly relevant to the key skill of improving own learning and performance. Similarly, records of appraisal/reviews may provide evidence of candidates' skill development, as well as outcomes from work activities.

Work-log/diary

This may help candidates to monitor and keep track of their work and problem solving, as well as support their progress reviews and reflections on performance.

Records of meetings

These may provide candidates with evidence for any of the key skills, but particularly working with others.

Introduction to the guidance sections (level 4)

The aim of the guidance that follows is to help readers to become familiar with the requirements of the key skills standards at level 4.

At this level, candidates should have copies of the relevant key skills standards as they are expected to be taking responsibility for their own learning and performance. The standards, together with this guidance document, should be used as a basis for discussion between tutors/supervisors, assessors and candidates in order to develop greater understanding of the standard of performance and the quality of evidence expected.

Part A guidance

These notes do not amplify all items in Part A, but highlight some aspects that are particularly important. Each standard focuses on the skills required at level 4, but candidates would also benefit from checking that they are confident and competent at level 3 in the relevant key skill(s), as level 4 assumes this is the case.

Internal assessment focuses on Part B of the standard, but candidates should be familiar with all aspects of Part A to ensure they have acquired the associated techniques and knowledge ('know how') they will need in applying the key skills to their particular context. Candidates should be prepared for the assessor to ask questions based on Part A as they probe knowledge that underpins effective performance.

Knowledge evidence complements performance evidence and can be used to develop the candidate's confidence (to help ensure they know what they should do, how and why), as well as the assessor's confidence in making assessment decisions.

Part B guidance

Guidance on Part B relates to internal assessment. To count as evidence, each piece of work must meet all the assessment criteria for the relevant component of Part B. All components must be covered.

Candidates will need to organise and present evidence of how they have met the requirements of the standards, usually in a portfolio with an index to show where evidence can be found. A portfolio may be a file or an electronically-based storage and retrieval system.

Portfolio building is an important skill in managing learning and the assessment process. The key skill of improving own learning and performance can provide a useful 'plan', 'do' and 'review' structure to help candidates develop skills for managing the portfolio, particularly when used with progress file materials, eg to develop skills in identifying and evaluating evidence of achievement.

Introduction to working with others, level 4

A main aim of the level 4 standard in working with others is for candidates to show they can develop and consciously apply their skills in working cooperatively with others while achieving the required quality of outcomes from their work. An important aspect of this is spending time at the outset making sure objectives are clear and there is a strategy in place for achieving them.

The sharing of objectives between people working together is crucial. However, care needs to be taken to avoid possible role conflicts. For example, an assessor and candidate may share the objective to achieve key skills. But this is not acceptable in terms of evidence as the role of the assessor would be compromised.

At this level, candidates will need to show that they can:

- plan strategically their work with others
- apply skills effectively within the context of their work
- monitor and critically reflect on their progress
- evaluate their strategy and present the outcomes of their work.

Candidates will need time to develop cooperative working relationships and to ensure there are sufficient opportunities for the work to develop, for exchanging constructive feedback on two occasions and adapting their strategy to achieve their objectives.

Candidates may find it useful to keep a record in a diary or logbook of how they work with others. A progress file, that includes a plan and records of review, is also helpful in skill development and for recording achievements.

Guidance on working with others, level 4, Part A

Part A

YOU NEED TO KNOW HOW TO:

Develop a strategy for working with others

- identify and confirm opportunities for working with others and clearly identify what you hope to achieve (objectives)
- research information to identify:
 - methods to help plan work with others
 - what makes groups or teams effective, including motivation, interpersonal skills, different roles, working styles and arrangements
 - the skills needed to negotiate with others, give and accept constructive feedback and handle conflict
 - the features of the situation(s) in which you and others will be working, including health and safety, legal and ethical issues.
- plan work with others to:
 - agree the objectives for working together
 - negotiate the action, timescales and resources needed, including the expertise and experience required for different roles
 - negotiate individual responsibilities, including the limits to authority and accountability, and working arrangements.

Monitor progress and adapt your strategy to achieve agreed objectives

- take a leading role to help you and others to develop effective cooperation and efficiently meet your responsibilities, by:
 - being aware of how your style of working and communications may be affecting others' motivation
 - helping to maintain an appropriate working climate based on mutual respect and avoiding actions that may offend, harass or discriminate
 - anticipating the needs of others for information and support
 - helping to ensure best use is made of resources and tasks are completed on time and to the standard required.
- exchange constructive feedback on progress to help monitor the extent to which work is meeting the timescales and quality required, and to agree ways to resolve any conflict
- reflect critically on your work with others to inform decisions about any changes to be made to your strategy to achieve the agreed objectives.

