

BTEC Level 2 Diploma in Teamwork and Personal Development Workbook

Name:
CVQO Ref:
Unit:

You must complete and return this Workbook to CVQO for marking.

Deadline for submission is **30th April 2017** (learners in England)
unless CVQO has confirmed other arrangements to your Unit in writing.

THE DECLARATION BELOW MUST BE SIGNED BY YOU (THE LEARNER) AND YOUR VQ OFFICER

UNSIGNED WORK WILL NOT BE ACCEPTED FOR MARKING

<p>Learner Declaration: "I certify that:</p> <ol style="list-style-type: none"><i>I have had the requirements for this BTEC Level 2 qualification explained to me.</i><i>Where appropriate I have been given constructive feedback.</i><i>The work submitted for this Workbook is my own."</i> <p>Signed: _____ Date: _____</p>
<p>Unit VQ Officer Declaration: "I certify that:</p> <ol style="list-style-type: none"><i>I have issued the relevant Resource Material to this learner and explained where the information for the completion of their work can be found.</i><i>The learner understands the requirements for the completion of this Diploma.</i><i>The learner named above completed the work submitted."</i> <p>Signed: _____ Date: _____</p>
<p>On completion the Unit VQ Officer is to sign and send by Recorded Delivery to CVQO</p>

Instructions for completing this workbook

Overview

The Level 2 Diploma in Teamwork and Personal Development in the Community is a 360-guided learning hour qualification. Some of the qualification will be achieved through your activities with your organisation, the remainder by successfully completing the required units in this workbook.

The qualification is broken down into a number of units. In order to achieve the qualification, you must achieve 60 credits. There is no requirement to achieve more than 60 credits and you will not gain anything extra by attempting more.

The qualification consists of one workbook which must be submitted on or before the deadline outlined on the front cover. Failure to submit by this date may delay the assessment of work and feedback to you.

Unit 1 is mandatory and must be achieved. It is worth 10 credits. This leaves 50 credits from any combination of the remaining units.

The qualification is pass only questions; however, **ALL** questions in each unit selected must be achieved to gain the qualification.

Submission guidelines

You must:

- ensure you only submit work that is in your own words. Copied answers or work that is not your own will be returned to you and you risk not being able to complete your qualification.
- write your answers in BLACK PEN. These workbooks are scanned and your work may not be legible unless it is in black pen.
- send your completed workbook to CVQO on or before the submission deadline outlined on the front cover.

You must not:

- use any staples or glue in this workbook. If you have used continuation sheets make sure your name is on each sheet and this is placed in the correct Unit within your workbook.
- use any highlighters or corrective fluid (i.e. Tipp-Ex or Snopake) in this workbook.

You are to tick the relevant boxes in the list below to indicate which units you have opted for.

	60 Credits required	
UNIT 1 Teamwork & Communication Skills Mandatory	10 Credits	✓
UNIT 2 Employment Skills in Uniformed Organisations	5 Credits	
UNIT 3 Career Planning and Self-Assessment	5 Credits	
UNIT 4 Improving Health and Fitness	10 Credits	
UNIT 5 Personal Development through Adventurous Activities	10 Credits	
UNIT 6 Land Navigation by Map and Compass	10 Credits	
UNIT 7 Expedition Skills	10 Credits	
UNIT 8 Fundamentals of Nautical Studies	10 Credits	
UNIT 9 Volunteering	10 Credits	
UNIT 10 Citizenship, the Individual and Society	10 Credits	
UNIT 11 Community and Cultural Awareness	10 Credits	
Total number of credits:		

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MANDATORY UNIT

UNIT 1: Teamwork & Communication Skills (10 Credits)	1
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Learning Outcomes

- | | |
|---|---|
| 1. Know the purpose and importance of teamwork and communication skills | 1 |
| 2. Understand effective communication methods of instruction in uniformed organisations | 3 |
| 3. Be able to use a range of interpersonal communication skills..... | 4 |

OPTIONAL UNITS

UNIT 2 Employment Skills in Uniformed Organisations (5 Credits)	6
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Learning Outcomes

- | | |
|--|---|
| 1. Know the main roles of different uniformed organisations | 6 |
| 2. Understand the main responsibilities of different uniformed organisations..... | 7 |
| 3. Understand the different employment opportunities available in the uniformed organisations..... | 8 |
| 4. Know the conditions of service for different uniformed organisation jobs | 9 |

UNIT 3 Career Planning and Self-Assessment for Uniformed Organisations (5 Credits)	10
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Learning Outcomes

