

BTEC in a Box

BTEC First

Public Services

Sample pages

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You'll find all the resources you need to start teaching your BTEC First in Travel and Tourism. The box contains complete support for Unit 1 Public Service Skills, consisting of:

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Case study activities: vocationally relevant case studies, with suggested activities and discussion points that introduce or build on concepts within the unit. The delivery plan will link these into the unit.

2 full assessment packages: these will be full assessment plans for the Unit including material for both student and teacher.

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Unit 2 Uniformed Public Service Employment

Unit 3 Uniformed Public Service Fitness

Unit 4 Citizenship, the Individual and Society

Unit 6 Adventurous Activities and Teamwork for the Uniformed Public Services

Unit 7 The Value of Sport and Recreation in the Public Services

Unit 11 Community and Cultural Awareness

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delivery plan

TOPIC **Public service skills**

LEARNING OBJECTIVE **Evidencing student performance all LO and P2, P4, M3**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>For each learning outcome in this Unit students need to consider their own performance and how the practical skills of team work, interpersonal and communication skills and instruction skills are applied in uniformed public services. Students will need to collect evidence of examples of their own performance for:</p> <p>P2 participate in different team-building activities</p> <p>P4 demonstrate use of interpersonal skills to communicate with personnel in given situations</p> <p>M3 demonstrate effective instruction skills.</p> <p>They should be given guidance on this before delivery really gets going.</p>	<p>Asking students to keep logs or reflective accounts is a useful way to collect performance evidence.</p> <p>Where possible these should be countersigned by a teacher or instructor, but they can also be countersigned by other students who were involved in the activity. The status of the counter signatory should be included.</p> <p>For some activities audio or video taping is useful, as are photographs, to provide an audit trail for internal and external verification.</p>	<p>Whilst it is important to encourage students to take responsibility for their own learning, storage of the student log books needs careful consideration.</p> <p>One approach is to make up log books for students, which are collected in at the end of the lesson and stored by the tutor.</p> <p>However, as students may chose to use activities outside their BTEC programme (e.g., they may be in a sports or youth club, or they may want to use work from another lesson - clear links can be seen with literacy, for example) another approach is to design log book sheets which students can bring in and add to their portfolio when completed and signed.</p>	<p>P2 Team Activities</p> <p>Case Study 1, 2, 3, 4</p> <p>Assignment 1</p> <p>P4 Inter-personal & Communication Skills</p> <p>Case Study 5.6.7</p> <p>Assignment 2</p> <p>M3 Instruction Skills</p> <p>Case Study 8,9,10,11,12</p>



delivery plan

TOPIC **Public service skills**

LEARNING OBJECTIVE LO 1A understand the purpose and importance of teamwork in the public services

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This LO needs to be addressed by ensuring students have a clear understanding of what teams are; what skills and qualities are needed for effective teams; how teams can be built or developed.</p> <p>Full consideration should be given to the Unit Content:</p> <p><i>Qualities for effective teamwork: group and self-discipline; leadership; cooperation; communication; combining individual skills; problem solving; achieving aims; working with others</i></p> <p><i>Teamwork skills: including communication, problem solving, cooperation, conflict management</i></p> <p>This will be developed below when application in the public services is considered.</p>	<p>Most students will have been in teams at some time (usually sporting teams) or will have observed team sports, so they will have some understanding of qualities and skills required by teams.</p>	<p>Divide the students into 3s/4s and ask each group to come up with a list of</p> <ol style="list-style-type: none">1. Things that help a team work well together2. Things that might get in the way of team work3. Ways we can measure how effectively a team has worked together. <p>Use the students' ideas to draw up a list of skills and qualities required for successful teamwork, with discussion as to WHY these are required.</p> <p>Get the students to work through the activities in Case Studies 1 & 2 then use the Unit Content for this section to summarise the importance of teamwork and the skills and qualities required for teams to be effective.</p>	<p>Case Study 1</p> <p>Case Study 2</p> <p>Assignment 1</p>



1. Teamwork

Taking part in team activities 1

The college football team won all their key matches in the league this year. The team is meeting to plan their final game of the season, the one which will see them promoted to the next Division in the league.

Three of the key players fail to turn up for the meeting and the team have to restructure their game plan to accommodate the team players present. Just as the bus is due to leave the college for the final match, the missing players arrive and demand to be included as players in the squad.

The captain and coach refuse to let them on the bus. The team lose the match and fail to get promoted.

At the debrief the following week, the players who missed the meeting are blamed for the team missing out on promotion.

Taking part in team activities 2

Suky, Naz and Sally were asked to organise a raffle as part of a fund-raising activity for their swimming club.

