



First published in 2004

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Printed in Great Britain.

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Foreword

Key skills are for everyone, from learners in the workplace, colleges and schools to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general.

The six key skills are:

- application of number
- communication
- improving own learning and performance
- information and communication technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We produced example portfolios in application of number, communication and information technology earlier in 2004. We have now produced example portfolios for improving own learning and performance, problem solving and working with others at levels 1 to 3.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the 2004 key skills standards and guidance, to help assessors interpret the key skills. They are based on the 2004 key skills standards and guidance and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO
Chief Executive, QCA

Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios.

Portfolios for each of the key skills of application of number, communication and information technology were published earlier in 2004. There are now portfolios for each of the other key skills:

- improving own learning and performance, levels 1 to 3
- problem solving, levels 1 to 3
- working with others, levels 1 to 3.

The project group selected a range of learning and vocational contexts to show the application of skills across these nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators and external verifiers for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear
- commentaries that outline some of the issues and describe the context in which the candidates gathered the evidence.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to the 2004 key skills standards and guidance, which provides advice and guidance on the assessment of key skills. It should also be noted that, while a portfolio may meet the standard for a specific key skill, it might not reflect the equivalent standard in another key skill.

QCA and the key skills chief moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

Commentary

The candidate produced the evidence as part of an apprenticeship in administration with problem solving as a useful, additional unit outside the framework.

The portfolio is well indexed and evidence is presented in a logical sequence.

The two activities to generate evidence are from a work-based activity and the candidate's day release interaction with a key skills learning group consisting of students from a variety of study subjects.

The portfolio meets the evidence requirements of problem solving at level 1.

The recording documentation encouraged the candidate to take some ownership of the portfolio and provided opportunities for him to evidence understanding of problem solving processes including diagnosis, planning and solution.

There is clear evidence of assessment throughout the portfolio with feedback.

Summative assessment evidence is clear, supported by witness testimonies, candidate narratives and answers to questions. The assessor has annotated the witness testimonies to confirm authenticity.

The review record is particularly useful, encouraging the candidate to reflect on the problem solving process and learning outcomes.

The portfolio suggests the communication skills of the candidate are at a higher level than level 1; this is evidence that, in common with many candidates, he has a "spiky" key skills profile. We are not assessing communication skills.

There is some retrospective evidence; examples are on pages 6 and 13. This is acceptable in this portfolio where the candidate did not have time to complete the recording documentation at the time but did complete it as soon as possible. This is likely to be the case in real work situations when problems are identified quickly and require immediate action.

The candidate refers to three options for solving the problem, but only two are required at level 1.

PS 1.1

Both problems are clearly identified on pages 5 and 12 using problem diagnosis sheets designed by the centre.

PS 1.2

There is clear evidence of following the plan provided by the implementation plans on pages 6 and 13. Once again these are useful documents designed by the centre using advice from the Awarding Body.

PS 1.3

The evidence of checking the solutions is in the form of candidate reviews confirmed by a letter and witness testimony.

The candidate reviews provide evidence that the candidate understands the process of problem solving and recognises that planning is essential even if time is limited.

**PROBLEM SOLVING LEVEL 1
ASSESSMENT CHECKLIST**

<p>You must: PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.</p>	<p>PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.</p>	<p>PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.</p>
<p>Your evidence must show you can: 1.1.1 Check that you clearly understand the problem you have been given 1.1.2 check how you will know that it has been solved 1.1.3 come up with different ways of tackling the problem.</p>	<p>1.2.1 Help decide how you will try to solve the problem 1.2.2 plan what you need to do 1.2.3 follow your plan, working safely and using support given by others to help tackle the problem.</p>	<p>1.3.1 Check if the problem has been solved using the methods you have been given 1.3.2 identify clearly what went well and less well in tackling the problem 1.3.3 check what you need to do to improve your problem solving skills.</p>

LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	PS1.1			PS1.2			PS1.3		
		1	2	3	1	2	3	1	2	3
2-4	Assessment records									
5	Problem diagnosis sheet	x	x	x	x					
6	Implementation plan – fashion show				x	x	x		x	
7	Candidate log sheet: Review							x	x	x
8	Letter to The Fashion Team								x	
9-11	Assessment records									
12	Problem diagnosis sheet	x	x	x	x					
13	Implementation plan – newsletter				x	x	x			
14	Candidate log sheet: Review							x	x	x
15	Witness statement								x	

Assessor Declaration: I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.

