

# Unit WO1: Introduction to working with others (in a team)

<b>Aim</b>	This unit is about the individual developing and demonstrating skills in working cooperatively with others. The candidate does this by being clear about the objectives the team or group is working towards, identifying their own role within the group task, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Confirm they understand the given objectives and plan for working together	1.1.1 Check that they clearly understand what they have to achieve together 1.1.2 Identify what needs to be done and their individual responsibilities 1.1.3 Make sure they understand the arrangements for working together
1.2 Work with others towards achieving the given objectives	1.2.1 Carry out tasks to meet their responsibilities 1.2.2 Work safely, following the working methods they have been given 1.2.3 Check progress, asking for help and offering support to others, when appropriate
1.3 Identify ways they helped to achieve things and how to improve their work with others	1.3.1 Identify what went well and what went less well in working with others 1.3.2 Identify how they helped to achieve things together 1.3.3 Suggest ways of improving their work with others for next time

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• WO: Plan sheet</li> <li>• WO: Do sheet</li> <li>• WO: Review sheet</li> <li>• Evidence of carrying out own role</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Peer witness statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 1, candidates will develop familiarity with the basic knowledge, techniques and understanding involved in working with others and show they can apply their skills within routine and supportive situations.

# Unit LP1: Introduction to improving own learning and performance

<b>Aim</b>	This unit is about developing skills as an independent learner. The candidate does this by being agreeing and working towards targets that will help them to achieve their personal, learning or career goals. Planning learning, trying different ways of learning and reviewing learning are all important parts of this process.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Confirm their targets and plan how to meet these with the person setting them	1.1.1 Make sure targets clearly show what they want to achieve 1.1.2 Identify clear action points and deadlines for each target 1.1.3 Identify how to get the support they need and the arrangements for reviewing their progress
1.2 Follow their plan to help meet targets and improve their performance	1.2.1 Work through their action points to complete them on time 1.2.2 Use ways of learning suggested by their supervisor, making changes when needed to improve their performance 1.2.3 Use support given by others to help them meet their targets
1.3 Review their progress and achievements in meeting targets, with an appropriate person	1.3.1 Say what they learned and how they learned, including what has gone well and what has gone less well 1.3.2 Identify targets they have met and their achievements 1.3.3 Check what they need to do to improve their performance

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• LP: Plan sheet</li> <li>• LP: Do sheet</li> <li>• LP: Review sheet</li> <li>• Evidence of target achievement/extent of progress towards targets</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Evidence relevant to the unit, eg drafts/notes made during learning, annotated source materials</li> </ul>

## At this level...

At Level 1, candidates will develop familiarity with the basic knowledge, techniques and understanding involved in improving their own learning and performance and show they can apply their skills within routine and supportive situations.

# Unit PS1:

## Introduction to problem solving

<b>Aim</b>	This unit is about the candidate demonstrating a systematic approach to tackling problems. It involves the candidate thinking about a problem and different ways to tackle it. The candidate then plans how to sort out the problem, carries through the plan and looks back to decide how well they went about the problem-solving process.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Confirm with an appropriate person that they understand the given problem and identify different ways of tackling it	1.1.1 Check they clearly understand the problem they have been given 1.1.2 Check how they will know the problem has been solved 1.1.3 Come up with different ways of tackling the problem
1.2 Confirm with an appropriate person what they will do and follow their plan for solving the problem	1.2.1 Help decide how they will try to solve the problem 1.2.2 Plan what they will need to do 1.2.3 Follow their plan, working safely and using support given by others to help tackle the problem
1.3 Check with an appropriate person if the problem has been solved and how to improve their problem solving skills	1.3.1 Check if the problem has been solved using the methods they have been given 1.3.2 Identify clearly what went well and less well in tackling the problem 1.3.3 Check what they need to do to improve their problem solving skills

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• PS: Plan sheet</li> <li>• PS: Do sheet</li> <li>• PS: Review sheet</li> <li>• Evidence of carrying out the plan</li> <li>• Evidence of the problem being solved</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Other evidence relevant to the unit</li> </ul>

### At this level...

At Level 1, candidates will develop familiarity with the basic knowledge, techniques and understanding involved in tackling problems and show they can apply their skills within routine and supportive situations.

