

Unit 13: Command and Control in the Uniformed Public Services

Unit code:	T/600/6035
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to develop the knowledge and understanding of the command and control structure and for them to acquire the skills required to exercise command and control.

● Unit information

Command and control is fundamental to the way in which the uniformed public services operate. It is the mechanism by which they perform their tasks. Situations can require immediate and decisive action. Those responsible for command and control must be prepared, trained and practised in the necessary skills. This unit will provide an insight into how this is achieved and give the learner opportunities to practise some of these skills.

All of the uniformed public services have a chain of command, or management structure, with levels of command responsibilities identified by ranks or titles. Learners will compare ranks and responsibilities within the uniformed public services and see why, for example, it is important that an individual wears a badge of rank and that it is clearly visible. Learners will develop an appreciation of the leadership and teamworking principles that contribute to command and control.

Each public service has to deal with a different set of situations or scenarios which must be managed through a system of command and control. Learners will compare how different public services handle these situations, concentrating in detail on one area of the uniformed public services.

To be able to exercise command and control, specific skills are required. These skills are usually acquired through training and regular practice, but experience is also an important contributor to success. Personal qualities are as important as skills and these also need to be developed through practical exercises. Learners will be able to put into practice the skills that they have learned and to develop these skills through command task role-play exercises.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how the principles of rank, responsibility and the chain of command relate to the command structures of the uniformed public services
- 2 Understand the skills and personal qualities required for command and control
- 3 Understand how an individual can exercise command and control
- 4 Be able to demonstrate command and control skills through command task activities.

Unit content

1 Know how the principles of rank, responsibility and the chain of command relate to the command structures of the uniformed public services

Structures: identifying which uniformed public services have a rank structure eg police, Royal Air Force, Navy, army; similarities and differences between public services eg both the police and the army have similar rank badges but they have different titles and mean different things; badges of rank eg identifying a badge and relating it to a title; responsibilities eg what would normally be expected of a particular rank; relationship between posts and ranks eg the commander of a Royal Air Force aircraft is not necessarily the senior rank on board

Responsibility: identifying the additional responsibilities associated with the rank structures identified above

Chain of command: organisations that operate within the command structure eg within the army, regiment, brigade, division; their relative level of control eg what individuals would be responsible for; control of the public services by non uniformed organisations eg Ministry of Defence, Home Office

2 Understand the skills and personal qualities required for command and control

Skills and qualities: technical skills; specialist skills; personal qualities eg role model, courage, confidence, integrity, determination, decisiveness, mental agility; qualities instilled by a good commander (trust, loyalty, discipline, morale, motivation, respect)

Motivational strategies: instigate and maintain command; inspire loyalty and obedience

Maintenance of authority: need for authority eg failure to obey orders promptly undermines authority; practical consequences of orders not obeyed; course of action if orders not obeyed

Credibility as a commander: be fair; do not favour individuals; know the strengths and weaknesses of direct reports and managers; understand the group's role or function; demonstrate confidence; ensure information is shared and orders disseminated

3 Understand how an individual can exercise command and control

Command and control: sequence of events eg who is responsible for assuming control and how they would do it; comparison of the methods used by the services eg emergency services, armed forces, other uniformed public services

Levels of command and control: tactical; operational; strategic planning: clear objectives eg specific, measurable, achievable, realistic, time-bound (SMART)

Briefing: methods eg situation, mission, execution, any questions, check understanding (SMEAC); importance of clarity, being accurate and concise

Effective control: receiving and giving orders directly; monitor teams effectively; maintain a physical position of control; issue clear orders and commands; maintain a strong command presence; influence the tempo; delegate; functional command methods eg plan, initiate, control, support, inform, evaluate (PICSIE)

4 Be able to demonstrate command and control skills through command task activities

Command and control skills and qualities: personal qualities; effective control; effective communication

Types of command task activities: combat; rescue; containment; situation control; accident; recovery; lead and support people to resolve operational incidents

