

# ASDAN Wider Key Skills qualifications Level 2

Standards with  
guidance



# Qualification codes

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
Wider Key Skills: Working with others Level 2	45	60	100/3792/5
Wider Key Skills: Improving own learning and performance Level 2	45	60	100/3796/2
Wider Key Skills: Problem solving Level 2	45	60	100/3800/0

## Wider Key Skills qualifications standards with guidance: Level 2

Review history		
Date	Change detail	Section
2004	Standards created	All
January 2018	Guidance updated	All
January 2024	Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. References to Levels 1 and 3 removed. Separate booklet created for Level 2.	Introduction

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# Guidance for assessing Wider Key Skills

## Introduction to the qualifications

ASDAN's Wider Key Skills qualifications in Working with Others, Improving own Learning and Performance and Problem Solving are available at Level 2.

They are offered in Northern Ireland only, regulated by CCEA.

The Wider Key Skills qualifications aim to develop and recognise each candidate's ability to apply these skills in ways that are appropriate to different contexts and to improve the quality of their learning and performance. Improving own learning and performance focuses on the ability of the candidate to work towards the achievement of personal, learning and/or career targets for the purpose of improving the quality of their own learning and performance, and developing as an independent learner.

To complete the Wider Key Skills qualifications, candidates must undertake activities through which they need to demonstrate their competence by presenting a portfolio of evidence that clearly demonstrates their ability to meet the standards.

## Structure of the qualifications

The standards for each qualification consist of:

- a short overview of the Key Skill at the relevant level
- what the candidate needs to know how to do (Part A)
- what the candidate must show they can do (Part B)
- examples and guidance

## Unit titles and codes

Qualification unit code	ASDAN unit code	Unit title
100/3792/5	WO2	Working with others
100/3796/2	LP2	Improving own learning and performance
100/3800/0	PS2	Problem solving

# Guidance for assessing Wider Key Skills

## Introduction to the guidance

This guidance focuses on the Wider Key Skills qualifications at Level 2 and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the standards for the qualifications, together with a list of the mandatory and recommended evidence that will help candidates demonstrate that they have met the required standards to achieve the qualifications.

The function of the Wider Key Skills guidance is to:

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements; this has been listed for each unit (see Mandatory requirements and evidence on page 7)
- help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level

## Qualification levels

The qualification levels are based on a range of generic indicators:

- knowledge and understanding
- application and action
- autonomy and accountability

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement, subject to overall direction and guidance.

## Developing and practising skills for the Wider Key Skills qualifications

All aspects of a personal effectiveness learning programme, from initial assessment onwards, will contribute towards developing the candidate's understanding of the skills and knowledge that underpin the qualification and help them move on to further or higher education, training or employment. However, candidates will have different starting points: the individual needs of candidates will determine their rate of progress towards key objectives and successful completion of the qualifications. To address these needs, individuals must have the opportunity to engage in appropriate learning and development activities before they start to produce evidence for their Wider Key Skills qualifications.

# Guidance for assessing Wider Key Skills

## Assessment and evidence

Assessment should address Parts A and B of the standards. Part A describes the candidate's underpinning knowledge and understanding, and this will be checked by assessors using specific questions provided. Part B will demonstrate what the candidate can do and will be indicated by evidence in the portfolio.

Each candidate is required to submit a portfolio of evidence, which should consist of:

- assessment checklists that clearly record:
  - details of the evidence
  - the location of the evidence
  - the names and signatures of assessors
  - the date(s) on which the evidence was assessed
- evidence checklists, records and observation checklists
- evidence that demonstrates that the candidate has successfully met all of the requirements described in Part B of the relevant Key Skill, including plan, do, review sheets
- Part A questions and answers, showing the candidate's underpinning knowledge and understanding

## Assessment planning

Assessment planning is an important part of the process to ensure that all the requirements of each learning outcome will be fully addressed, and will enable the candidate to demonstrate the appropriate knowledge and skills. The plan will indicate how and when the unit will be assessed. In a course or programme of learning consisting of a number of different Wider Key Skills, it is likely that a range of assessment methods will be used.