Assessor Name: A. N. Assessor

Candidate Name: A. Candidate

Assessor Signature: A. N. Assessor

Candidate Signature: A. Candidate

Date: 16.5.03

Date: 16/5/03

ASSESSMENT RECORD PROBLEM SOLVING LEVEL 1

PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.

Subject and purpose:

Task 1: To solve the problem of a model unable to attend a fashion show. The model informed A. Candidate on the day of the show.

Supplementary evidence (if included):

Thank you letter from hospital confirming that the show was a success.

Did the candidate...	(tick)	Comments and examples
Check that they clearly understood the problem that they had been given?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>A. Candidate discussed the problem with his tutor. This is recorded on page 5.</i>
Check how they would know that the problem had been solved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>He identified that the problem was solved if all the outfits were modelled and the show was a success.</i>
Come up with different ways of tackling the problem?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>A. Candidate identified two solutions after confirming with the tutor that cancellation was not an option due to time. Problem Diagnosis Sheet page 5.</i> <i>A. Candidate discussed his options with the tutor and agreed that they were appropriate. Problem Diagnosis Sheet page 5.</i>

Assessor Name: A. N. Assessor
 Assessor Signature: A. N. Assessor
 Date: 16.5.03

Candidate Name: A candidate
 Candidate Signature: A candidate
 Date: 16/5/03

**ASSESSMENT RECORD
PROBLEM SOLVING LEVEL 1**

PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.

<p>Subject and purpose: Task 1: To solve the problem of a model unable to attend a fashion show. The model informed A. Candidate on the day of the show.</p>	<p>Supplementary evidence (if included):</p>
---	---

<p>Did the candidate... Help decide how they would try to solve the problem?</p>	<p>(tick)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Comments and examples <i>A. Candidate confirmed his choice with his tutor – Mrs Davies. Decided to get another model. Problem Diagnosis Sheet page 5.</i></p>
<p>Did the candidate... Plan what they would need to do?</p>	<p>(tick)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Comments and examples <i>A. Candidate planned how he would solve the problem. Implementation Plan page 6.</i></p>
<p>Did the candidate... Follow their plan, working safely and using support given by others to help tackle the problem?</p>	<p>(tick)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Comments and examples <i>A. Candidate followed his plan and used advice from Mrs Davies; this was to check with the replacement model's tutor that she could be released from class. There were no unusual safety issues. Implementation Plan page 6.</i></p>

<p>Assessor Name: <u>A. N. Assessor</u></p>	<p>Candidate Name: <u>A. Candidate</u></p>
<p>Assessor Signature: <u>A. N. Assessor</u></p>	<p>Candidate Signature: <u>A. Candidate</u></p>
<p>Date: <u>16.05.03</u></p>	<p>Date: <u>16/5/03</u></p>

ASSESSMENT RECORD PROBLEM SOLVING LEVEL 1

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Subject and purpose:

Task 1: To solve the problem of a model unable to attend a fashion show. The model informed A. Candidate on the day of the show.

Supplementary evidence (if included):

Did the candidate... Check if the problem had been solved by accurately using methods that they were given?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate reviewed his activities against the outcomes. Problem Diagnosis Sheet pages 5 and 7.</i> <i>The show was a success and all outfits were modelled.</i>
Did the candidate... Identify clearly what went well and less well in tackling the problem?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate answered the questions on page 7. He identified that, because other people involved cooperated, the show was a success. He also identified that communication could have been improved.</i> <i>Supplementary evidence confirming successful show. Witness Testimony page 8.</i>
Did the candidate... Check what they needed to do to improve their problem solving skills?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate identified that he needs to keep everyone informed about what is happening. Make sure there is good communication.</i>

Assessor Name: <u>A. N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>A. N. Assessor</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>16/3/03</u>	Date: <u>16/3/03</u>

Level 1

You must:

- PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.
- PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.

Your evidence must show you can:

- 1.1.1 Check that you clearly understand the problem you have been given; and
- 1.1.2 check how you will know that it has been solved; and
- 1.1.3 come up with different ways of tackling the problem; and
- 1.2.1 help decide how you will try to solve the problem.