Problem-solving techniques: define the problem; gather all the relevant information; list the possible solutions; test the possible solutions; select the best solution

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and 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, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the rank structure in two contrasting uniformed public services including responsibilities [IE1]		
P2 describe the chain of command for one public service, including its uniform structure [CT6]	M1 analyse the importance and use of command and control within a uniformed public service	D1 evaluate the importance and use of command and control within the uniformed public services
P3 explain the skills and personal qualities required for command and control [IE4]	M2 assess the skills required for given practical command and control scenarios and compare these to own performance	
P4 explain how an individual can exercise command and control [EP3]		
P5 demonstrate with support the use of command and control skills in different situations. [TW1, SM2]	M3 demonstrate practical command and control in different situations within uniformed public services.	D2 evaluate own performance in command and control situations, identifying areas for personal development.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
-----	--	---	--

Essential guidance for tutors

Delivery

This unit can be delivered in a variety of ways but should be practically based. Case studies, videos, role play, external visits, residential activities, access to selected areas of uniformed public services and examination of real-life situations can all be used to enhance the delivery and learner-centred learning.

Where possible, learners should visit uniformed public service establishments to see for themselves how rank and responsibility are related in the working environment. Visiting speakers from the public services can also be beneficial in explaining in more detail their own roles and responsibilities and those of their colleagues. Being able to see a chain of command in action will reinforce understanding.

Videos produced by the uniformed public services, and even cinema films, can provide a rich source of material for analysis and discussion. It is important that learners have an opportunity to view command and control situations before being expected to undertake them themselves. Demonstration is a vitally important method in developing learners' underpinning knowledge and understanding.

Visits to public service training establishments would be valuable. If this is not practical, a detailed examination of public service training programmes, methods and outcomes would give learners an insight into the process by which command and control is taught within the public services.

Learners could examine professional skills and personal qualities using case studies and role play. Case studies can be used to provide examples of situations in where command and control is present, enabling learners to identify and analyse the important factors. Role play gives learners the important opportunity to learn from practical exercises and to demonstrate their learning.

Having been taught problem-solving techniques, learners can put these into practice by undertaking command tasks and problem-solving exercises. Problem solving can be classroom based, but command tasks should try to replicate, as far as possible, real-life situations or scenarios. Whilst combat and containment scenarios would be applicable for the armed forces (for example, Royal Navy, Royal Marines, army and Royal Air Force), rescue, situation control, accident and recovery would be more suitable to the civilian uniformed public services (for example police, fire, ambulance), although the armed forces do have an involvement in these as well.

Confidence courses offer a useful resource to plan an exercise around. It is important that all activities and exercises give each learner the opportunity to practise and demonstrate command and control techniques. All practical activities must be fully risk assessed and be controlled by suitably qualified personnel at all times. Members of the public services who are experienced at delivering and undertaking these types of activities are a valuable resource. Authenticity is key to creating a realistic but safe training environment. Active participation by the whole group is important. A group of learners could take it in turns to act as the leader and the remaining learners have the opportunity to develop their teamworking skills.

While most of the public services have physical activity type training scenarios (for example army confidence course, hose and ladder drills on a fire practice tower), exercises can also be achieved using less physically demanding activities. The process of command and control is the most important factor.