They were given a budget to spend on buying raffle tickets, and prizes were donated by club members. After the raffle had been drawn and the prizes given out they met to review how well they had done. Suky had sold £50 of tickets and Naz £30 worth. Sally had only sold £5 of tickets.

When they discussed the reasons, Sally got really cross and dismissed the whole thing as a total waste of time. She'd been too busy to go round selling tickets and anyway she didn't want to bother her friends. She also accused Naz and Suky of having secret meetings without her to decide on the publicity posters and which prizes to give out.



points for discussion

- Using these examples have a group discussion on what qualities are needed for successful teams.

activities

- In groups, complete a team activity evaluation grid for one of the team participants in the examples, or for yourself after taking part in a team activity either in class (see Case Study 2) or in another context.
 - Remember to keep your evaluation grid to add to your evidence log for P2
- Team activity evaluation grid**

Name and class	Activity and date
What I did	How good a team player was I?
What have I learned?	Who saw me do this? E.g. teacher, instructor, coach, other team member



assessment activity front sheet

ASSIGNMENT TITLE **Teamwork**

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>
P1	<p>describe the purpose and importance of teamwork using examples from at least two contrasting public services</p> <p>This means looking at types of teamwork in at least two different public services (for example, the Police and the Army) which come from 'contrasting groups' (see below for definition of this). How are teams used by each of those public services? It also means thinking about why it is important that each of those public services has staff who are effective team workers.</p>	Yes/No		
M1	<p>explain the importance of teamwork in at least two contrasting public services</p> <p>M1 expects you to think a bit harder! You may decide to use your own words to give examples of why teamwork was important in each of your chosen public services, or summarise a newspaper report which gives examples.</p>	Yes/No		



assessment activity front sheet

D1	<p>analyse the importance of teamwork in a specified public service</p> <p>To analyse the importance of teamwork in one public service it may be useful to compare two or more situations (for example, one where teams worked well and another where teamwork was hampered for some reason). What are likely to be the outcomes of successful and less successful teamwork?</p>	Yes/No
P2	<p>participate in different team-building activities</p> <p>You will need to take part in a range of team building activities and keep a record or log of these. Ideally your log should include some consideration as to how well you feel you did and anything you have learned to improve future performance.</p> <p>Unit 1 defines three groups of public services, each group is <i>contrasting</i></p> <p>Emergency services: the police; fire; ambulance</p> <p>The Armed Forces: Army; Royal Navy; Royal Marines; Royal Air Force</p> <p>Other uniformed services: the Prison Service; HM Revenue & Customs; Coastguard; Private Security Services</p>	Yes/No



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 **Teamwork**

ASSIGNMENT OBJECTIVES **Learning Outcome 1**

Understand the purpose and importance of teamwork in the public services

- **Teamwork:** types of teams in the public services: e.g. crew, shift/watch, regiment; multi-agency/services teams; specialist teams, e.g. search and rescue; project teams; emergency services; projects for implementing new policies.
- **Importance of teamwork:** e.g. achieving organisational objectives, camaraderie, and teamwork within organisational structures, command and control.
- **Qualities for effective teamwork:** group and self-discipline, leadership, cooperation, communication, combining individual skills, problem solving, achieving aims, working with others.
- **Team building:** participation in team activities, team-building exercises, sporting events and outdoor group activities, characteristics within teams.
- **Teamwork skills:** including communication, problem solving, co-operation, conflict management.

TASK INTRODUCTION

Teamwork is important in most organisations, but in the uniformed public services it is vital. Poor teamwork in uniformed public services or between different uniformed public services could result in serious consequences or even fatalities.

Teamwork skills are assessed as part of the recruitment and selection process in many of the uniformed public services and are developed in both basic or initial training and throughout employment with that public service.

In this assignment you will need to look at your own team performance and how teams may be developed in contrasting public services.

On 16 August 2004 the police coordinated emergency workers as they mounted one of their biggest operations in years to rescue residents and holidaymakers along more than 30 km of Cornwall's coast. There were reports of people stuck in trees and people being plucked from the roofs of buildings. Seven helicopters were used including three from the Royal Air Force, three from the Royal Navy and Coastguard and one from the air ambulance. In total over 150 people were airlifted to safety. A 16-month-old baby had been put in a rucksack before being airlifted out of the area. Lifeboats also helped with the rescue. Boscastle is a popular tourist area and more than 1000 people were affected. A major bridge was washed away and a number of people were trapped in their cars in the water. Although there was extensive damage, no one died or was seriously injured.

The police, fire and rescue services and ambulance worked with the Coastguard, armed forces personnel and the WRVS during the rescue. Devon and Cornwall police set up an emergency phone line for friends and relatives. Cornwall Fire



Brigade had 20 fire appliances on site and more than 100 personnel and provided search teams in a joint operation with Devon Fire and Rescue Service and the Coastguard Rescue Teams.