# Unit R1: Planning and carrying out a piece of research

<b>Aim</b>	This unit is about planning and carrying out research for a selected purpose, ie to find out relevant information about a topic.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Research into a special area of interest, with help from an appropriate person	1.1.1 Identify a broad area of interest and divide it up into different sections 1.1.2 Choose one of these sections and plan how to carry out the research 1.1.3 Agree where to get information for research
1.2 Carry out the research, using help as required	1.2.1 Follow the research plan 1.2.2 Keep a record of sources of information and of research activities 1.2.3 Show an understanding of the chosen subject by describing what was learnt
1.3 Present research to others in a suitable way, using help as required	1.3.1 Prepare for presenting the research 1.3.2 Present the research using a suitable method 1.3.3 Review the presentation with a suitable person

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• R: Student evidence sheet, including tutor statement</li> <li>• Annotated source materials</li> <li>• Evidence of presentation of the research</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 1, subject matter and materials should be straightforward, ie those that the candidate often meets during their studies, work or other activities.

# Unit D1: Communicating through discussion (in a group)

<b>Aim</b>	This unit is about preparing for, and participating in, a group discussion.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Provide information that is relevant to the subject and purpose of the discussion	1.1.1 Find out about the subject and make contributions that are relevant and suit the purpose of the discussion 1.1.2 Judge when to contribute and how much to contribute
1.2 Communicate clearly in a way that suits the situation	1.2.1 Make contributions demonstrating a manner that suits the situation (eg formal/informal, class discussion, discussion with new people) 1.2.2 Use words that everyone can understand
1.3 Listen and respond appropriately to what others say	1.3.1 Show listening skills in at least one of the following ways: making relevant comments, using appropriate body language 1.3.2 Ask questions to clarify points

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• D: Student evidence sheet</li> <li>• D: Observation checklist</li> <li>• Evidence of candidate's preparation for discussion, eg notes, evidence of finding out about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Peer witness statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 1, subject matter and materials should be straightforward, ie those that the candidate often meets during their studies, work or other activities.

# Unit OP1: Planning and giving an oral presentation

<b>Aim</b>	This unit is about preparing for and delivering a short presentation.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Prepare for the talk	1.1.1 Find out about the chosen topic 1.1.2 Make notes of the main points to be made in the talk 1.1.3 Prepare any resources needed for the talk
1.2 Speak clearly and use language that suits the situation	1.2.1 Use words that everyone can understand 1.2.2 Keep to the subject
1.3 Use at least one image to support the main points of the talk	1.3.1 Choose images relevant to the chosen subject, such as graphs, photographs, pictures, diagrams or models 1.3.2 Refer to the image/s in the talk

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• OP: Student evidence sheet</li> <li>• OP: Observation checklist</li> <li>• Evidence of candidate's preparation for the presentation, eg notes, evidence of finding out about the topic</li> <li>• Evidence of the presentation itself, including image</li> </ul>	<ul style="list-style-type: none"> <li>• Peer witness statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 1, subject matter and materials should be straightforward, ie those that the candidate often meets during their studies, work or other activities.

# Unit WO2: Introduction to working with others (in a team)

<b>Aim</b>	This unit is about the individual developing and demonstrating skills in working co-operatively with others. The candidate does this by being clear about the objectives the team or group is working towards, identifying their own role within the group task, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Plan work with others	2.1.1 Identify what they need to achieve together 2.1.2 Share relevant information to identify what needs to be done and their individual responsibilities 2.1.3 Confirm the arrangements for working together
2.2 Work co-operatively towards achieving the identified objectives	2.2.1 Organise and carry out tasks safely, using appropriate methods, to meet their responsibilities 2.2.2 Support cooperative ways of working to help achieve the objectives for working together 2.2.3 Check progress, seeking advice from an appropriate person when needed
2.3 Review their contributions and agree ways to improve work with others	2.3.1 Share relevant information on what went well and less well in working with others 2.3.2 identify their role in helping to achieve things together 2.3.3 Agree ways of improving their work with others

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• WO: Plan sheet</li> <li>• WO: Do sheet</li> <li>• WO: Review sheet</li> <li>• Evidence of carrying out own role</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Witness testimony</li> <li>• Peer reports, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

Level 2 builds on Level 1, by requiring candidates to extend their use of basic techniques when working with others. Candidates will take some responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

