

BTEC Short Courses

SBA - LEARNER INSTRUCTIONS

Edexcel Level 3 BTEC Diploma

Training and Operational Management

Unit 7: Working relationships in a training and operational environment

Unit 8: Leading teams in a training and operational environment

Issued September 2004

For use during the remainder of the duration of operation
of the specification issued for September 2004



INSTRUCTIONS FOR LEARNERS COMPLETING SBAs

1. The Scenario Based Assessment (SBA) is a compulsory part of your qualification. If you do not complete the SBA you will not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the SBA and the access you may have to resources.
3. Read the SBA carefully and make sure that you understand what work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The SBA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. Internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
 - Check that you have completed all tasks.
 - Label work with the appropriate task/sub-task number.
 - Present tasks in the correct order.
 - Label each page with your name and page number.
 - Submit all electronic materials in paper format.
 - Clearly label video or audio tapes submitted as part of your assignment.
 - All papers should be securely bound.
 - The completed SBA should NOT be presented in plastic envelopes, a box file or a lever arch file.

YOUR ASSIGNMENT ACTIVITIES

Scenario

You are employed within a uniformed service with responsibility for providing training and operational management.

You have been asked to prepare your section to take part in a simulation of a major emergency or disaster to test the preparedness of your service to deal with a real crisis situation.

In this crisis situation your section would have to:

- make most effective use of available resources
- deal with separation from family and friends, possibly over an extended period
- deal with the possibility of physical risk both to them as individuals and to colleagues
- communicate effectively within the team, within the service and with other services
- deal with the media and general public, including circumstances where the actions of the service may be criticised.

You are expected to plan for the event, setting objectives for the team and individuals, and for reviewing the performance of the team and individuals after the event. You are asked to produce a report for senior management showing how you plan to prepare and lead your team. You are then asked to prepare a presentation for your team on effective teamwork.

Task 1: Report Part A

- 1 In the first part of the report, you should cover the characteristics of effective teams and how barriers to effective teamwork could be addressed. You should:
 - a Describe various characteristics of effective teams going on to explain the advantages of effective teams, and the skills and abilities that effective teams have.
 - b Explain the factors that may act as barriers to effective teamwork in the context of dealing with a real or simulated crisis situation.
 - c Analyse the barriers to teamwork which may be encountered and the ways in which they could impact on the effectiveness of the team when participating in the simulation.

This task provides evidence for Unit 8 criteria P2, P3, M2

Task 2: Report Part B

- 2 You need to ensure that your team, collectively or through team members, contributes to the effective planning for the simulation. In the second section of the report you should:
 - a Describe the ways in which team members can plan both for themselves and for their teams; identify the opportunities for such planning in the context of your particular uniformed service.
 - b Analyse the ways in which opportunities are available for team members to contribute in the planning for a real or simulated crisis situation, both for themselves and for their teams.
 - c Evaluate and give your conclusions on the opportunities for team members to contribute to the planning for the simulation including how this would help to overcome potential barriers to teamwork identified through task 1b.

This task provides evidence for Unit 8 criteria P1, M1, D1

Task 3: Report Part C

- 3 You will have to assess the performance of your section both as a team and as individuals. In the third part of your report you should:
 - a Explain the purpose of assessment feedback, giving examples drawn from the context of the specific uniformed service, and explain what methods of assessment and feedback could be used.
 - b Analyse the purpose of assessment in the context of your section dealing with a real or simulated crisis situation. Evaluate methods of assessment and select appropriate methods showing how the purposes of assessment and feedback can be fulfilled.

This task provides evidence for Unit 8 criteria P4, P5, M3, D2

Task 4: Presentation Part A

- 4 You prepare a presentation for your team outlining the way in which effective working relationships are central to the performance of the section in the simulated major emergency or disaster. You should:
 - a Explain why, as a team leader, it is important to gain the trust and support of other team leaders, team members and senior personnel. Explain how this trust and support is gained and maintained in working situations.
 - b Analyse the specific importance of this trust and support in the context of dealing with a real or simulated crisis situation and how you, as team leader, and team members must act in order to gain and maintain trust during the simulation.

This task provides evidence for Unit 7 criteria P1, P2, M1

Task 5: Presentation Part B

- 5 Within the simulation your section will undertake given tasks. However, the extent to which these can be completed successfully will be affected by a variety of problems, threats and opportunities arising within the section, the service or brought about by external influences. In this section of the presentation you alert your team to dealing with problems, threats and opportunities. You may wish to make use of a SWOT analysis. You should:
 - a Describe a range of potential problems, threats and opportunities, both internal and external to the organisation, that could affect activities and analyse the extent to which these are likely to arise in the context of a real or simulated crisis situation.
 - b Evaluate the potential impact of identified problems, threats and opportunities of the effective operation of the team justifying your conclusions.

This task provides evidence for Unit 7 criteria P3, M2, D1

Task 6: Presentation Part C

- 6 You conclude your presentation to your team with a summary on conflict and the avoidance of conflict in effective working relationships. You should:
 - a Describe causes of conflict in working relationships and explain methods that minimise conflict.
 - b Explain a range of strategies that can be used to build effective working relationships in the context of a real or simulated crisis situation.
 - c Analyse and evaluate the range of strategies used to maintain effective working relationships and minimise conflicts before, during and after dealing with a real or simulated crisis situation, justifying your conclusions.

This task provides evidence for Unit 7 criteria P4, P5, M3, D2

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this SBA are repeated below.

You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit 7: Working relationships in a training and operational environment

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> • explain the importance and relevance of trust and support of colleagues, team members and managers • explain how the trust and support of colleagues, team members and managers is gained and maintained in work situations • describe how problems, threats and opportunities may affect activities • explain the methods used to minimise conflict in working relationships • explain how appropriate strategies are used to create effective working relationships. 	<ul style="list-style-type: none"> • analyse how the trust and support of colleagues, team members and managers is gained and maintained in work situations • analyse how problems, threats and opportunities may affect activities • analyse the strategies used in effective working relationships and the minimising of conflict in working relationships. 	<ul style="list-style-type: none"> • evaluate how problems, threats and opportunities may affect activities, justifying their conclusions • evaluate the strategies used in effective working relationships and the minimising of conflict in working relationships, justifying their conclusions.

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this SBA are repeated below.

You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit 8: Leading teams in a training and operational environment

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> describe the opportunities in an organisation for team members to contribute to planning for both teams and individuals describe the characteristics of effective teams explain, using appropriate examples, the barriers to teamwork that might exist explain the purpose of assessment and feedback explain the methods used for assessment and feedback. 	<ul style="list-style-type: none"> analyse the opportunities in an organisation for team members to contribute to planning for both teams and individuals analyse the barriers to teamwork analyse the purpose and methods used for assessment and feedback. 	<ul style="list-style-type: none"> evaluate the opportunities in an organisation for team members to contribute to planning and overcoming barriers for both teams and individuals, justifying their conclusions evaluate the purpose and methods of assessment and feedback used.