

Unit Title:	Dealing with problems in daily life
OCR unit number:	M24
Life and Living Skill Area:	Personal Skills
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

To introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Understand how to recognize a straightforward problem	The Learner can: 1.1 Identify a straightforward problem that they can tackle 1.2 Share ideas on how to tackle the problem with an appropriate person	<p>The learner shows an understanding of straightforward problems faced in their daily lives by identifying a problem they face. Example activities could include: working in a group to list shared problems and choosing one each to tackle; meeting with a tutor to review issues faced and identifying one to tackle; making notes about problems faced and choosing one.</p> <p>The learner works with others, sharing ideas, to find ways to tackle the problem. Example activities might include: asking a series of questions about the problem and making notes; with peers making a mind map of their problems and different ways to go about dealing with them; meeting with the tutor to discuss having noted own ideas first.</p>
2 Tackle a problem	2.1 Identify a way to tackle the problem	Having identified a problem and investigated possible ways to deal with it, the learner clarifies how they will tackle it. For example they could: create a simple action plan with different activities or actions, where they need to go for help,

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	2.2 Carry out activities to tackle the problem	<p>time scales etc.; make a list of the things they need to do and discuss these with a tutor; work in a pair to make a mind map of the problems and possible ways to deal with them, including what help they will need.</p> <p>The learner undertakes a series of activities to tackle the problem. The activities undertaken should lead on from 1.2 and 2.1. For example the learner could: work through their action plan keeping a log of what they did, time taken etc; work with a peer on shared actions, helping each other; complete actions identified and ask for a witness statement from someone observing the activity.</p>
	2.3 Ask for appropriate advice	<p>The learner shows an understanding of the need to take help and advice from others in order to deal with problems. For example the learner: arranges a meeting with a tutor for help with an aspect of the problem; contacts outside agencies, making notes of questions and conversations; works in a small group to devise questions and asks them of an identified person who can support them.</p>
3 Be able to carry out a review of their progress towards solving the problem	<p>3.1 Review their progress in tackling the problem</p> <p>3.2 Identify what went well and what did not go so well</p>	<p>The learner demonstrates that they can review their progress, altering course and/or acting on actions from others if necessary. For example the learner could: review their action plan to check they are on course, have met deadlines and change direction if necessary; meet with a tutor to review progress and take advice offered; work in a pair to discuss each other's progress and offer support and advice to each other, keeping notes.</p> <p>The learner, having solved their problem (or made reasonable progress towards</p>

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		it, ie they might not have been able to solve it within the available time frame) shows that they can learn from the process and identify what went well and what did not go so well. For example the learner could: complete a final section of an action plan and discuss with a tutor; work in a group to share experiences and make a poster of what they did, successes and lessons learned; meet with a tutor discussing and recording how the activity went and identifying any further actions for the future to continue the development of this skill.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The learner could be given some example problems as a basis on which to explore this unit.

Providing it is sufficiently challenging one example of a problem could be tackled throughout the unit.

This unit would benefit from being delivered and assessed as a whole resulting from a series of connected tasks and activities that show a development of understanding and confidence with dealing with the subject matter.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.