

Title:	Solving Simple Problems
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	J/652/0666
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to solve simple problems in work and learning settings. Learners will identify everyday problems, recognise possible actions and support, understand how problem solving can help tasks and activities continue, and take part in an activity where they respond appropriately to a simple problem. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners notice problems and take sensible next steps.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise simple problems in work and learning settings, identify possible actions and support, understand how problem solving can help tasks continue, and respond appropriately to a simple problem during an activity.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

Learning outcomes

The learner will:

1. Understand simple problems in work and learning settings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what simple problems are and how they can affect familiar tasks and activities.

The learner must:

- 1.1 Identify at least three examples of **simple problems** in **work and learning settings**.
- 1.2 Recognise when something is a simple problem that needs a response.
- 1.3 State at least three examples of how a simple problem may affect a task or activity.

2. Understand simple ways to respond to problems.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify simple actions, recognise when support is needed, and understand why problems should be dealt with appropriately.

The learner must:

- 2.1 Identify at least three possible actions that could help solve a simple problem.
- 2.2 Recognise when a person should ask for support with a simple problem.
- 2.3 State at least three examples of what may happen if a simple problem is not dealt with appropriately.

3. Understand how problem solving can help work and learning activities.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how solving simple problems can help tasks continue and support positive participation.

The learner must:

- 3.1 Recognise how solving a simple problem can help a task or activity continue.
- 3.2 Identify at least three examples of how support can help solve a simple problem.
- 3.3 State at least three examples of why solving simple problems can help people work or learn together.

4. Be able to respond to a simple problem in an activity.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a simple activity where they notice a problem, take an appropriate action, and ask for support if needed.

The learner must demonstrate how to:

- 4.1 Identify a simple problem in an activity.
- 4.2 Choose or follow an appropriate action to deal with the problem.
- 4.3 Ask for support appropriately if needed.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Simple problems:

Definition: A simple problem is something that is not going to plan and needs a person to notice it and respond appropriately.

Teaching must include:

Examples of simple problems, such as:

- Problems with understanding or following instructions.
- Missing, wrong, or unsuitable resources.
- Simple mistakes in a task or activity.
- Interruptions or delays that affect what needs to happen next.
- Situations where something needs fixing, changing, or reporting.

Teaching could include:

Minor disagreements.

Changes to a routine or plan.

Everyday problems linked to shared spaces or equipment.

Work and learning settings:

Definition: Familiar places and situations where people are learning, working, or taking part in organised activities.

	<p>Teaching must include:</p> <ul style="list-style-type: none">• Common / usual work and learning settings. For example:<ul style="list-style-type: none">○ Classrooms or training rooms.○ Work experience or workplace environments.○ Shared tasks or paired activities.○ Times when instructions are being given.○ Times when learners need to complete a task or solve a problem with others. <p>Teaching could include:</p> <p>Community settings.</p> <p>Volunteering activities.</p> <p>Travel training or enterprise activities.</p>
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