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BTEC First

Manufacturing Engineering

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TOPIC **Engineering working practices**

LEARNING OBJECTIVE **Health & Safety - legislation (Outcome 1)**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This session should include an introduction to the fundamental legislation involved in general engineering practice. The session should cover the following as a minimum:</p> <p>HASAWA (1974), Safety Policy, PUWER (1998), Workplace Regulations (1992), COSHH (2002), RIDDOR (1995)</p>	<p>Although this content is essential to engineering practice, it can prove a little 'dry' to some students. A self-teach approach can be helpful - each member of the group is asked to investigate a regulation and then informally feedback to the group by an agreed timescale. This should encourage participation from all members of the group.</p>	<p>It is important to deliver this content as practically as possible to avoid long lectures based on handouts or over-long PowerPoint displays.</p> <p>Access to the engineering work area would be beneficial to set the context and importance of each regulation.</p> <p>A quiz can be useful to present learners with a scenario from which they are required to identify the relevant legislation.</p> <p>An absorbing, excellent DVD/video to watch is 'Seven Wonders of the Industrial World' (BBC) particularly the 'Hoover Dam' episode. Compare the working practices and employee rights in 1930 with modern industry.</p> <p><i>Workshop Practices</i> by Black (Newnes) has an excellent section detailing the relevant legislation.</p>	<p>Assignment 2</p>

TOPIC **Engineering working practices**

LEARNING OBJECTIVE **Hazard & risk (Outcome 1)**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>The second session should include an introduction to the hazards and risks associated with engineering.</p> <p>This should include Risk Assessment, Warning Signs and Working Environment (at height/ confined space).</p>	<p>Colour worksheets could be used to enable students to identify the types of warning signs.</p> <p>Case Study 1 provides further detail on hazard/ risk with a task designed to draft a risk assessment.</p>	<p>Following a formal introduction to the topic, it may be useful to carry out a risk assessment in an engineering environment.</p> <p>Case Study 1 can be used as a starting point by using the template designed by the learner in this activity.</p> <p>A practical demonstration and closely supervised activity, led by a competent person, may be used to illustrate the dangers involved with working at height or in a confined space.</p>	<p>Assignment 2</p> <p>Case Study1</p>



3. Personal protective equipment

'Sunsittee'

Sunsittee Ltd has 12 employees working in a small factory outlet. The company is a manufacturer of designer sunglass frames and it sells direct to high street retailers. The company has grown in the last several years - it was started by the manager of the firm nine years ago, who became self-employed making hand-made products.

The company is very informal; many of the existing workforce were friends of the manager before joining the company. Unfortunately, there have been a few accidents in recent months and the manager has decided to call in a safety expert to look at the working practices in the company. The first thing the safety expert considers is the role and responsibilities of the workforce. She finds the following:

Four people are employed in the office, the remaining eight being employed in various roles on the shop floor. Of the eight in the workshop, two are employed in the stores carrying out the packing and despatch of orders and receiving raw materials. They also maintain the stores, carrying out general housekeeping duties. This work often requires lifting and handling of crates, boxes and pallets using a pallet truck.

In the workshop two operators carry out the forming of the frames by using a series of special presses. The operators often have to change and replace the tooling which requires lifting of the steel dies using a mechanical lifting arm. Two operators use surface and bench grinders in addition to a polishing wheel to work on the finish of the frames.

One operator is responsible for the heat treatment of the finished frames, following the forming and grinding process to ensure the material retains its strength. He often has to use a furnace and in some cases an oxyacetylene torch.

Two very experienced members of the shop floor workforce are classed as supervising operators. They are both very flexible and can help out on any of the processing stations. They are collectively responsible for ensuring the products are finished on time. They are additionally required to report direct to the company manager who is office based and visits the shop floor twice daily.

The final member of the workforce is responsible for the mechanical joining, and in some cases welding of the frames using TAG and MAG equipment.

activities

The safety expert is very surprised to find that there are no specific rules and regulations regarding Personal Protective Equipment (PPE) in the company.