TASK 1 This task provides evidence for P1.

Describe the purpose and importance of teamwork using examples from at least two contrasting public services.

Research why we have teams in those public services? Why is working in teams important? What teams exist in the public services? The table below may be useful as a starting point for your research.

Your research should focus on **two different** public services, taken from two of the three groups of contrasting public services: emergency services, armed services and other public services.

Use your research to **produce two posters** to display at a careers fair (one for each of your two chosen public services) to illustrate the importance of teamwork.

TASK 2 This task provides evidence for M1.

Explain the importance of teamwork in at least two contrasting public services

Building on the research you did for Task 1 you now need to **explain**, using examples, the value of teamwork in each of your two chosen public services.

Look at the Unit Content and think about how working in teams may help each of those two public services to do things like building team spirit, solving problems, achieving their goals and objectives.

Write a short report describing the use and importance of teamwork in each of your two chosen public services.

TASK 3 This task provides evidence for D1.

Analyse the importance of teamwork in a specified public service.

For this task you need to focus on just one public service. To **analyse** the importance of teamwork in that public service it may be useful to compare two or more situations (for example, one where teams worked well and another where teamwork was hampered for some reason). What are likely to be the outcomes of successful and less successful teamwork?

Write a **newspaper article** which analyses the importance of teamwork in your chosen public service. (You may choose to use the Boscastle Flood as a starting point and imagine you are interviewing one of the public service personnel involved in the rescues.)

TASK 4 This task provides evidence for P2.

Participate in different team-building activities.

Throughout your BTEC First programme you will be given lots of opportunities to take part in a range of team activities. You may also take part in team activities away from school or college.

Remember to **complete your teamwork log** each time you complete a teamwork activity and **get it signed** by your instructor/teacher or another appropriate person.



Hand in your log book as evidence for this task. You should have evidence of taking part in at least five team activities.

(Case Studies 1 and 2 have some examples of how you can log taking part in teamwork activities.)

OTHER RELEVANT
INFORMATION

Types of Teams	Where they might be found	Why they are important
Crew Shift/watch Regiment	Ambulance (emergency service) Fire Service (emergency service) Army (armed forces)	
Multi-services/agency	Prison Service and Probation working together to deal with offenders	
Specialist	Healthcare, dog and drug teams, prison service	
Emergency services		
Project implementation	Prison service team to implement new legislation, e.g. the Criminal Justice Act 2003	



ASSIGNMENT TITLE	Teamwork
ASSIGNMENT OBJECTIVES	<p data-bbox="454 380 734 414">Learning Outcome 1</p> <p data-bbox="454 436 1356 470">Understand the purpose and importance of teamwork in the public services</p> <ul data-bbox="502 481 1404 1075" style="list-style-type: none"> <li data-bbox="502 481 1404 627">• Teamwork: types of teams in the public services: e.g. crew, shift/watch, regiment; multi-agency/services teams; specialist teams, e.g. search and rescue; project teams; emergency services; projects for implementing new policies. <li data-bbox="502 638 1404 750">• Importance of teamwork: e.g. achieving organisational objectives, camaraderie, and teamwork within organisational structures, command and control. <li data-bbox="502 761 1404 873">• Qualities for effective teamwork: group and self-discipline, leadership, cooperation, communication, combining individual skills, problem solving, achieving aims, working with others. <li data-bbox="502 884 1404 996">• Team building: participation in team activities, team-building exercises, sporting events and outdoor group activities, characteristics within teams. <li data-bbox="502 1008 1404 1075">• Teamwork skills: including communication, problem solving, co-operation, conflict management.
WHAT YOUR STUDENTS WILL DO IN THIS ASSIGNMENT	<p data-bbox="454 1120 542 1153">Task 1</p> <p data-bbox="454 1176 1420 1366">Students need to research why do we have teams in public services? Why is working in teams important? What teams exist in the public services? Their research should focus on two different public services, taken from two of the three groups of contrasting public services: emergency services, armed services and other public services.</p> <p data-bbox="454 1388 1436 1489">Using their research, students have been asked to produce two posters to display at a careers fair (one for each of the two chosen public services) to illustrate the importance of teamwork.</p> <p data-bbox="454 1512 542 1545">Task 2</p> <p data-bbox="454 1579 1436 1769">Students will build on the research completed for Task 1 to explain, using examples, the value of teamwork in each of the two chosen public services. Students will need to consider how working in teams may help each of those two public services to do things like building team spirit, solving problems, achieving their goals and objectives.</p> <p data-bbox="454 1792 1324 1859">Students have been asked to write a short report describing the use and importance of teamwork in each of two chosen public services</p> <p data-bbox="454 1881 542 1915">Task 3</p> <p data-bbox="454 1937 1436 2083">Students have been asked to focus on just one public service. The task requires them to write a newspaper article which analyses the importance of teamwork in that chosen public service, giving examples of where teamwork was effective and what might happen if those teamwork skills were not demonstrated.</p>



Task 4

Students have been asked to take part in a range of team-building activities and remember to complete their teamwork log each time a teamwork activity is completed. Students will need to get their log signed by the instructor/teacher or another appropriate person.