Plans should be SMART (specific, measurable, achievable, realistic, time-bound), briefings should use methods like SMEAC (situation, mission, execution, any questions, check understanding) and functional control established and maintained using methods like PICSIE (plan, initiate, control, support, inform, evaluate). The practical application of these command and control skills is a vital component of all activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and outlines the assessment.
Identifying the rank structure for a number of uniformed public services, what is normally expected at different ranks, similarities and differences in ranks between services. If no official rank structure, what type of hierarchy exists. Tutor input. Internet research on tutor-directed sites. Case studies and classroom discussion.
An introduction to the organisations that operate within a command structure of uniformed public services. Tutor input. Internet research on tutor-directed sites. Case studies and classroom discussion.
Describing the chain of command within different services and how each chain of command operates within the command structure. The responsibilities of individuals in the chain of command and their level of control. Discuss the control of uniformed public services by non-uniformed organisations.
Assignment 1: Who Does What and Why? (P1, P2, M1, D1)
To include learner-initiated private study.
An introduction to the different skills and qualities that are required for command and control as well as motivational strategies that should be used. Tutor input. Internet research on tutor-directed sites. Case studies and classroom discussion.
An introduction to different ways of maintaining authority that are required for command and control as well as strategies looking at commander credibility. Tutor input. Internet research on tutor-directed sites. Case studies and classroom discussion.
Assignment 2: What is Command and Control, Why is it Important and What Skills and Qualities do you Need? (P3, M2)
To include learner-initiated private study.
Introduction to how an individual can exercise command and control, the levels required, methods used and how to be effective. Tutor input. Internet research on tutor-directed sites. Case studies and classroom discussion.
A practical approach allowing learners to demonstrate a number of command and control skills and qualities as well as problem-solving techniques in a variety of practical command situations. This should be approached using a number of case studies and practical demonstrations.
Assignment 3: Demonstrating the Use of Command and Control Skills in a Number of Different Situations (P4, P5, M3, D2)
To include learner-initiated private study as well as witness statements/observation records/peer assessments/photographic evidence.
Review of unit to ensure all outcomes and indicative content covered.

Assessment

For P1 and P2, learners must show the structure of two contrasting uniformed public services and the chain of command of one uniformed public service, including its rank/uniform structure. Learners could achieve this through activities such as producing a poster displaying the rank structures of the public services and the badges of rank, together with their titles, and relating this to their responsibilities.

A closer examination of one of these public services will allow the relationship between post and rank to be explored in detail. This will identify the chain of command and how both post and rank interrelate. Another method the learner could use to demonstrate the chain of command structure is a comprehensively annotated organisation hierarchy chart, showing the responsibilities exercised at each level.

To achieve M1, learners need to analyse the importance and use of command and control within a uniformed public service and analyse the situations or activities which require command and control. Examples of both good and poor command and control should be examined in detail. Much can be learned from examples of poor command and control. Desktop role play through case studies is an effective way of providing learners with the opportunity to form ideas and draw conclusions. Evidence could be a written piece of work or video recording of the learner's contribution to the analysis process. To achieve this, the learner could make a significant contribution to a role play and analyse, in detail, examples of both good and bad practice.

For D1, learners must evaluate the importance and use of command and control within the uniformed public services, using examples from a uniformed public service.

For P3, learners must explain the personal skills and qualities needed for command and control within a uniformed public service. This prepares the learner for the practical demonstration to be undertaken in P5. It is important that learners fully explain what the skill or quality is, and why it is important when exercising command and control in the uniformed public services. It would be good to link this to real-life case studies to provide real evidence of learner understanding.

To achieve M2, learners must assess the specific skills required for given practical scenarios. This could be evidenced through written work such as leaflets or reports.

To achieve P4, learners must explain how an individual can exercise command and control. P4 provides relevant knowledge and understanding for P5, which requires learners to demonstrate, with support, the use of the relevant command and control skills in different situations.

For P5, it is important that learners can demonstrate the skills they have learned in practical situations with support. Scenarios should be as practical as possible in order to replicate real-life situations. These scenarios will depend on the public services concerned, but there are generic leadership-type activities which will also give learners the opportunity to develop and demonstrate the skills needed, for example a teamworking activity that requires a set of specific tasks to be completed, in which an element of command and control is involved. An example of a public service specific activity could be a simulated army patrol in hostile territory with an objective to achieve. It is very important that these activities are safe and as free from hazard as possible. Evidence of assessment should be by observation, supported by the learner's own diary of activities. Observation reports should relate the individual's actual performance against the criterion and contain adequate feedback to the learner. A list of criteria which has been ticked or answered with a yes or a no is not acceptable. Video evidence is a very effective way of recording practical activities and provides the opportunity for excellent feedback.