PROBLEM SOLVING

CANDIDATE LOG SHEET

NAME: A Candidate

PROBLEM DIAGNOSIS SHEET

Describe the problem:

A group of us had planned a fashion show. I was one of the organisers. One of the models phoned me to say she had flu to scratch from the show.

Required outcome:

Make sure show goes on and all outfits are shown because they were designed by other students and it would not be fair to show only some of them.

OPTIONS TO SOLVE THE PROBLEM

Option 1.

Re-schedule other models - ask them to make the other clothes.

Option 2.

Get another model as near to the size and shape of the other.

Option 3.

Considered cancelling the show but this was not an

Option selected and reason.

option 2. Time already tight for other models. we have some spare models - have time to get a replacement.

Option confirmed.

I discussed the problem with A. Candidate and agreed with his decision. Problem would be solved if show went on and was successful. Signed: A Tutor Date: 24.04.03

Assessor: A. N. Assessor

Candidate: A. candidate

Date: 16.5.03

Date: 24.4.03

Level 1

You must:

PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Your evidence must show you can:

1.2.1 Help decide how you will try to solve the problem; and

1.2.2 plan what you need to do; and

1.2.3 follow your plan, working safely and using support given by others to help tackle the problem; and

1.3.2 identify clearly what went well and less well in tackling the problem.

PROBLEM SOLVING

CANDIDATE LOG SHEET NAME: *A Candidate*

IMPLEMENTATION PLAN – Fashion Show

Action point	Comments	Target date/time	Comments
Check other models - same height, size	Judy, Emma and Lisa are the same height and size	ASAP	Lisa agreed to do it
Contact tutor to arrange for student to get out of class	went to see Mrs Moran, Lisa's tutor	ASAP after finding other model	I did this after talking to my tutor, Mrs O'Leary. She told me to check with Mrs Moran.
Talk to team and get their help	Difficult to find all the team but did find other models	Mid afternoon	Found other model but forgot to tell other organisers. They were unhappy at first but O.K. later
Arrange rehearsal	Everyone to meet at 4-4:30pm	Late afternoon 5:00pm latest	Rehearsal O.K.
Do show	on time	4:30pm	Show seemed O.K.

Assessor: *A. N. Assessor*

Candidate: *A Candidate*

Date: *16.5.03*

Date: *25.4.03*

Witness: *A Witness*

Date: *25.4.03*

Level 1

You must:

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Your evidence must show you can:

- 1.3.1 Check if the problem has been solved using the methods you have been given; and
- 1.3.2 identify clearly what went well and less well in tackling the problem; and
- 1.3.3 check what you need to do to improve your problem solving skills.

Problem solving

Candidate log sheet

Candidate: A. Candidate

REVIEW

Has the problem been solved?	How do you know?
Yes	<p>The show went off well. Lisa was great and there were no long pauses on the catwalk even though we had a short time to rehearse.</p> <p>All outfits were shown in the time we had for the show.</p>

How could you have improved your problem solving skills for the future?

I probably should have contacted the rest of the team to check with them. They were a bit put out at first because they didn't know what had happened - this was a team effort.

Next time maybe a phone call would be better. I have learned that taking time to think things through is worthwhile.

Assessor: R.N. Assessor

Candidate: A Candidate

Date: 16.5.03

Date: 25.4.03

Level 1

You must:

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Your evidence must show you can:

1.3.2 Identify clearly what went well and less well in tackling the problem.

WESTCHESTER CHILDREN'S HOSPITAL
22 WEST STREET
WESTCHESTER
W1 1WW

The Fashion Team
c/o The Principal
Westchester FE College
44 East Street
WESTCHESTER
W1 2WW

28.4.03

Dear Fashion Show Organisers,

FASHION SHOW

Thank you for a brilliant evening on the 24th. The show was a great success and went very smoothly indeed. I know everyone appreciated the hard work you put into organising the event. Please pass on our thanks to everyone involved.

We are delighted to know that the show raised £255.00 towards the new children's ward.

Once again, thank you.

Yours faithfully,

*Mrs B. Manager
Hospital Manager.*

*Put this letter into your
portfolio as supplementary
evidence for 1.3*

A. N. Assessor

16.5.03.

