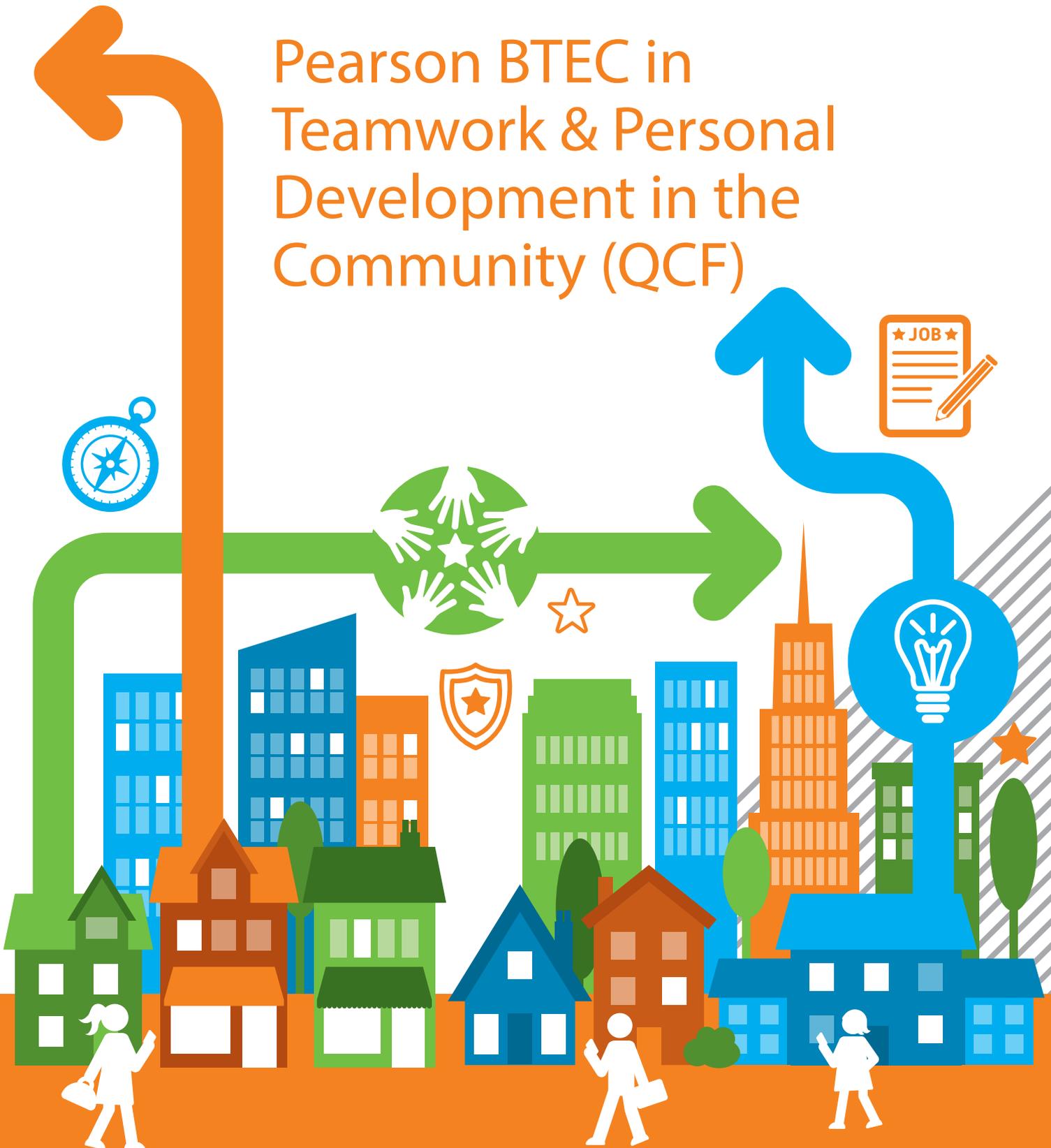


Pearson BTEC in Teamwork & Personal Development in the Community (QCF)