Learners who are able to demonstrate command and control, using relevant skills, for four different situations, without support, qualify for M3. For M3, learners must demonstrate an effective level of competence in the practical activities. This is an opportunity for learners to not only demonstrate their practical skills, but to show that they can achieve the outcomes of the activities effectively.

For D2, learners must evaluate their own performance and identify areas for personal development. In addition to the assessor feedback, it is important that feedback from the learner is adequately recorded.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Who Does What and Why?	You are a new recruit in a uniformed public service going through basic training and have been asked to produce a poster showing the rank structure and the chain of command.	Poster.
P3, M2	What is Command and Control, Why is it Important and What Skills and Qualities do you Need?	As a uniformed public service employee working with the local authority team that plans for incidents, you have been asked to produce a leaflet explaining command and control and the skills and qualities needed, including the different way of maintaining authority.	Leaflet.
P4, P5, M3, D2	Demonstrating the Use of Command and Control Skills in a Number of Different Situations	As a uniformed public service employee you have been asked to run a major incident training programme.	Demonstration. Report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

Level 1	Level 2	Level 3
Introduction to Public Service Skills	Public Services Skills	Leadership and Teamwork in the Public Services
Introduction to Health and Safety in the Public Services	Health and Safety in the Workplace	Understanding Discipline in the Uniformed Public Services
Practical Teamwork in the Public Services	Adventurous Activities and Teamwork in the Public Services	Planning and Management of Major Incidents
Public Service Incidents	Attending Emergency Incidents in Public Services	Responding to Emergency Services Incidents
Public Service: Assisting the Public		Communication and Technology in the Uniformed Public Services
Self management Skills		

Essential resources

Specialist texts, journals and magazines, such as those listed in the reading section, will provide background reading for this subject area. Much of the information is also published on the internet.

The use of recorded video material to demonstrate key aspects of the unit is essential. Access to practical activity areas is essential. These ideally will be available from the public services themselves. Appropriate health and safety equipment must be used for all activity exercises.

Guest speakers and links with the uniformed public services provide valuable support for the completion of the unit.

The nature of the public services sector means that learners must have access to the most up-to-date information. They need internet facilities and access to newspapers and relevant trade journals.

Employer engagement and vocational contexts

Learning can be enhanced through visits from public service personnel and visits to public service organisations. Help from public service personnel in developing of practical/team activities would be useful.

Indicative reading for learners

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan Books, 2002)
ISBN 0330298097/9780330298094

Adair J – *John Adair's 100 Greatest Ideas for Effective Leadership and Management* (Capstone Publishing, 2002)
ISBN 1841121401/9781841121406

Avolio B and Bass B – *Developing Potential Across a Full Range of Leadership: Cases on Transactional and Transformational Leadership* (Lawrence Erlbaum Associates, 2001) ISBN 0805838945/9780805838947

Barker C, Johnson A and Lavalette M – *Leadership and Social Movements* (Manchester University Press, 2001)
ISBN 0719059011/9780719059018

Belbin M – *Beyond the Team* (Butterworth-Heinemann, 2000) ISBN 0750646411/9780750646413

Belbin M – *Team Roles at Work* (Butterworth-Heinemann, 2003) ISBN 0750626755/9780750626750

Dixon R – *The Management Task* (Butterworth-Heinemann, 2003) ISBN 0750659858/9780750659857

Farnham D and Horton S – *Managing People in the Public Services* (Macmillan Press, 1996)
ISBN 0333630459/9780333630457

Gosling J and Jones S – *Nelson's Way: Leadership Lessons from the Great Commander* (Nicholas Brealey, 2005)
ISBN 1857883713/9781857883718

Hayes J – *Interpersonal Skills at Work* (Routledge, 2002) ISBN 0415227763/9780415227766