ASSESSMENT RECORD PROBLEM SOLVING LEVEL 1

PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.

Subject and purpose:

Task 2: To post a newsletter out to meet a deadline. Insufficient stamps available.

Supplementary evidence (if included):

Did the candidate...	(tick)	Comments and examples
Check that they clearly understood the problem that they had been given?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>A. Candidate was responsible for maintaining a stock of stamps. A newsletter had to be posted out before last post on Friday 9.5.03. – Insufficient stamps.</i></p> <p><i>This was discussed with his supervisor who agreed there was a problem. Page 12.</i></p>
Check how they would know that the problem had been solved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Problem solved if the newsletter went out on time.</i></p>
Come up with different ways of tackling the problem?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>The candidate discussed the problem and identified two ways to tackle it; he also considered obtaining stamps from somewhere else other than the Post Office. There was no easily identifiable alternative source. Problem Diagnosis Sheet page 12.</i></p> <p><i>A. Candidate discussed the options with his supervisor. Problem Diagnosis Sheet page 12.</i></p>

Assessor Name: <u>A.N. Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>A.N. Assessor</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>16.5.03</u>	Date: <u>16/5/03</u>

ASSESSMENT RECORD PROBLEM SOLVING LEVEL 1

PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.

Subject and purpose:

Task 2: To post a newsletter out to meet a deadline. Insufficient stamps available.

Supplementary evidence (if included):

Did the candidate...	(tick)	Comments and examples
Help decide how they would try to solve the problem?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Chose option 2 after discussion with supervisor. Problem Diagnosis Sheet page 12.</i>
Did the candidate...	(tick)	Comments and examples
Plan what they would need to do?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Prepared Implementation Plan. Page 13.</i>
Did the candidate...	(tick)	Comments and examples
Follow their plan, working safely and using support given by others to help tackle the problem?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Used plan, supported by work colleague. Implementation Plan pages 13 and 14.</i>

Assessor Name: A.N. Assessor
 Assessor Signature: A.N. Assessor
 Date: 16.5.03

Candidate Name: A. Candidate
 Candidate Signature: A. Candidate
 Date: 16/5/03

**ASSESSMENT RECORD
PROBLEM SOLVING LEVEL 1**

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills

Subject and purpose: Task 2: To post a newsletter out to meet a deadline. Insufficient stamps available.	Supplementary evidence (if included):
--	--

Did the candidate... Check if the problem had been solved by accurately using methods that they were given?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>Solution checked by reviewing objective against Implementation Plan.</i> <i>Short narrative by A. Candidate identified problem solved.</i> <i>Witness testimony page 15.</i>
Did the candidate... Identify clearly what went well and less well in tackling the problem?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate identified that being organised helped solve the problem but that improved planning would have made task easier. Review page 14.</i>
Did the candidate... Check what they needed to do to improve their problem solving skills?	(tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments and examples <i>A. Candidate realised that more time spent during planning can be beneficial. Has also recognised that panic can cause additional problems.</i> <i>Review page 14.</i>

Assessor Name: <u>A. N. ASSESSOR</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>A. N. ASSESSOR</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>16/5/03</u>	Date: <u>16/5/03</u>

Level 1

You must:

- PS1.1** Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.
- PS1.2** Confirm with an appropriate person what you will do and follow your plan for solving the problem.

Your evidence must show you can:

- 1.1.1** Check that you clearly understand the problem you have been given; and
- 1.1.2** check how you will know that it has been solved; and
- 1.1.3** come up with different ways of tackling the problem; and
- 1.2.1** help decide how you will try to solve the problem.

PROBLEM SOLVING

CANDIDATE LOG SHEET: A Candidate

PROBLEM DIAGNOSIS SHEET

Describe the problem:

I had to get a newsletter out by last post Friday. I forgot to get enough stamps and only realised this at the last minute.

Required outcome:

Get out of the newsletter posted by 4.30pm - 1.5.03

OPTIONS TO SOLVE THE PROBLEM

Option 1.

Me to walk to PO for stamps and come back in time to finish the job.

Option 2.

To ask Joanne to go because she has a car. It would be much quicker but she has other work to do.

Option 3.

try and get stamps from somewhere nearer, but we need a lot.