BTEC Diploma in Teamwork and Personal Development in the Community

Outline to Learner

1. This Level 2 Diploma has been designed to complement the skills that you have already acquired through your youth organisation. Wherever possible, the required criteria have been mapped to activities that you carry out as part of your organisation's syllabus. This is referred to as Recognised Prior Learning (RPL). Where the criteria cannot be covered by these activities, CVQO has produced workbook questions for you to complete.
2. This resource book should be used alongside the workbook and contains research material to assist you in answering the workbook questions. The resource book and workbook follow the same layout and are broken down into units to make it easier for you to pinpoint the information that you need for each section.
3. The assessment criteria that you are required to achieve is listed at the beginning of each unit. The table also shows what evidence you need to produce to achieve each of the criterion – a workbook question or RPL.
4. When you have completed the units required, you should hand in the workbook to your Vocational Qualifications Officer (VQO) who will send it to CVQO. Once your work has been assessed, your grades will be sent back to you via your VQO.

Appeals Procedure

1. You have the right to appeal if you are dissatisfied with your grades.
2. You should put the grounds for your appeal in writing to your Unit VQO, who will submit it to CVQO for adjudication by the Head of Quality and Curriculum.
3. Your Unit will be notified in writing of the result of your appeal.



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Teamwork & Personal Development in the Community

UNIT ONE

Teamwork and Communication Skills

This is a mandatory unit and must
be achieved to gain the diploma

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 1 Teamwork and Communication Skills (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know the purpose and importance of teamwork and communication skills	1.1	Identify teamwork and communication skills	Correctly answer 1.1-1
		1.2	Describe the importance of teamwork and communication skills using examples from contrasting uniformed organisations	Correctly answer 1.1-2
2	Understand effective communication methods of instruction in uniformed organisations	2.1	Explain the qualities of an effective instructor	Correctly answer 1.2-1
		2.2	Demonstrate effective instruction skills	Pass an approved Methods of Instruction or CVQO Instruction assessment
3	Be able to use a range of interpersonal communication skills	3.1	Contribute effectively to different team building activities	Routine cadet training met by the CVQO enrolment requirements
		3.2	Use appropriate terminology within a given scenario	Routine cadet training met by the CVQO enrolment requirements
		3.3	Use interpersonal skills to effectively communicate with personnel in a given scenario	Correctly answer 1.3-2
		3.4	Report on the effectiveness of various methods of interpersonal communication	Correctly answer 1.3-4



Teamwork and Communication Skills

Members of uniformed organisations are often in trusted roles, sometimes protecting the general public by performing hazardous roles in unpredictable situations. In order to function effectively, members of these organisations need to be able to display skills such as:

Self discipline

An individual within a team must be able to put the team's requirements before their own. The individual must have the determination to ensure that the basic skills that have been learnt are not forgotten, otherwise the team will suffer.

Commitment

Each individual in the team must be fully committed to the best interests of the whole team, otherwise the team cannot function correctly. If one individual is not fully committed it could create serious difficulties and even loss of life on operations.

Identity

Each individual must identify with the team and understand all aspects of the team. This identity improves the performance of the team.

Loyalty

The leader of the team must be loyal to the individuals in a team. The leader must be able to support and protect them in a fair manner. Team members must be loyal to each other and the leader.

Teamwork

This means working together. Many situations cannot be handled by a single individual. The coordinated efforts of other people, often with different skills, are required. Together Everyone Achieves More.

Punctuality & timekeeping

To be effective, working together needs coordination. If an individual is late, the whole operation might fail.

Pride of appearance

Members of organisations are often in uniform. Pride in appearance demonstrates self-discipline and gives confidence to the general public that they are being protected by an official organisation.

Behaviour

Good behaviour sets a proper example to the public and gives them confidence that they are being protected by an official organisation.

Discipline

Discipline is important for both the team and the individuals in the team, it has to be understood by all. The discipline that is taught will help both the individual and team come through difficult periods.

Problem solving

Members of uniformed organisations often have to deal with emergency situations. If they can use their initiative to solve problems quickly, situations are quicker to fix and easier to keep under control.

Conflict management

If conflict can be avoided, there is less risk of injury and damage. It is always worth keeping calm and trying to find a solution by negotiation.

Professional knowledge and training

Members of uniformed organisations are normally highly trained, often in specialist subjects linked to the role of their Service. These might include First Aid, fire-fighting, water rescue, navigation, crowd control, marksmanship and conflict management.

Unit 1 - Teamwork and Communication Skills

Communication

A team cannot function without communication. Essentially everyone needs to know what is happening. Communication is vital from the top down to the individual, from the individual, between individuals and from the team to a higher level.