Evaluate your strategy and present the outcomes of your work with others

- bring together and clearly present the outcomes of your work with others
- agree with those involved the extent to which work with others has been successful and the objectives which have been met
- assess the effectiveness of your strategy, including factors that affected the outcomes, and identify ways of further improving your skills in working with others.

Working with others: level 4

You need to know how to – *Develop a strategy for working with others*

- **Establish opportunities for working with others** Candidates should be able to look ahead and explore activities to identify where and how they can work with others. The extent to which these opportunities are realistic should be confirmed in discussion with relevant other people.
- **Identify objectives** Candidates may need to accommodate other suggestions in the process of planning the work with others, but at this stage they should have a clear

idea of what they hope to achieve (eg specific improvements to a product or work practice).

- **Research information** Candidates should research planning methods (eg a Gantt chart, time lines) and the skills needed for working with others. They should be aware of group dynamics, what makes for effective teams, including how to motivate people. Interpersonal skills, and a recognition that people have different ways of working, are essential aspects of team working. Health and safety requirements, legal and ethical factors must be considered at this stage.
- **Plan work with others** It is essential that the group or team agrees their objectives, and candidates should know how to negotiate with others (eg be able to recognise and use sources of influence, use probing and questioning techniques to find out others' views, learn how to concede and compromise to find common ground). In negotiating roles and responsibilities and making clear the limits to authority and accountability of others, they should be able to identify the experience and expertise needed for different roles. At this level, candidates should have a good understanding of the features of the situation(s) in which people will be working in order to negotiate the action, time scales, resources and working arrangements for achieving the objectives.

You need to know how to – Monitor progress and adapt your strategy to achieve agreed objectives

- **Take a leading role** Candidates should know not only how to establish cooperative ways of working, but how to maintain the momentum. They should be familiar with motivational theories and practice and understand the effect their own style of working and communications may have on the motivation of others (eg in creating an appropriate climate for team or group work). Knowing how to apply methods for helping to resolve conflict and handling complaints (eg of harassment, discrimination) is also important.
- **Exchange constructive feedback** Candidates should be able to receive and give constructive feedback (eg be descriptive, factual and explicit, admit ownership of what is said, turn negative comments into positive intent, create a climate that encourages others to give their views, offer options for future action) and be able to agree with others how to resolve any conflict.
- **Critically reflect** Candidates should understand that this means taking time to think about their work with others and what they are learning from the experience in order to inform any changes to their strategy. They also need to know how to use feedback to help them monitor progress and make decisions (eg on whether they need to adapt their overall strategy to achieve the required outcomes).

You need to know how to – Evaluate your strategy and present the outcomes of your work with others

- **Clearly present the outcomes** Candidates should be familiar with a variety of presentation methods and be able to present information (eg in the context of a meeting, demonstration or a more formal presentation) in a way that ensures it best suits their purpose, the nature of the work and the situation.
- **Assess effectiveness** Candidates should agree with others that have been involved, the extent to which the work has been successful and the objectives that have been

met or not met. They should be aware of factors that might have had an impact on the outcomes of their work with others (eg motivational factors, behaviours, resources and levels of expertise) and be able to assess the strengths and weaknesses of their strategy.

- ***Identify ways of further improving skills*** Candidates should be able to suggest ways they would like to develop their skills, based on the experience they have gained in this activity, and discuss with a line manager, colleague or mentor how they might take advantage of opportunities that are available to them (eg for professional development planning, for changing working practices, for tackling new kinds of tasks, etc).

Guidance on assessment for working with others, level 4, Part B

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for WO4.1, WO4.2 and WO4.3, to include work in a group or team situation. You must exchange constructive feedback on progress on two occasions (for WO4.2).

WO4.1
Develop a strategy for working with others.

WO4.2
Monitor progress and adapt your strategy to achieve agreed objectives.

WO4.3
Evaluate your strategy and present the outcomes from your work with others.

Evidence must show you can:

4.1.1 establish opportunities for working with others and clearly identify what you hope to achieve

4.1.2 research information to inform planning and how you will work with others

4.1.3 plan work with others, negotiating responsibilities and working arrangements for achieving agreed objectives.