- If you were the safety expert, what essential PPE would you suggest for all members of the shop floor workforce?
- Consider what additional PPE would be required for?
 - the two staff working in the stores
 - the two staff working on the forming press
 - the one member of staff doing the heat treatment
 - the two staff doing the grinding and polishing
 - the manager
- Why does the safety expert appear less interested in the office personnel? Is this good practice?
- Why should the manager be additionally worried about the lack of PPE used in the workplace?

assessment activity front sheet

ASSIGNMENT TITLE **Working practices and work relationships**

Learner's name		Assessor's name	
Date issued	Completion date	Submitted on	

<i>Reference (ref number for spec criteria i.e. P1, M2 etc.</i>	<i>Assessment Criteria</i>	<i>Achieved</i>	<i>Evidence</i>	<i>Comments/feedback from assessor</i>
D1 Task 1	Prepare a safety policy for an engineering work area including references to relevant legislation	Yes/No		
P4 Task 2a	Describe the emergency procedures to be followed in response to a given incident in an engineering workplace	Yes/No		
M2 Task 2b	Evaluate and make recommendations for improvement of an organisation's emergency procedure	Yes/No		
P3 Task 3	Identify hazards and risks associated with an engineering activity	Yes/No		

assessment activity front sheet

P3 Task 4	Identify hazards and risks associated with an engineering activity	Yes/No
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P6 Task 5	Maintain good working relationships with colleagues and other relevant people when carrying out an engineering work activity	Yes/No
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D2 Task 6	Evaluate a working relationship to identify strengths and areas for improvement that establish trust and support	Yes/No
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Student declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source.

I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Signed:

Date:



ASSIGNMENT TITLE	Working practices and work relationships
ASSIGNMENT OBJECTIVES	<p>This assignment is designed to underpin the practical aspects of this unit by examining some of the key elements essential to safe and effective working practices.</p> <ul style="list-style-type: none"> ▪ materials & equipment handling ▪ emergency procedures ▪ working relationships.
TASK INTRODUCTION	<p>Engineering is a profession that is based on understanding and following working procedures, and maintaining effective relationships. The reason for this is simple, it maintains the standard expected in the workplace. This standard may relate to the health and safety of the employees or the quality of the work being produced. Extensive European and international legislation governs the working practices associated with engineering - this assignment is designed to introduce you to some of the most influential while also discussing the importance of effective working relationships.</p>
TASK 1	<p>You are a recently qualified engineer and have been employed by a small company which has a lucrative contract assembling fruit machines for a chain of national restaurants and bars. The company is called PTK-Fruit Gaming.</p> <p>The company has ten employees who all work in the unit assembling the fruit machines from bought-in components purchased from a number of suppliers. Following a visit from a health and safety consultant the manager asks you to draft a 'safety' policy to be looked at by the consultant when he returns in two weeks.</p> <ul style="list-style-type: none"> ▪ Write a brief safety policy stating the aims and objectives of the company in relation to Health & Safety. ▪ Consider what legislation should be referenced (mentioned) in the safety policy. ▪ How many employees should a company employ before a safety policy is required? Does this company require a safety policy?
TASK 2A	<p>On your thirteenth month working at PTK, you notice a fire burning brightly in one of the fruit machine cabinets being assembled. There are other people working in the workshop who have not noticed the fire yet.</p> <p>The fruit machine is still plugged into the wall.</p> <p>Describe the correct procedures for dealing with this emergency.</p>
TASK 2B	<p>Explain what measures PTK can take to improve the safety of its employees in relation to fire.</p>
TASK 3	<ul style="list-style-type: none"> ▪ Identify the six different types of fire and the letters used to classify them. ▪ What type of fire extinguisher would be most appropriate for each?
TASK 4	<ul style="list-style-type: none"> ▪ Sketch out and describe the colour and purpose of the five main types of signage that may be found in the workplace. ▪ Describe how chemicals classified as an 'irritant' should be used and stored in a workplace. What legislation is associated with safe storage of such materials?



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- TASK 5
- Explain briefly why it is important to maintain good relationships with colleagues in a working environment.
 - What is conflict and how may it arise in the workplace? Provide an example.
-