# Unit LP2: Introduction to improving own learning and performance

<b>Aim</b>	This unit is about developing skills as an independent learner. The candidate does this by being agreeing and working towards targets that will help them to achieve their personal, learning or career goals. Planning learning, trying different ways of learning and reviewing learning are all important parts of this process.		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Help set targets with an appropriate person and plan how these will be met	2.1.1 Provide information to help set realistic targets for what they want to achieve 2.1.2 Identify clear action points for each target and how they will manage their time 2.1.3 Identify how to get the support they need and the arrangements for reviewing their progress
2.2 Take responsibility for some decisions about their learning, using their plan to help meet targets and improve their performance	2.2.1 Use their action points to help manage their time well, revising their plan when needed 2.2.2 Choose ways of learning to improve their performance, working for short periods without close supervision 2.2.3 Identify when they need support and use this support effectively to help them meet targets
2.3 Review progress with an appropriate person and provide evidence of their achievements	2.3.1 Identify what they learned and how they used their learning in another task 2.3.2 Identify targets they have met and evidence of their achievements 2.3.3 Identify ways they learn best and how to further improve their performance

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• LP: Plan sheet</li> <li>• LP: Do sheet</li> <li>• LP: Review sheet</li> <li>• Evidence of target achievement/extent of progress towards targets</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Evidence relevant to the unit, eg drafts/notes made during learning, annotated source materials</li> </ul>

## At this level...

Level 2 builds on Level 1, by requiring candidates to extend their use of basic techniques when improving their learning and performance. Candidates will take some responsibility for some decisions about how they select and apply their skills in order to meet the demands of largely straightforward tasks.



# Unit PS2:

## Introduction to problem solving

<b>Aim</b>	This unit is about the candidate demonstrating a systematic approach to tackling problems. It involves the candidate thinking about a problem and different ways of tackling it. The candidate then plans how to sort out the problem, carries through the plan and looks back to decide how well they went about the problem-solving process.		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it	1.1 Provide information to help identify a problem, accurately describing its main features 1.2 Identify how they will know the problem has been solved 1.3 Come up with different ways of tackling the problem
2.2 Plan and try out at least one way of solving the problem	2.1 Confirm with an appropriate person how they will try to solve the problem 2.2 Plan what they will need to do, identifying the methods and resources they will use 2.3 Use their plan effectively, getting support and revising their plan when needed to help tackle the problem
2.3 Check if the problem has been solved and identify ways to improve their problem solving skills	3.1 Check if the problem has been solved by accurately using the methods they have been given 3.2 Describe clearly the results, including the strengths and weaknesses of how they tackled the problem 3.3 Identify ways of improving their problem solving skills

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• PS: Plan sheet</li> <li>• PS: Do sheet</li> <li>• PS: Review sheet</li> <li>• Evidence of carrying out the plan</li> <li>• Evidence that the problem has been resolved</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log (or activity log)</li> <li>• Other evidence relevant to the unit</li> </ul>

### At this level...

Level 2 builds on Level 1, by requiring candidates to extend their use of basic techniques when tackling problems. Candidates will take some responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

# Unit R2: Planning and carrying out a piece of research

<b>Aim</b>	This unit is about planning and carrying out research for a specific purpose, using appropriate techniques. <b>Note:</b> The activity is not merely to find out general information about a topic.		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Undertake research into an area that is of special interest	2.1.1 Identify a broad area of interest and divide it up into different sections 2.1.2 Choose one of these sections and plan how to carry out the research 2.1.3 Select a variety of sources (two or more) to gather relevant information to help research and identify the methods or techniques which will be used to carry out the research
2.2 Carry out the research, largely independently, using appropriate information and data	2.2.1 Carry out the research using at least one of the following strategies – testing, observing, analysing viewpoints 2.2.2 Keep a record of how information and data was collected 2.2.3 Demonstrate an understanding of the chosen subject and explain conclusions
2.3 Present the findings of the research appropriately and review	2.3.1 Prepare for presenting the results of the research 2.3.2 Present the information in a clear format using at least one presentational method 2.3.3 Seek feedback from the audience to help review the presentation

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• R: Student evidence sheet, including tutor statement</li> <li>• Annotated source materials</li> <li>• Raw data/results</li> <li>• Evidence of presentation of the research</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Feedback sheets, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 2, subject matter and materials should be straightforward, ie those that the candidate often meets in their studies, work or other activities. Although at this level candidates are still dealing with straightforward content, they will build on the skills of Level 1 by taking responsibility for working more independently on their research skills.

