

## Level 2 Unit LLS1: Planning and reviewing learning

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These learning outcomes aim to help students plan to meet targets by understanding the importance of setting targets, setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, describing clear action points and deadlines, identifying and accessing sources of support, and planning for reviewing progress.

To assess these learning outcomes, you can use a variety of methods, such as self-assessment questionnaires, reflective journals, portfolios, presentations, or peer feedback.

For each learning outcome, you can use the following guidance:

#### 1.1 Describe the importance of setting targets

This outcome helps students to understand the importance of setting targets and how they can help them to achieve their goals and improve their performance. You can ask students to describe the benefits of setting targets (e.g., they provide direction, motivation, focus, feedback, etc.) and the consequences of not setting targets (e.g., they may lack clarity, purpose, accountability, etc.). You can also ask students to give examples of targets they have set or encountered in different contexts (e.g., personal, academic, professional, etc.).

#### 1.2 Set targets that clearly show what they want to achieve

This outcome helps students to set SMART targets that clearly show what they want to achieve and how they will measure their success. You can ask students to use the SMART criteria to define their targets and to write them down clearly and concisely. You can also ask students to explain why they chose these targets and how they relate to their goals or aspirations.

#### 1.3 Describe clear action points and deadlines

This outcome helps students to describe clear action points and deadlines for each target and to make them realistic and flexible. You can ask students to use a template or a tool (e.g., a calendar, a planner, a spreadsheet, etc.) to organize their action points and deadlines and to make them visible and accessible. You can also ask students to consider the resources and support they will need and how they will access them.

#### 1.4 Identify and access sources of support

This outcome helps students to identify and access sources of support that can help them to meet their targets and to overcome potential challenges or barriers. You can ask students to identify the sources of support that are available to them (e.g., teachers, peers, family, friends, mentors, online resources, etc.) and how they can access them (e.g., by asking for help, joining a group or a network, using a website or an app).

#### 2.1 Work through action points to complete work on time

This outcome helps students to implement their action points and to complete their work on time according to their deadlines. You can ask students to follow their plan and to monitor their progress and achievements. You can also ask students to adjust their plan or deadlines if necessary and to communicate any changes or issues with the relevant people (e.g., teachers, peers, etc.).

### 2.2 Describe different ways of learning and how they learn best

This outcome helps students to describe different ways of learning (e.g., visual, auditory, kinaesthetic, etc.) and how they learn best according to their preferences and strengths. You can ask students to complete a learning style questionnaire or inventory and to share their results with the class or a partner. You can also ask students to give examples of how they use their preferred way of learning in different situations or tasks.

### 2.3 Use ways of learning suggested by others and make changes when needed to improve performance

This outcome helps students to use ways of learning suggested by others (e.g., teachers, peers, mentors, online resources, etc.) and to make changes when needed to improve their performance. You can ask students to seek feedback or advice from others on how they can improve their learning or performance and to try out different strategies or techniques that are recommended. You can also ask students to evaluate the effectiveness of these strategies or techniques and to keep the ones that work for them.

### 2.4 Use support given by others to help meet own targets

This outcome helps students to use support given by others (e.g., teachers, peers, family, friends, mentors, online resources, etc.) to help meet their own targets and to overcome potential challenges or barriers. You can ask students to identify the sources of support that are available to them and how they can access them. You can also ask students to use the support given by others in a positive and constructive way and to appreciate the value of collaboration and cooperation.

### 3.1 Identify what they have learned and how they have learned

This outcome helps students to identify what they have learned and how they have learned from their experience of setting and meeting targets. You can ask students to list the knowledge, skills, or attitudes that they have gained or improved and to give examples of how they have applied or demonstrated them. You can also ask students to describe the methods or strategies that they have used to learn and how effective they were for them.

### 3.2 Describe what went well and what went less well

This outcome helps students to describe what went well and what went less well in their process of setting and meeting targets and to identify the strengths and areas for improvement. You can ask students to use the criteria or indicators that they have set for themselves (e.g., feedback, results, satisfaction, etc.) to evaluate their performance and achievements. You can also ask students to reflect on the factors that contributed to their success or failure (e.g., motivation, effort, support, resources, etc.) and how they can enhance or overcome them in the future.

### 3.3 Identify targets they have met and describe own achievements

This outcome helps students to identify the targets that they have met and to describe their own achievements in relation to their goals or aspirations. You can ask students to compare their actual performance with their expected performance and to explain how they have met or exceeded their targets. You can also ask students to celebrate their achievements and to recognize the value and impact of their work.

### 3.4 Accept and use feedback to improve own performance

This outcome helps students to accept and use feedback to improve their own performance and to develop a positive attitude towards learning and growth. You can ask students to seek feedback from different sources (e.g., teachers, peers, mentors, online resources, etc.) and to listen to it attentively and respectfully. You can also ask students to use the feedback constructively and to make changes or improvements to their performance or goals based on the feedback.

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