4.2.1 take a leading role in helping you and others to develop effective cooperation and efficiently meet your responsibilities

4.2.2 exchange constructive feedback on progress and agree ways to resolve any conflict

4.2.3 reflect critically on your work with others and adapt your strategy as necessary to achieve agreed objectives.

4.3.1 bring together and clearly present the outcomes of your work with others

4.3.2 agree the extent to which work with others has been successful and the objectives have been met

4.3.3 assess the effectiveness of your strategy, including factors that affected the outcomes, and identify ways of further improving your skills in working with others.

Working with others: level 4

At this level, candidates must provide at least **one** example of meeting all the assessment criteria for WO4.1, WO4.2 and WO4.3. The example must show candidates can work in a group or team situation. Candidates must exchange constructive feedback on progress on **two** occasions (for WO4.2). It is not acceptable for the candidate’s assessor to be the other person in one-to-one situations as this may compromise the role of the assessor.

WO4.1 – Develop a strategy for working with others

In developing a strategy, candidates must establish opportunities for working with others and clearly identify what they hope to achieve; research information to inform

planning and how they will work with others; plan work with others, negotiating responsibilities and working arrangements for achieving agreed objectives. Evidence that candidates can develop a strategy for working with others might include entries in a personal development plan/progress file or a project proposal, with annotated references of sources used for research. It is not acceptable for plans to be done in retrospect. Assessors should look for evidence of how candidates have negotiated responsibilities and working arrangements, and probe candidates' underpinning knowledge of what makes groups or teams effective, and features of the working situation.

WO4.2 – Monitor progress and adapt your strategy to achieve agreed objectives

Assessors should look for evidence of candidates' ability to take a leading role in helping them and others to develop effective cooperation and efficiently meet their responsibilities. Candidates must exchange constructive feedback on progress and agree ways to resolve any conflict. If no conflict has arisen, assessors should question them on the action they would have taken. Assessors should also probe underpinning knowledge of behaviours that encourage cooperation, including ways to motivate people, and factors that should be taken into account when giving constructive feedback.

Candidates must reflect critically on their work with others and adapt their strategy as necessary to achieve agreed objectives. Evidence may be through discussion (eg with their line manager or tutor) and/or written records of their reflections on the work. It is helpful if candidates keep notes or a diary/log detailing how they have adapted their strategy. Other evidence could include minutes of meetings, edited audio/video clips or records of observation by an assessor. Witness statements can be useful as supporting evidence. They should include the date, name, signature and contact details of the witness, and details of the context in which the discussion took place. Assessors are responsible for judging the validity of statements and may need to confirm with the witness that it is genuine and clarify points regarding the assessment criteria.

WO4.3 – Evaluate your strategy and present the outcomes from your work with others

Candidates are required to bring together and clearly present the outcomes of their work with others. Assessors should probe their underpinning knowledge of presentation methods.

Candidates must also agree the extent to which work with others has been successful and the objectives have been met. Assessors should look for evidence of how agreement was reached (eg statements from all involved).

In assessing the effectiveness of their strategy, candidates must include factors that affected the outcomes. Candidates must also identify ways of further improving their skills in working with others. Evidence might include a report and/or a record of discussion (eg with a mentor, line manager).

Introduction to improving own learning and performance, level 4

A main aim of the standard at level 4 is for candidates to show they can develop and consciously apply their skills to improve their own learning and performance.

An important aspect of this is spending time at the outset making sure targets are SMART (specific, measurable, achievable, realistic, time-bound) and there is a clear strategy in place for achieving them.

At this level, candidates will therefore need to show that they can:

- plan strategically for improving their own learning and performance
- apply skills effectively within the context of their learning
- monitor and critically reflect on their learning
- evaluate their strategy and present the outcomes of their learning.

Candidates will need time to engage in different ways of learning to meet their targets and critically reflect on and review the effectiveness of their learning.

Candidates may find it useful to keep a progress file, that includes a plan and records of their progress and achievements.

This standard has also been found useful as a framework for organising candidates' skill development in other key skills, whatever level(s) these may be.