An assessment plan should be shared with all assessors and internal moderators; candidates should also be given relevant information. An assessment plan should address most, if not all, of the following points. It should:

- provide a calendar or timetable for skills assessment
- name the assessment methods to be used and key pieces of evidence
- allocate skills to particular assessors (if appropriate)
- describe how the assessments are to be administered, taking account of practical issues
- note arrangements that need to be made to take account of additional support needs
- describe the measures to be taken to ensure that the evidence produced is authentic and current
- describe how and when requirements for record-keeping and quality assurance processes will be met

# Guidance for assessing Wider Key Skills

## Mandatory requirements and evidence

It is important to note that there are mandatory requirements within the guidance that must be met. For example, the requirement for more than one example of an activity to be completed, or for an activity to be completed over a specific period of time.

Assessment checklists\* must be downloaded from the members area of the ASDAN website: [asdan.org.uk/member](https://asdan.org.uk/member) The assessment checklists must be signed and dated by the candidate, the assessor and the internal moderator to confirm that the evidence is authentic and meets the standards.

It is not acceptable for evidence to be exactly the same for a group of candidates. For example, if a collage produced by a group is submitted as evidence, it is essential that each candidate's individual contribution is clearly identified; the evidence should also include a statement from the tutor/assessor to confirm the candidate's individual contribution and how it meets the assessment criteria.

## ASDAN resources for assessment

Challenges from ASDAN programmes, Short Courses and the Level 2 Certificate of Personal Effectiveness (CoPE) can be used to support the development of Wider Key Skills and can provide a context for assessment for these qualifications. For example, challenges from the CoPE Level 2 suggested problems booklet could be used to evidence Wider Key Skills Level 2 Problem Solving (PS2).

Assessors should always check that the Key Skills unit requirements are met in full if submitting evidence generated for another qualification and refer to ASDAN's Recognition of Prior Learning Policy for guidance, which can be found on the ASDAN website: [asdan.org.uk/policies-regulations-and-centre-guidance](https://asdan.org.uk/policies-regulations-and-centre-guidance)

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\* Centres wishing to use their own documentation (to perform the same function) must get approval to use it from the external moderator in advance.

# Guidance for assessing Wider Key Skills

## Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
<p>Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.</p>	<p>Tutors guide candidates on the Wider Key Skills and practise activities to develop their skills.</p> <p>Tutors provide feedback on skills development.</p>	
<p>Candidates undertake activities that will allow them to meet the requirements of each skill. As they carry out the activities they complete the appropriate recording documents.</p> <p>Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/ audio recordings.</p> <p>Candidates organise all of their evidence in a portfolio and include blank assessment checklists.</p>	<p>Tutor guide candidates in choosing appropriate activities to evidence each skill and on completing the recording documents.</p> <p>Tutors/other relevant people complete observation checklists and witness statements.</p> <p>Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.</p>	<ul style="list-style-type: none"> <li>• Completed ASDAN recording documents, which are available to registered centres in the members area of the ASDAN website.</li> <li>• Supplementary evidence to support the recording documents.</li> </ul>



# Guidance for assessing Wider Key Skills

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
<p>Following internal assessment, candidates provide additional evidence, if required.</p>	<p><b>Internal assessment</b></p> <p>For each skill, tutors/ assessors judge each candidate’s evidence against the learning outcomes and assessment criteria.</p> <p><b>Internal moderation</b></p> <p>A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation.</p> <p>Feedback is given to assessors.</p>	<p>Assessment checklists that reference the evidence for each skill and identify where it can be found in the portfolio.</p> <p>Assessment checklists must be signed off by the candidate, the assessor and the internal moderator.</p>
<p><b>External moderation</b></p>		

# Guidance for assessing Wider Key Skills

## Internal moderation

An effective internal moderation system will help centre staff and assessors make accurate, valid and consistent judgements about the evidence presented by candidates. Internal moderation processes and procedures contribute to developing and maintaining good practice in evidence collection/assessment. When appropriately applied, internal moderation will also pre-empt some of the problems that may occur at external moderation, eg candidates failing because tutors and assessors have misunderstood the assessment requirements or have misinterpreted the assessment standards.

### What does internal moderation involve?

Internal moderation provides an important mechanism for staff development and for supporting colleagues; it is more than just an administrative process.

Staff acting as internal moderators must have a thorough understanding of the Wider Key Skills qualifications. They should seek training and/or guidance if they have limited experience and need to improve their expertise or reinforce their confidence in carrying out the role. The designated internal moderator should be allocated sufficient time to carry out the role effectively.