- | | |
|--|----|
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| 2. Know the skills and qualities required for a specific job in the uniformed organisations..... | 12 |
| 3. Be able to complete an application for a role in a chosen uniformed organisation | 13 |

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Learning Outcomes

- | | |
|---|----|
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| 2. Understand the effect of basic nutrition and lifestyle factors on fitness | 22 |
| 3. Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations | 24 |
| 4. Be able to participate in a personal health improvement programme..... | 25 |

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Learning Outcomes

- | | |
|---|----|
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| 2. Know the factors relating to outdoor adventurous activities | 28 |
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Learning Outcomes

- | | |
|---|----|
| 1. Know how to read a map accurately | 31 |
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3. Understand the skills required for voluntary work	35
4. Be able to undertake voluntary work	35
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1. Know what is meant by the terms citizen, citizenship, individual rights and human rights	36
2. Understand the relationship between individuals, society and uniformed organisations	37
3. Understand the importance of equal opportunities in society and the uniformed organisations	38
4. Be able to investigate the roles of uniformed organisations to citizens and to a changing society	39
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2. Know what is meant by the costs and benefits of living in a community	41
3. Understand cultural diversity as an aspect of local and national community	42
4. Be able to investigate the social and cultural problems that exist in local and national community	42
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UNIT 1

Teamwork and Communication Skills

This is a mandatory unit. You must complete this unit in order to achieve the qualification.

Learning Outcome 1: Know the purpose and importance of teamwork and communication skills

Question 1.1-1 Unit 1 Criteria 1.1 Identify teamwork and communication skills

a. Give **ONE** example of TEAMWORK in each of the following uniformed organisations:

Uniformed organisation: Police Service

Uniformed organisation: Royal Navy

b. Briefly describe each of the following skills:

Skill: Conflict management

Skill: Loyalty

c. Explain why COMMUNICATION is an important skill within a uniformed organisation.

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Learning Outcome 1 (Continued)

Question 1.1-2 **Unit 1 Criteria 1.2 Describe the importance of teamwork and communication skills using examples from contrasting uniformed organisations**

Choose **TWO contrasting** uniformed organisations.

Select **ONE** teamwork and communication skill and use different examples to describe why this skill is important in these organisations.

Skill selected:
1st Chosen organisation:
2nd Chosen organisation:

Learning Outcome 2: Understand effective communication methods of instruction in uniformed organisations

Question 1.2-1 Unit 1 Criteria 2.1 Explain the qualities of an effective instructor

Identify **THREE** qualities of an effective instructor and explain how these qualities are used.

1st Quality:
How it is used:
2nd Quality:
How it is used:
3rd Quality:
How it is used:

Activity 1.2-2 Unit 1 Criteria 2.2 Demonstrate effective instruction skills.

To achieve this criterion you need to demonstrate your effectiveness as an Instructor as part of your normal training activities.

This will normally be done by passing a Method of Instruction/Instructional Methods course or the CVQO Instruction Assessment Package.

CVQO will receive a record of you achieving this from your Unit.

Learning Outcome 3: Be able to use a range of interpersonal communication skills

Activity 1.3-1 Unit 1 Criteria 3.1 Contribute effectively to different team building activities

PRACTICAL – As part of your normal training activities you need to take part in a number of different team building activities.

CVQO will receive a record of you achieving this from your Unit.

Activity 1.3-2 Unit 1 Criteria 3.2 Use appropriate terminology within a given scenario

During your training so far you will have developed your interpersonal communication skills in a uniformed organisation environment using the terminology appropriate to that environment.

CVQO will receive a record of you achieving this from your Unit.

Activity 1.3-3 Unit 1 Criteria 3.3 Use interpersonal skills to effectively communicate with personnel in a given scenario

For: SCC, ACF, ATC, CCF, VPC, VCC, and uniformed groups:

During your training so far you will have used your interpersonal communication skills to effectively communicate with personnel in various situations.

CVQO will receive a record of you achieving this from your Unit.

Those learners not achieving this criterion in this way will require a witness statement of their activity.

(Your Unit VQ Officer can provide this – A form is available to download from the CVQO website)

Learning Outcome 3 (Continued)

Question 1.3-4 Unit 1 Criteria 3.4 Report on the effectiveness of various methods of interpersonal communication

Report on the effectiveness of the following interpersonal communication skills by giving **ONE** example when it should be used and **ONE** example of when it should not.