Guidance on improving own learning and performance, level 4, Part A

Part A

YOU NEED TO KNOW HOW TO:

Develop a strategy for improving your own learning and performance

- use relevant sources of information to inform the review of your current capabilities, including your preferred learning style(s), and clearly identify what you hope to achieve in the future (your goals)
- research information to inform planning:
 - what makes learning effective, including time-management techniques
 - relevant learning opportunities
 - ways to improve your performance, including different ways of learning and learning methods (visual, verbal, auditory, physical)
 - resources that may be helpful, including people who could provide constructive feedback on your learning and performance
 - any constraints that you need to take into account
- develop an individual learning plan that includes:
 - SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound) that take into account your personal preferences, motivation, needs and circumstances
 - details of how these targets will be met: priorities to be given to tasks (with deadlines); learning methods that you prefer to use; resources that are available to help you achieve the targets; alternative action that may be needed to overcome any problems.

Monitor progress and adapt your strategy to improve your performance

- manage your time effectively to meet deadlines and unexpected demands
- take responsibility for using different ways of learning to meet new demands, including methods that suit your particular learning style(s)
- take the initiative in seeking and actively using feedback and support from a variety of sources, such as people supervising your work, colleagues and others who may be able to advise you on how to meet your targets
- reflect critically on your learning, by taking time out to think about choices you have made about what and how you are learning and their effectiveness, and adapt your strategy as necessary to improve your performance.

Evaluate your strategy and present the outcomes of your learning

- review the different ways you have learned and the extent to which you have met your targets
- bring together and clearly present what you have learned, and organise evidence by sorting and selecting relevant examples of work and other forms of evidence that can be used to support your purpose in, for example, a training review, a performance appraisal or job application/interview
- assess the effectiveness of your strategy, including factors that affected the outcomes, such as your own motivation, quality of feedback and support
- identify ways of further improving your learning and performance.

Improving own learning and performance: level 4

You need to know how to – *Develop a strategy for improving your own learning and performance*

- ***Review current capabilities and identify what hope to achieve*** Candidates should be aware of different sources of information for informing their review, and take responsibility for obtaining this information. They should know about different ways of learning and investigate their own preferred learning style(s) and what this means in practice, in terms of putting their learning to effective purposes. They should be able to think through what they hope to achieve in the future (learning, personal or career goals).

- **Research information** Candidates will need to spend some time researching and exploring opportunities for improving their learning and performance. This should include researching relevant sources of information to inform planning activities. They may need to arrange access to specialist training, on-line resources, a library or specialist publications (eg to find out about time-management techniques, what makes learning effective).
- **Set smart targets** Candidates should devise a learning plan that includes SMART targets. In setting targets, they should be able to take into account their personal preferences, motivation, needs and circumstances. In planning how targets will be met, candidates should identify opportunities and constraints, eg financial, health, available time. Their plan should include a list of tasks in priority order and deadlines, as well as a note of available resources.
- **Choose methods** Candidates should know about different learning methods and be able to make a reasoned choice to suit their preferred learning styles.

You need to know how to – Monitor progress and adapt your strategy to improve your performance

- **Manage time effectively** Candidates should be familiar with time-management techniques to help them prioritise, organise and monitor their learning tasks.
- **Take responsibility** Candidates should be able to take responsibility for using different ways of learning, selecting methods to meet their own needs. Examples of different forms of learning include: attending a lecture, seminar, or a training course where the lecturer/trainer presents information or structures learning; written or ICT-based exercises; watching a demonstration (live, ICT-based or on video) followed by a structured practice session; a problem based approach.
- **Seek and use constructive feedback** Candidates should seek out and use feedback from relevant others, including colleagues, supervisors, team leaders, tutors, who may be in a position to comment on current performance and suggest ways to improve further.
- **Critically reflect** Critical reflection means focusing on a learning experience and taking time to think carefully about the thinking that led to particular actions, what happened and how future action might be informed by what is being learnt. Candidates might find it useful to keep a learning log to aid reflection. They should be able to use the outcomes of their reflection to inform their decisions on adapting their strategy.

You need to know how to – *Evaluate your strategy and present the outcomes of your learning*

- ***Review what you have learned*** Candidates should develop the habit of using their plan to assist their review of learning and the extent to which they have met their targets.
- ***Present what you have learned*** Candidates should be aware of different ways of presenting their learning and achievements, not only in written form (eg a personal statement), but through performances (eg in interviews, meetings, exhibitions, performing arts events). Candidates need to synthesise what they have learned: draw out the key aspects and make connections across their whole learning experience, so as to present information in a coherent way (eg to show how they have used and adapted their skills and learning styles). They should be able to sift, collate and select evidence to support their purpose.
- ***Assess the effectiveness of your strategy*** Candidates should be aware of factors impacting on the outcomes of their learning (eg motivations, resources, learning environment, usefulness of feedback and support, own levels of confidence), and be able to assess the strengths and weaknesses of their strategy for improving their performance.
- ***Identify ways of further improving*** Candidates should suggest areas where they feel they need to improve. They should discuss with their line manager or training development manager, facilities and resources that are available to them eg for tackling new kinds of tasks, for training in a specific area.

