

UNIFORMED PROTECTIVE SERVICES

TUTOR OVERVIEW:

- TEAMS AND TENSION
- COMMUNICATION



British Army Supporting Education (BASE) is an education programme from the British Army. It includes a website hub providing free-to-use engaging teaching resources, work experience and inspiring workshops.

This series of five teaching sessions and an interactive workshop is designed to support teaching of the Uniformed Protective Services L3 BTEC. You can deliver just one of the sessions, or multiple as best suits.

Key information

- Each session is designed to be delivered as 1 x 120 minutes or 2 x 60 minutes.
- The workshop is designed to last 120 minutes when all teamwork and tension activities are included, or longer if any optional communication challenges are also included.

Session	Topic coverage	Learning outcomes
1. Theories of team development	UPS L3 diploma, Unit 5: B1	<ul style="list-style-type: none">• Explain the importance of teams and team building in the Uniformed Protective Services.• Outline theories that list the key roles in a team and the stages in team development.• Give reasons why a leadership focus on the task, team and individuals contributes to an effective team.

Session	Topic coverage	Learning outcomes
2. Applying teamwork techniques and anticipating and overcoming barriers to effective teamwork	UPS L3 diploma, Unit 5: B2–3	<ul style="list-style-type: none"> Explain the meanings of motivating, training, coaching and mentoring. Give examples of how motivating, training, coaching and mentoring each help to develop a team. Explain how team development helps to include new and existing members to develop and progress.
3. Managing the behaviours of others and self in high-tension situations	UPS L3 diploma, Unit 2: F	<ul style="list-style-type: none"> List examples of when and where high-tension situations can occur as well as their environmental and behavioural causes. Describe how conflict can happen and escalate due to feedback between attitude and behaviour. Describe how to assess a high-tension situation and apply strategies to defuse it.
4. Introduction to communication	UPS L3 diploma Unit 5: C1	<ul style="list-style-type: none"> Explain a simple model of effective communication. Identify forms of communications as formal/informal, internal/external, verbal/non-verbal. Demonstrate face-to-face verbal communication skills including body language, tone and word choice. Evaluate your communication skills.

Session	Topic coverage	Learning outcomes
5. Radio communication	UPS L3 diploma, Unit 5: C1	<ul style="list-style-type: none"> Lists the forms of radio communication used in the Uniformed Protective Services. Communicate over radio using the phonetic alphabet and digits. Communicate over radio using standard voice procedures and prowords. Evaluate your communication skills.
Workshop: Teams, tension and communication in disaster relief.	UPS L3 diploma, Unit 2: F Unit 5: B Unit 5: C1	<ul style="list-style-type: none"> Apply Belbin's nine team roles to justify team selections. Identify solutions to barriers to effective teamwork. Explain how a leader would apply Adair's theory of leadership to support a team through a task. Demonstrate how to defuse high-tension situations within and external to a team. Suggest ways to motivate, train, coach and mentor team members. <p>Optionally:</p> <ul style="list-style-type: none"> Communicate over radio using the phonetic alphabet and digits. Communicate over radio using standard voice procedures and prowords. Communicate formally and informally in writing. Evaluate your communication skills.

PROGRESSION THROUGH THE SESSIONS

The sessions build progression in students' learning, ready for them to apply their knowledge and understanding in the workshop's realistic disaster relief scenarios:

Session 1 introduces the key theories of team composition, development and leadership and the roles and importance of teams within the Uniformed Protective Services.

Session 2 expands this leadership role to consider the importance of motivating, training, coaching and mentoring team members and of identifying and removing barriers to team cohesiveness.

Session 3 looks at personal and team leadership when in high-tension situations likely to be encountered in the Uniformed Protective Services, including tension within the team.

Session 4 explores what it means to communicate well in a range of Uniformed Protective Services contexts as students develop their verbal communication skills in face-to-face scenarios.

Session 5 develops students' radio communication skills as they explore standard voice procedure, the phonetic alphabet and digits, and prowords in a range of radio communications scenarios.

The workshop provides an overarching scenario in which students can apply these theories and insights as they tackle a series of realistic challenges to form and lead teams and then support their members' reflection and personal development.

PLANNING AND PREPARATION

A timings slide at the start of each session or workshop provides suggested times for each activity, which you can adapt to suit your delivery time and students. Note that the 120-minute session time for the workshop excludes any optional communications challenges. Suggested minimum times for these are included in the session overview and timings slides.

The slide also indicates which slides should be printed to use as worksheets or printed information. The delivery notes under relevant slides also provide broad suggestions for using these in digital form, for example as editable versions to complete, by sending them to teams as emails, for a more realistic approach, of using your preferred tools for document creation, collaboration and idea generation.

Sessions 1 and 2 will require a supply of plain or scrap A4 paper for simple team challenges. No other preparation should be necessary other than to adapt the materials for your own use.

Session 5 will benefit from access to real radio equipment or walkie-talkies, which as well as allowing students hands-on exposure to equipment, adds realism to their work.

DELIVERY

Each student-facing slide includes delivery notes for tutors underneath. These include core delivery, different options for some tasks to provide more hands-on approaches, and ideas to add challenge or support to support differentiation. Additional differentiation is possible via the simpler or more complex versions of key information sheets and by using the vocabulary slide in each lesson.