



## National Unit Specification: general information

**UNIT** Uniformed and Emergency Services: Working in Teams  
(Intermediate 1)

**CODE** F38V 10

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit introduces candidates to the nature and importance of team-working in uniformed and emergency services environments. The benefits of team-working and the qualities of effective leadership and followership will be explored and external factors which may affect a team will also be investigated. This Unit also provides candidates with the opportunity to work as a member of a team to plan and carry out a task encouraging cooperative working.

Finally, it also provides candidates with the opportunity to review their own performance in relation to strengths and areas for improvement when working as a member of a team.

The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

### OUTCOMES

- 1 Investigate the nature and importance of team-working in the uniformed and emergency services.
- 2 Contribute to a plan for a team task to a given brief, in a service environment.
- 3 Contribute to the specified team task.
- 4 Review and evaluate own contribution to team-working on completion of the task.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**            Uniformed and Emergency Services: Working in Teams  
                         (Intermediate 1)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill            Working with Others at SCQF level 4

Core Skill component            None

## **National Unit Specification: statement of standards**

### **UNIT        Uniformed and Emergency Services: Working in Teams (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate the nature and importance of team-working in the uniformed and emergency services.

##### **Performance Criteria**

- (a) Identify factors which contribute to effective team-work in uniformed and emergency services environments.
- (b) Identify qualities of effective leadership and followership in these environments.
- (c) Identify the benefits of team working in these environments.
- (d) Identify and describe external factors which may affect a team in these environments.

#### **OUTCOME 2**

Contribute to a plan for a team task to a given brief, in a service environment.

##### **Performance Criteria**

- (a) Identify and agree information, resources and activities that are required to complete the task specified in the brief, through team discussion.
- (b) Agree on the methods to carry out the specified task.
- (c) Agree allocation of roles and responsibilities for each member of the team.
- (d) Work cooperatively with others while contributing to the plan.

#### **OUTCOME 3**

Contribute to the specified team task.

##### **Performance Criteria**

- (a) Gather the information and resources identified as agreed with team members.
- (b) Use information and resources appropriately to fulfil own agreed role.
- (c) Respond to changes to the task parameters in an appropriate manner.
- (d) Work cooperatively with others throughout the task.
- (e) Work in accordance with health and safety requirements throughout the task.

## **National Unit Specification: statement of standards (cont)**

### **UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)**

#### **OUTCOME 4**

Review and evaluate own contribution to team-working on completion of the task.

#### **Performance Criteria**

- (a) Identify strengths and areas for improvement in own team-working.
- (b) Seek feedback on own contribution.
- (c) Identify action points to develop own team-working skills taking account of feedback.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written and/or recorded oral evidence, performance evidence supported by an assessor observation checklist and a candidate review is required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of the team-working process in the uniformed and emergency services and the information, resources and activities that are required to complete a specified task.
- ◆ Performance evidence generated by participation in practical team activities for this assessment should be carried out under supervision either in a uniformed services facility, realistic working environment or in role play scenarios in a simulated workplace setting. The activities should provide candidates with the opportunity to demonstrate good team-working practice.
- ◆ A candidate review of team-working skills in the context of real or simulated uniformed or emergency services practical team tasks.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio of evidence. The folio will contain:

#### **Outcome 1 — Written and/or recorded oral evidence**

Candidates will investigate the nature and importance of team-working in the uniformed and emergency services, to a given brief, at appropriate points throughout the Unit. The information gathered will be contained in the folio and progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must relate to a specific service environment, and must cover:

- ◆ a minimum of three factors which contribute to effective team-working (at least one must be a team factor and one must be an individual factor)
- ◆ a minimum of three characteristics of an effective leader and a minimum of three characteristics of an effective follower

## National Unit Specification: statement of standards (cont)

### UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)

- ◆ a minimum of two benefits of team-working
- ◆ a description of a minimum of **two** different examples of external factors which may affect a team

#### Outcome 2 and 3 — Performance evidence

Candidates will demonstrate the achievement of all performance criteria during a practical team task. The practical team task will allow candidates to demonstrate that they can:

- ◆ identify and agree information, resources and activities that are required to complete the task specified in the brief, through team discussion
- ◆ agree on the methods to carry out the specified task
- ◆ agree the allocation of roles and responsibilities for each member of the team
- ◆ work cooperatively with others while contributing to the plan
- ◆ gather the information and resources identified as agreed with team members
- ◆ use information and resources appropriately to complete own agreed activities
- ◆ respond to changes to the task parameters in an appropriate manner. These changes could include changes to the material resources available to the team, changes to the time available to complete the task or changes to the priorities of a given task
- ◆ work cooperatively with others throughout the task
- ◆ work in accordance with health and safety requirements throughout the task

An assessor observation checklist should be used to support the performance evidence on a minimum of **one** occasion and should be based on observation recorded during a relevant practical team task. The observation checklist, a copy of the brief and the team plan should be retained in the folio.