# Unit D2: Communicating through discussion (in a group)

<b>Aim</b>	This unit is about preparing for, and participating in, a group discussion. In doing so, candidates should communicate clearly and respond appropriately to others		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Make clear and relevant contributions in a way that suits the purpose and situation	2.1.1 Find out about the subject and prepare for the discussion 2.1.2 Make contributions that are relevant to the subject and purpose of the discussion 2.1.3 Give information clearly and in appropriate detail 2.1.4 Present points of view persuasively using supportive statements and evidence 2.1.5 Use language to suit the situation 2.1.6 Judge when to contribute and when to let others take part
2.2 Listen and respond appropriately to what others say	2.2.1 Demonstrate listening skills by making appropriate interjections and using appropriate body language 2.2.2 Respond to questions appropriately 2.2.3 Ask questions to elicit further information or clarify positions held by others
2.3 Help to move the discussion forward	2.3.1 Develop points made by others 2.3.2 Use strategies to maintain the focus of the discussion on its original purpose, eg asking questions, making links, summarising key points

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• D: Student evidence sheet</li> <li>• D: Observation checklist</li> <li>• Evidence of candidate's preparation for discussion, eg notes, evidence of finding out about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Peer witness statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 2, subject matter and materials should be straightforward, ie those that the candidate often meets during their studies, work or other activities. Although at this level candidates are still dealing with straightforward content, they will build on the skills of Level 1 by taking responsibility for moving discussions forward, eg by summarising, developing points and asking questions.

# Unit OP2: Planning and giving an oral presentation

<b>Aim</b>	This unit is about preparing for and delivering a short presentation.		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Prepare for the talk	2.1.1 Research the chosen topic 2.1.2 Make notes of the main points to be made in the talk 2.1.3 Ensure supporting material, such as images or data, is available and prepare any resources needed for the talk
2.2 Speak clearly and use language that suits the subject, purpose and situation	2.2.1 Use clear language, always explaining any technical terms used 2.2.2 Keep to the subject, and structure what is said to help listeners follow the line of thought (eg use terms such as firstly, secondly, in conclusion) 2.2.3 Vary tone of voice to draw attention to the main points of the talk, and give examples to clarify the points made
2.3 Use appropriate ways to support the main points of the talk	2.3.1 Use relevant images from graphs, photographs, pictures, diagrams or models to support the talk 2.3.2 Use other methods of support, such as handouts or quotations

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• OP: Student evidence sheet</li> <li>• OP: Observation checklist</li> <li>• Evidence of candidate's preparation for the presentation, eg notes, evidence of finding out about the topic</li> <li>• Evidence of the presentation itself, including image and support materials</li> </ul>	<ul style="list-style-type: none"> <li>• Peer witness statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 2, subject matter and materials should be straightforward, ie those that the candidate often meets during their studies, work or other activities. Although at this level candidates are still dealing with straightforward content, they will build on the skills of Level 1 by taking more responsibility when planning and giving talks.

# Unit WO3: Introduction to working with others (in a team)

<b>Aim</b>	This unit is about the individual developing and demonstrating skills in working co-operatively with others. The candidate does this by being clear about the objectives the team or group is working towards and their own role and responsibilities, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 Plan work with others	3.1.1 Agree realistic objectives for working together and what needs to be done to achieve them 3.1.2 Share relevant information to help agree roles and responsibilities 3.1.3 Agree suitable working arrangements with those involved
3.2 Seek to develop cooperation and check progress towards their shared objectives	3.2.1 Organise and carry out tasks efficiently to meet their responsibilities 3.2.2 Seek effective ways to develop co-operation, including ways to resolve any conflict 3.2.3 Share accurate information on progress, agreeing changes where necessary to achieve objectives
3.3 Review work with others and agree ways of improving collaborative work in the future	3.3.1 Agree the extent to which working with others has been successful and the objectives have been met 3.3.2 identify factors, including their role, in influencing the outcome 3.3.3 Agree ways of improving their work with others in the future, including interpersonal skills

# Unit WO3: Introduction to working with others (in a team)

Mandatory documents and evidence	Recommended documents and evidence
<ul style="list-style-type: none"><li>• WO: Plan sheet</li><li>• Own plan with activities and deadlines</li><li>• WO: Do sheet</li><li>• WO: Review sheet</li><li>• Evidence of carrying out own role</li></ul>	<ul style="list-style-type: none"><li>• Learning log, or activity log</li><li>• Witness testimony</li><li>• Peer reports, including date, name, signature and context</li><li>• Other evidence relevant to the unit</li></ul>

## At this level...

Level 3 marks a shift from working on straightforward tasks to being capable of responding to the demands of more complex activities. Candidates will demonstrate more explicit reasoning ability, and take personal responsibility in making decisions about how tasks are organised when working with others.