Guidance on assessment for improving own learning and performance, level 4, Part B

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for LP4.1, LP4.2 and LP4.3 (the example should include at least three targets). Overall, show you can use at least **two** different ways of learning to improve your performance.

<p>LP4.1 Develop a strategy for improving your own learning and performance.</p>	<p><i>Evidence must show you can:</i></p> <ul style="list-style-type: none"> 4.1.1 review your current capabilities and clearly identify what you hope to achieve in the future 4.1.2 research information on relevant learning opportunities and ways to improve your performance, to inform planning 4.1.3 set SMART targets and plan how these will be met, prioritising tasks and making a reasoned choice of methods and resources.
<p>LP4.2 Monitor progress and adapt your strategy to improve your performance.</p>	<ul style="list-style-type: none"> 4.2.1 manage your time effectively and take responsibility for using different ways of learning to meet new demands 4.2.2 seek and actively use feedback and support from a variety of sources, to help meet your targets 4.2.3 reflect critically on your learning and adapt your strategy as necessary to improve your performance.
<p>LP4.3 Evaluate your strategy and present the outcomes of your learning.</p>	<ul style="list-style-type: none"> 4.3.1 review the different ways you have learned and the extent to which you have met your targets 4.3.2 bring together and clearly illustrate what you have learned, organising evidence to support your purpose 4.3.3 assess the effectiveness of your strategy, including factors that affected the outcomes, and identify ways of further improving your own learning and performance.

Improving own learning and performance: level 4

At this level, candidates must provide at least one example of meeting all the assessment criteria for LP4.1, LP4.2 and LP4.3 (the example should include at least **three** targets). Overall, candidates must show that they can use at least **two** different ways of learning to improve their performance. Evidence must meet all the assessment criteria for each component of Part B, and must include:

LP4.1 – Develop a strategy for improving your own learning and performance

In developing a strategy, candidates must review their current capabilities and clearly identify what they hope to achieve in the future; research information on relevant

learning opportunities and ways to improve their performance, to inform planning; set SMART targets and plan how these will be met, prioritising tasks and making a reasoned choice of methods and resources. Evidence that candidates can develop a strategy could include entries in a personal development plan/progress file, with annotated references of sources used for researching information. It is not acceptable for plans to be done in retrospect. Assessors should look for evidence of how candidates have reviewed their capabilities, and probe their underpinning knowledge of learning styles and SMART targets, including their awareness of factors that might impact on their targets and learning methods.

LP4.2 – Monitor progress and adapt your strategy to improve your performance

Candidates must show they can manage their time effectively and take responsibility for using different ways of learning to meet new demands. Assessors should look for examples of two different ways of learning and probe underpinning knowledge of methods that suit different learning styles. Assessors should also look for how candidates have sought and actively used feedback and support from a variety of sources to help meet their targets.

Critical reflection is an important aspect of monitoring progress, and assessors should check candidates' understanding of what they have learned and how they have learned, particularly the effectiveness of their choices and any changes to their strategy. Evidence might include a learning log, with a commentary on decisions, reflections and amendments to their strategy, and a variety of records to show how candidates learned at least two different ways.

LP4.3 – Evaluate your strategy and present the outcomes of your learning

Candidates are required to review the different ways they have learned and the extent to which they have met their targets; bring together and clearly illustrate what they have learned, organising evidence to suit their purpose. Assessors should look for evidence of synthesis of what candidates have learned. Records could take a variety of forms, eg a project report, a synoptic assessment in an examination, observation records or video of performance in a job, a debate or performing arts event. Assessors should encourage this variety, providing the evidence clearly shows that the assessment criteria have been met. For this component, candidates must also assess the effectiveness of their strategy, including factors that affected the outcomes, and identify ways of further improving their own learning and performance. Assessors should probe awareness of factors that impacted on the outcomes.

Introduction to problem solving, level 4

A main aim of the standard in problem solving at level 4 is for candidates to show they can develop and consciously apply their skills in tackling problems.

An important aspect of this is spending time researching information and methods that may be helpful in planning their approach to problem solving, and making sure there is a strategy in place for achieving the required outcomes.

