



Regulated Qualifications Unit and Assessment Specification

Unit title	Resolving Indeterminate Situations in the Workplace
Regulator unit code	H/616/7335
SQA unit code	H502 80
SSC Ref	VR586

History of changes

Publication date: September 2013

Version: 02 (July 2017)

Version number	Date	Description	Authorised by
02	July 2017	Unit Specification updated to reflect current Ofqual terminology	Qualifications Officer

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Regulated Qualifications Unit specification

Title	Resolving Indeterminate Situations in the Workplace	
Level	4	
Credit value	19	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1 Identify where indeterminate situations exist and estimate their effects.	1.1 Identify where indeterminate situation exist, assess the situation to estimate their realistic effects and summarise the issue for the people affected.	1.2 Describe how to identify where indeterminate situations exist and explain how to estimate their realistic effect.
	1.3 Describe how to summarise the issues caused by the indeterminate situations for those affected.	
2 Obtain and assess information and identify and cover any significant gaps.	2.1 Assess the accuracy and completeness of available information and identify any significant gaps.	2.2 Obtain additional information to cover any gaps and to provide a valid starting point for the analysis of the situation.
	2.3 Explain how to assess the accuracy and completeness of available information and identify any significant gaps relating to: <ul style="list-style-type: none"> ◆ experience ◆ practice ◆ experts ◆ manual and electronic information systems ◆ colleagues and specialists 	2.4 Describe how to obtain additional information to cover any gaps and to provide a valid starting point for the analysis of the situation.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>3 Select, analyse and implement common tests relevant to the work to obtain information which cannot be obtained directly.</p>	<p>3.1 Select and implement appropriate tests to obtain information that cannot be obtained directly.</p> <p>3.2 Analyse the test results by using a valid and reliable method to draw conclusions which are justified by the data and reliability of the analysis method.</p> <p>3.3 Describe how to select and implement appropriate tests to obtain information which cannot be obtained directly, in relation to:</p> <ul style="list-style-type: none"> ◆ site investigation ◆ physical surveys ◆ materials and system tests ◆ laboratory analysis ◆ examination of compliance with statutory regulations ◆ examination of compliance with health, safety and welfare, environmental and other ruling constraints <p>3.4 Explain how to analyse and interpret the test results using a valid and reliable method.</p> <p>3.5 Describe how to draw justified conclusions from the results of the tests.</p>
<p>4 Consult with specialists on indeterminate situations.</p>	<p>4.1 Carry out consultations with relevant specialists from different technical disciplines on indeterminate situations.</p> <p>4.2 Provide specialists with the relevant clear and accurate information.</p> <p>4.3 Describe how to consult on indeterminate situations with specialists from different technical disciplines and provide them with clear and accurate information.</p>

Learning Outcomes	Assessment Criteria
<p>The learner will:</p> <p>5 Identify and record the probable factors affecting indeterminate situations.</p>	<p>The learner can:</p> <p>5.1 Identify and provide a clear and coherent description of the probable factors that could affect the indeterminate situations.</p> <p>5.2 Record for analysis the probable factors that could affect the indeterminate situations.</p> <p>5.3 Explain how to identify and describe the probable factors that cause indeterminate situations.</p> <p>5.4 Describe how to record the probable factors that cause indeterminate situations.</p>
<p>6 Analyse different perceptions of indeterminate situations to resolve indeterminate situations.</p>	<p>6.1 Analyse and interpret different perceptions of indeterminate situations into detailed issues to identify known opportunities and solutions, and a resolution to the situation.</p> <p>6.2 Apply appropriate aids and techniques to increase the reliability of the decisions and judgements made to resolve indeterminate situations.</p> <p>6.3 Explain how to analyse and interpret different perceptions of situations, in relation to:</p> <ul style="list-style-type: none"> ◆ information and conclusions from previous cases ◆ similarities between previous cases and the current situation ◆ the required outcome ◆ known and anticipated limitations and opportunities <p>6.4 Explain how to apply the following aids and techniques to increase the reliability of the decisions and judgements made to resolve indeterminate situations:</p> <ul style="list-style-type: none"> ◆ identified options ◆ relationships between factors ◆ weighted priorities ◆ value utilities ◆ expert systems

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>7 Identify and justify ethical judgements which may resolve indeterminate situations.</p>	<p>7.1 Evaluate and use clear criteria and reasoned arguments to identify and justify the ethical judgements that are likely to resolve the situation with the least risk and disruption to the work.</p> <p>7.2 Explain how to identify and justify ethical judgements which are likely to resolve the situation with the least risk and disruption to work, in relation to:</p> <ul style="list-style-type: none"> ◆ justifying opinions and conclusions ◆ decisions on validity, viability and action to be taken ◆ identifying opportunities and solutions ◆ best practice and knowledge of own craft <p>7.3 Describe how to use clear criteria solutions and procedures to identify and justify ethical judgements, in relation to:</p> <ul style="list-style-type: none"> ◆ predicted opportunity, risk and disruption ◆ added value ◆ conforming with recognised good practice ◆ up-to-date information ◆ cost effectiveness ◆ resources ◆ safety ◆ returning to operational state
<p>8 Recommend and record ethical judgements.</p>	<p>8.1 Recommend and record ethical judgements, within the limits of their own knowledge and experience that offer the least risk and disruption to the work.</p> <p>8.2 Collect valid and reliable data and suggest appropriate controls.</p> <p>8.3 Describe how to recommend and record solutions which offer the least risk and disruption to the work.</p> <p>8.4 Explain how to identify the limits of their own knowledge and experience, and where to seek advice when required.</p>

Title:	Resolving Indeterminate Situations in the Workplace
Additional information about this unit	
Purpose and aim of unit	The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying and finishing Thermal Insulation in the workplace within the relevant sector of industry.
Unit start date	30 April 2018
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	T/602/5166 – VR586 Resolve indeterminate situations
Assessment Requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in a work environment and in accordance with:</p> <ul style="list-style-type: none"> ◆ the Additional Requirements for Qualifications using the title NVQ in QCF ◆ the ConstructionSkills ‘Consolidated Assessment Strategy for Construction and the Built Environment — Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs <p>Assessors for this unit must use a combination of the following assessment methods:</p> <ul style="list-style-type: none"> ◆ observation of normal work activities within the workplace that clearly confirms the required skills ◆ questioning the learner on knowledge criteria that clearly confirms the required understanding ◆ review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing plastering finishes on conservation or restoration projects to be effective and reliable when confirming a learner’s competence.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Support for the unit from a sector skills council or other appropriate body (if required)	ConstructionSkills
Location of the unit within the subject/sector classification system	5.2 Building and Construction

Title:	Resolving Indeterminate Situations in the Workplace
Additional information about this unit (cont)	
Name of the organisation submitting the unit	ConstructionSkills
Credit value	19
Guided Learning Hours	73

Regulated Qualifications Assessment specification

Assessment (evidence) requirements

The assessment requirements for this unit are shown in the main body of the unit under the section titled 'assessment requirements or guidance specified by a sector or regulatory body'.

Guidance on instruments of assessment

Occupational skills (OS) unit

This unit is designed to assess the skills of learners in the workplace. Observation of learner performance can only be carried out on-the-job and should always be the primary and preferred source of evidence of competent performance.

Collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may arise in situations where evidence from direct observation of the learners on-the-job is deemed insufficient to fully meet the required standards. Supplementary evidence may include:

- ◆ witness testimony
- ◆ questioning,
- ◆ professional discussion,
- ◆ product and photographic evidence,
- ◆ relevant active documentation, reports, presentations and
- ◆ other valid evidence which relates directly to learner performance on-the job.

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk