



# Wider Key Skills Levels 1, 2 and 3

Standards with Guidance 2004

Introduction updated January 2018

## Qualification codes

<b>Wider Key Skills: Working with Others Level 1</b>	100/3791/3
<b>Wider Key Skills: Working with Others Level 2</b>	100/3792/5
<b>Wider Key Skills: Working with Others Level 3</b>	100/3793/7
<b>Wider Key Skills: Improving Own Learning and Performance Level 1</b>	100/3795/0
<b>Wider Key Skills: Improving Own Learning and Performance Level 2</b>	100/3796/2
<b>Wider Key Skills: Improving Own Learning and Performance Level 3</b>	100/3797/4
<b>Wider Key Skills: Problem Solving Level 1</b>	100/3799/8
<b>Wider Key Skills: Problem Solving Level 2</b>	100/3800/0
<b>Wider Key Skills: Problem Solving Level 3</b>	100/3801/2

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# Guidance for assessing Wider Key Skills

## Introduction to the qualifications

ASDAN's Wider Key Skills qualifications in Working with Others, Improving own Learning and Performance and Problem Solving are available at three levels: Level 1, Level 2 and Level 3.

They are accredited by Ofqual and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales the Wider Key Skills were revised and incorporated into a suite of Essential Skills from September 2015.

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

To complete the Wider Key Skills qualifications, candidates must undertake challenges through which they need to demonstrate their competence by presenting a portfolio of evidence that clearly demonstrates their ability to meet the standards.

## Structure of the qualifications

Each qualification consists of a single mandatory unit.

The standards consist of

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

# Guidance for assessing Wider Key Skills

## Unit titles and codes: Level 1

Qualification unit code	ASDAN unit code	Unit title
100/3791/3	WO1	Working With Others
100/3795/0	LP1	Improving Own Learning and Performance
100/3799/8	PS1	Problem Solving

## Unit titles and codes: Level 2

Qualification unit code	ASDAN unit code	Unit title
100/3792/5	WO2	Working With Others
100/3796/2	LP2	Improving Own Learning and Performance
100/3800/0	PS2	Problem Solving

## Unit titles and codes: Level 3

Qualification unit code	ASDAN unit code	Unit title
100/3793/7	WO3	Working With Others
100/3797/4	LP3	Improving Own Learning and Performance
100/3801/2	PS3	Problem Solving

# Guidance for assessing Wider Key Skills

## Introduction to the guidance

This guidance focuses on the Wider Key Skills qualifications at Levels 1 to 3, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the standards for the qualifications, together with a list of the mandatory and recommended evidence that will help candidates demonstrate that they have met the required standards to achieve the qualifications.

The function of the Wider Key Skills guidance is to:

- provide amplification of the standards, i.e. to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements; this has been listed for each unit (see Mandatory requirements and Evidence below)
- help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level

## Qualification levels

The qualification levels are based on a range of generic indicators:

- knowledge and understanding
- application and action
- autonomy and accountability

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance as needed.

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction and guidance.

Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well-defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

## Developing and practising skills for the Wider Key Skills qualifications

All aspects of a personal effectiveness learning programme, from initial assessment onwards, will contribute towards developing the candidate's understanding of the skills and knowledge that underpin the qualification and help them move on to further or higher education, training or employment. However, candidates will have different starting points; the individual needs of candidates will determine their rate of progress towards key objectives and successful completion of the qualifications. To respond to these needs, individuals must have the opportunity to engage in appropriate learning and development activities before they start to produce evidence for their Wider Key Skills qualifications.

# Guidance for assessing Wider Key Skills

## Assessment and evidence

Assessment should address Parts A and B of the standards. Part A describes the underpinning knowledge and understanding and this will be checked by assessors for each candidate using specific questions provided. Part B will demonstrate what the candidate can do and will be indicated by evidence in the portfolio.