Interpersonal Communication Skills	When best to use this	When best to use something else
Verbal		
Non-verbal		
Written		

Learning Outcome 2: Understand the main responsibilities of different uniformed organisations

Question 2.2-1 Unit 2 Criteria 2.1 Describe the main responsibilities of contrasting uniformed organisations

You must describe the main responsibilities of **TWO** contrasting uniformed organisations.

a. Uniformed organisation (Military):

Main responsibilities:

Responsible to: National government / Local government *(Delete as applicable)*

b. Uniformed organisation (Non-military):

Main responsibilities:

Responsible to: National government / Local government *(Delete as applicable)*

Learning Outcome 3: Understand the different employment opportunities available in the uniformed organisations

Question 2.3-1 **Unit 2 Criteria 3.1 Explain the different employment opportunities available in contrasting uniformed organisations**

Write a brief job description for **ONE** job from a Military and **ONE** job from a Non-military uniformed organisation that you have been researching.

Name of Military organisation:
Job title:
Brief job description:
Name of Non-military organisation:
Job title:
Brief job description:

Learning Outcome 4: Know the conditions of service for different uniformed organisation jobs

Question 2.4-1 Unit 2 Criteria 4.1 Describe the current conditions of service for contrasting uniformed related organisations

Including pension, describe what you consider are the **FIVE** most important conditions of service for jobs from **TWO** contrasting uniformed organisations.

Chosen organisation:		Job:
Condition		Description
1	Pension	
2		
3		
4		
5		

Chosen organisation:		Job:
Condition		Description
1	Pension	
2		
3		
4		
5		

UNIT 3

Career Planning and Self-Assessment for Uniformed Organisations

Learning Outcome 1: Know the application and selection process for uniformed organisation employment

Question 3.1-1 **Unit 3 Criteria 1.1** Describe the current entry requirements for jobs in contrasting uniformed organisations

Describe **FOUR** entry requirements for the following jobs:

Job: Royal Navy Officer	
1	
2	
3	
4	

Job: Police Officer	
1	
2	
3	
4	

Learning Outcome 1 (Continued)

Question 3.1-2 **Unit 3 Criteria 1.2 Describe the application and selection process for contrasting jobs in uniformed organisations**

Describe the key stages of the application and selection process for the following jobs:

Job: Royal Navy Officer

Job: Police Officer

Learning Outcome 2: Know the skills and qualities required for a job in the uniformed organisations

Question 3.2-1 Unit 3 Criteria 2.1 Describe the different skills and qualities required for a specific job in the uniformed organisations

You must describe why the skills and qualities listed below are required for a **Police Officer**.

Skill	Description
Team working	
Communication	
Organisational	

Quality	Description
Self-discipline	
Commitment	
Punctuality	

Learning Outcome 3: Be able to complete an application for a role in a chosen uniformed organisation

Question 3.3-1 Unit 3 Criteria 3.1 Carry out a personal skills audit for a specified job in a uniformed organisation

- Think about the job below and the skills this job will require.
- Select from the list below FOUR PERSONAL SKILLS AND QUALITIES* that you consider would be important if you were to do this job.
- Rate each of the four skills according to your ability by ticking the appropriate box.
- Give each of the four skills a priority for development for success in your chosen job.

* SKILLS AND QUALITIES

Self-discipline

Determination

Commitment

Punctuality

Pride in appearance

Problem solving

Team working

Communication

Job: Army Officer						
Personal skills I consider to be important for this job	My ability rating			My priority for development of this skill		
	I do this well	OK but I need more practice	I cannot do this	Very important	Quite important	Not important

Learning Outcome 3 (continued)

Question 3.3-2 Unit 3 Criteria 3.2 Complete an application for a job in a specific uniformed organisation

Complete all sections of the following application form using BLACK INK.

NOTE: Personal information submitted in this application form does **not** have to be your own personal private information, but must be consistent and appropriate for a person making an application for the job applied for.

MOCK APPLICATION FORM		
THIS DOCUMENT IS FOR BTEC USE ONLY		
THIS APPLICATION FORM MUST BE HAND WRITTEN IN BLACK INK		
1. PERSONAL DETAILS		
Surname:		
Forenames (in full):		
Date of birth:	Age:	Title (Mr/Mrs/Miss/Other):
House Name/Number and Street:		
Town:		
County:	Postcode:	
Country:		
Contact Telephone Number:		
Mobile Number:		
E-mail:		

2. SERVICE. I wish to apply to join the:

- | | |
|--|--|
| <input type="checkbox"/> Royal Navy | <input type="checkbox"/> Royal Navy Rescue |
| <input type="checkbox"/> Royal Marines | <input type="checkbox"/> Royal Marines Reserve |
| <input type="checkbox"/> Regular Army | <input type="checkbox"/> Territorial Army |
| <input type="checkbox"/> Royal Air Force | <input type="checkbox"/> Royal Auxiliary Air force |
| <input type="checkbox"/> Police Service | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> Fire & Rescue Service | |