- TASK 6
- Think about a relationship between two people at work, school or college that you have observed - (It doesn't necessarily need to include you).
- State why you think the relationship is worth mentioning in your assignment. Consider:
 - Explain the strength of the relationship.
 - What are the weaknesses?
 - Do the persons trust and support each other, if so why/why not?
 - Can the relationship be improved further? If so explain how.
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ASSIGNMENT TITLE	Working practices and work relationships
ASSIGNMENT OBJECTIVES	<p>This assignment is designed to underpin the practical aspects of this unit by examining some of the key elements essential to safe and effective working practices.</p> <ul style="list-style-type: none"> ▪ materials & equipment handling ▪ emergency procedures ▪ working relationships.
WHAT YOUR STUDENTS WILL DO IN THIS ASSIGNMENT	<p>The assessment is formatted into six straightforward tasks that do not require access to laboratory or workshop resources (although this may prove beneficial for completing some elements - Task 1, for example).</p> <p>The report should be presented in an appropriate format to provide clarity for both learners and assessors, in addition to internal and external moderators/verifiers.</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ The assessment should be completed on A4 paper or equivalent. ▪ A front sheet should be included clearly stating the student name, date, unit and assessment number. ▪ Clear indication of the task being completed. ▪ Correct use of spelling and grammar. ▪ Clear and legible writing or font size/style. ▪ Page numbers. ▪ Opportunity for the assessor to provide feedback - this is often standardised by the assessing centre. ▪ Appropriate text and web-based sources should be used and referenced accordingly in the assignment - a bibliography or list of references should always be encouraged. <p>The achievement of key skills is not a direct priority of this assignment but it does provide links with key skills at Level 2 as directed in the specification (page 19).</p>
WHAT THEY WILL LEARN IN THIS ASSIGNMENT	<p>Students completing the assessment should attain a general understanding of essential legislation associated with engineering, in addition to noting responsible safe working practices. In completing this assignment students should cover the following learning aims:</p> <ul style="list-style-type: none"> ▪ HASAW ▪ organisation, employer and employee responsibility ▪ safety policy ▪ PUWER ▪ COSHH ▪ fire safety ▪ electrical safety ▪ safety signs ▪ effective working relationships ▪ causes of conflict

MARK SCHEME (WHAT IS REQUIRED FOR EACH GRADING LEVEL) This assignment offers significant opportunity for learners seeking the higher grading level. To achieve the maximum standard it is essential that learners are encouraged to complete the tasks in full.

It is, however, possible to achieve only pass or merit criteria by completing the relevant tasks. While this is generally not advisable, it is recognised that in some circumstances this may be necessary.

Note: To achieve a unit pass, merit or distinction the accompanying assessment (Assignment 1: Engineering Work Activity) must also be completed. This assignment alone does not offer all grading criteria - please refer to specification (page 15) for further clarification.

Grading Criteria by Task

Task 1

D1 - prepare a safety policy for an engineering work area including references to relevant legislation.

Task 2a

P4 - describe the emergency procedures to be followed in response to a given incident in an engineering work activity.

Task 2b

M2 - evaluate and make recommendations for improvement of an organisation's emergency procedure.

Task 3 and Task 4

P3 - identify hazards and risks associated with an engineering activity.

Task 5

P6 - maintain good working relationships with colleagues and other relevant people when carrying out an engineering working activity.

Task 6

D2 - evaluate a working relationship to identify strengths and areas for improvement that establish trust and support.

Grading Criteria by Level

P3 - Task 3 and Task 4

P4 - Task 2a

P6 - Task 5

M2 - Task 2b

D1 - Task 1

D2 - Task 6

GUIDANCE NOTES The following notes are included to assist the delivery of the assessment, please refer to the relevant assessment tasks to aid understanding.

Task 1

The safety policy does not need to be overly comprehensive. It is simply a



written statement indicating the aims and objectives with regard to the health and safety of its employees.

The student should be allowed some creativity within the scenario (providing the detail is relevant).

The safety policy must make reference to at least three of the following: The Health & Safety at Work Act (1974), Workplace Regulations (1992) employer and employee responsibility, PUWER (1998), PPE (1992), COSHH (2002), RIDDOR (1995) and Electricity at Work Regulations (1989).

Any employer with more than five people is required to have a safety policy.

Task 2a

The answer will vary depending on how the student interprets the severity of the fire.

The correct procedure would include the following steps:

- raise alarm (may or may not include contacting fire brigade)
- isolate supply
- vacate building and assemble at predetermined point.

Should the student mention extinguishing the fire in the answer then it should be classified as a 'Class E' fire with dry powder or CO₂ type extinguishers recommended.

Task 2b

It is clear from the description of the situation that the fire is detected by sight rather than from a sensor triggering an alarm.

This delayed discovery could have severe consequences for the workforce and as such should be immediately addressed.

Recommendations should include the fitting of a sensor based alarm system, provision of adequate fire fighting equipment that must include dry powder and/or CO₂ for use on potential electrical fires.

The answer should also include reference to safe evacuation procedures and a specific 'muster' point.

Task 3

The six classifications of fire types should be identified and described.

The common types of fire extinguisher should be identified and classified according to fire type.