Students will need to hand in their teamwork log as evidence for this task. They have been asked to show evidence of taking part in at least five team activities.

WHAT THEY WILL
LEARN IN THIS
ASSIGNMENT

Students will learn what teamwork is and about the skills and qualities needed for teamwork both for themselves whilst on their BTEC programme and for the uniformed public services in general.

They will learn why teamwork is so important and look at aspects of teamwork in two contrasting public services.

They will learn to compare the outcomes of successful teamwork and the consequences of poor teamwork.

They will also learn how effective their own teamwork skills are.

MARK SCHEME
(what is required for
each grading level)

Task 1

- P1 describe the purpose and importance of teamwork using examples from at least two contrasting public services.
- Students have been asked to hand in two posters which show the importance of teamwork in two contrasting public services and how and why teams are used.
- Whilst the posters should be eye catching, students are being assessed on the content of their posters, not on their design skills.

Task 2

- M1 explain the importance of teamwork in at least two contrasting public services.
- Students will need to show in the report that they understand how two chosen public services use teamwork to help them achieve their objectives.
- They will need to show appropriate consideration of the relevant Unit Content when writing the report and should give examples to help their explanation.

Task 3

- D1 analyse the importance of teamwork in a specified public service.
- To analyse the importance of teamwork in one public service students need to make some comparisons. Where was teamwork successful or otherwise? What might be the different outcomes of situations where there was effective teamwork and poor teamwork?
- The article the student produces will need to show examples relevant to the public service they are discussing.



Task 4

- P2 participate in different team-building activities.
- The student teamwork log should provide evidence of taking part in a range of team building activities and analysing their contribution to each team activity.

GUIDANCE NOTES

Task 1

You will need to direct learners to research why we have teams in public services. You might suggest they do this by using the internet or books and publications for that public service.

You should also encourage them to make good use of the opportunities which arise when you organise speakers from different public services to come to school or college, or take students on visits to public service organisations.

Ensure these opportunities are maximised by working with learners to devise questions which will elicit appropriate information from these public service personnel.

Use the Unit Content to help student frame questions which will enable them to find out from people working in those public services how their day-to-day work requires teamwork skills.

Students need to find out why working in teams is important and what types of teams exist in those public services. Research should focus on two different public services taken from two of the three groups of contrasting public services: emergency services, armed services and other public services.

You may allow students to select their own two contrasting public services or you may direct different students to research different public services and share their findings with the rest of the learner group. You may encourage students to undertake research in pairs or groups. In any case you should agree with each student which public services they will be looking at to ensure their selection covers two contrasting services.

However the research is conducted, the posters the students hand in should be their own work and should clearly demonstrate the purpose and importance of teamwork for two chosen public services.

The medium for presenting the work is not critical - you may prefer your students to produce a booklet or just hand in notes, or give a presentation (which could link to M3 demonstrate effective instruction skills). You might also consider managing a structured discussion to allow students to evidence P1 (in which case audio or video recording or making detailed observer notes will aid the internal and external verification process).

Task 2

Students will build on the research undertaken for Task 1 to explain, using examples, the value of teamwork in each of two chosen public services. They will need to consider how working in teams may help each of those two public services to do things like building team spirit, solving problems, achieving their



goals and objectives. Students should be directed to check the relevant Unit Content to help with the identification of all aspects of teamwork that may be relevant. Students will need to research for specific examples of teamwork in each of two chosen public services.

They have been asked to write a short report explaining the use and importance of teamwork in each of two chosen public services. Other ways of presenting this could be detailed notes, an essay, a presentation or a recruitment leaflet.

Task 3

Here students are focusing on just one public service. They should agree the choice with you as tutor before getting started.

To analyse the importance of teamwork in that public service get students to look at different situations (for example, one where teams worked well and another where teamwork was hampered for some reason).

You may want to lead a discussion to consider the question: what are likely to be the outcomes of successful and less successful teamwork?

Encourage learners to think of a range of possible situations and consider what could go wrong if the personnel involved don't work together or alternatively set a number of scenarios or role plays yourself for the students to discuss. Ask questions such as what might be the consequences for both the people employed by that public service and the wider population if teamwork is ineffective.