Each candidate is required to submit a portfolio of evidence, which should consist of:

- Assessment checklists that clearly record:
  - details of the evidence
  - the location of the evidence
  - the names and signatures of assessors
  - the date(s) on which the evidence was assessed
- Evidence checklists, records and observation checklists
- Evidence that demonstrates that the candidate has successfully met all of the requirements described in Part B of the relevant Key Skill, including Plan, Do Reviews
- Part A questions and answers showing underpinning knowledge and understanding

## Assessment planning

Assessment planning is an important part of the process to ensure that all the requirements of each learning outcome are fully addressed, and meet the appropriate knowledge and skills. The plan will indicate how and when the unit will be assessed. In a course or programme of learning consisting of a number of units, it is likely that a range of assessment methods will be used.

An assessment plan should be shared with all assessors and internal moderators while candidates should also be given relevant information. An assessment plan should address most, if not all of the following points. It should:

- provide a calendar or timetable for unit assessment
- name the assessment methods to be used and key pieces of evidence
- allocate units to particular assessors (if appropriate)
- describe how the assessments are to be administered, taking account of practical issues
- note arrangements that need to be made to take account of additional support needs
- describe the measures to be taken to ensure that the evidence produced is authentic and current
- describe how and when requirements for record-keeping and quality assurance processes will be met

## Mandatory requirements and evidence

It is important to note that there are mandatory requirements within the guidance which must be met. These include the requirement for more than one example of an activity to be completed, for example, or for an activity to be completed over a specific period of time.

Assessment Checklists must be downloaded from the members area of the ASDAN website: [members.asdan.org.uk](http://members.asdan.org.uk). The checklists must be signed and dated by the candidate, the assessor and the internal moderator to confirm that the evidence is authentic and meets the standards.

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\* Centres wishing to use their own documentation (to perform the same function) must get approval to use it from the External Moderator in advance.

# Guidance for assessing Wider Key Skills

## Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.	Tutors guide candidates on the choice of units and practice activities to develop their skills.  Tutors provide feedback on skills development.	
Candidates undertake activities that will allow them to meet the requirements of the chosen assessment units. As they carry out the activities they complete the appropriate resource sheets.  Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could be products of tasks undertaken, reports and witness statements, photographs, video/audio recordings, etc.  Candidates organise all of their evidence in a portfolio and include blank Assessment Checklists.	Tutors guide candidates on appropriate activities to evidence the chosen assessment units and on completing the resource sheets.  Tutors/other relevant people complete observation checklists, witness statements, etc.  Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.	<ul style="list-style-type: none"> <li>Completed ASDAN resource sheets, which are available to registered centres in the members area of the ASDAN website</li> <li>Supplementary evidence to support the resource sheets</li> </ul>
Following internal assessment, candidates provide additional evidence, if required.	<p><b>Internal assessment</b></p> <p>For each assessment unit tutors judge each candidate's evidence against the learning outcomes and assessment criteria.</p> <p><b>Internal moderation</b></p> <p>A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation.</p> <p>Feedback is given to assessors.</p>	<p>Assessment Checklists that reference the evidence for each unit and identify where it can be found in the portfolio.</p> <p>Checklists must be signed off by the candidate, the assessor and the internal moderator.</p>
External moderation		



# Guidance for assessing Wider Key Skills

## Internal moderation

An effective internal moderation system will help centre staff and assessors make accurate, valid and consistent judgements about the evidence presented by candidates. Internal moderation processes and procedures contribute to developing and maintaining good practice in evidence collection/assessment. When appropriately applied, it will also pre-empt some of the problems that may occur at external moderation (e.g. candidates' failing because tutors and assessors have misunderstood the assessment requirements or have misinterpreted the assessment standards).

### What does internal moderation involve?

Internal moderation provides an important mechanism for staff development and for supporting colleagues – it is more than just an administrative process.

Staff acting as internal moderators must have a thorough understanding of the Wider Key Skills standards. They should seek training and/or guidance if they have limited experience and need to improve their expertise or reinforce their confidence in carrying out the role. The designated internal moderator should be allocated sufficient time to carry out the role effectively.