For example, Wet Chemical is colour coded red with a yellow colour label. This type of extinguisher is useful for dealing with free burning materials (Class A) and cooking oil (Class F) type fires.

Task 4

The five types of safety signs should be presented with an example including a sketch.

The five types are:

- prohibition - red circle with a white background and black symbols
- fire equipment - red rectangle with white symbols

- warning - yellow triangle with black symbols and text
- safe condition - green rectangle with white symbols
- mandatory - blue circle with white symbols.

An irritant is a chemical substance that causes harm or discomfort when exposed to skin or eyes. It should be stored accordingly in a lockable metal cabinet or box. PPE such as gloves and safety glasses should always be used when working with irritants.

The answer should make reference to COSHH (2002) and PPE (1992).

Task 5

A straightforward answer is required detailing that positive working relations will have an effect on quality of work, inclusion and participation of entire group/workforce, social aspects and motivation.

The main causes of conflict should be discussed (see Case Study 12) along with a simple example discussing an example in an engineering context.

Task 6

Designed to cover the higher grading band some flexibility must be applied to the answer. The student should be allowed to provide a description of a positive or negative working relationship.

It is advisable that functional rather than social relationships are discussed to reduce discussion surrounding interpersonal traits.

Consideration must be given to both strengths and weaknesses of the relationship, in addition to factors affecting trust and support. Some basic recommendations for improvements are also required. This may be as simple as 'more regular formal meetings'.

Some useful textbooks:

Workshop Processes, Practices and Materials, Black, Bruce J. Newnes, 2004

ISBN 0 75066073 2

Manufacturing GCSE, Wallis / Godfrey, Nelson Thrones, 2005

ISBN 0 7487 9374 7



ASSIGNMENT TITLE **Working practices and work relationships**

ASSIGNMENT OBJECTIVES This assignment is designed to help you understand the important things that are essential when working in all engineering activities. They can be split into the following three categories.

- Understanding how to handle materials and equipment safely and effectively.
- Understanding the importance of emergency procedures such as fire safety.
- Understanding the importance of maintaining good relationships with fellow employees.

WHAT YOU WILL DO IN THIS ASSIGNMENT To complete this assignment you are required to answer the six tasks on the assignment brief. You should do this by submitting a short report containing the following pages

- Title page with your name, class/group, date, title of assignment.
- A contents page with page numbers.

The tasks.

- A list of textbooks, magazines, journals or websites used (this is called a bibliography).
- Always write clearly or if using a word-processor use an easily readable font such as Arial, Comic Sans or Times New Roman preferably in font 10, 12 or 14.
- Include any photographs, diagrams or pictures to illustrate your report but make sure you reference them correctly. This means telling your teacher where you found them - this may be a textbook page or a website address.
- Finally always check your spelling and grammar, if possible get someone to read over your work and check it for you.

WHAT YOU WILL LEARN IN THIS ASSIGNMENT You probably won't realise just how much information you are covering by completing this assignment. It will provide you with an excellent introduction to many engineering fundamentals associated with safe working and maintaining positive relationships. You will have an understanding of various pieces of legislation and should be able to state the year they were introduced - the Health & Safety at Work Act 1974, for example. You will also cover organisational safety, personal protective equipment, fire safety, hazards and warning signs, in addition to looking at effective working relationships and possible conflict.

An understanding of these topics is essential to any engineer and by completing this assignment you will also have this knowledge.



**HOW THIS ASSIGNMENT
WILL BE MARKED (the
assessment criteria)**

The way in which this assignment is graded is actually very straightforward.

This assignment is one of two assessments covering the 'Working Practices' unit of the engineering qualification. To complete the unit you have to complete both assignments.

Each assignment has certain grading criteria attached to each of the tasks. For example, Task 2 (in this particular assignment) covers grading criteria Pass 4 (P4). When you complete Task 2 to a satisfactory standard you are awarded P4 - it's that simple!

The assignment also provides the opportunity to gain the higher grading bands, for example completing Task 1 to an acceptable standard will provide you immediately with one distinction criteria (D1).

To see which tasks cover which grading criteria take a look at the assessment front sheet. Alternatively, if you are interested in seeing a full description of the grading criteria refer to the specification (page 15) - your teacher will be able to help you with this.

You should always work to complete all the tasks to maximise your chance of getting merit and distinction grades.

GUIDANCE NOTES

Note: Hint 1 relates to Task 1, Hint 2a to Task 2a and so on...

