

Unit 42 - Dealing with Problems at Work

Overview

Dealing with problems at work at Entry Level 3 requires the candidate to understand the general procedures in a workplace and how it might impact them. They need to understand who to contact if they are having issues. They need to demonstrate that they can help in any solutions offered.

A work activity will typically be 'straightforward or routine' because:

The task or context will be familiar and involve few variable aspects. The techniques used will be familiar or commonly undertaken.

Example of context – Make a simple report on work based problems.

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at RQF entry level 3 (EQF Level 1) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well- defined, routine tasks. Be aware of information relevant to the area of study or work
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Requirements

- Standards must be confirmed by a trained Level 1 Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the online mark book on the INGOTs.org certification site.
- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and online work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.
- When the candidate provides evidence of matching all the criteria to the specification, subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.
- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.
- Each unit at Level 1 has recommended 40 guided learning hours based on time required to complete by an average learner.

Assessment Method

Assessors can score each of the criteria N, L, S or H. N indicates no evidence and it is the default setting. L indicates some capability but some help still required to meet the standard. S indicates that the candidate can match the criterion to its required specification in keeping with the overall level descriptor. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full unit award. Once the candidate has satisfied all the criteria by demonstrating practical competence in realistic contexts they achieve the unit certificate.

Expansion of the assessment criteria

1. The candidate will be aware of problems when they arise in the work place

1.1 I can identify there is a problem in the work place

Candidates should be able to identify some simple problem at work

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

This will possibly be difficult as candidates may be new to a workplace and not experienced enough to know when problems occur, but something like an overheating machine could be something that they identify. In some cases, they may need help identifying problems from work colleagues.

1.2 I can identify how the problem affects me

Candidates should be able to identify the impact on them of the problem identified

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

Candidates might have a problem completing their own tasks as it depends on some part being made or some other person completing their work. This will slow them down and make it harder to complete the tasks set.

1.3 I can identify two actions I could take when a given problem arises in the work place

The candidate will have identify what they will do to begin to solve the issue

Evidence: From portfolios, assessor observations.

Additional information and guidance

The first action might be to notify someone. Depending on the nature of the problem it will probably be the immediate supervisor and someone else. For example, if there is a problem with pay, it might be the line manager and the company accountant. In many cases, a good person to contact would be the union representative.

2. The candidate will know who to ask for help when a problem arises in the work place

2.1 I can name two people who can help solve a given problem in the work place

The candidate will be able to identify two people to help them

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

As with 1.3 above, a good person to involve in any issue will be the union representative as they will support you if the problem is likely to involve your activities with the management. Other people will be supervisors and mentors.

2.2 I can select two people to help solve a given problem in the work place

The candidate will list two people

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

The names of the people who will help.

3. The candidate will be able to take part in solving a problem in the work place

3.1 I can take part in solving a problem in the work place, independently

The candidate will be able to demonstrate some independence

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

In some cases, though not many, it could be that the candidate can do some independent research on the problem outside (or inside) of the workplace to help them begin to solve it. For example, there may be some problem with a machine setting and they look at the user guide to find out how to adjust it to make it work as it should.

3.2 I can provide a solution to the problem

The candidate will be able to provide a simple solution

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Using the example form 3.1, the candidate may be able to update a user guide so that other people are able to fix the problem that they came across.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate guided by the above guidance. Criteria should be interpreted in the context of the general descriptors of RQF Level 1 qualifications. They should make notes of any significant issues for any candidate and be in a position to advise candidates on suitable routes for progression. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound. In the event of missing evidence, the assessor will be requested to gather appropriate information before the award can be made.

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