### Internal moderation processes and procedures should address the following:

- Providing opportunities for staff development (e.g. internal standardisation meetings, in-house and/or external training opportunities)
- Monitoring portfolios to ensure that all completed units are signed and dated by the assessor
- Checking that the Wider Key Skills Assessment Checklists and other recording documents are fully completed, signed and dated
- Sampling individual units across candidates and assessors to monitor accuracy and consistency
- Providing feedback to assessors

Portfolios should be sampled during the process of portfolio building and at the end of the process, before submitting portfolios for external moderation. Sampling portfolios in this way addresses any fundamental misunderstandings at an early stage and allows time to consult ASDAN for guidance, if appropriate.

Further information about internal moderation is available in the Generic Centre Guidance, which can be found in the members area of the ASDAN website.

## External moderation

External moderation of portfolios is by post (except for centres with large numbers of candidates) and is available on request throughout the year.



# Working With Others Levels 1, 2 and 3

Standards with Guidance

# Unit WO1

## Working With Others Level 1

<b>Key Skills</b>	The Key Skills are the skills that 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 Working with Others, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Working with Others at Level 1, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• identify what needs to be done, and your individual responsibilities</li><li>• carry out tasks to meet your responsibilities</li><li>• identify how you helped to achieve things together</li></ul>

# Working With Others: Level 1

## 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 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

## 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.

Evidence must show you can:	
WO1.1 Confirm you understand the given objectives, and plan for working together.	<ul style="list-style-type: none"><li>1.1.1 check that you clearly understand what you have to achieve together</li><li>1.1.2 identify what needs to be done and your individual responsibilities</li><li>1.1.3 make sure you understand the arrangements for working together</li></ul>
WO1.2 Work with others towards achieving the given objectives.	<ul style="list-style-type: none"><li>1.2.1 carry out tasks to meet your responsibilities</li><li>1.2.2 work safely, following the working methods you have been given</li><li>1.2.3 check progress, asking for help and offering support to others, when appropriate</li></ul>
WO1.3 Identify ways you helped to achieve things and how to improve your work with others.	<ul style="list-style-type: none"><li>1.3.1 identify what went well and less well in working with others</li><li>1.3.2 identify how you helped to achieve things together</li><li>1.3.3 suggest ways of improving your work with others for next time</li></ul>

# Working With Others: Level 1

## Examples and guidance

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

### **Confirm you understand the given objectives and plan for working together**

Find out the tasks that need to be done and the deadlines for making something or for carrying out a service. Find out who you will be working with and who to ask if things go wrong by checking with your supervisor or tutor.

### **Work with others towards achieving the given objectives**

Know where to get what you need to carry out the tasks, e.g. materials, tools, equipment, help from others. Check your progress, ask for help from your supervisor, a member of your group, a work colleague.

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

Know what has gone well by checking with your supervisor, your colleagues. Identify ways of improving your work with others by completing tasks in a different way, taking note of the ideas of others.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.

# Unit WO2

## Working With Others Level 2

<b>Key Skills</b>	The Key Skills are the skills that 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 Working with Others, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Working with Others at Level 2, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• identify what you need to achieve together</li><li>• organise and carry out tasks to meet your responsibilities</li><li>• identify your role in helping to achieve things together</li></ul>



# Working With Others: Level 2

## 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 co-operatively 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 co-operative 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

## 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..

Evidence must show you can:	
WO2.1 Plan work with others.	<ul style="list-style-type: none"><li>2.1.1 identify what you need to achieve together</li><li>2.1.2 share relevant information to identify what needs to be done and individual responsibilities</li><li>2.1.3 confirm the arrangements for working together</li></ul>
WO2.2 Work co-operatively towards achieving the identified objectives.	<ul style="list-style-type: none"><li>2.2.1 organise and carry out tasks safely using appropriate methods, to meet your responsibilities</li><li>2.2.2 support co-operative ways of working to help achieve the objectives for working together</li><li>2.2.3 check progress, seeking advice from an appropriate person when needed</li></ul>
WO2.3 Review your contributions and agree ways to improve work with others.	<ul style="list-style-type: none"><li>2.3.1 share relevant information on what went well and less well in working with others</li><li>2.3.2 identify your role in helping to achieve things together</li><li>2.3.3 agree ways of improving your work with others</li></ul>