At this level, candidates will need to show that they can:

- plan strategically their problem solving
- apply skills effectively within the context of their work
- monitor and critically reflect on their progress
- evaluate their strategy and present the outcomes.

Candidates will need time to apply their problem-solving skills during work, studies or other activities. There need to be sufficient opportunities for the work to develop, as well as for the candidate to monitor and critically reflect on the effectiveness of their problem solving, so that changes can be made to their strategy as necessary.

Candidates may find it useful to keep a record in a diary or logbook of how they tackle each problem and ways in which they adapt their strategy. A progress file, that includes a plan and records of review, is helpful in skill development and for recording their achievements.

Guidance on problem solving, level 4, Part A

Part A

YOU NEED TO KNOW HOW TO:

Develop a strategy for problem solving

- identify opportunities for problem solving by spending time looking at work activities, and clearly identify what you hope to achieve
- explore problems to establish their critical features, including, as appropriate:
 - re-framing each problem by broadening its focus, re-visualising the problem by creating different perspectives and reviewing changes
 - simplifying the problem and discounting misleading information
 - making comparisons with similar problems and finding analogies
 - consulting other people such as those affected by the problems, your line manager or specialists, to help inform your choice of problem
- generate different ways of tackling a problem, making use of mathematical, verbal, visual, auditory, collaborative and physical methods, as appropriate
- negotiate with your line manager and other relevant people, the approach to use, supporting your case with a cost/benefit analysis of its value and risks and, if appropriate, counter-factual arguments
- plan how you will implement your approach to the problem, to include:
 - use of planning methods such as a Gantt chart/time-line
 - consideration of opportunities and constraints that may affect your plans, including your own and others' attitudes to risk, your level of expertise and factors to do with finance, resources, health and safety and other rules and regulations.

Monitor progress and adapt your strategy for solving the problem

- manage the problem solving process by:
 - getting and making efficient use of resources, including your own and others' specialist knowledge and skills
 - applying effectively methods that you have chosen as appropriate for the task
 - keeping to health and safety and other relevant rules and regulations
- keep track of progress and systematically check results by testing, observing, inspecting, measuring and sampling, as appropriate.

Evaluate your strategy and present the outcomes of your problem solving

- bring together and clearly present the results of your approach to problem solving, including evidence to support your conclusions
- agree with appropriate people, such as those affected by the problem, your line manager and specialists, the extent to which you solved the problem
- assess the strengths and weaknesses of your strategy, including how your decisions and other factors affected the results
- identify ways of further improving your problem solving skills.

Problem solving: level 4

You need to know how to – *Develop a strategy for problem solving*

- **Identify opportunities for problem solving** Candidates will need to explore work activities in order to identify opportunities for problem solving skills. They should clearly identify the planned outcomes (eg a solution to a resource shortage). They may need to accommodate other suggestions in negotiations with other people, but at this stage they should have a clear idea of what they hope to achieve. Candidates will benefit from writing outcomes that are specific, so they will be able to tell

easily if they have been achieved. This will help later in monitoring and evaluating the effectiveness of their strategy.

- **Explore problems** Candidates should know different methods for exploring a problem, including reframing the problem (eg by visualising it from different perspectives, checking if the problem changes at different times/locations; simplifying the problem by dividing it into more manageable sub-problems, discounting misleading information; making comparisons by drawing on similar problems, taking imaginative leaps by finding analogies). Candidates need to know how to access information from a variety of people, including their line manager and specialists, to inform their choice of problem.
- **Devise different ways of tackling a problem** Candidates need to be familiar with a range of problem-solving methods, including collaborative, visual, verbal, mathematical, auditory and physical methods. They need to be able to assess the likelihood of these methods being useful for their particular problem and context (eg develop and apply a decision tree, ranking each method against the main features of the problem).
- **Negotiate and plan approach** Candidates should be able to carry out a cost/benefit analysis to study the relationship between the value (pay-off) and the risks (likelihood and consequences of failure) for each approach, and be able to justify their choice based on available evidence. At this level, they should know that counterfactual arguments may in some circumstances influence choice, but they should negotiate the approach to be taken forward with relevant people, including their line manager. Candidates should be familiar with planning methods (eg a Gantt chart, timelines etc) and be aware of opportunities and constraints that might affect their plans, including their own attitudes to risk and level of expertise, as well as factors to do with finance, resources, health and safety. They should know how to record information in a form that is useful for monitoring purposes (eg a critical path analysis, concept map, flow chart).