3. JOB PREFERENCE

I wish to apply for entry as a:

My suitability for this role and the reason for my choice is:

4. ETHNIC MONITORING. Please select **ONE** choice in **Section 1** (National Identity) and **ONE** choice in **Section 2** (Ethnic Background). Tick the box next to the appropriate number/letter.**Section 1** (Select one)

- | | |
|---|-------------------------------------|
| 1 <input type="checkbox"/> British or Mixed British | 4 <input type="checkbox"/> Scottish |
| 2 <input type="checkbox"/> English | 5 <input type="checkbox"/> Welsh |
| 3 <input type="checkbox"/> Irish | 6 <input type="checkbox"/> Other |

Section 2 (Select one)**ASIAN**

- A Bangladeshi
 B Indian
 C Pakistani
 D Any other Asian background

BLACK

- E African
 F Caribbean
 G Any other black background
 H Chinese

MIXED ETHNIC BACKGROUND

- I Asian & white
 J Black African & white
 K Black Caribbean & white
 L Any other mixed ethnic background

WHITE

- M Any white background

ANY OTHER ETHNIC BACKGROUND

- N Any other ethnic background

5. NATIONALITY

Nationality now:

At birth if different:

Place of birth: (Town)

and County

6. CIVILIAN OFFENCES. Please tick the appropriate boxes at each question.

- a. Are you currently under either a Supervision or a Probation Order? Yes No
- b. Are you subject to any Police investigation, due to appear in a Military, Civil Criminal Court or awaiting a summons to appear in Court? Yes No
- c. Do you have convictions which are deemed to be unspent under the Rehabilitation of Offenders Act 1974? Yes No

7. MEDICAL

- a. Do you meet the basic medical eligibility requirements listed? Yes No
- b. Please give your: Height and Weight

8. PERSONAL CIRCUMSTANCES. Please tick which applies to you:

Single Married Divorced Separated Widow/er Partner

a. **Religion.** What is your religion?

b. **Next of Kin** (Please give details)

Title: Forename(s): Surname/Family Name:

Relationship to you:

Next of kin address and contact details (if different from applicant)

House Name/Number and Street:

Town:

County:

Postcode:

Contact Telephone Number:

9. DEPENDENTS

- a. Is there anyone who is dependent upon you or your income? Yes No
- b. I have _____ child/children, and _____ other family members for whom I have made satisfactory arrangements to allow me to meet my Service obligation fully.

10. FAMILY BACKGROUND. Please complete

	Spouse/Partner	Father	Stepfather	Mother	Stepmother
Nationality now					
At birth if different					
Place of birth					

11. RESIDENCY OF RELATIVES AND CLOSE FRIENDS

- Do you have any relatives (including parents, in-laws, and step relatives) or close friends with whom you have, or have had, regular contact, or have lived (including deceased) overseas? Yes No

12. EDUCATION AND QUALIFICATIONS

- a. **School/College attended.** Please state the Schools or Colleges or establishments of further education you attended from the age of 13 years old:

Name & address of School/College	Attended from/to	Reason for leaving

b. Academic Qualifications.

- i. Do you possess any GCSEs or other equivalents at Grade C or above in:-
- English language
- Maths
- Physics or physics-based subjects
- ii. How many other GCSEs, or equivalents, do you have at Grade C or above?
- iii. Do you possess any higher qualifications, such as A levels, A/S levels, Scottish Highers, BTEC, HNC, HND or Degree? Yes No
- iv. How many A levels, or equivalents, do you have at Grade E or above?

c. Vocational Qualifications. Please give details as applicable.

Type (e.g. BTEC, NVQ)	Subject	Date	Level

13. EMPLOYMENT DETAILS. Please tick/complete:

a. Are you: In full-time/part-time education at School/College
Unemployed

b. Are you currently an indentured apprentice? Yes No

c. If you are or have been employed (part-time or full-time) complete the following, starting with your latest employment:

Name & Address of Employer	Period employed		Position held	Salary or wage	Reason for leaving
	From	To			

14. YOUTH ORGANISATIONS.

Organisation	Dates		Role/Rank	Achievement
	From	To		

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15. DRIVING LICENCE

Do you hold a driving licence?

Yes No

- a. If YES is it:
- A FULL licence
 - A PROVISIONAL licence
 - A FOREIGN licence

List categories: _____ and your Driver Number: _____

b. If you have any penalty points, please list how many:

16. REFEREES (you must provide two referees)

Referee 1

Title	Initials	Surname	Address	Position/ Occupation	How long have they known you

Referee 2

Title	Initials	Surname	Address	Position/ Occupation	How long have they known you

APPLICANT CONFIRMATORY DECLARATION

I declare that the answers and the information given above are to the best of my knowledge correct.