Practical team tasks should be carried out either in a real working environment or in a simulated workplace setting. Further guidance on appropriate tasks can be found in the Support Notes of this Unit Specification.

#### Outcome 4 — Candidate review

Candidates will be given a template and will complete a review, covering the team-working skills specified below, after they have participated in the team task. Candidates will review and evaluate these skills in the context of real or simulated uniformed or emergency services practical team tasks.

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: Working in Teams (Intermediate 1)

The candidate review will include the following:

- 1 A record of the candidate's review of their own strengths and areas for improvement in relation to the following team-working skills:
  - ◆ flexibility and adaptability
  - ◆ following instructions
  - ◆ working cooperatively with others
  - ◆ ability to work in a team
  - ◆ communication skills
  - ◆ self-respect and respect and consideration for others
  - ◆ planning and preparing for work

- 2 A record of feedback gathered from others in relation to the team-working skills.

Candidates should gather feedback from the teacher/lecturer and another person on a minimum of **one** occasion. The other person could be, for example, a member of a uniformed or emergency service who has observed the candidate.

- 3 A record of action points identified in relation to feedback received.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist, a candidate planning template and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

The purpose of this Unit is to provide candidates with an understanding of team working in uniformed and emergency services environments in general, particularly with regard to the qualities of effective leadership and followership. Candidates will have the opportunity to apply this understanding to the planning and participation in a practical team task. Candidates will then review their contribution to team-working. The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

#### **Outcome 1**

Factors which affect the team could be explored. Factors may include:

- ◆ team factors such as formal/informal roles within the team, accepted norms of the team, team size
- ◆ individual factors can be sub-divided into extrinsic factors (eg team acceptance, respect) and intrinsic factors (individual identity, desire to achieve, member role differences, commitment, personal motivation)

Qualities of effective leadership and followership could be identified as:

- ◆ Leadership — effective communication; honesty and integrity; seek responsibility and the ability to take responsibility for own action; effective problem solving, decision making and planning skills; ability to delegate; ability to understand the needs of team members
- ◆ Followership — demonstrating respect; acting proactively; appreciating differences; striving toward a common goal (one shared with the leader); recognising any authority that leaders may possess; enthusiastically working towards organisational goals while nevertheless remaining accountable for results; demonstrating effectiveness when working in a team independently; proactively working to fulfil or exceed expectations

Benefits of team working could include: the team can achieve more than an isolated individual, combines knowledge and skills, creates cooperative action, makes best use of individual strengths, promotes common ownership of actions and decisions

External factors outwith the team could include: organisational factors such as work procedures, health and safety requirements, line management.

## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### Outcomes 2 and 3

Candidates should work as a member of a team to plan and carry out a specified task. This could take the form of a uniformed or emergency services task that requires planning and preparation. Examples of the tasks could include: the movement of a piece of equipment from one area to another under specific parameters, the building of a piece of equipment to perform a specific job eg to retrieve an object from an area which is 'out of bounds', the construction of a 'bridge' to transfer personnel from one area to another. The task should also allow the teacher/lecturer to alter the parameters of the task to provide the opportunity for candidates to respond appropriately. Changes to the parameters could include: a reduction to the original time frame given to complete the task, a piece of equipment no longer being available or any alteration to a specific aspect of the brief or team resources. Centres should ensure that all relevant Health and Safety legislation is adhered to throughout the Unit.

#### Outcome 4

Candidates will review their contribution to the task using the candidate review template. This should be completed using feedback from others and will form the basis for identifying strengths and areas for improvement in their own team-working and identifying action points to develop their own team-working skills. As a number of team-work skills overlap with employability skills, this evidence could be the basis for one of the reviews required for the Unit *Uniformed and Emergency Services: An Introduction*.

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ working cooperatively with others
- ◆ ability to work in a team
- ◆ planning and preparing for work
- ◆ flexibility and adaptability
- ◆ confidence to seek feedback
- ◆ self-review and evaluation
- ◆ health and safety awareness

Although these are not directly assessed in the Unit, candidates should have an awareness of the following employability skills which are of particular relevance in uniformed and emergency services environments:

- ◆ communication skills
- ◆ self-respect and respect and consideration for others
- ◆ following instructions
- ◆ positive attitude to workplace and learning
- ◆ good time-keeping and attendance
- ◆ appropriate appearance
- ◆ efficient use of time



## **National Unit Specification: support notes (cont)**

### **UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

##### **Outcome 1**

The emphasis of this Outcome should be on the importance of team working as a generic skill regardless of the uniformed or emergency service that the candidate is investigating.