Hint 1

This is a big question to start off with but don't panic, the safety policy does not need to be really long and complicated. It's just a simple statement to say how the company will protect its employees and take measures to improve health and safety. You can even be a little creative here with regard to the safe working aims of the company. Try and investigate the following legislation - it will definitely help you, mention at least three in your statement:

The Health & Safety at Work Act (1974), Workplace Regulations (1992) PUWER (1998), PPE (1992), COSHH (2002), RIDDOR (1995) and Electricity at Work Regulations (1989).

Hint 2a

Think about what you would do in this situation - what have you been told at school, college or the workplace when a fire is spotted?

Try a web-search for relevant key phrases such as 'fire safety', 'fire evacuation' and 'fire prevention'.

Hint 2b

Ask yourself, has the company done everything it can to protect its employees. What should be provided as a minimum standard to prevent any major accidents?

Hint 3

Investigate the six classifications of fire type - they are identified by letters A-F. When discussing the fire extinguishers state the type, colour and identification and on what type of fire they would be used, i.e. A-F.



Hint 4

There are five types of safety sign - identify the colour and provide a description of what type of information they contain, e.g. a warning.

Provide an example for each category - a sketch of a specific sign is also required (hard hats must be worn, for example).

Hint 5

Explain why it is important to have good and effective working relationships. What would constitute a good working relationship? What would be the result of poor working relationships? Who would suffer?

To answer the question on conflict take a look at Case Study 2 - this should be able to help you with this task as it describes the common causes of conflict.

Hint 6

Again a big question to finish on, but one that doesn't need loads of research. Simply draw on your own experience and think about a relationship that you have observed in an engineering area - this would include workshops at school, college or in industry.

Try and think about how the persons work together, do they support and trust each other? What is the evidence to support this? Could the relationship be improved further?

If the relationship is not positive then why is this so? What is the cause of conflict between the persons? Can you recommend a strategy to improve the relationship?

If you're unsure, your teacher will be able to help - in fact this is an example of a working relationship in itself. Asking your teacher to help would suggest a positive working relationship (especially if they help you), if they don't give you some direction, this may be an example of a negative working relationship.



ASSIGNMENT TITLE	Working practice and work relationships
TASK NUMBER AND TASK DETAIL	<p>Task 2a</p> <p>On your thirteenth month working at PTK, you notice a fire burning brightly in one of the fruit machine cabinets being assembled. There are other people working in the workshop who have not noticed the fire yet.</p> <p>The fruit machine is still plugged into the wall.</p> <p>Describe the correct procedures for dealing with this emergency.</p>
ASSESSMENT CRITERIA	P4 - describe the emergency procedures to be followed in response to a given incident in an engineering workplace.
GRADE / LEVEL	The work has been graded at Pass level.
EXEMPLAR ANSWER	<p>The first thing I would do in this situation would be to raise an alarm - this could be setting off an alarm siren or just informing the other people working in the factory. I may be required to contact the fire brigade and I would check this with my manager.</p> <p>It would be important not to panic or start to run around as some accidents can be caused by slipping or falling over and are not directly related to the fire itself.</p> <p>As a new engineer in the factory I would not be in charge so it would probably be best if I safely left the factory by the fire exit and got to a safe designated point and awaited further instruction.</p> <p>Perhaps if I was more senior in the workshop I would see how bad the fire was - obviously I would maintain a safe distance at all times. If it is really bad then I would make sure everyone was out of the factory and leave. I would also make sure someone had called the fire brigade. If it looked like it could be contained then I would isolate the power supply (as it is plugged in) although the fuse would have probably blown but best be sure. To put out an electrical fire (class E) would require a specific type of extinguisher, i.e. CO2 or powder - both of these work by smothering the fire and removing the oxygen around the fire. I would definitely not use water or foam as both conduct electricity and would possibly fry me!</p> <p>I would report the incident to my manager and he would record this.</p>
GRADING COMMENTS	<p>This is a very full answer covering the task in detail but it is important that the student is aware of his/her additional responsibility to others. The key elements of the answer are as follows:</p> <ul style="list-style-type: none"> ▪ raise alarm ▪ safely and responsibly vacate the factory ▪ isolate power (if safe) ▪ suggest a method of tackling fire if appropriate ▪ reporting procedures.