### Internal moderation processes and procedures should address the following:

- Providing opportunities for staff development, eg internal standardisation meetings, in-house and/or external training opportunities
- Monitoring portfolios to ensure that all completed skills are signed and dated by the assessor
- Checking that the Wider Key Skills assessment checklists are fully completed, signed and dated
- Sampling individual skills across candidates and assessors to monitor accuracy and consistency
- Providing feedback to assessors

Portfolios should be sampled during the process of portfolio building and at the end of the process, before submission for external moderation. Sampling portfolios in this way addresses any fundamental misunderstandings at an early stage and allows time to consult ASDAN for guidance, if appropriate.

Further information about internal moderation is available in the qualifications centre guidance, which can be found on the ASDAN website: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

## External moderation

External moderation of portfolios is by post (except for centres with large numbers of candidates) and is available on request throughout the year.



Wider Key Skills qualifications

# **Working with others Level 2 Standards with guidance**

# Unit WO2:

## Working With Others Level 2

<b>Key Skills</b>	The Key Skills are the skills that are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of <b>Working with others</b> , you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	The Key Skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above Level 1 incorporates and builds on the previous ones. The Key Skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	This section builds on Part A and describes the application of skills. It describes the skills you must show. All your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.

<b>To achieve Working with others at Level 2, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"> <li>• identify what you need to achieve together</li> <li>• organise and carry out tasks to meet your responsibilities</li> <li>• identify your role in helping to achieve things together</li> </ul>

# Working With Others Level 2 (WO2): Part A

## You need to know how to

### Plan work with others

- make sure you understand what makes groups or teams effective
- identify what you need to achieve together (from the objectives suggested by your supervisor, tutor, yourself or others)
- contribute and use relevant information to identify tasks, resources (materials, equipment and/or tools) and timescales
- suggest ways you could help and find out what others would like to do
- identify individual responsibilities:
  - who will be responsible for organising and carrying out each task
  - the ground rules for working together (ways of behaving that show respect for each other's rights, feelings, ideas and contributions, what you and others should and should not do)
- confirm the arrangements for working together
  - who you will be working with, where and when
  - health and safety procedures
  - the appropriate people to go to for advice and support when needed

### Work co-operatively towards achieving the identified objectives

- organise and carry out tasks so that you can meet your responsibilities:
  - get and make the best use of resources
  - pace your work to meet deadlines
  - work safely to avoid accidents, health risks, offending others or disrupting their work
  - use correct techniques and approaches to help you produce the quality of work required
- support co-operative ways of working:
  - anticipate the needs of others for information and support
  - avoid actions that offend or discriminate against others
  - act assertively, when needed, to protect your own rights
  - show willingness to sort out disagreements or other problems
- check progress towards the objectives, seeking advice from an appropriate person to help resolve any conflicts or other problems

### Review your contributions and agree ways to improve work with others

- contribute information and listen to others on what went well and less well, including tasks and working relationships
- identify and describe your role in helping to achieve things together
- agree ways of improving your work with others, including interpersonal skills

# Working With Others Level 2 (WO2): Part B

## You must

Provide **at least two** examples of meeting the standards for WO2.1, WO2.2 and WO2.3. **One** example must show you can work in a group or team situation.

Evidence must show you can:	
WO2.1 Plan work with others.	2.1.1 identify what you need to achieve together 2.1.2 share relevant information to identify what needs to be done and individual responsibilities 2.1.3 confirm the arrangements for working together
WO2.2 Work co-operatively towards achieving the identified objectives.	2.2.1 organise and carry out tasks safely using appropriate methods, to meet your 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
WO2.3 Review your 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 your role in helping to achieve things together 2.3.3 agree ways of improving your work with others

# Working With Others Level 2 (WO2): Examples and guidance

The following gives further guidance and examples of the techniques and knowledge in Part A.

## Plan work with others

Understand what makes teams effective by considering ways in which working in a team has helped you, by considering the amount of resources involved in the whole team. Confirm who you will be working with by checking with your supervisor and group members.

## Work co-operatively towards achieving the identified objectives

Know where to get what you need to carry out the tasks, including materials, equipment, support from others. Check your progress, ask for help in resolving conflicts using your group members, supervisor, mentor.

## Review your contributions and agree ways to improve work with others

Share information on what went well and not so well by asking questions and checking what was and was not helpful in your approach. Agree ways of improving your work with others including ways of dealing with difficulties and taking the feelings of others into account.

For further examples and guidance on the Key Skills, please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).

## Help with producing evidence (reasonable adjustments)

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods (eg use of a scribe, Braille, voice activated software, British Sign Language). Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements, published by the Joint Council for Qualifications.

