
Key Skills Opportunities

The following table sets out how candidates' portfolio evidence for these qualifications can also meet various Key Skills criteria at Level 2. It should be read in conjunction with the assessment evidence grids (included within the unit specifications on this CD-ROM). Each row of the table sets out:

- a Level 2 Key Skills criterion in column 1;
- opportunities within the mandatory AS portfolio units to meet this Key Skills criterion in column 2;
- further comments expanding on these opportunities in column 3;
- potential pitfalls to consider in column 4;
- possible enhancements to the portfolio evidence for these qualifications which would potentially meet the Level 3 criterion for this Key Skill, in column 5.

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1a: Take part in a group discussion:</p> <ul style="list-style-type: none"> • make clear and relevant contributions in a way that suits your purpose and situation; • respond appropriately to others; • help to move the discussion forward. 	<p>Unit 2</p> <p>The production of records to show the effectiveness of your communication skills in an interaction with a service user or a small group of services users.</p>	<p>It is possible that this could take place in the workplace and be assessed through witness testimony.</p>	<p>A group is three or more people. The group discussion should provide opportunities for responding to a range of views and sensibilities, and for candidates to be able to take the lead in moving discussions on. Candidates should be able to make clear and relevant contributions.</p>	<p>Needs to be a complex discussion which would need to be in the context of the vocational area.</p>
<p>2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long:</p> <ul style="list-style-type: none"> • select and read relevant documents; • identify accurately the main points, ideas and lines of reasoning; • summarise the information to suit your purpose. 	<p>Unit 2</p> <p>Relevant research and analysis of two theories that provide guidance about the effects of communication on services users and/or care workers.</p> <p>The production of records to show the effectiveness of your communications skills in an interaction with a service or a small group of service users.</p>	<p>This should arise from the research and analysis of two theories. Evidence must show that appropriate material has been selected from documents that will be implicit in the subsequent analysis.</p>	<p>Documents must relate to the same subject. Candidates must work independently to select material. Evidence must show that candidates are able to select relevant material and identify accurately lines of reasoning from text and (images if used).</p>	<p>Each document must be at least 1000 words long. The subject matter must be challenging, offering a number of strands of thought or different approaches. At this level candidates must demonstrate the ability to 'synthesise' the information – this must go beyond a summary as required at Level 2. Lines of reasoning are identified from text and (images if used).</p>

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long:</p> <ul style="list-style-type: none"> • present relevant information in a format that suits your purpose; • use a structure and style of writing to suit your purpose; • spell, punctuate and use grammar accurately make your meaning clear. 	<p>Unit 2 A report based on different communication skills used in one health or social care or early years setting.</p>	<p>Guidance at this level can be given for the appropriate format of writing required.</p>	<p>Work must be accurately spelt and punctuated, and grammatically correct, so meaning is clear. The candidate should not be penalised for one or two errors providing meaning is still clear and mistakes in one document are not repeated in another.</p>	<p>The documents must portray information about complex subjects (those that deal with abstract or sensitive issues and lines of enquiry that are dependant on clear reasoning). Subject matter must be challenging with use made of specialised vocabulary where appropriate. This document could be at least 1000 words long. At Level 3 candidates should have responsibility for selecting and using 'form and style'.</p>
	<p>Unit 3 A report of the planning of a small-scale health-promotion campaign to promote good health in a care setting.</p>	<p>Guidance at this level can be given for the appropriate format or writing required.</p>	<p>Work must be accurately spelt, punctuated and grammatically correct so meaning is clear. The candidate should not be penalised for one or two errors providing meaning is still clear and mistakes in one document are not repeated in another.</p>	<p>The report must give information about complex subjects (those that with abstract or sensitive issues and lines of enquiry that are dependant on clear reasoning). Subject matter must be challenging (this could relate well to the opportunity identified here) with use made of specialised vocabulary where appropriate. This document could be at least 1000 words long and be supported with an image. At this level candidates should have responsibility for selecting and using 'form and style'.</p>

Key Skill Detail for ICT Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case:</p> <ul style="list-style-type: none"> • select information relevant to the tasks. 	<p>Unit 2 Relevant research and analysis of two theories that provide guidance about the effects of communication on services users and/or care workers.</p>	<p>Multi criteria searching required for ICT based information into relevant research and analysis of two theories.</p>	<p>ICT based and non ICT based information sources required. This unit could be used to search and select information. The relationship between the information selected and purpose should be clear.</p>	<p>It is unlikely that Level 3 criteria will be met through the banner requirements in this unit.</p>
<p>2.2 Enter and develop the information to suit the task and derive new information:</p> <ul style="list-style-type: none"> • enter and combine information using formats that help development; • develop information and derive new information as appropriate. 	<p>Unit 2 A report based on different communication skills used in one health or social care or early years setting. The production of records to show the effectiveness of your communication skills.</p>	<p>Information for these opportunities could develop text and image. New information must have been added from other sources.</p>		<p>As above</p>

Key Skill Detail for ICT Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.3 Present combined information such as text with image, text with number, image with number:</p> <ul style="list-style-type: none"> develop the presentation so that the final output is accurate and shows consistent use of formats; use layout appropriate to the types of information. 	<p>Unit 2</p> <p>A report based on different communication skills used in one health or social care or early years setting.</p> <p>The production of records to show the effectiveness of your communication skills.</p>	<p>There must be evidence that the work has been saved.</p> <p>There is a requirement for evidence of the purposeful use of e-mail.</p>		<p>It is unlikely that Level 3 criteria will be met through the banner requirements in this unit.</p>
Key Skill Detail for Working with Others Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Plan work with others:</p> <ul style="list-style-type: none"> identify what you need to achieve together; share relevant information to identify what needs to be done and individual responsibilities; confirm the arrangements for working together. 	<p>Unit 3</p> <p>Evidence of your participation in a small health-promotion campaign.</p>	<p>In a group or team situation the candidate should identify what is being achieved. This could be produced using a plan that clearly shows the objectives, responsibilities and working arrangements, or could be questioned by their assessor.</p>	<p>There needs to be evidence that candidates have shared information with others to identify responsibilities.</p>	<p>It is not envisaged that this opportunity would allow for Level 3 criteria to be met.</p>

Key Skill Detail for Working with Others Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.2 Work co-operatively towards achieving the identified objectives:</p> <ul style="list-style-type: none"> organise and carry out tasks safely using appropriate methods, to meet your responsibilities; support co-operative ways of working to help achieve the objectives for working together; check progress, seeking advice from an appropriate person when needed. 	<p>Unit 3 Evidence of your participation in a small health-promotion campaign.</p>	<p>Direct observation by the assessor/video or audio recordings, are the most useful forms of evidence.</p>	<p>In particular the assessor should look for evidence of the ways that the candidate has supported working – e.g. shown willingness to help sort out a disagreement, or adapted own behaviour to avoid offending others.</p>	<p>It is not envisaged that this opportunity would allow for Level 3 criteria to be met.</p>
<p>2.3 Review your contributions and agree ways to improve work with others:</p> <ul style="list-style-type: none"> share relevant information on what went well and less well in working with others; identify your role in helping to achieve things together; agree ways of improving your work with others. 	<p>Unit 3 Evidence of your participation in a small health-promotion campaign</p>	<p>In sharing relevant information, the candidate must show that they have listened to and responded appropriately to feedback from others. Evidence for ways of improving – could include statements written or recorded.</p>	<p>The candidate 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 – but candidates must agree ways of improving work with others.</p>	<p>As above</p>

Key Skill Detail for Improving Own Learning and Performance Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Help set targets with an appropriate person and plan how these will be met:</p> <ul style="list-style-type: none"> • provide information to help set realistic targets what you want to achieve; • identify clear action points for each target and you will manage your time; • identify how to get the support you need and arrangements for reviewing your progress. 	<p>Unit 2 An understanding of the different types of communication used in care settings. The production of records to show the effectiveness of your communication skills.</p>	<p>Candidates must set realistic targets. Identification of clear action points for each target. Evidence is likely to include two plans of short term targets.</p>	<p>Candidates need to identify how to get the support they need and arrangements for reviewing their progress. Plans should not be produced in retrospect.</p>	<p>The opportunities of this unit could be developed to address the assessment requirements at this level. The candidate must provide evidence of setting at least three targets. At this level, it is expected that the candidate will record the plan.</p>
	<p>Unit 3 Evidence of your own performance when planning and participating in a small health-promotion campaign, evaluating your own performance.</p>	<p>Candidates must set realistic targets. Identification of clear action points for this target. Evidence is likely to include a plan of short term targets.</p>	<p>Candidates need to identify how to get support the support they need and arrangements for reviewing their progress. Plans should not be produced in retrospect.</p>	<p>It is unlikely that this opportunity will address Level 3 criteria.</p>

Key Skill Detail for Improving Own Learning and Performance Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance:</p> <ul style="list-style-type: none"> • use your action points to help manage your time well; revising your plan when needed; • choose ways of learning to improve your performance, working for short periods without close supervision; • identify when you need support and use this effectively to help you meet targets. 	<p>Unit 2 Understanding of different types of communications skills. The production of records to show the effectiveness of your communication skills</p>	<p>A learning log may be the most useful form of evidence for this component. Other forms of evidence could include records from people who have seen the candidates work and observed how they managed their time.</p>	<p>Assessors should ask the candidate's questions based around Part A, to check awareness of different learning styles.</p>	<p>Candidates are required to manage their time effectively to meet deadlines, revising plans where necessary; choosing ways of learning to improve their performance, working at times independently – at least two different ways of learning should be cited.</p>
	<p>Unit 3 Evidence of your own performance when participating in a small health-promotion campaign.</p>	<p>A learning log may be the most useful form of evidence for this component. Other forms of evidence could include records from people who have seen the candidates work and observed how they managed their time.</p>	<p>Assessors should ask the candidate's questions based around Part A, to check awareness of different learning styles.</p>	<p>It is unlikely that this opportunity will address Level 3 criteria.</p>

Key Skill Detail for Improving Own Learning and Performance Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.3 Review progress with an appropriate person and provide evidence of your achievements:</p> <ul style="list-style-type: none"> • identify what you learned, and how you have used your learning in another task; • identify targets you have met and evidence of your achievements; • identify ways you learn best and how to further improve your performance. 	<p>Unit 2 Evaluating your own performance and making recommendations for improvements.</p>	<p>For each of the two targets, it is expected that the candidate will identify targets they have met and evidence of their achievements. Evidence of what the candidate has said, in context of the communication with an appropriate person, may include records produced by the candidates or person reviewing.</p>	<p>Candidates need to clearly identify how they have used learning from one task to meet another.</p>	<p>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.</p> <p>When reviewing, candidates will establish evidence of their achievements drawn from at least two different ways of learning.</p>
	<p>Unit 3 Evaluating your own performance.</p>	<p>It is expected that the candidate will identify the target they have met and evidence of their achievements. Evidence of what the candidate has said, in the context of the communication with an appropriate person, may include records produced by the candidate or the person reviewing.</p>	<p>Candidates need to clearly identify how they have used learning from one task to meet another.</p>	<p>It is unlikely that this opportunity will address Level 3 criteria.</p>