

# Problem Solving

---

## Section 2: Planning your Project

[INTERMEDIATE 2]

Part 1: Introduction to the section	3
Part 2: Planning the task	5
Part 3: Completing the task	7



## Introduction to the section

This section is the second of a series of three self study packs that are intended to guide you through the skills required to complete Problem Solving at Intermediate 2.

The whole series is composed of the following sections:

- Section One:*     Analysing the problem  
*Section Two:*    Planning your project  
*Section Three:*  Evaluating your project.

The sections should be worked through in consecutive order.

You are encouraged to integrate your work in Problem Solving with other study areas where feasible. However, you must discuss this with your subject tutors before you begin any work.

### Assessment explained

This second section covers the second outcome.

#### **Problem Solving (Intermediate 2), Outcome 2:**

You will need to

- develop a plan – by deciding the various steps or stages needed to carry out the approach you have developed, and by identifying the resources you need for each stage of the plan
- carry out the task – by obtaining the resources you need and then carrying out each stage of the plan until you have completed the task.

## Aims and objectives of this section

This section will help you to:

- understand the importance of planning
- understand the basic principles of developing a plan.

By the end of this section, you should be able to:

- develop your own plan for the successful completion of the task
- carry out the task according to your plan.

## Symbols used in the pack



This symbol denotes a numbered Self Assessed Activity – a short exercise that you are encouraged to do for yourself. Comment and feedback for all the Activities can be found on the page after the Activity, but you should try to do the Activity before reading this. Your responses don't need to be shown to your tutor.



This denotes a Tutor Assessed Activity. These are different from Self Assessed Activities because there is no comment given after them (the tools for answering Assessment Tasks are included in the section however) and you should show this work to your tutor. Your tutor will mark this work and give you feedback.



This symbol denotes a Tutor Checkpoint and alerts you to the fact that it is now time to meet your tutor to discuss your progress. (There is further explanation of this on the page on Attendance/tutor contact requirements in the Student Introductory Guide.)

## Tutor support

Although you may be studying Problem Solving at Intermediate 2 as a flexible learning student, this does not mean that you have no support. Please do not hesitate to contact your tutor about any problems you are having, and talk to him/her about any parts of the section that are unclear.

## **Planning the task**

Planning can be considered to be an investment in efficiency and success. Planning is the process by which you work out what you want to achieve, and then think through the who, what, when, where, why and how of achieving that goal in the most effective way possible.

By planning well you can ensure that you concentrate only on those tasks that will move you towards your goal in the most effective way, without being distracted by less important tasks.

### **Identifying key activities**

The first stage in the process is to identify the key actions that need to be performed in order to achieve the aim of the plan. If these actions are complex, reduce them down to a number of smaller key actions.

Example: building a PowerPoint presentation of local tourist attractions

- Visit tourist information centre
- Library research
- Internet research
- Build presentation on PowerPoint



## Completing the task

What you have to do:

Complete the plan on page 9 using the example on page 8 to help you. Decide

- what activities need to be carried out
- what action needs to be taken
- in what order
- by whom, and
- when.

You must make sure that your plan has at least four stages.

You must make sure that at least two of the resources that you will be working with are unfamiliar to you. You must state clearly what these resources are.



Once you have drawn up this plan you may want to discuss it with your tutor. Remember to build at least one Tutor Checkpoint into your plan.

An example has been provided for you overleaf. These students decided to work in a group. They set themselves the task of preparing a PowerPoint presentation on the main tourist attractions in Fife.

**Example**

Stage/Week	Activity	Resources	People	Result
Stage One – weeks 3–4 (Research)	Find information about tourist attractions in Fife	Tourist information* Internet* Library	Gordon Chris Vicky	Lots of information Very little info. Some information from local directory
Stage Two – week 5 (Collation and discussion)	Meet to discuss what to include in presentation	All information gathered so far	Gordon, Chris, Vicky	Decided that Chris would do West Fife, Vicky would do Central Fife and Gordon East Fife.
Stage Three – weeks 6–8 (Produce product)	Producing PowerPoint presentation	Classroom Computers PowerPoint software	Chris – West Fife Vicky – Central Fife Gordon – East Fife	Completed presentation
Stage Four – week 9 (Give presentation)	Run through presentation and make any final adjustment	Classroom Computers PowerPoint software	Chris and Vicky	Complete
Stage Five – week 10 (Evaluation)	Produce questionnaire to evaluate presentation	Word processing software Printer, paper, photocopier Projector*	Gordon	Complete
	Tutor Checkpoint: discuss showing presentation next week	Projector, presentation, questionnaires	Gordon	Tutor will make sure room is set up for us
	Show presentation Go through questionnaires and write evaluation Arrange interview with tutor	All materials and assessments	Gordon, Chris, Vicky Chris, Gordon, Vicky	Presentation went well, good feedback Evaluation complete. Booked interview with tutor.

(\*Unfamiliar resources)

**T<sub>9</sub>** Example plan

Stage/Week	Activity	Resources	People	Result

## The log book

### Planning – recording personal contributions to the task

Whether you are working alone or in a group, you must keep a record of what your individual contribution to the problem-solving activity has been. A blank diary sheet has been provided for you. You may negotiate with your tutor other ways of providing this evidence – perhaps by using e-mail for example.

What you have to do:

- agree your recording documents with your tutor (an example which you could use or adapt is provided)
- maintain the record as appropriate – it is likely that you will keep a weekly record
- entries should be brief but frequent and you must ensure that you are meeting all the requirements of your plan.

# Student Log Book

**Core Skill: Problem Solving**

**Intermediate 2**

Student Name:

---

Tutor Name:

---

Date:

---

**Task record**

Date: \_\_\_\_\_

Activities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you encountered any problems? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How have you addressed these problems? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How far have you achieved your goals? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_