# Unit LP3: Introduction to improving own learning and performance

<b>Aim</b>	This unit is about developing skills as an independent learner. The candidate does this by being agreeing and working towards targets that will help them achieve their personal, learning or career goals. Planning learning, choosing different ways of learning and reviewing learning are important parts of this process.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 Set targets using information from appropriate people and plan how these will be met	3.1.1 Seek information on ways to achieve what they want to do and identify factors that might affect their plans 3.1.2 Use this information to set realistic targets and identify clear action points 3.1.3 Plan how they will manage their time, use support, review progress and overcome possible difficulties
3.2 Take responsibility for their learning, using their plan to help meet targets and improve their performance	3.2.1 Manage their time effectively to meet deadlines, revising their plan as necessary 3.2.2 Choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands 3.2.3 Reflect on their progress, seeking feedback and relevant support to help them meet their targets
3.3 Review progress and establish evidence of their achievements	3.3.1 Provide information on the ways they have used their learning to meet new demands and on factors affecting the quality of their outcome 3.3.2 Identify targets they have met and gather evidence of their achievements 3.3.3 Consult appropriate people to agree ways to further improve their performance

# Unit LP3: Introduction to improving own learning and performance

Mandatory documents and evidence	Recommended documents and evidence
<ul style="list-style-type: none"><li>• LP: Plan sheet</li><li>• Own plan with activities and deadlines</li><li>• LP: Do sheet</li><li>• LP: Review sheet</li><li>• Evidence of target achievement/extent of progress towards targets</li></ul>	<ul style="list-style-type: none"><li>• Learning log, or activity log</li><li>• Evidence relevant to the unit, eg annotated source materials, examples of work in progress</li></ul>

## At this level...

Level 3 marks a shift from working on straightforward tasks to being capable of responding to the demands of more complex activities. Candidates will demonstrate more explicit reasoning ability, and take personal responsibility in making decisions about how they manage their learning.



# Unit PS3:

## Introduction to problem solving

<b>Aim</b>	This unit is about the candidate demonstrating a systematic approach to tackling problems. It involves the candidate thinking about a problem and about approaches to tackling it. The candidate plans how they will sort out the problem, then carries through the plan and looks back to decide how well they went about the problem-solving process.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 Explore a problem and identify different ways of tackling it	3.1.1 Identify, analyse and accurately describe the problem, and agree with others how they will know it has been solved 3.1.2 Select and use a variety of methods to come up with different ways of tackling the problem 3.1.3 Compare the main features and risks of each approach, and justify the method they decide to use
3.2 Plan and implement at least one way of solving the problem	3.2.1 Plan their chosen way of solving the problem and get the go-ahead from an appropriate person 3.2.2 Put their plan into action, effectively using support and feedback from others to help tackle the problem 3.2.3 Check regularly progress towards solving the problem, revising their approach as necessary
3.3 Check if the problem has been solved and review their approach to problem solving	3.3.1 Apply systematically methods agreed with an appropriate person to check if the problem has been solved 3.3.2 Describe fully the results and draw conclusions on how successful they were in solving the problem 3.3.3 Review their approach to problem solving, including whether other approaches might have proved more effective

# Unit PS3:

## Introduction to problem solving

Mandatory documents and evidence	Recommended documents and evidence
<ul style="list-style-type: none"><li>• PS: Plan sheet</li><li>• PS: Do sheet</li><li>• PS: Review sheet</li><li>• Evidence of carrying out the plan</li><li>• Evidence that the problem has been resolved</li></ul>	<ul style="list-style-type: none"><li>• Learning log, or activity log</li><li>• Other evidence relevant to the unit</li></ul>

### At this level...

Level 3 marks a shift from working on straightforward tasks to being capable of responding to the demands of more complex activities. Candidates will demonstrate more explicit reasoning ability, and take personal responsibility in making decisions about how they tackle problems.

