

Additional Guidance for Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services

Introduction

We have received a few queries asking for guidance on what evidence learners are expected to produce for this unit. We recommend that both the assessment criteria for each learning aim and the Authorised Assignment Briefs (AABs) are looked at holistically rather than in isolation when assessing this unit. We have addressed the most common areas of confusion below.

1. What do you mean by ‘different team working approaches’ in criteria A.M1?

The assessment criteria for A.M1 is:

“Compare and contrast different team working approaches and leadership styles in the uniformed protective services”.

The skill being addressed here is *compare and contrast*. It is an extension of the skill *explain* that is contained within A.P1:

“Explain the characteristics and benefits of effective team working in the uniformed protective services.”

The reference ‘teamwork approaches’ encompasses types of teams and the characteristics and benefits of teams covered within A1 and A2 of the unit content. Leadership styles in covered within A3 of the unit content.

Task 1 in the AAB for learning aims A and B includes the instruction:

- When exploring teamwork, select and **explain** a range of characteristics, using examples from relevant uniformed protective services and provide detailed information about how these produce an effective team.

- Ensure you **compare and contrast** team working approaches, giving clear examples from different uniformed protective services.

The characteristics and benefits of effective team working used in A.P1 can be used to compare and contrast different approaches to team working for A.M1. These might be from a practical, uniformed protective services related activity that learners have taken part in, e.g. a command task or expedition. Can learners relate some of the list of characteristics and benefits to the activity undertaken? For example, what was the initial goal, do team members have clear goals/roles, did everyone have the opportunity to contribute? What was the leadership style of the team leader(s), relating this to leadership theories (where possible)? Was the leadership approach effective? What were the benefits for the team?

An example could also be drawn from research into team activities within a uniformed protective service such as a disaster management practice response, which would involve characteristics such as prioritisation of team goals, clear lines of authority and decision making, having trained and skilled team members.

Learners can then show some understanding of why different approaches are taken for different activities and what the benefits are.

The assignment brief does not specify an exact number of examples but learners should cover enough different protective services to enable them to give their views on the effectiveness of different team working approaches.

This also leads into learning aim B *Explore theories and techniques used for the development of effective uniformed protective services teams.*

The **Essential Information for Assessment Decisions** for this unit also gives detail of the standard you would expect to see for Pass, Merit and Distinction when you **assess learning aims A & B holistically**:

For **distinction** standard, learners will demonstrate that they have comprehensively researched teamworking approaches and leadership styles in the uniformed protective services, selecting relevant information and giving appropriate examples. They will link their examples to the theories they have studied, offering views on their effectiveness in the uniformed protective services.

For **merit** standard, learners will give detailed information on the characteristics of different teamworking approaches and leadership styles used in the uniformed protective services, explaining why the leadership style would be most effective and giving reasons why other styles would be less effective.

Learners will consider the role of team development, giving mostly relevant examples to back up their points, making clear reference to recognised theories.

For **pass** standard, learners will show an understanding of the different characteristics of teamworking approaches and leadership styles used in the uniformed protective services. They will give some information on the characteristics and benefits of effective team working.

Learners will explain the importance of team-building techniques, with some discussion on the role of team development in contrasting uniformed protective services, making some outline reference to recognised theorists.

2. I am unsure what is expected of learners in Task 1 for learning aim C.

Task 1 within the AAB for learning aim C is as follows:

Communication methods and systems

You will be presented with a range of realistic, communication objectives relevant to the uniformed protective services.

Throughout each task, you should consistently demonstrate the ability to correctly operate and use a range of communication methods and systems.

Demonstrate the use of **at least three** from **each** of the bullet points below

- **Communication methods:** verbal, non-verbal or technological; formal and informal; internal and external; adapting communication; confirming reception of communication; checking understanding
- **Types of communication system:** video link; email; mobile phone; paging; Morse code; semaphore
- **Use of communication systems:** airwaves, Personal Role Radio (PRR), Bowman; phonetic alphabet; standard voice procedures; cross-service communications (acronyms, mnemonic, maintain control within each service)

Both during and once you have completed your tasks, you will need to evaluate the effectiveness of your own abilities against realistic communication objectives.

You should consider how you effectively and confidently presented and delivered your information **from at least four of these methods**, making suggested recommendations for improvement.

- o formal and informal reports
- o letters

- o journals
- o articles
- o posters
- o leaflets
- o briefing documents
- o case notes
- o emails
- o blogs
- o website notices
- o online training
- o social media

Task 1 should be considered as two inter-related parts. For part 1 of the task, you will assess learners' practical demonstration of use of communication methods and systems through the scenarios that you have given them relating to Uniformed Protective Services. This will allow them to meet the first part of the task demonstrating at least 3 from each of the unit content areas (i.e. at least **9** in total):

- Communication Methods
- Types of Communication Systems
- Use of Communication Systems.

The second part of the task follows on from this and allows learners to evaluate their own abilities against the objectives of the activity. Depending on the scenarios/activities you provide for the first part of the task, examples could be:

- Planning/preparing for an expedition. Emails to team members requesting attendance at a planning meeting, meeting takes place either face to face or online, briefing documents/notes relating to equipment, health and safety etc. Review of the activity could include a blog or article for wider use e.g. college open evenings. Self and peer evaluation of learner's effectiveness and confidence with communication across the activity and the success or any issues with suggestions for improvement.
- Response to a specified incident where some of the communication systems were used could then be followed up e.g. why they were used and how effective they were (demonstration of phonetic alphabet for example) with a report; case notes. Command tasks are often useful for this, particularly if supported by uniformed personnel.

- Posters, a leaflet could be used to advertise a UPS related event e.g. with a younger audience to inform them about roles in a service, or staying safe online etc.

Some of the evidence for learning aim D could also be gained from the activities in learning aim C where learners can have the opportunity to lead and be a team member.