Candidates must investigate the nature and importance of team-working in the uniformed and emergency services. The investigation could be achieved using a variety of resources including:

- ◆ internet research
- ◆ external visits
- ◆ visiting speakers
- ◆ case studies

The need for different roles within a team should be highlighted and further discussed.

Where appropriate, factors that create challenges for effective team-work could also be explored eg areas where there are limited human resources such as on night shift, gapped billets. Individual factors could also be discussed such as disrespect or non-acceptance by team members towards an individual member.

##### **Outcomes 2 and 3**

Before candidates begin working on their team task they may need some guidance on what it means to work cooperatively. It would be helpful to make the connection between the skills they will develop here and those of working as part of a uniformed or emergency services team. Participating in the team task could be an opportunity for candidates to increase their self-confidence.

When candidates start to plan the team task it will be necessary for teachers/lecturers to provide guidance and support. This will include guidance regarding the type of task, available resources, task constraints, and health and safety procedures.

##### **Outcome 4**

When candidates are involved in the self-evaluation process for this Outcome, it would be useful to provide tuition on how to ask for and receive feedback from others, in order to avoid defensive reactions that may impede progress.

It will be important for candidates to be given teacher/lecturer input on the team-working skills they will be reviewing and evaluating. The importance of team-working as an employability skill should also be emphasised. As candidates will be required to identify action points and evaluate their progress, it will be important that they are reminded of these skills throughout the delivery of the Unit. They should also be given opportunities to practise and develop the skills through team-work tasks and through visits to uniformed or emergency services settings. While the teacher/lecturer provides input on the team-work skills, candidates must engage with the review process and take ownership of it. The importance of this must be emphasised to candidates.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Working in Teams (Intermediate 1)

If this Unit is being taken as part of the Intermediate 1 Uniformed and Emergency Services Course, it would be helpful for candidates to have completed the learning and teaching of Outcome 1 of the Unit Uniformed and Emergency Services: An Introduction. Outcome 1 of this Unit sets the whole Course in context providing information on different uniformed and emergency services and the roles and responsibilities of members of uniformed or emergency services teams.

It may be helpful that when candidates are taking the Unit as part of the Intermediate 1 Uniformed and Emergency Services Course they should complete a log book or diary to track the practical activities which they have participated in. This will provide them with a sound basis for completing the self-evaluation activities and assessment required in the Unit *Uniformed and Emergency Services: An Introduction*. Where this Unit is taken on a freestanding basis, this would also be good practice, which would encourage candidates to reflect on their performance in the workplace.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ simulated activities
- ◆ visits to uniformed or emergency services establishments
- ◆ video presentations
- ◆ visiting speakers:
  - handouts
  - individual and group research
  - reflection

#### Core Skills

Candidates will carry out an investigation, assist in the planning of a team task and participate in a practical team task. Candidates will also be encouraged to take responsibility for improving their own performance through self-evaluation, seeking feedback from others, reflecting and evaluating. Dependent on resources, these are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving

If candidates use the internet as part of their investigations, this will also provide a good opportunity to develop aspect of: Using Information Technology.

The opportunity could be taken during this Unit to emphasise that the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

##### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

##### Outcome 1

To ensure the written and/or recorded oral evidence produced as a result of the investigation is the candidate's own work, the content should be discussed with the teacher/lecturer at an appropriate point in the investigation and a record of the discussion should be retained. Assessors, where possible, should give candidates the choice as to their preferred method of submission. Candidates should be encouraged to be as imaginative as possible. The evidence could be in the format of:

- ◆ written information
- ◆ diagrams, charts or graphical information
- ◆ a video diary
- ◆ an electronic slide show
- ◆ information in the form of a display

##### Outcomes 2 and 3

For Outcomes 2 and 3, a copy of the group plan and the brief should be kept. Assessor observation checklists of performance evidence should also be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

Where this Unit is taken as part of the Intermediate 1 Uniformed and Emergency Services Course, there are opportunities for the assessment of practical activities in this Unit to be integrated with the Unit *Uniformed and Emergency Services: An Introduction*.

## National Unit Specification: support notes (cont)

### UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### Outcome 4

The candidate review should be completed at an appropriate point during the Unit. This review may form part of the broader evaluation activities and assessments in Outcome 4 of the Unit *Uniformed and Emergency Services: An Introduction*.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to track candidate progress and provide evidence for internal and external verification purposes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist, a candidate planning template and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).