For example, if different teams in the police don't work together, a dangerous criminal might go free and go on to commit more crimes. If a fire fighter does not work as a team with other rescue workers they will put both their own life and those of others at risk. Use current media events to encourage this debate or make up scenarios relevant to the learners' own experiences.

Students have been asked to write a newspaper article which analyses the importance of teamwork in a chosen public service, giving examples of where teamwork was effective and what might happen if those teamwork skills were not demonstrated.

The article could be based on a real event (such as the example given of the floods in Boscastle) or students could be encouraged to make up their own scenarios of events that might be newsworthy.

Again the medium for presenting the work can be varied - you may feel that writing a newspaper article is too demanding for your learner group. Any of the media suggested above could be used. You could also consider asking the learner to take the role of someone working in a public service and write a letter to a friend describing examples of when they used their teamwork skills and when teamwork went wrong.

Task 4

Students have been asked to take part in a range of team building activities and complete a teamwork log each time a teamwork activity is completed.

Students will probably need regular reminders to get the log signed by the



instructor/teacher or another appropriate person. They may also want other group members to sign their log and should be encouraged to include photos or other evidence of their achievements.

Students should also be encouraged to include examples which were not part of their BTEC programme or part of their school or college work. You may want to build links with teachers delivering other parts of the learners' curriculum to maximise the opportunities to gather good evidence.

Students have been asked to hand in a log covering at least five team activities (clearly they can include more). There is no actual requirement in the BTEC Unit specifications to complete a specific number of activities, so you can vary this number to suit your own learner needs. Learners need to be encouraged to include a range of different tasks to show their teamwork ability in a number of different situations. Asking for at least five tasks will encourage this range. The ability of the student to undertake some analysis of what they did and how well they did it will be useful in encouraging reflective learning.

You may decide to set a different hand in date for Task 4 to allow students plenty of opportunity to generate evidence of team working. You may also want to integrate this with other Units such as:

Unit 6 Adventurous Activities and Teamwork for Public Services

Unit 7 The Value of Sport and Recreation in the Public Services

Unit 8 Land Navigation by Map and Compass

Unit 13 Expedition Skills

OTHER RELEVANT
INFORMATION

Students at this level will probably need guidance in how to present their teamwork log sheets. Giving suggested pro forma layouts, or pre printing log pages to be completed by the learner is recommended.

Whilst it is important to encourage students to take responsibility for their own learning, storage of the student log books needs careful consideration.

One approach is to make up log books for students, which are collected in at the end of the lesson and stored by the tutor.

However, as students may chose to use activities outside their BTEC programme (e.g. they may be in a sports or youth club, or they may want to use work from another lesson such as outdoor activities) the easiest approach is to design log book sheets which students can bring in and add to their portfolio when completed and signed.

Sample layouts for these log sheets can be seen in Case Studies 1 and 2.



 ASSIGNMENT TITLE **Teamwork**

 ASSIGNMENT OBJECTIVES **Learning Outcome 1**

Understand the purpose and importance of teamwork in the public services

- **Teamwork:** types of teams in the public services: e.g. crew, shift/watch, regiment; multi-agency/services teams; specialist teams, e.g. search and rescue; project teams; emergency services; projects for implementing new policies.
 - **Importance of teamwork:** e.g. achieving organisational objectives, camaraderie, and teamwork within organisational structures, command and control.
 - **Qualities for effective teamwork:** group and self-discipline, leadership, cooperation, communication, combining individual skills, problem solving, achieving aims, working with others.
 - **Team building:** participation in team activities, team-building exercises, sporting events and outdoor group activities, characteristics within teams.
 - **Teamwork skills:** including communication, problem solving, co-operation, conflict management.
-

WHAT YOU WILL DO IN THIS ASSIGNMENT

Task 1

You will research why we have teams in public services. Why is working in teams important? What teams exist in the public services? Your research will focus on two different public services, taken from two of the three groups of contrasting public services: emergency services, armed services and other public services.

You will use your research to produce two posters to display at a careers fair (one for each of your two chosen public services) to illustrate the importance of teamwork.

Task 2

You will build on the research you did for Task 1 to explain, using examples, the value of teamwork in each of your two chosen public services. You will need to consider how working in teams may help each of those two public services to do things like building team spirit, solving problems, achieving their goals and objectives.

You will need to write a short report describing the use and importance of teamwork in each of your two chosen public services.

Task 3

You need to focus on just one public service You will write a newspaper article which analyses the importance of teamwork in your chosen public service, giving examples of where teamwork was effective and what might happen if those teamwork skills were not demonstrated.