# Working With Others: Level 2

## Examples and guidance

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

### Plan work with others

Understand what makes teams effective by considering ways in which team working has helped you, by considering the amount of resource involved in the whole team. Confirm who you will be working with by checking with your supervisor, group members.

### Work co-operatively towards achieving the identified objectives

Know where to get what you need to carry out the tasks, including materials, equipment, support from others. Check your progress, ask for help in resolving conflicts using your group members, supervisor, mentor.

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

Share information on what went well, what not so well by asking questions, and checking what was helpful in your approach, and what was not. Agree ways of improving your work with others including ways of dealing with difficulties and taking the feelings of others into account.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.

# Unit W03

## Working With Others Level 3

<b>Key Skills</b>	The Key Skills are the skills that 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 Working with Others, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Working with Others at Level 3, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• agree realistic objectives for working together</li><li>• seek effective ways to develop co-operation</li><li>• identify factors that influence the outcome</li></ul>

# Working With Others: Level 3

## 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 co-operation 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

## 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).

Evidence must show you can:	
WO3.1 Plan work with others.	<ul style="list-style-type: none"><li>3.1.1 agree realistic objectives for working together and what needs to be done to achieve them</li><li>3.1.2 share relevant information to help agree roles and responsibilities</li><li>3.1.3 agree suitable working arrangements with those involved</li></ul>
WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.	<ul style="list-style-type: none"><li>3.2.1 organise and carry out tasks efficiently to meet your responsibilities</li><li>3.2.2 seek effective ways to develop co-operation including ways to resolve any conflict</li><li>3.2.3 share accurate information on progress, agreeing changes where necessary to achieve objectives</li></ul>
WO3.3 Review work with others and agree ways of improving collaborative work in the future.	<ul style="list-style-type: none"><li>3.3.1 agree the extent to which work with others has been successful and the objectives have been met</li><li>3.3.2 identify factors, including your role, in influencing the outcome</li><li>3.3.3 agree ways of improving your work with others in the future, including interpersonal skills</li></ul>

# Working With Others: Level 3

## Examples and guidance

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

### **Plan work with others**

Understand how different roles and skills make groups effective by drawing on several people to achieve the task. Agree suitable working arrangements by deciding on ways of keeping each other informed of progress, agreeing where you will work.

### **Seek to develop co-operation and check progress towards objectives**

Know where to get what you need to carry out the tasks including materials, equipment and support from colleagues/supervisors. Check your progress, ask for help in resolving conflicts to improve efficiency, motivate others.

### **Review work with others and agree ways of improving collaborate work**

Share constructive feedback to assess how successful the work has been and to improve team motivation. Agree ways of improving your work with others by identifying the skills of group members.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

## **Help with producing evidence**

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.





# Improving Own Learning and Performance Levels 1, 2 and 3

Standards with Guidance

# Unit LP1:

## Improving Own Learning and Performance Level 1

<b>Key Skills</b>	The Key Skills are the skills that 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.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>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:</b>
<ul style="list-style-type: none"><li>• work through actions to complete tasks</li><li>• use support to help meet your targets</li><li>• check what you need to do to improve your performance</li></ul>

# 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 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 (e.g. 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

