

<b>Title</b>	<b>Apply problem solving strategies to resolve day to day issues (Supported Learning)</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>This unit standard is intended for learners who require some form of support with their learning either through additional resources, specialised equipment or adapted teaching programmes. They are people with learning disabilities and include those with intellectual disability.</p> <p>People credited with this unit standard are able to apply problem solving strategies to resolve day to day issues (Supported Learning).</p>
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<b>Classification</b>	Supported Learning > Supported Learning - Personal, Community and Work Skills
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<b>Available grade</b>	Achieved
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**Explanatory notes**

- 1 This unit standard may contribute to the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) (with an optional strand in Skills for Working) [Ref: 2853].
- 2 This unit standard will be carried out in situations that are limited in range, repetitive and familiar, and employed within closely defined contexts.
- 3 The assessor must be satisfied that the candidate can demonstrate competence against the unit standard, with minimal support towards increased independence.
- 4 The candidate may require a longer period of learning than the 50 learning hours of teaching and learning, as determined by the 5 credits assigned to this unit standard.
- 5 This unit standard may be assessed in conjunction with other Supported Learning unit standards to allow for integrated assessment. The assessment should be integrated into a meaningful social, cultural, family/whānau, community and/or work context.
- 6 Assessments involve using a variety of methods that gives the learner the opportunity to show competence. It is recommended that the collection of evidence is naturally occurring, in real life contexts, and collected over an extended timeframe. It may be oral or written, or practical evidence.

- 7 The assessor must be satisfied that the naturally occurring evidence can be attributed to the candidate. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.
- 8 Assessments may involve the use of digital technology – internet, laptop/iPad/tablet/cell phone, and augmentative communication, where appropriate for the learner and context.

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## Outcomes and evidence requirements

### Outcome 1

Apply problem solving strategies to resolve day to day issues (Supported Learning).

### Evidence requirements

- 1.1 Situations that could trigger issues are identified in terms of effect on self.
- Range contexts for situations may include, but are not limited to – personal, social, work; evidence of one issue for each of two different situations.
- 1.2 Strategies to solve issues are identified in terms of suitability for each situation.
- Range evidence of two strategies for each of the two situations.
- 1.3 Selected strategies are applied in a manner appropriate to the identified issue.
- Range evidence of one strategy for each of the two issues.
- 1.4 Selected strategies are evaluated in terms of the outcome achieved.

<b>Planned review date</b>	31 December 2020
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 November 2015	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0113
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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### **Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.