

Unit Title: Dealing with problems

OCR unit number: M7

Life and Living Skills Area: Personal Skills

Level: Entry 1

Credit value: 4

Guided learning hours: 40

Unit purpose and aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising when problems arise and developing approaches to resolving problems.

This unit spans a range of achievement for learners working at the 'Interest' to 'Application' stages of the Entry 1 Achievement Continuum.

| Learning Outcomes | Assessment Criteria | Example of ways assessment criteria could be met |
|--|---|---|
| The Learner will: 1 Be aware of problems when they arise | The Learner can: 1.1 Recognise when they have a problem | <ul style="list-style-type: none"> Reacting to a situation that is wrong, for example, using their voice to indicate that they are in the wrong room; using eye pointing to indicate that the rucksack is not theirs Indicating that there is something wrong, for example, using gesture to indicate that a switch does not work; using signing to indicate that they need help to fasten a zip Stating that they have a problem, for example, using a communication aid to explain that they feel unwell; using a Braille keyboard to explain that they do not like eating something |
| 2 Come up with a solution to a problem | 2.1 Identify sources of help | <ul style="list-style-type: none"> Recognise that someone is trying to help them, for example, cooperating when having a seating position adjusted; co-operating with a carer when having their teeth cleaned |

| Learning Outcomes | Assessment Criteria | Example of ways assessment criteria could be met |
|-------------------|-----------------------|--|
| | 2.2 Select a solution | <ul style="list-style-type: none"> Remembering who to ask for help in dealing with a problem, for example, asking/signing to a tutor to request a drink; using a communication book to request a carer for help when shopping Locating an appropriate person to request help, for example, the leisure centre receptionist to find out where to get changed for swimming; a shop assistant to find out where to locate an item. Co-operating with an adult who is trying to help, for example, keeping still so that a carer can adjust your shoes; holding a green waste bag open for a peer when clearing some garden weeds Choosing a solution from given choices, for example, choosing a large garden spade from a trowel and spade to dig up a weed; choosing a cool bag from a cool bag and plastic carrier to carry a picnic on a hot day. Suggesting an appropriate solution for an identified problem, for example, 'maybe the battery needs charging to make it work'; 'we could get a trolley to move the box'. |

Assessment

Assessment of this unit must make use of the Entry 1 Achievement Continuum. Assessors will be required to indicate the stage on the continuum at which the learner has achieved the learning outcome.

This unit spans a range of achievement from the **interest** to **application** stages of the Achievement Continuum. It may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessment of this unit will be most effective when it takes place within naturally occurring situations rather than staged events.

The examples provided above are just that: learners may demonstrate their ability to meet the criteria in many other ways. Learners are not expected to undertake all these activities in order to meet the assessment criteria.

Evidence requirements

Candidates must show that they can recognise when they have problem, identifying a source of help and selecting a solution this will be reflected in their Record of Assessment and Evidence.

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, must be submitted for moderation.

Additional information

The following documents must be used to record candidate evidence and their level of achievement on the Entry 1 Achievement Continuum:

- Entry 1 Achievement Continuum
- Record of Assessment and Evidence