Signature: _____

Date: _____

UNIT 4

Improving Health and Fitness in Uniformed Organisations

Learning Outcome 1: Know the major body systems associated with a healthy lifestyle

Question 4.1-1 Unit 4 Criteria 1.1 Define key terms associated with a healthy lifestyle

a. Describe **Health** as defined by the **World Health Organisation (WHO)**.

--

b. Define **THREE** requirements for good health.

1.
2.
3.

c. Describe **THREE** things that are most closely linked to a healthy lifestyle.

1.
2.
3.

Learning outcome 1 (continued)

Question 4.1-2 **Unit 4 Criteria 1.2 Describe the effects of exercise on the body systems associated with health**

a. Describe **TWO SHORT TERM** effects of exercise on the muscular-skeletal system.

1.

2.

b. Describe **ONE LONG TERM** effect of exercise on the respiratory system.

1.

c. Describe **TWO LONG TERM** effects of exercise on the cardiovascular system.

1.

2.

Question 4.1-3 **Unit 4 Criteria 1.3 Outline the health benefits of exercise**

Outline **THREE** health benefits of exercise.

1.

2.

3.

Learning outcome 2: Understand the effect of basic nutrition and lifestyle factors on fitness

Question 4.2-1 Unit 4 Criteria 2.1 Keep a personal food and lifestyle diary

Use the table below to keep a food and activity diary. Please refer to the 'Food Group System' in the resource book and comment on whether your food intake meets the daily recommendations for a balanced diet and what effect this might have had on your activities for that day.

Day 1		
Time	Food & Drink	Comments
Time	Activities	Comments

Day 2		
Time	Food & Drink	Comments
Time	Activities	Comments

Learning outcome 2 (continued)**Question 4.2-2 Unit 4 Criteria 2.2 Explain the effect of basic nutrition and lifestyle factors on fitness**

a. Explain **THREE factors** which **REDUCE** the risk of developing diabetes.

1.
2.
3.

b. Explain **THREE factors** which **REDUCE** the risk of developing high blood pressure.

1.
2.
3.

c. Explain **THREE factors** which **REDUCE** the risk of developing high cholesterol.

1.
2.
3.

Learning outcome 3: Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations

Question 4.3-1 Unit 4 Criteria 3.1 Describe the different methods of fitness testing in contrasting uniformed organisations

a. Describe the biannual repeat fitness test for a Royal Marines Commando age 28.

b. Describe both parts of the Army Advanced Combat Fitness Test (ACFT).

Activity 4.3-2 Unit 4 Criteria 3.2 Participate in recognised fitness tests effectively

Perform fitness tests used by the uniformed organisations.

This is a practical requirement carried out as part of your normal activities with your Unit.

CVQO will receive a record of you achieving this from your Unit.

Learning outcome 4: Be able to participate in a personal health improvement programme

Question 4.4-1 Unit 4 Criteria 4.1 Plan a suitable health improvement programme

You must plan a personal health improvement programme. In the table below, identify one week of your three month plan (this is the 6th week of your plan). Your plan **MUST** include 1 or 2 rest days in the week.

Day	Workout <i>(identify ONE planned training activity)</i>	Method of Training <i>(identify ONE main method of training you are using)</i>	Component <i>(identify the ONE main component you are working on)</i>
Monday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Tuesday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Wednesday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Thursday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Friday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Saturday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Sunday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility

Learning outcome 4 (continued)

Activity 4.4-2 Unit 4 Criteria 4.2 Participate in a personal health improvement programme effectively

You must participate in a personal health improvement programme.

This is a practical requirement carried out as part of your normal activities with your Unit. CVQO will get a record of you achieving this from your Unit.

UNIT 5**Personal Development through Adventurous Activities****Learning Outcome 1: Know about organisations that provide adventurous activities****Question 5.1-1 Unit 5 Criteria 1.1 Describe a range of adventurous activities provided by organisations**

a. Describe a range of adventurous activities provided by your own organisation and by a contrasting organisation.

Your organisation:
Adventurous activities:
Contrasting organisation:
Adventurous activities:

b. Describe **THREE** training programmes which use adventurous training activities e.g. The Princes Trust, Duke of Edinburgh etc.

Project 1:
Project 2:
Project 3:

Learning Outcome 2: Know the factors relating to Outdoor Adventurous Activities

Question 5.2-1 Unit 5 Criteria 2.1 Describe a range of factors relating to adventurous activities

a. Describe **FOUR** benefits of adventurous activities to the individual.