## Part B

### You must

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

Evidence must show you can:	
LP1.1	<p>Confirm your targets and plan how to meet these with the person setting them.</p> <p>1.1.1 make sure targets clearly show what you want to achieve</p> <p>1.1.2 identify clear action points and deadlines for each target</p> <p>1.1.3 identify how to get the support you need and the arrangements for reviewing your progress</p>
LP1.2	<p>Follow your plan, to help meet targets and improve your performance.</p> <p>1.2.1 work through your action points to complete these on time</p> <p>1.2.2 use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance</p> <p>1.2.3 use support given by others to help you meet targets</p>
LP1.3	<p>Review your progress and achievements in meeting targets, with an appropriate person.</p> <p>1.3.1 say what you learned and how you learned, including what has gone well and what has gone less well</p> <p>1.3.2 identify targets you have met and your achievements</p> <p>1.3.3 check what you need to do to improve your performance</p>

# 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 (e.g. 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/04/1294).*

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.

# Unit LP2:

## Improving Own Learning and Performance Level 2

<b>Key Skills</b>	The Key Skills are the skills that 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.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Improving Own Learning and Performance at Level 2, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• plan your time well to meet your targets</li><li>• identify when you need support to help you meet targets</li><li>• identify ways you learn best and how to improve your performance</li></ul>

# Improving Own Learning and Performance: Level 2

## 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 (e.g. 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

## 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.

Evidence must show you can:	
LP2.1	<p>Help set targets with an appropriate person and plan how these will be met.</p> <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>
LP2.2	<p>Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <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>
LP2.3	<p>Review progress with an appropriate person and provide evidence of your achievements.</p> <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>



# Improving Own Learning and Performance: Level 2

## Examples and guidance

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

### **Help set your targets and plan how these will be met**

Help set targets and plan how these will be met by working with your tutor or trainer; use information about your working or personal life to help set targets. Develop a plan that shows where to get the help you need and who will review your progress.

### **Take responsibility for some decisions about your learning**

Choose different ways of learning and decide the methods that suit you best by doing something practical (e.g. watching others, reading). Use the support of others effectively to help you.

### **Review progress and provide evidence of achievements**

Identify what you learnt, what targets you achieved by looking through your action points, asking others who have seen your work, passing a test. Identify your preferred learning styles by reviewing statements from others who have seen your work, looking at what you have achieved and how you did it.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

### **Help with producing evidence**

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.

# Unit LP3:

## Improving Own Learning and Performance Level 3

<b>Key Skills</b>	The Key Skills are the skills that 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.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Improving Own Learning and Performance at Level 3, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• plan how you will manage your time and review progress</li><li>• seek and use feedback and support from relevant sources to help meet targets</li><li>• agree ways to further improve your performance</li></ul>

# Improving Own Learning and Performance: Level 3

## 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 (e.g. 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

## 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.

Evidence must show you can:	
LP3.1 Set targets using information from appropriate people and plan how these will be met.	3.1.1 seek information on ways to achieve what you want to do, and identify factors that might affect your plans 3.1.2 use this information to set realistic targets and identify clear action points 3.1.3 plan how you will manage your time, use support, review progress and overcome possible difficulties
LP3.2 Take responsibility for your learning, using your plan to help 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

## Examples and guidance

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

### Set targets and plan how these will be met

Seek information from others to achieve what you want to do (e.g. ask your trainer, tutor and others at work or in your personal life). Develop a learning plan that includes targets, deadlines, support and work out how much time you will need and what teaching, coaching or guidance you will need.

### Take responsibility for your learning and using your plan

Choose different ways of learning and decide the methods that suit you best by doing something practical (e.g. watching others, reading). Reflect on your progress, seek feedback and support (e.g. from your tutor, colleagues, mentor).

### Review progress and establish evidence of achievements

Show how you have used your learning from one task to help with another (e.g. by identifying what learning methods suited you). Identify targets you have met, and gather evidence to support what you say to help you in the future.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.