Huczynski A and Buchanan D – *Organizational Behaviour: An Introductory Text* (Prentice Hall, 2006)
ISBN 1405840978/9781405840972

Lawton A – *Ethical Management for the Public Services* (Open University Press, 1998)
ISBN 0335199194/9780335199198

Leigh A and Maynard M – *Leading Your Team, 2nd Edition* (Nicholas Brealey, 2002)
ISBN 1857883047/9781857883046

Mullins L – *Management and Organisational Behaviour* (FT Prentice Hall, 2004)
ISBN 0273688766/9780273688761

Murdock A – *Personal Effectiveness* (Butterworth-Heinemann, 2002) ISBN 0750656220/9780750656221

Pedler M and Boydell T – *Managing Yourself* (Lemos and Crane, 1999) ISBN 1898001553/9781898001553

Rosenbach W and Taylor R – *Contemporary Issues in Leadership, 5th Edition* (Westview Press, 2001)
ISBN 0813364566/9780813364568

Savage P – *Who Cares Wins: How to Unlock the Hidden Potential in People at Work* (Management Books 2000, 1998) ISBN 1852522771/9781852522773

Smith S – *Inner Leadership* (Nicholas Brealey, 2000) ISBN 1857882717/9781857882711

Thomson R – *Managing People* (Butterworth-Heinemann, 2002) ISBN 0750656182/9780750656184

Woyach R – *Preparing for Leadership: A Young Adult's Guide to Leadership Skills in a Global Age* (Greenwood Press, 2003) ISBN 0313290539/9780313290534

Journals

Edge

Fire

Firefighter magazine

Navy News

People Management

Police

Prison Service Journal

Prison Service News

RAF News

Soldier

Training and Development

Websites

Army

www.army.mod.uk

Army training programmes

www.armyjobs.mod.uk

Fire service

www.fireservice.co.uk

Ministry of Defence

www.modoracle.com

HM Revenue and Customs

www.hmrc.gov.uk

Home Office

www.homeoffice.gov.uk

Institute of Leadership and Management

www.i-l-m.com

London Fire Brigade

www.london-fire.gov.uk

Maritime and Coastguard Agency

www.dff.gov.uk/mca

Metropolitan Police

www.met.police.uk

Prison Service

www.hmprisonservice.gov.uk

Royal Air Force

www.raf.mod.uk

Royal Air Force College Cranwell

www.raf.mod.uk/rafcranwell

Royal Military Academy Sandhurst

www.army.mod.uk/training-education/training/17057.aspx

Royal Navy – Britannia Royal Naval College

www.royalnavy.mod.uk/operations-and-support/establishments/training-establishments/bmc_dartmouth

Royal Navy and Royal Marines

www.royal-navy.mod.uk

The Fire Service College, Moreton-in-Marsh

www.fireservicecollege.ac.uk

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	identifying the rank structure in two contrasting uniformed public services including responsibilities explaining the skills and personal qualities required for command and control within a uniformed public service, describing how each skill and personal quality is important for command and control
Creative thinkers	describing the chain of command for one public service, including its uniform structure
Team workers	demonstrating with support the use of command and control skills in different situations
Self-managers	demonstrating with support the use of command and control skills in different situations
Effective participators	explaining how an individual can exercise command and control.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	evaluating the importance and use of command and control within the uniformed public services
Reflective learners	analysing the importance and use of, command and control within a uniformed public service evaluating own performance in command and control situations, identifying areas of personal development
Team workers	demonstrating practical command and control in four different situations for a specific public service.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	identifying the rank structure in two contrasting public services
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	describing the chain of command for one public service, including its uniform structure and the role played by non-uniformed personnel
Mathematics	
Select and apply a range of skills to find solutions	demonstrating with support the use of command and control skills in different situations
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	explaining how an individual can exercise command and control
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	explaining the skills and personal qualities required for command and control within a uniformed public service, describing how each skill and personal quality is important for command and control.