Benefit 1:
Benefit 2:
Benefit 3:
Benefit 4:

b. Describe **TWO** environmental factors relating to adventurous activities (i.e. consider the negative effects to the environment by such activities).

Factor 1:
Factor 2:

c. Describe **FOUR** safety factors relating to adventurous activities.

Factor 1:
Factor 2:
Factor 3:
Factor 4:

Learning Outcome 3: Be able to participate in outdoor adventurous activities

Activity 5.3-1 Unit 5 Criteria 3.1 Participate in appropriate outdoor adventurous activities

You must take part in a minimum of **TWO** outdoor adventurous activities.

You will usually complete this as part of your normal activities with your organisation. CVQO will receive a record of you achieving this from your Unit.

Learning Outcome 4: Be able to review the adventurous activities

Question 5.4-1 Unit 5 Criteria 4.1 Review the outdoor adventurous activities undertaken

Review **TWO** adventurous activities that you have taken part in, list any skills and techniques which you learnt or developed while taking part in those activities.

First activity:

Skills and techniques learned or developed:

Second activity:

Skills and techniques learned or developed:

Question 5.4-2 Unit 5 Criteria 4.2 Review the involvement of uniformed organisations in a range of adventurous activities

Taking a uniformed organisation as an example (either your own cadet organisation or another organisation involved in the community) describe personal benefits, particularly the development of character, which can be gained by taking part in adventurous activities arranged by that organisation.

Organisation:
Personal benefits gained:

UNIT 6

Land Navigation by Map and Compass

There are **NO** workbook questions for this Unit

Learning Outcome 1: Know how to read a map accurately

Unit 6 Criteria 1.1 Describe the conventional signs on a map correctly

Unit 6 Criteria 1.2 Explain how grid references operate on a map

Learning Outcome 2: Know how to use a compass

Unit 6 Criteria 2.1 Describe the main features of a compass

Unit 6 Criteria 2.2 Describe how to take bearings from a compass

Learning Outcome 3: Be able to use route planning skills

Unit 6 Criteria 3.1 Produce a route card for a planned route to a given destination

Unit 6 Criteria 3.2 Identify environmental issues associated with a planned route

Learning Outcome 4: Be able to undertake a route

Unit 6 Criteria 4.4 Undertake a planned route using map and compass with a route card

You can achieve this Unit by completing an approved map and compass syllabus. For example, your own cadet syllabus or Duke of Edinburgh Award expedition section.

There is a CVQO map and compass test which can also be used as an alternative

UNIT 7

Expedition Skills

There are **NO** workbook questions for this Unit

Learning Outcome 1: Know the correct equipment required for an expedition

Unit 7 Criteria 1.1 Describe the appropriate equipment needed for a given expedition

Unit 7 Criteria 1.2 Describe the use of safety equipment for a given expedition

Learning Outcome 2: Understand the planning necessary for an expedition

Unit 7 Criteria 2.1 Explain the planning needed for a given expedition

Unit 7 Criteria 2.2 Produce an appropriate route card for a given expedition

Learning Outcome 3: Be able to participate in an expedition

Unit 7 Criteria 3.1 Participate in an expedition identifying own roles and responsibilities

Learning Outcome 4: Be able to review an expedition

Unit 7 Criteria 4.1 Reflect on individual performance from the expedition

Unit 7 Criteria 4.2 Reflect on team performance from the expedition

Activity 7-1 This activity provides evidence towards all Unit 7 criteria

This can be part of your normal syllabus **or** be a Duke of Edinburgh Award Expedition at Bronze, Silver or Gold level. CVQO will receive a record of you achieving this from your Unit.

UNIT 8

Fundamentals of Nautical Studies

There are **NO** workbook questions for this Unit

Learning Outcome 1: Be able to apply the fundamental elements of navigation

- Unit 8 Criteria 1.1** Identify conventional symbols for different types of nautical charts
- Unit 8 Criteria 1.2** Plot position by latitude and longitude, measuring distance between two points on a named chart by minutes of latitude, showing the true bearing between two named points
- Unit 8 Criteria 1.3** Correctly follow the main rules of the road applicable to vessels in sight under way and making way

Learning Outcome 2: Know how to receive and interpret weather information

- Unit 8 Criteria 2.1** Outline the sources of weather information available to those undertaking a coastal cruise
- Unit 8 Criteria 2.2** Describe the effects of different types of weather on a vessel undertaking a short passage

Learning Outcome 3: Be able to demonstrate the ability to handle a boat under sail or power