Please refer to ASDAN's Access Arrangements: reasonable adjustments policy for more information, which can be found on the ASDAN website: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

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Wider Key Skills qualifications

# Improving own learning and performance Level 2 Standards with guidance

# Unit LP2: Improving own learning and performance Level 2

<b>Key Skills</b>	The Key Skills are the skills that are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of <b>Improving own learning and performance</b> , you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	The Key Skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above Level 1 incorporates and builds on the previous ones. The Key Skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	This section builds on Part A and describes the application of skills. It describes the skills you must show. All your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.

<b>To achieve Improving own learning and performance at Level 2, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"> <li>• plan your time well to meet your targets</li> <li>• identify when you need support to help you meet targets</li> <li>• identify ways you learn best and how to improve your performance</li> </ul>

# Improving own learning and performance

## Level 2 (LP2): Part A

### You need to know how to

#### Help set targets and plan how these will be met

Work with an appropriate person, such as your tutor, supervisor or adviser, to:

- make sure you understand how planning and reviewing your learning can help to improve your performance and what is meant by learning styles and evidence of achievement
- develop an individual learning plan that includes:
  - targets that say exactly what you want to achieve and how you will prove you have met them
  - provide information to make sure they are realistic, including what might affect your chances of success
  - the action you will take (action points) for each target and dates (deadlines) to help you manage your time
  - how to get the support you need, including who will review your progress, and where and when this will take place

#### Take responsibility for some decisions about your learning

- work through your action points to complete these on time, revising your plan when needed to overcome unexpected events or problems
- choose different ways of learning (learning styles) and decide on the methods that best suit you (eg pictures/diagrams, reading/talking/writing, listening to others, watching or doing something practical)
- work for short periods without close supervision so you have to take some decisions about your learning
- identify when you need support and use this effectively to help meet your targets

#### Review progress and provide evidence of achievements

Work with an appropriate person, such as your tutor, supervisor or adviser, to:

- identify what you learned and how you used learning from one task to meet the demands of another task
- identify the targets you have met by checking your plan to see if you have done what you set out to do
- identify evidence of your achievements
- identify ways you learn best (your preferred learning style/s and methods of learning) and how to improve your performance (the quality of your work, the way you work)

# Improving own learning and performance

## Level 2 (LP2): Part B

### You must

Provide **at least two** examples of meeting the standard for LP2.1, LP2.2 and LP2.3 (each example should cover **at least two** targets). Overall, show you can use **at least two** different ways of learning to improve your performance.

Evidence must show you can:	
LP2.1 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 you want to achieve 2.1.2 identify clear action points for each target and how you will manage your time 2.1.3 identify how to get the support you need and arrangements for reviewing your progress
LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	2.2.1 use your action points to help manage your time well; revising your plan when needed 2.2.2 choose ways of learning to improve your performance, working for short periods without close supervision 2.2.3 identify when you need support and use this effectively to help you meet targets
LP2.3 Review progress with an appropriate person and provide evidence of your achievements.	2.3.1 identify what you learned, and how you have used your learning in another task 2.3.2 identify targets you have met and evidence of your achievements 2.3.3 identify ways you learn best and how to further improve your performance

# Improving own learning and performance

## Level 2 (LP2): Examples and guidance

The following gives further guidance and examples of the techniques and knowledge in Part A.

### Help set your targets and plan how these will be met

Help set targets and plan how these will be met by working with your tutor or trainer; use information about your working or personal life to help set targets. Develop a plan that shows where to get the help you need and who will review your progress.

### Take responsibility for some decisions about your learning

Choose different ways of learning and decide the methods that suit you best by doing something practical (eg watching others, reading). Use the support of others effectively to help you.

### Review progress and provide evidence of achievements

Identify what you learned and what targets you achieved by looking through your action points, asking others who have seen your work or passing a test. Identify your preferred learning styles by reviewing statements from others who have seen your work, looking at what you have achieved and how you did it.

For further examples and guidance on the Key Skills, please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).

### Help with producing evidence (reasonable adjustments)

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods (eg use of a scribe, Braille, voice activated software, British Sign Language). Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements, published by the Joint Council for Qualifications.