ASSIGNMENT TITLE	Working practice and work relationships
TASK NUMBER AND TASK DETAIL	Task 2b Explain what measures PTK can take to improve the safety of its employees in relation to fire.
ASSESSMENT CRITERIA	M2 - evaluate and make recommendations for improvement of an organisation's emergency procedure
GRADE / LEVEL	The work has been graded at Merit level .
EXEMPLAR ANSWER	<p>The first thing I notice when reading the task is that nothing is happening despite a fire burning away. This would indicate that there is no sensor-based smoke alarm, or it is not working.</p> <p>I would recommend that a sensor-based alarm is fitted immediately - this may be a bit more expensive than the ones used at home as they need to be louder because of equipment used in the factory but they are worth every penny. It would also be important to test the alarm every week - normally this is done at the same time to reduce the risk of people thinking it is a real alarm.</p> <p>I would also suggest a fire drill from time to time to make sure everyone knows what to do in the event of a fire.</p> <p>It is also important to have fire extinguishers in the factory. The fire brigade can advise on how many would be required as this would vary depending on the size of the factory. As the company makes electrical products it would be very important to have CO2 or powder type extinguishers available.</p> <p>The company should also have a sign on the wall stating what to do in the event of an emergency and a safe place to meet. This is called a muster point.</p> <p>I would write all this down and keep it as part of the safety handbook for the company.</p>
GRADING COMMENTS	<p>This question allows an extension opportunity based on the previous question. It is hoped that by completing the first part of the question learners will be encouraged to complete the second part therefore obtaining merit criteria.</p> <p>The question does require the learner to make a reasonable assumption regarding the alarm system and make reference to fire fighting equipment and safe evacuation procedures.</p> <p>To achieve the merit criteria learners should briefly describe their interpretation of the situation and suggest formal procedures based on recognised safe working practice.</p>



ASSIGNMENT TITLE	Working practice and work relationships
TASK NUMBER AND TASK DETAIL	<p>Task 6</p> <p>Think about a relationship between two people at work, school or college that you have observed - (It doesn't necessarily need to include you).</p> <p>State why you think the relationship is worth mentioning in your assignment, consider:</p> <p>Explain the strength of the relationship.</p> <p>What are the weaknesses?</p> <p>Do the persons trust and support each other, if so why/why not?</p> <p>Can the relationship be improved further? If so explain how.</p>
ASSESSMENT CRITERIA	D2 - Evaluate a working relationship to identify strengths and areas for improvement that establish trust and support.
GRADE / LEVEL	The work has been graded at Distinction level.
EXEMPLAR ANSWER	<p>The working relationship I have chosen to discuss is based on two people I observed when on work experience. One person was an operator on the factory floor (Smithy) and the other was a store person (Davey).</p> <p>The reason I have chosen to include it is that they didn't really get on very well. I noticed a few times when working in the stores that Davey often made a few dodgy comments about Smithy.</p> <p>I'm not sure why they didn't get on, they both seem like very capable workers - I heard that it simply had something to do with overtime a couple of weeks ago and that they were alright before that.</p> <p>The problem is that the situation seems to be having an effect on the rest of the working team as they don't want to be seen to be taking sides and seem to be trying to avoid both Davey and Smithy instead.</p> <p>When I was working in the stores Smithy would always ask me for the tools he wanted and then get a bit snappy if I didn't know what he meant straightaway. I mentioned this to my college placement officer when I saw her last. And she agreed that the situation wasn't ideal and that I shouldn't suffer as a result - she said she would talk to the supervisor.</p> <p>One of the other operators said that if I wasn't there then Smithy would wait till Davey had gone on a break and get his own tools rather than speak to him. This seems a bit ridiculous as it obviously must be wasting time.</p> <p>They definitely don't trust each other as every time one of them is talking the other one thinks it's about them and starts to complain.</p> <p>If I were the manager I would get them both in the office and try and discuss what the cause of the problem is and negotiate some kind of answer to the problem. The reason I would do this is that they got along before and it seems like the situation is just a misunderstanding.</p> <p>If the manager can't resolve it then maybe some sort of professional counselling</p>



should be suggested. It is important to solve the problem otherwise it will continue to have an effect on everyone else. The teamwork in the factory is not very good at the moment and because they don't talk then some information might get lost.

GRADING COMMENTS

Perhaps the response may be a little intuitive for some younger learners, but it is important to have a personal example to encourage the student to draw up original conclusions.

It is important to provide an example based on a functional relationship and avoid direct comment based on personality wherever possible - such reflection on traits should be implicit within the functional relationship rather than explicit.

The response should provide detail on how the organisation is affected; this may include any of the following: safety, customer service, communication, teamwork, quality, management and supervision, working with others and dealing with situations and problems.