You need to know how to – Monitor progress and adapt your strategy for solving the problem

- **Manage the process** Candidates should be able to take responsibility for obtaining the necessary resources, including specialist knowledge and skills and the cooperation of others. They should be able to apply appropriate methods in tackling the problem, keeping to health and safety and other relevant rules and regulations.
- **Keep track of progress** Candidates should know how to track and record progress in tackling the problem. They need to be able to systematically check results (eg tests of the effectiveness of a product or process, the stability/robustness of an outcome over a period of time, the efficiency/elegance of the outcome; inspections of quality by following an appropriate sampling procedure, taking critical measurements; assessments of impact on others through observations, asking others).

You need to know how to – *Evaluate your strategy and present the outcomes of your problem solving*

- ***Clearly present the outcomes*** Candidates should be familiar with a range of presentation methods, be able to bring together and present information clearly, and understand the importance of providing evidence to support their conclusions.
- ***Assess the effectiveness of strategy*** Candidates should identify how their decisions, and the resources and people involved in their work, have influenced the way they have tackled the problem and assess the strengths and weaknesses of their strategy. They should agree with relevant personnel the extent to which they have solved the problem.
- ***Identify ways of further developing problem solving skills*** Candidates should be able to suggest areas where they feel they need to improve and discuss with a line manager, colleague or mentor, opportunities for how they might do this.

Guidance on assessment for problem solving, level 4, Part B

Part B

YOU MUST:

Provide at least **one** example of meeting the standard for PS4.1, PS4.2 and PS4.3. The example should show that you can explore at least two problems (for PS4.1), one of which must be followed through to conclusion.

<p>PS4.1 Develop a strategy for Problem solving.</p>	<p><i>Evidence must show you can:</i></p> <ul style="list-style-type: none"> 4.1.1 identify opportunities for problem solving and clearly establish what you hope to achieve 4.1.2 explore problems to identify their critical features and devise different ways of tackling them 4.1.3 negotiate with appropriate people the approach to use and plan how you will implement this.
<p>PS4.2 Monitor progress and adapt your strategy for solving the problem.</p>	<ul style="list-style-type: none"> 4.2.1 manage effectively and efficiently the problem solving process, using appropriate methods 4.2.2 keep track of progress and systematically check results 4.2.3 reflect critically on your approach to tackling the problem and adapt your strategy as necessary to improve your problem-solving skills.
<p>PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills.</p>	<ul style="list-style-type: none"> 4.3.1 bring together and clearly present the results of your approach to problem solving, including evidence to support your conclusions 4.3.2 agree with appropriate people the extent to which the problem has been solved 4.3.3 assess the effectiveness of your strategy, including factors that affected the outcomes, and identify ways of further improving your problem solving skills.

Problem solving: level 4

At this level, candidates must provide at least **one** example of meeting all the assessment criteria for PS4.1, PS4.2 and PS4.3. The example must show candidates can explore at least **two** problems (for PS4.1), one of which must be followed through to conclusion. It is therefore important they include such opportunities in developing their strategy.

Evidence must meet all assessment criteria (in the relevant box) for each component of Part B. Problems tackled need to have a number of sub-problems, be affected by a range of factors, including a significant amount of contradictory information. There should be several possible solutions requiring the candidate to extend their specialist knowledge of methods and resources, and adapt their plans, in working towards a

satisfactory outcome. If it becomes impossible to follow the selected problem through to conclusion (eg due to factors beyond the control of the candidate, or changes in the nature of the problem), candidates may use another problem they have explored for component PS4.1, providing they provide additional evidence to meet the third assessment criterion (4.1.3).

PS4.1 – Develop a strategy for problem solving

In developing a strategy, candidates must identify opportunities for problem solving and clearly establish what they hope to achieve; explore problems to identify their critical features and devise different ways of tackling them; negotiate with appropriate people the approach to use and plan how they are going to implement this.

Assessors should probe candidates' underpinning knowledge of methods of exploring problems and possible sources of information, and look for evidence of how they have applied methods and information to establish the critical features of at least two problems.