Task 4

You will need to take part in a range of team-building activities and remember to complete your teamwork log each time you complete a teamwork activity. Get your log signed by your instructor/teacher or another appropriate person. You will need to hand in your log book as evidence for this task. You should have evidence of taking part in at least five different team-building activities.

**WHAT YOU WILL LEARN
IN THIS ASSIGNMENT**

You will learn what teamwork is and about the skills and qualities needed for teamwork both for you as a student on your BTEC programme and for the uniformed public services.

You will learn why teamwork is so important and look at aspects of teamwork in two contrasting public services.

You will learn to compare the outcomes of successful teamwork and the consequences of poor teamwork.

You will also learn how effective your own teamwork skills are.

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

Task 1

P1 describe the purpose and importance of teamwork using examples from at least two contrasting public services.

You will need to hand in two posters which show the importance of teamwork in two contrasting public services and how and why teams are used. Whilst the posters should be eye catching, you are being assessed on the content not your design skills!

Task 2

M1 explain the importance of teamwork in at least two contrasting public services.

You will need to show in your report that you understand how your two chosen public services use teamwork to help them achieve their objectives. You will need to show that you have considered the relevant Unit Content when writing your report and you should give examples to help your explanation.

Task 3

D1 analyse the importance of teamwork in a specified public service.

To analyse the importance of teamwork in one public service you need to make some comparisons. Where was teamwork successful or otherwise? What might be the different outcomes of situations where there was effective teamwork and poor teamwork? Your article will need to use examples relevant to your chosen public service.

Task 4

P2 participate in different team-building activities.

Your teamwork log should provide evidence that you have taken part in a range of team-building activities and looked at your contribution to each team activity.



GUIDANCE NOTES

Task 1

You will need to research why we have teams in public services. You might do this by using the internet or books and publications for that public service. You may also use the opportunities you have when speakers from different public services come to school or college, or you visit them, to ask the people working in those public services about teamwork in their jobs.

You need to find out why working in teams is important and what types of teams exist in each of your chosen public services. Your research needs to focus on two different public services, taken from two of the three groups of contrasting public services: emergency services, armed services and other public services. It would be a good idea to agree your choice of the two contrasting public services with your tutor. You may be directed to work in groups whilst doing your research but the posters you hand in should be your own work.

You will use your research to produce two posters to illustrate the purpose and importance of teamwork to each of your two chosen public services.

Task 2

You will build on the research you did for Task 1 to explain, using examples, the value of teamwork in each of your two chosen public services. You will need to consider how working in teams may help each of those two public services to do things like building team spirit, solving problems, achieving their goals and objectives. Check the relevant Unit Content to help you identify all aspects of teamwork that may be relevant.

Research for specific examples of teamwork in each of your two chosen public services.

You will need to write a short report describing the use and importance of teamwork in each of your two chosen public services.

Task 3

You are now focusing on just one public service. Agree your choice with your tutor before you get started.

To analyse the importance of teamwork in that public service look at different situations (for example one where teams worked well and another where teamwork was hampered for some reason). What are likely to be the outcomes of successful and less successful teamwork? Think of a range of possible situations and consider what could go wrong if the personnel involved don't work together. What might be the consequences for both the people employed by that public service and the wider population? (For example, if different teams in the police don't work together, a dangerous criminal might go free and go on to commit more crimes. If a fire fighter does not work as a team with other rescue workers they will put both their own life and those of others at risk.)



You will write a newspaper article which analyses the importance of teamwork in your chosen public service, giving examples of where teamwork was effective and what might happen if those teamwork skills were not demonstrated. A newspaper article should be interesting. Base it on a real event (such as the example given of the floods in Boscastle) or make up your own scenario of an event that might be worth writing a newspaper story about.

Task 4

You will need to take part in a range of team-building activities and remember to complete your teamwork log each time you complete a teamwork activity. You must remember to get your log signed by your instructor/teacher or another appropriate person. You may also want other group members to sign your log and you may want to include photos or other evidence of what you did. (If your team-building task was to build a raft from planks and ropes, for example, you may want a picture of the finished raft to include.)

You can include examples which were not part of your school or college work (for example, a picture of you and your team after a successful soccer match is good evidence that you taken part in a team-building activity).

You will need to hand in your log book as evidence for this task. You should have evidence of taking part in at least five team activities but you don't have to limit yourself to five activities. Try to include a range of different tasks to show that you can be a good team player in a number of different situations.

Your tutor may have given you a standard log sheet to record your team-building activities on. If not, look at the examples below. Where possible your log should show not just what you did but also an analysis of how well you did it!