- Unit 8 Criteria 3.1** Prepare a powered or sailing vessel for sailing and coming alongside
- Unit 8 Criteria 3.2** Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board

Learning Outcome 4: Know how to summon assistance from the emergency services when in distress

- Unit 8 Criteria 4.1** Outline the emergency services available to assist vessels in distress at sea

You can achieve this unit by gaining a Royal Yachting Association Level 2 (Sail or Power) Or,
Sea Cadet Corps Offshore Hand 2 (Sail or Power)

Details are in the Resource Book

UNIT 9

Volunteering

Learning Outcome 1: Understand the importance of volunteering in uniformed organisations

Question 9.1-1 **Unit 9 Criteria 1.1 Explain why volunteering is important in uniformed organisations**

In your own words, explain why volunteering is important in uniformed organisations.

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Question 9.1-2 **Unit 9 Criteria 1.2 Discuss the benefits to be gained from undertaking volunteering activities**

You must discuss the benefits to be gained from volunteering. From your discussion and research, describe **THREE** benefits to the organisations and **THREE** benefits to the volunteers.

THREE benefits that volunteers can bring to uniformed organisations
1.
2.
3.

THREE benefits that volunteers gain from volunteering
1.
2.
3.

Learning Outcome 2: Know the different types of voluntary work available

Question 9.2-1 Unit 9 Criteria 2.1 Identify the different types of voluntary work available

Identify **ONE** volunteer role in each of the organisations below:

Organisation	One volunteer role in each organisation
1. Fire & Rescue	
2. Army	
3. Ambulance	

Learning Outcome 3: Understand the skills required for voluntary work

Question 9.3-1 Unit 9 Criteria 3.1 Explain the skills required for voluntary work

Identify **THREE** skills that you have used in a voluntary role and explain why you think these are required for voluntary work.

Skill 1:
Skill 2:
Skill 3:

Learning Outcome 4: Be able to undertake voluntary work

Activity 9.4-1 Unit 9 Criteria 4.1 Carry out voluntary work

Take part in and demonstrate skills required for voluntary work.

You will usually complete this as part of your normal activities with your organisation. CVQO will receive a record of you achieving this from your Unit.

UNIT 10

Citizenship, the Individual and Society

Learning Outcome 1: Know what is meant by the terms citizen, citizenship, individual rights and human rights

Question 10.1-1 **Unit 10 Criteria 1.1 Define the terms citizen, citizenship, individual rights and human rights**

The following are definitions relating to Citizenship, the Individual and Society.

a. Which of the following best defines the term Citizen?

- A term used for someone who is always in trouble
- A legally recognised subject or national of a state or commonwealth, either native or naturalised
- Someone who likes to party
- A person who is well liked in his or her workplace

b. Select **ONE** statement which does **NOT** fit the term in the correct context.

- Individual Rights: Rights held by every person as an individual
- Human Rights: The basic rights and freedoms that belong to every person in the world
- Citizenship: The position or status of being a citizen of a particular country
- Citizen: A person who is popular with their peers

c. List **TWO** Individual Rights and **TWO** Human Rights that protect individuals.

Individual rights
1.
2.
Human rights
1.
2.

Learning Outcome 1 (Continued)

Question 10.1-2 Unit 10 Criteria 1.2 Describe the qualities a good citizen requires to participate in a given organisation

You are thinking about a career in the Police Service. You are aware that as part of the interview process you will need to explain the qualities that you have that make you a good citizen.

Describe **TWO** qualities that are important for a Police Officer in this context.

Quality 1:

Quality 2:

Learning Outcome 2: Understand the relationship between individuals, society and the uniformed organisations

Question 10.2-1 Unit 10 Criteria 2.1 Explain how a range of uniformed organisations, citizens and society work together

Members of uniformed organisations, citizens and society often work together.

Explain how this happens by using **TWO** different examples of such situations.

Example 1:

Example 2:

Learning Outcome 3: Understand the importance of equal opportunities in society and the uniformed organisations

Question 10.3-1 **Unit 10 Criteria 3.1 Explain why equal opportunities are important in society and uniformed organisations**

In your own words, explain why equal opportunities are important in society and uniformed organisations.

--

Question 10.3-2 **Unit 10 Criteria 3.2 Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation**

Give **FOUR** examples of how the Equality Act of 2010 enforces equal opportunities in the UK.

Example: <i>Discrimination – In the UK you have the right to complain if you think you have been treated unfairly because of your race, gender, religion, etc.</i>
1.
2.
3.
4.