Option selected and reason.

Option 2. I needed to finish putting newsletters into envelopes, so it would be quicker.

Option confirmed.

I discussed the problem with my supervisor. A supervisor. He was not pleased because Joanne had other work to do but I said I would help her later. We agreed this was the best option because we didn't think our neighbours would carry enough stamps.

Signed: A Supervisor

Assessor: A N Assessor

Candidate: A Candidate

Date: 5.5.03

Date: 5.5.03

Level 1

You must:

PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.

Your evidence must show you can:

- 1.2.1 Help decide how you will try to solve the problem; and
- 1.2.2 plan what you need to do; and
- 1.2.3 follow your plan, working safely and using support given by others to help tackle the problem.

PROBLEM SOLVING

CANDIDATE LOG SHEET NAME: A. Candidate

IMPLEMENTATION PLAN Newsletter

Action Point	Comments	Target date/time	Comments
Joanne to get money from petty cash for stamps and go to PO.	My fault for running out the stamps. Joanne has a car.	2.30pm/2.5.03	Checked with Supervisor. A. Supervisor
Me to finish putting letters into envelopes then do Joanne's job.	Did not finish stuffing the envelopes	3.30pm	Joanne came back and helped. A. Supervisor said Joanne's job could wait.
Joanne and me to put stamps on letters.	Joanne helped me and we just managed to finish.	4.00pm	I said I would help Joanne on Mondays
Drive to PO.	Lost post 4.30pm	4.25pm	Just made it in time.

Assessor: A.N. Assessor
Date: 16.5.03

Candidate: A. Candidate
Date: 5.5.03

Witness: A. Witness
Date: 5.5.03

You must:

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Your evidence must show you can:

- 1.3.1 Check if the problem has been solved using the methods you have been given; and
- 1.3.2 identify clearly what went well and less well in tackling the problem; and
- 1.3.3 check what you need to do to improve your problem solving skills.

Problem solving

Candidate log sheet

Candidate: A Candidate

REVIEW

Has the problem been solved?	How do you know?
yes	Newsletter sent out to everyone on the list on time

How could you have improved your method of approaching the problem?

I asked Joanne if she would use her car and go to the PO in a bit of a panic but I am responsible for the mail and it was my fault there were no stamps. She was dead nice. It might have been better for me to have asked her to help me with the envelopes and stuffing them, and both of us go to the PO to put stamps on the envelopes or arrange for the PO to frank the envelopes.

I could have taken more time to think about things but I did discuss the problem with my supervisor. When you're in a rush you can panic and don't think of everything.

Assessor: A.N. Assessor

Candidate: A Candidate

Date: 16.05.03.

Date: 5.03.03

You must:

PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Your evidence must show you can:

1.3.2 Identify clearly what went well and less well in tackling the problem.

To Whom It May Concern

I am A. Candidate's supervisor. On Friday last he came to me and said he had just realised that he had not ordered sufficient stamps for an important newsletter mail out to customers. He is responsible for the mail.

I said it was a problem and what did he think we could do about it. We talked about a couple of ideas and agreed that it would be best to ask Joanne to go to the Post Office, about 10 minutes away by car.

He was a bit flustered but went away and asked Joanne if she would go to the Post Office. She went off and A. Candidate finished off addressing the envelopes and putting the newsletters in them. Joanne helped when she came back.

They took the letters to the Post Office just in time to catch the last post.

By this time it was the end of the day and we said we would discuss it on Monday, today.

A. Supervisor

5.5.03

This supports A. Candidate's chosen option and plan.

I confirm A. Supervisor is the candidate's

Supervisor. A. N. Assessor

16.05.03



Curriculum and Standards

Audience	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
Circulation lists	Key skills awarding bodies and the Key Skills Support Programme
Type	Exemplification
Description	Exemplification of the requirements for key skills portfolios
Cross ref	<i>The 2004 key skills qualifications standards and guidance (QCA/04/1294)</i> <i>Example portfolio: problem solving level 2 (QCA/04/1317)</i> <i>Example portfolio: problem solving level 3 (QCA/04/1318)</i>
Contact	The Key Skills Team (020 7509 5611; keyskills@qca.org.uk)

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Price and order ref: £4 QCA/04/1316

ISBN 1 85838 556 3

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