OTHER RELEVANT INFORMATION	Team building activity log	
Name and class	Jacks BTEC First	Activity and date
What I did	<p>I had to work with three other people from my class to build a raft. We were given 20 wooden planks and three lengths of rope.</p> <p>Once we had built the raft we then had to get at least two of the team to the other side of the stream. The idea was to do so without them actually going into the water.</p>	How good a team player was I?
What have I learned?	<p>That planning things out is good before you launch in to a task and that we need to listen to each other and ask everyone to make their suggestions.</p> <p>Also we had to be aware of safety.</p>	Who saw me do this?
		<p>E.g. teacher, instructor, coach, other team member</p> <p>The rest of the team and Jenny who was the instructor in charge of us.</p>



OTHER RELEVANT INFORMATION	Team building activity log	
	Team members	Activity and Date
	Me (Jacks) Babs, Sal, Rocky	Raft building July 12 by the stream
	Teamwork Skill	Examples of when we showed this skill
	Planning	We had to plan how we would arrange the planks; how to tie the planks together; who would go on the raft to the other side.
	Communication	It was important that we listened to each other and everyone had a chance to say what they thought.
	Solving problems	Whole activity was a problem to solve.
	Working together	We had to cooperate with each other and share the tasks out. Because Babs is a bit scared of going on the water, we made sure she was not one of the people to cross on the raft.
	Dealing with disagreements	We didn't disagree. I think we all did well and listened to each other. I think we have learned this from last time where we argued about putting the tent up and made a mess of that task.
	Achieving the task	We got the raft built and me and Sal made it to the other side. We got a bit wet (on purpose) but we didn't fall off, except once in the trial run.
Action points for the future	We might have done the task quicker if we had spent a bit more time on planning - we wasted a bit of time arranging and rearranging the planks before we worked out the best way. Also we would work away from the other groups so we could finish the task first and be the best team.	
Witnessed by	All the group plus Jenny who was the instructor in charge.	



ASSIGNMENT TITLE	Teamwork
TASK NUMBER AND TASK DETAIL	<p>Learning Outcome 1</p> <p>Understand the purpose and importance of teamwork in the public services</p> <ul style="list-style-type: none"> • Teamwork: types of teams in the public services: e.g. crew, shift/watch, regiment; multi-agency/services teams; specialist teams, e.g. search and rescue; project teams; emergency services; projects for implementing new policies. • Importance of teamwork: e.g. achieving organisational objectives, camaraderie, and teamwork within organisational structures, command and control. • Qualities for effective teamwork: group and self-discipline, leadership, cooperation, communication, combining individual skills, problem solving, achieving aims, working with others. • Team building: participation in team activities, team-building exercises, sporting events and outdoor group activities, characteristics within teams. • Teamwork skills: including communication, problem solving, co-operation, conflict management.
ASSESSMENT CRITERIA	<p>P2 participate in different team-building activities</p> <p>D1 analyse the importance of teamwork in a specified public service</p>
GRADE / LEVEL	<p>Student has achieved D1.</p> <p>This piece of work could also be used towards P4.</p> <p>The sample team work log will provide some evidence for P2.</p>
EXEMPLAR ANSWER	See below
GRADING COMMENTS	<p>This newspaper article (below) meets the requirements for D1.</p> <p>The student has identified that teams exist at a number of levels (immediate work team, support services in own organisation, wider organisational teams and on an inter-service basis).</p> <p>The student has used examples in a work-related context to illustrate why teamwork is important and has also highlighted some potential consequences of failure to employ effective team work.</p> <p>The student has related the information given to the unit content, showing how teamwork can contribute to achieving the objectives of the individual rescue team, of each public service involved and the overall purpose of public service search and rescue organisations as a whole.</p> <p>The student has used examples that show how important command and coordination is in public service work and the need for everyone to understand the contribution expected of them and work together effectively with a clear focus on goals.</p>



Trust, team spirit, individual and group roles are identified as is the need to solve problems.

The student has acknowledged the sources of information, but has used that information to produce an original piece of work.

This piece of work could contribute to both P1 and M1 but it would need to be supplemented by a description (P1) and an explanation (M1) from a contrasting public service.

In addition, this piece gives limited general information about the RAF. It focuses on a specialist team in the RAF (although the teamwork skills discussed would be found in other branches of that armed service).

For both P1 and M1, students should be encouraged to look much more broadly at the teams across the whole of two public services and link their examples to the relevant Unit content.

For P2 the sample team-building log sheets (below) would form one acceptable piece of evidence towards the task requirement of five team-building activities.

EXEMPLAR ANSWER

RAF Search and Rescue Force assist in dramatic rescues in flooded Cornwall

Article by chief reporter Jan Jacobs for Lowmoore School newsletter

'I must pay tribute to all the public services involved for how professional they were and how well they demonstrated team work to achieve such a positive outcome', said a government official yesterday as over 100 people were saved from the flooded coastal region.