Learning Outcome 4: Be able to investigate the roles of uniformed organisations to citizens and to a changing society

Question 10.4-1 Unit 10 Criteria 4.1 Explain different ways in which uniformed organisations have supported society

Choose **TWO** different uniformed organisations and explain how their role supports society e.g. the role of the ambulance service in responding to requests for care such as emergency calls and major incidents.

First uniformed organisation:

Role in supporting society:

Second uniformed organisation:

Role in supporting society:

Question 10.4-2 Unit 10 Criteria 4.2 Demonstrate the different ways in which uniformed organisations have affected society

Following on from the previous question, give specific examples of how those roles have affected society e.g. the chances of receiving lifesaving emergency treatment is increased with the provision of an ambulance service.

Examples how your first chosen organisation affects society:

Examples how your second chosen organisation affects society:

UNIT 11

Community and Cultural Awareness

Learning Outcome 1: Understand community and cultural awareness in the local and national community

Question 11.1-1 Unit 11 Criteria 1.1 Explain the differences between local and national community

Give a short definition of what is meant by a local and national community and then explain the main differences between the two.

Question 11.1-2 Unit 11 Criteria 1.2 Discuss the awareness of community and cultural issues in local and national communities

a. List some of the community and cultural issues in local and national communities.

Community Issues
1.
2.
3.
4.

Cultural Issues
1.
2.
3.
4.

b. Describe **ONE** local issue and **ONE** national issue.

Local community issue:
National community issue:

Learning Outcome 2: Know what is meant by the costs and benefits of living in a community

Question 11.2-1 **Unit 11 Criteria 2.1 Describe the costs and benefits living in a community**

Describe **THREE** costs and **THREE** benefits of living in a community.

Costs
1.
2.
3.

Benefits
1.
2.
3.

Learning Outcome 3: Understand cultural diversity as an aspect of local and national community

Question 11.3-1 **Unit 11 Criteria 3.1** Discuss the positive and negative aspects of cultural diversity in the local and national communities

a. Give the definition of cultural diversity.

--

b. List the main positive and negative aspects of cultural diversity.

Positive Aspects
1.
2.
3.
Negative Aspects
1.
2.
3.

Learning Outcome 4: Be able to investigate the social and cultural problems that exist in a local and national community

Question 11.4-1 **Unit 11 Criteria 4.1** Outline the categories of social problems in communities locally and across the UK

Outline **THREE** local and **THREE** national social problems facing communities within the UK.

Local social problems
1.
2.
3.

National social problems
1.
2.
3.

Question 11.4-2 Unit 11 Criteria 4.2 Outline the cultural problems in communities locally and across the UK

Outline **THREE** local and **THREE** national cultural problems facing communities within the UK.

Local cultural problems
1.
2.
3.

National cultural problems
1.
2.
3.

Question 11.4-3 Unit 11 Criteria 4.3 Investigate the impact of social and cultural problems on the UK

Pick **ONE** social problem and **ONE** cultural problem and explain the impact it has on the UK public services.

Social problem:

Cultural problem:

GLOSSARY

COMMAND VERBS	DESCRIPTION
CARRY OUT	Complete a task or activity.
CONTRIBUTE TO	Give ideas or opinions about the subject or take part in activities or work roles.
DEFINE	State the meaning of a word or phrase or process.
DEMONSTRATE	Apply skills in a practical situation or show an understanding of the topic.
DESCRIBE	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
DISCUSS	Talk about something to another person or group of people.
EXPLAIN	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing so it can help you to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
EVALUATE	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.
IDENTIFY	Provide brief information about a subject, specific process or activity.
ILLUSTRATE	Give clear information or description with examples (eg: spoken, written, pictures, diagrams).
LIST	Provide the information in a list rather than in continuous writing.
OUTLINE	Identify or briefly describe the main points.
PARTICIPATE	To take part, be or become actively involved in something.
PLAN	Think about and organise information in a logical way.
PRODUCE	Make, create, bring or find through learning or creative ability.
RECORD	Keep information in writing or by other methods.
REFLECT	Look back at your actions, experiences or learning and think about what went well and not so well and how this can help your future action, learning or practice.
REPORT	Make an official or formal statement. Put information together for others.
REVIEW	Look back over the topic or activity.
SELECT	Choose the most suitable.
STATE	Write down clearly.
USE	Take or apply an item, resource or piece of information as required.

You Are Now Ready To Submit Your Workbook.

Your checklist:

Have you sent to CVQO:

Learner Declaration

Have you signed and dated your Learner Declaration?

Have you also remembered to tell us about all of your practical achievements and courses that you have completed?

This is important as these activities could help to enhance your final grade.

Contact your VQ Officer who will inform CVQO.

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Teamwork and Personal Development Workbook 2015 Second Edition

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