# Unit R3: Planning and carrying out a piece of research

<b>Aim</b>	This unit is about identifying objectives for the research, and planning and carrying out activities for specific purpose(s), i.e. the research is not just to find out general information about a topic but will lead to a conclusion based on findings.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 Undertake research into an area that is of special interest	3.1.1 Identify a broad area of interest and possible aspects for research 3.1.2 Choose one of the aspects, identifying appropriate objectives for detailed research, and plan how to carry out the research 3.1.3 Select a variety of sources (three or more) to gather relevant information, and identify appropriate methods and techniques to carry out the research
3.2 Carry out the research, largely independently, using appropriate information and data	3.2.1 Carry out the research using appropriate strategies to meet the identified objectives (eg testing, observing, analysing viewpoints) 3.2.2 Review material collected and identify information and data most relevant to the research objectives 3.2.3 Demonstrate an in-depth understanding of the chosen subject and justify conclusions
3.3 Present the findings of the research appropriately and review	3.3.1 Prepare for presenting the results of the research, ensuring the content and structure of the presentation are adapted to the needs of the audience 3.3.2 Present the information in a clear, concise and appropriate format, using more than one presentational method 3.3.3 Seek feedback from the audience to help evaluate the presentation and the research

# Unit R3: Planning and carrying out a piece of research

Mandatory documents and evidence	Recommended documents and evidence
<ul style="list-style-type: none"><li>• R: Student evidence sheet, including tutor statement)</li><li>• Annotated source materials</li><li>• Raw data/results</li><li>• Evidence of presentation of the research</li></ul>	<ul style="list-style-type: none"><li>• Learning log, or activity log</li><li>• Feedback sheets, including date, name, signature and context</li><li>• Other evidence relevant to the unit</li></ul>

## At this level...

At Level 3, subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with the relationships between ideas and lines of enquiry, and use clear reasoning where these relationships may not be immediately obvious. As well as having a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.

# Unit D3: Communicating through discussion (in a group)

<b>Aim</b>	This unit is about preparing for, and participating in, a group discussion. In doing so, candidates should communicate clearly, respond appropriately to others and be supportive of other members of the group.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 Make clear and relevant contributions in a way that suits the purpose and situation	3.1.1 Prepare for the discussion so that the contribution made is relevant to its purpose 3.1.2 Make relevant contributions and use appropriate vocabulary to suit the purpose of the discussion (eg when presenting the argument, expressing complex ideas, explaining events) 3.1.3 Adapt how and when contributions are made to respond to different situations (eg formality of the setting, nature of the group, sensitivity of the topic)
3.2 Listen and respond sensitively to others, and develop points and ideas	3.2.1 Show listening skills by making relevant comments and using body language 3.2.2 Respond in ways that show consideration for others' feelings 3.2.3 Ask questions that help develop ideas
3.3 Create opportunities for others to contribute	3.3.1 Invite others to contribute 3.3.2 Support points made by others and ask follow-up questions

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• D: Student evidence sheet</li> <li>• D: Observation checklist</li> <li>• Evidence of candidate's preparation for discussion, eg notes, evidence of finding out about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Peer statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 3, subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with the relationships between ideas and lines of enquiry, and use clear reasoning where these relationships may not be immediately obvious. As well as having a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.

# Unit OP3: Planning and giving an oral presentation

<b>Aim</b>	This unit is about preparing for, and delivering a presentation.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 Prepare the presentation to suit the purpose	3.1.1 Research the chosen topic in detail 3.1.2 Plan how they will structure the presentation 3.1.3 Identify appropriate supporting material and ensure it is available, and prepare any other resources needed for the presentation
3.2 Match the language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience	3.2.1 Use clear language and appropriate vocabulary with precision 3.2.2 Structure what is said to help listeners to follow the sequence of main points and ideas (eg use terms such as firstly, secondly, in conclusion) 3.2.3 Vary tone to stress the main points of the presentation
3.3 Use a variety of methods to engage the audience	3.3.1 Give examples to illustrate complex points, relating the talk to the audience's experience 3.3.2 Use relevant images from graphs, photographs, pictures, diagrams or models to illustrate points 3.3.3 Use at least one additional method to engage the audience

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• OP: Student evidence sheet</li> <li>• OP: Observation checklist</li> <li>• Evidence of candidate's preparation for the presentation, eg notes, evidence of finding out about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Peer statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 3, subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with the relationships between ideas and lines of enquiry, and use clear reasoning where these relationships may not be immediately obvious. As well as having a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.