I interviewed the crew of one of the rescue helicopters and asked them how teamwork had helped with the rescues. They explained that teamwork was vital both for the crew on the helicopter and between all the people from the different services involved. No one person or rescue service is more important than anyone else. They are only as good as the results they achieve.

Training for the job includes taking part in 'pretend' rescues and learning how to deal with equipment failures and poor communications. 'There is an element of risk every time we take off', said winch man Jones, 'I have to trust the team when I am winched from the air that they will look out for me.'

The Sea King helicopter has a crew of four. These are two pilots, a radar and winch operator and a winch man who has been trained as a paramedic. The crew are on shifts covering 24 hours a day. As well as the crew, they can carry 18 passengers and fly for five hours without needing to get more fuel.

'If we didn't work as a team', said one of the pilots, 'we would be putting our own lives and other people's lives at risk. This job is no good for anyone who can't take orders or work with a range of other people to achieve goals. We have to have good team spirit. Sometimes we might be waiting around while we are on call, other times we are right in the middle of a rescue crisis. We have to know how to solve problems because each rescue is different and requires different skills. We can't argue with each other but have to work together. We have all got our own jobs and have to know where our job fits in with the rest of



the crew. Our purpose is to rescue people in distress and we work together to do that. Often we work with other rescue services, too. At Boscastle the police were in overall charge and decided who was going where. We worked with other rescue helicopters from the navy and coast guard. Once we had the rescued people on board the helicopter we had to work with other rescue services on the ground to know where to take the people we had rescued. You couldn't have all the different helicopters trying to put people down at the same time in the same place - we might have had a crash!

We often work with rescue teams from the navy, coastguard and lifeboats. All the agencies have to show good teamwork skills. Like many of our rescues, this operation relied on multi-skilled teams of RAF, navy, coastguards, paramedics, doctors, police and others working in a coordinated way in difficult and demanding incidents. What has really impressed me since I started this job is the teamwork, not just in terms of the crew doing the rescue but the whole team that supports us on the ground and keeps us flying. They take pride in successful rescues, too, because they know the rescue crew needs their support.'

I asked the rest of the crew what they thought and they all agreed that being part of the RAF rescue team, the wider RAF and team working with other rescue services to save lives was what made the job so motivating. 'We all bring our own specialist skills to the team, but the cooperation and camaraderie of the crew gives us all a real buzz.'

I got my information for this article from the RAF web site and the BBC news internet sites.



EXEMPLAR ANSWER	Team building activity log	
	Name and class Jacks BTEC First	Activity and date Building a raft from logs and rope 12 July
	What I did I had to work with three other people from my class to build a raft. We were given 20 wooden planks and three lengths of rope. Once we had built the raft we then had to get at least two of the team to the other side of the stream. The idea was to do so without them actually going into the water.	How good a team player was I? At first I had no idea how to start. Then Babs came up with a few ideas and started arranging the wooden planks into rows going across and up and down. That was when I told the others that I was really good at tying knots because I'd learned to do knots years ago at a school camp. Once the wooden structure was designed I took charge of the knots. It worked really well.
	What have I learned? That planning things out is good before you launch in to a task and that we need to listen to each other and ask everyone to make their suggestions. Also we had to be aware of safety.	Who saw me do this? E.g. teacher, instructor, coach, other team member The rest of the team and Jenny who was the instructor in charge of us.



EXEMPLAR ANSWER

Team building activity log	
Team members	Activity and Date
Me (Jacks) Babs, Sal, Rocky	Raft building July 12 by the stream
Teamwork Skill	Examples of when we showed this skill
Planning	We had to plan how we would arrange the planks; how to tie the planks together; who would go on the raft to the other side.
Communication	It was important that we listened to each other and everyone had a chance to say what they thought.
Solving problems	Whole activity was a problem to solve.
Working together	We had to cooperate with each other and share the tasks out. Because Babs is a bit scared of going on the water, we made sure she was not one of the people to cross on the raft.
Dealing with disagreements	We didn't disagree. I think we all did well and listened to each other. I think we have learned this from last time where we argued about putting the tent up and made a mess of that task.
Achieving the task	We got the raft built and me and Sal made it to the other side. We got a bit wet (on purpose) but we didn't fall off, except once in the trial run.
Action points for the future	We might have done the task quicker if we had spent a bit more time on planning - we wasted a bit of time arranging and rearranging the planks before we worked out the best way. Also we would work away from the other groups so we could finish the task first and be the best team.
Witnessed by	All the group plus Jenny who was the instructor in charge.