# Problem Solving Levels 1, 2 and 3

Standards with Guidance

# Unit PS1

## Problem Solving Level 1

<b>Key Skills</b>	The Key Skills are the skills that 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 Problem Solving, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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 Problem Solving at Level 1, you must be able to apply your skills to suit different purposes. You will show that you can:**

- understand the problem you have been given to solve
- decide how you will try to solve the problem
- check what you need to do to improve your problem solving skills



# Problem Solving: Level 1

## 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

## 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).

Evidence must show you can:	
PS1.1	Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.
	1.1.1 check that you clearly understand the problem you have been given
	1.1.2 check how you will know it has been solved
	1.1.3 come up with different ways of tackling the problem
PS1.2	Confirm with an appropriate person what you will do and follow your plan for solving the problem.
	1.2.1 help decide how you will try to solve the problem
	1.2.2 plan what you need to do
	1.2.3 follow your plan, working safely and using support given by others to help tackle the problem
PS1.3	Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.
	1.3.1 check if the problem has been solved using the methods you have been given
	1.3.2 identify clearly what went well and less well in tackling the problem
	1.3.3 check what you need to do to improve your problem solving skills

# Problem Solving: Level 1

## Examples and guidance

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

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

Check you understand the problem by asking questions about what happened, how the problem affects other people in their work. Come up with different ways of tackling the problem by looking at different parts of the problem, asking others who may have solved similar problems.

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

Plan what you need to do by writing a list of tasks in order, working out the time and resources needed. Follow your plan, and use support from others by obtaining information or resources from them.

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

Use identified methods for checking the problem has been solved by testing, observing, asking others. Check what you need to do to improve your problem solving skills when finding out about the problem, following the plan, checking the problem has been solved.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.

# Unit PS2

## Problem Solving Level 2

<b>Key Skills</b>	The Key Skills are the skills that 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 Problem Solving, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Problem Solving at Level 2, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• accurately describe the problem</li><li>• plan what you need to do to solve the problem</li><li>• identify ways of improving your problem solving skills</li></ul>

# Problem Solving: Level 2

## 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

## 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).

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

# Problem Solving: Level 2

## Examples and guidance

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

### Help identify a problem and identify different ways of tackling it

Help identify a problem by looking at different parts of the problem, if the problem changes at different times or places. Come up with different ways of tackling the problem by sharing ideas, using written material, making a simple model.

### Plan and try out a way of solving the problem

Plan what you need to do and check with your supervisor or tutor. Use your plan effectively, keeping track of the steps taken and sequence tasks, take account of time and resources needed and plan ways round possible obstacles.

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

Describe your results including strengths and weaknesses of how you tackled the problem, stating if you stayed within the limits of time and resources identified in your plan. Identify ways of improving your problem solving skills by asking others and reviewing the level of success you had.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

### Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.

# Unit PS3

## Problem Solving Level 3

<b>Key Skills</b>	The Key Skills are the skills that 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 Problem Solving, you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	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.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	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.

<b>To achieve Problem Solving at Level 3, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"><li>• identify and analyse the problem</li><li>• plan your chosen way of solving the problem</li><li>• review your approach to problem solving</li></ul>



# Problem Solving: Level 3

## 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 including:
  - 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
- fully describe 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

## 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 the problem (for PS3.1)

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

# Problem Solving: Level 3

## Examples and guidance

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

### Explore a problem and identify different ways of tackling it

Identify, analyse and accurately describe a problem by, for instance, identifying the gap between the current situation and what is desirable. Select and use a variety of different ways of tackling the problem and investigate how others are affected, compare with similar problems.

### Plan and implement a way of solving the problem

Plan your chosen way of solving the problem using techniques such as flow charts, time lines, and check out your plan with a supervisor or tutor. Put your plan in action, check progress regularly, for instance against time lines, resources allocated.

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

Describe your results and draw conclusions by stating to what extent the problem was solved and the level of satisfaction of others. Review the strengths and weaknesses of each stage of your approach by checking how well you followed the plan, any adaptations to the plan, any side effects from your actions.

*For further examples and guidance on the Key Skills standards please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).*

## Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of a scribe (amanuensis); Braille; voice activated software and British Sign Language. Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements published by the Joint Council for Qualifications. This is available from your Key Skills awarding body. Please ask your tutor or supervisor for further guidance.



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