Candidates must show they have devised different ways (at least three) of tackling each of the two problems and how they negotiated the approach to the problem selected to be taken forward. Changes subsequently to the problem selected should be subject to a review by the assessor, to check there is evidence of meeting the criterion 4.1.3 in relation to the new problem. Evidence that candidates have planned their approach in tackling a selected problem should include information recorded in a form that is useful for monitoring purposes (eg a critical path analysis, a concept map or flow chart) and a supporting statement describing the factors taken into account when planning. It is not acceptable for plans to be done in retrospect. Assessors should probe underpinning knowledge of planning methods, and their reasons for selecting particular methods.

PS4.2 – Monitor progress and adapt your strategy for solving the problem

Candidates must manage effectively and efficiently the problem solving process, using appropriate methods; keep track of progress and systematically check results.

Assessors should probe underpinning knowledge of ways of tackling problems, including resources, methods, tracking techniques and procedures for checking results. Evidence could include a variety of visual, handwritten, electronic or auditory records.

For 4.2.3 candidates must reflect critically on their approach to tackling the problem and adapt their strategy as necessary to improve their problem solving skills. Assessors should look for explicit evidence of reflection. Evidence could include a commentary, noting choices made and reflections on effectiveness, including any changes to the chosen strategy.

PS4.3 – Evaluate your strategy and present the outcomes of your problem solving skills

Candidates must bring together and clearly present the results of their approach to problem solving, including evidence to support their conclusions. Evidence could be a

report (handwritten or ICT-produced), a visual display (eg a physical or virtual demonstration using a model), records of observation or a video clip. Assessors should probe under-pinning knowledge of presentation methods and their reasons for selecting particular methods. Assessors should look for the evidence used to support the conclusions.

Candidates should agree with appropriate people the extent to which the problem has been solved. They must also assess the effectiveness of their strategy, including factors that affected the outcomes, and identify ways of further improving their problem solving skills. Evidence of these activities could be included in the above report, or be provided in response to questioning by the assessor. Assessors should probe the candidate's understanding of factors that could have had an impact.

Relevant sources of information

England

Qualifications and Curriculum Authority (QCA) tel: 020 7509 5555
www.qca.org.uk/keyskills

Department for Education and Skills (DfES) tel: 0114 259 3759

The Key Skills Support Programme tel: 020 7297 9000. The Programme (funded by DfES and coordinated by LSDA and Learning for Work aims to:

- raise awareness and understanding of key skills
- provide advice and models of how to organise key skills delivery
- provide materials on how to develop and assess key skills
- provide training through conferences, workshops and courses.

LSDA helpline (for schools and colleges) tel: 0870 872 8081

Learning for Work tel: 0870 758 1411

Helpline (for employers and training providers) tel: 0845 602 3386

Wales

Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) tel: 02920 375400
www.accac.org.uk

The National Assembly Education Department tel: 02920 825111

Key Skills Support Programme Cymru helpline 029 2074 1820

Northern Ireland

Northern Ireland Council for the Curriculum, Examinations and Assessment (NICCEA)
 tel: 028 9026 1200

Department of Education (DE)
 tel: 028 9027 9279

Key Skills Resource Centres

Belfast tel: 028 9090 0080
 Dungannon tel: 028 8772 6035
 Londonderry tel: 028 7186 1904

Department for Employment and Learning tel: 028 9025 7777

QCA Northern Ireland Office
 tel: 028 9033 0706

Key skills awarding bodies


List available on QCA website

Other relevant publications

Key skills standards

The key skills qualifications standards and guidance, communication, application of number and information and communication technology (QCA/04/1272)

QCA Publications (and QCA website)
 tel: 01787 884444
www.qca.org.uk

 Curriculum and Standards	
Audience	This guidance is aimed at assessors, candidates, teachers in schools and colleges, training providers, careers service and employers and all those involved in the delivery of key skills.
Circulation List	Key skills awarding bodies
Type	Guidance
Description	This publication provides guidance on the interpretation of the key skills in working with others, improving own learning and performance and problem solving at levels 1–4. In addition, the publication includes the current key skills standards (level 1–4) for working with others, improving own learning and performance and problem solving
Cross ref	<i>The key skills qualifications standards and guidance</i> levels 1–4 in communication, application of number and information and communication technology (order ref: QCA/04/1272)
Action required	This document has been produced to help all those involved in the delivery of key skills to achieve consistency in interpretation of the national standards.
Contact	The Basic and Key Skills Team (020 7509 5611)

For more copies, contact:

QCA Orderline, PO Box 29, Norwich NR3 1GN
 (tel: 08700 60 60 15; fax: 08700 60 60 17; email: orderline@qca.org.uk)

Price and order ref: £10 QCA/04/1294