Please refer to ASDAN's Access Arrangements: reasonable adjustments policy for more information, which can be found on the ASDAN website: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

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Wider Key Skills qualifications

# **Problem solving Level 2 Standards with guidance**

# Unit PS2:

## Problem solving Level 2

<b>Key Skills</b>	The Key Skills are the skills that are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of <b>Problem solving</b> , you will learn to use and adapt your skills confidently and effectively in a range of settings and contexts.
<b>Progression</b>	The Key Skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above Level 1 incorporates and builds on the previous ones. The Key Skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

<b>Part A: You need to know how to...</b>	<b>Part B: You must...</b>
This section tells you about the techniques and knowledge associated with each Key Skill. It tells you what you need to learn and practise to feel confident about applying these skills in your studies, work or other aspects of your life.	This section builds on Part A and describes the application of skills. It describes the skills you must show. All your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.

<b>To achieve Problem solving at Level 2, you must be able to apply your skills to suit different purposes. You will show that you can:</b>
<ul style="list-style-type: none"> <li>• accurately describe the problem</li> <li>• plan what you need to do to solve the problem</li> <li>• identify ways of improving your problem solving skills</li> </ul>



# Problem solving Level 2 (PS2): Part A

## You need to know how to

### Help identify a problem and identify different ways of tackling it

- work with an appropriate person, such as your tutor or supervisor, to help identify a problem by providing an accurate description of its main features:
  - what is known and not known about the problem
  - how it affects you and other people
- identify how you will know the problem has been solved:
  - find out the results people expect from tackling the problem
  - find out about methods you could use to check it has been solved
- come up with different ways of tackling the problem:
  - learn about different methods for solving problems and how similar problems have been solved
  - find out about the risks (the likelihood of things going wrong) and other factors that might affect the way you tackle the problem (time and expertise needed, health and safety rules)
  - decide what could help to solve your problem

### Plan and try out a way of solving the problem

- confirm with an appropriate person, such as your tutor, supervisor or other person in authority, how you will try to solve the problem, adapting your ideas if necessary to meet rules and regulations
- plan what you need to do, identifying:
  - resources you will use (materials, tools, equipment, information and support from others)
  - the methods, steps and time-line for working through the problem, including ways of overcoming difficulties
  - health and safety procedures
- use your plan effectively, taking responsibility when needed for:
  - health and safety
  - getting support from your supervisor or other person with relevant expertise
  - keeping track of the steps taken in tackling the problem and revising your plan to deal with unexpected events

### Check if the problem has been solved and identify ways to improve problem solving

- learn how to use the methods you have been given for checking if the problem has been solved and use these accurately
- describe clearly the results of your checking, including the strengths and weaknesses of how you tackled the problem at each stage
- identify ways of improving your problem solving skills

# Problem solving Level 2 (PS2): Part B

## You must

Provide **at least two** examples of meeting the standards for PS2.1, PS2.2 and PS2.3. Each example should cover a **different** problem and identify **at least two** different ways of tackling it (for PS2.1).

Evidence must show you can:	
PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.	2.1.1 provide information to help identify a problem, accurately describing its main features 2.1.2 identify how you will know the problem has been solved 2.1.3 come up with different ways of tackling the problem
PS2.2 Plan and try out at least one way of solving the problem.	2.2.1 confirm with an appropriate person how you will try to solve the problem 2.2.2 plan what you need to do, identifying the methods and resources you will use 2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem
PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.	2.3.1 check if the problem has been solved by accurately using the methods you have been given 2.3.2 describe clearly the results, including the strengths and weaknesses of how you tackled the problem 2.3.3 identify ways of improving your problem solving skills

# Problem solving Level 2 (PS2): Examples and guidance

The following gives further guidance and examples of the techniques and knowledge in Part A.

## Help identify a problem and identify different ways of tackling it

Help identify a problem by looking at different parts of the problem, if the problem changes at different times or places. Come up with different ways of tackling the problem by sharing ideas, using written material, making a simple model.

## Plan and try out a way of solving the problem

Plan what you need to do and check with your supervisor or tutor. Use your plan effectively, keeping track of the steps taken and sequence tasks, take account of time and resources needed and plan ways round possible obstacles.

## Check if the problem has been solved and identify ways to improve problem solving

Describe your results including strengths and weaknesses of how you tackled the problem, stating if you stayed within the limits of time and resources identified in your plan. Identify ways of improving your problem solving skills by asking others and reviewing the level of success you had.

For further examples and guidance on the Key Skills, please refer to The Key Skills Standards and Guidance (order ref: QCA/04/1294).

## Help with producing evidence (reasonable adjustments)

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods (eg use of a scribe, Braille, voice activated software, British Sign Language). Detailed guidance is available in the document Basic and Key Skills: Guidance for Candidates with Particular Requirements, published by the Joint Council for Qualifications.

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