



**PROBLEM SOLVING**  
**SCQF Level 2**  
**40 Hour Unit (F3GD 08)**

# CORE SKILLS UNIT

## What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

## What is this Core Skills Unit about?

This Unit is about solving very simple problems in familiar, everyday settings. If there are any words you don't understand in this Unit, your tutor will explain them to you.

## What should I know or be able to do before I start?

You do not need any knowledge or experience before you start.

## What do I need to do?

You will:

- ◆ recognise some of the main factors that affect a very simple situation or issue (for example, what are the causes of the problem and why has the situation arisen)
- ◆ decide on a course of action to deal with the problem, asking for help if you need it
- ◆ work out some steps for an action plan (for example, who will do what and when will they do it)
- ◆ choose what you need to carry out the action plan (for example, equipment, information, money, or help from other people)
- ◆ carry out the action plan
- ◆ decide how good your action plan was and how well it solved the problem, using a checklist suggested by your tutor

Your tutor will offer you time to practise your skills.

## How do I get this Unit?

You will need to show that you have all the skills in the Unit.

You will investigate a problem, draw up an action plan to solve the problem, and carry it out. Then, you will review how good your action plan was.

You should write down or record your action plan in some way. Also, keep notes of discussions, steps, and any thoughts on how well things went.

Your tutor may ask you questions and make notes or a recording of what you say.

## What might this involve?

Here are some examples of problems you might solve:

- ◆ Organise a birthday party for a friend, fellow student, or workmate, taking account of what this person would like to do and how much money you have available.
- ◆ Arrange for one of your friends to come along to a group you are a member of and give a talk about their charity work overseas.
- ◆ Work out a study plan for revision before an exam.
- ◆ Rearrange your own work area to make it easier to carry out your work.

## What can I do next?

You could move on to the Problem Solving Core Skills Unit at SCQF level 3.

You could think about doing other Core Skills Units in:

- ◆ Communication
- ◆ Information and Communication Technology
- ◆ Numeracy
- ◆ Working with Others

Your tutor can advise you about this.

## Guidance for tutors

At SCQF level 2 learners are expected to be able to work with very simple problems in a context that is familiar to them. They will require support to carry out the problem solving activity.

There are three stages to the problem solving process that are assessed by this Unit: the critical thinking stage, the planning and organising stage, and the reviewing and evaluating stage.

### Critical thinking

You should support the learners to recognise some of the main factors affecting a very simple situation or issue in a context that is familiar to them. There will be a small number of obvious variables and the relationship between these variables will be clear to the learners. With your support, each learner should decide on a course of action to solve the problem.

### Planning and organising

You should support the learners in developing an action plan. At this level the action plan should include a small number of clear steps. You should discuss resources with the learners and these should be selected from a familiar range appropriate to the problem solving activity. Once the action plan has been devised, you should support the learners in carrying it out. This could include the allocation of some steps to others.

### Reviewing and evaluating

On completion of the problem solving activity you should support the learners in identifying the strengths and weaknesses of their action plan. You should use simple, given criteria for this and encourage learners to be aware that the skills they have used in solving this problem are transferable to other very simple situations or issues in the wider context of life.

Learners must use only one problem solving activity to prove that they can meet all of the requirements of the Unit. They should not gather evidence from different problem solving activities.

Further guidance is available in the accompanying Assessment Support Pack.

## **Disabled learners and/or those with additional support needs**

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## ADMINISTRATIVE INFORMATION

### Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 2



**Unit code:** F3GD 08  
**Superclass:** HB  
**Publication date:** August 2009  
**Source:** Scottish Qualifications Authority  
**Version:** 02

**Helpdesk:** 0845 279 1000  
**Fax:** 0845 213 5000  
**E-mail:** [customer@sqa.org.uk](mailto:customer@sqa.org.uk)  
**Website:** [www.sqa.org.uk](http://www.sqa.org.uk)

<b>Optima Building</b>	<b>Ironmills Road</b>
58 Robertson Street	Dalkeith
Glasgow	Midlothian
G2 8DQ	EH22 1LE

© Scottish Qualifications Authority 2009