Leadership

A team cannot function without leadership. An individual has to command the team, otherwise mistakes may be made and lives may be lost as the team will lack direction.

Co-operation

Different teams will often have to work together and this applies to individuals within a team. A lack of co-operation may result in a loss of efficiency for a team or teams.



Qualities of a Good Instructor

The delivery of a good period of instruction is greatly affected by the personality and attitude shown by the instructor. Using the qualities listed below will assist in the development of a good instructor.

Confidence

Learners will be quick to spot a lack of confidence, which can create a poor attitude in the class. Confidence usually comes from knowledge. If an instructor possesses a sound knowledge of the subject matter and a clear idea of how to teach the lesson, the lesson will undoubtedly be presented in a confident and successful manner.

Manner

The impression that a learner gets of the instructor is governed greatly by the instructor's personal presentation and the example that they set.

The instructor should consider:

1. Appearance: always be smartly dressed. Looks as if you have made an effort to prepare.
2. Speech: be clear and enthusiastic. Avoid using a boring monotone voice.
3. Movement: good confident posture. Be active but avoid using distracting gestures.

Attitude

A firm, fair and friendly attitude will put the learners at ease and let them know where they stand. This allows them to concentrate on learning the content of the lesson.

Diligence

Attention to detail and striving for perfection will ensure that instructors present lessons to the very best of their ability. If an instructor's performance is second-best he cannot expect more than second-best from those that he instructs.

Enthusiasm

An enthusiastic instructor will show that they are interested in the lesson and in the students. This, in turn, will motivate the learners under instruction.

Interpersonal Communication

Interpersonal communication is simply the way that people exchange information.

The purposes of communication include:

- Giving or getting information e.g. a briefing, presentation or orders group
- Changing someone’s behaviour e.g. a drill command or field signal
- Expressing feelings e.g. cheering at a football match

Different methods of communicating		
	Method	Features
Verbal	SPOKEN LANGUAGE: <ul style="list-style-type: none"> • Talking • Shouting • Whispering • Radio 	<ul style="list-style-type: none"> • needs effective speaking or presentation skills • everyone must be able to understand the language used
Non-verbal	SOUNDS: <ul style="list-style-type: none"> • Sirens • Audible Morse Code VISUAL SIGNS: <ul style="list-style-type: none"> • Semaphore flags • Flashing lights • Smoke signals BODY LANGUAGE: <ul style="list-style-type: none"> • Attitude • Signs • Gestures 	<ul style="list-style-type: none"> • often combined together with other methods of communication to create a more effective message • can sometimes unintentionally conflict with a verbal message
Written	SYMBOLS: <ul style="list-style-type: none"> • Road signs WRITTEN LANGUAGE: <ul style="list-style-type: none"> • Letters • Emails • Memo • Orders/Instructions 	<ul style="list-style-type: none"> • provides a permanent record which can be looked at again • a single message can be sent to a large number of people • sometimes more time-consuming

Communication can take place in many different ways. All of them make demands on the person sending the message and the person receiving it.

Communication and interpersonal skills enable people to be more effective in getting their message across. This increases the success of the team.





Teamwork & Personal Development in the Community

UNIT TWO

Employment Skills in
Uniformed Organisations

UNIT THREE

Career Planning and
Self-Assessment for
Uniformed Organisations

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 2 Employment Skills in Uniformed Organisations (5 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know the main roles of different uniformed organisations	1.1	Outline the main purpose of contrasting uniformed organisations	Correctly answer 2.1-1
2	Understand the main responsibilities of different uniformed organisations	2.1	Describe the main responsibilities of contrasting uniformed organisations	Correctly answer 2.2-1
3	Understand the different employment opportunities available in uniformed organisations	3.1	Explain the different employment opportunities available in contrasting uniformed organisations	Correctly answer 2.3-1
4	Know the conditions of service for different uniformed organisations jobs	4.1	Describe the current conditions of service for contrasting uniformed related organisations	Correctly answer 2.4-1



Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 3 Career Planning and Self-Assessment for Uniformed Organisations (5 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know the application and selection process for uniformed organisation employment	1.1	Describe the current entry requirements for jobs in contrasting uniformed organisations	Correctly answer 3.1-1
		1.2	Describe the application and selection process for contrasting jobs in uniformed organisations	Correctly answer 3.1-2
2	Know the skills and qualities required for a job in the uniformed organisations	2.1	Describe the different skills and qualities required for a specific job in the uniformed organisations	Correctly answer 3.2-1
3	Be able to complete an application for a role in a chosen uniformed organisation	3.1	Carry out a personal skills audit for a specified job in a uniformed organisation	Correctly answer 3.3-1
		3.2	Complete an application for a job in a specific uniformed organisation	Correctly answer 3.3-2

Important

The following notes will assist you to answer the questions in Unit 2 – Employment Skills in Uniformed Organisations and Unit 3 – Career Planning and Self-Assessment for Uniformed Organisations

1. You will have to answer a series of questions based on the criteria given for each of the two units. Your result will depend on how well you answer the questions contained in the units.
2. Before starting to answer the questions make sure that you have read the criteria and fully understand it.
3. You can enhance your work by fully using the resource material laid out in the following chapter.
4. You can also use other material such as the World Wide Web, online forums and text books to assist with your answers.





The Defence Vision

The key principles which provide the basis of work for Defence:

- Defending the United Kingdom and its interests
- Strengthening international peace and stability

A force for good in the world

We achieve this aim by working together on our core task to produce battle-winning people and equipment that are:

- Fit for the challenge of today
- Ready for the tasks of tomorrow
- Capable of building for the future

We have shown we succeed in what we do. We must continue to adapt to a more uncertain world.

We will be flexible and creative, harnessing new technologies and ideas to make best use of our resources.

We will base our future direction on providing strategy that matches new threats and instabilities.

We face new challenges and unpredictable new conditions. Our strategy must evolve to reflect these new realities.

For the future this means:

- evolving strategy and military doctrine that is flexible and geared to changing conditions
- behaving with speed, flexibility and creativity as an organisation – in the way we work and the way we respond to external events
- holding fast, in the face of change, to our underpinning military traditions and commitment to public service

Maintaining flexible force structures

As our strategy evolves; we will develop force structures to maintain battle-winning capabilities that are relevant and effective against emerging threats.

For the future this means:

- greater focus on capability rather than delivery platforms
- developing pace of deployment and impact
- increasing precision of effect
- flexibility and agility in terms of platforms and equipment
- the highest standards of professionalism among men and women imbued with fighting spirit, well trained and properly equipped

Reaching out into the wider world

We are major contributors to the business of government and to society as a whole. We will increasingly recognise and manage our contribution.

For the future this means:

- working closely with other Departments, with the private and voluntary sectors in the UK, and with our allies abroad, to integrate the military, diplomatic, economic and social components of crisis resolution
- strengthening our links with the Civil Departments to implement the government's domestic agenda – making our contribution in the regions, and providing support in civil emergencies
- playing a key role as part of wider society, for example in our contribution to training and skills and to health
- helping the rest of government benefit from making wider use of our skills in project management and delivery
- working in closer partnership with the private sector to deliver value for money

Leading a high-performing organisation

The many demands on the MOD, including its role as military headquarters, require us to be first class in the way we lead and manage the business of defence.

For the future this means:

- clear leadership at all levels, focussed on delivering the vision
- managers free to get on with tasks and held to account against clear objectives
- demonstrably effective management of our resources
- stripping out bureaucracy, with ways of working that are simple and “fit for purpose” and using common standards wherever possible
- working flexibly, with project and task-based teams

Investing in our people

We are world leaders in many aspects of how we manage and develop our people. We will build on this with strong leadership and focussed investment.

For the future this means:

- providing strong unified leadership, service and civilian personnel working together
- benefiting from diversity by recruiting service and civilian personnel reflecting society as a whole and with the right skills for the task
- balancing rewarding successful performance with robust management of poor performance
- being a learning organisation, sharing knowledge, committed to developing our people
- By holding true to these principles we will move forward together to maintain and enhance our capability

We draw on our commitment to public service and military traditions, acting as one organisation to achieve our shared purpose.



Joint Forces - Working Together

In the past 100 years, during times of real crisis the Armed Forces have worked jointly together. The Falklands and two Gulf Wars along with the continued operations in Afghanistan being recent successful examples.

Joint Forces are now more important than ever because in today's world the traditional distinctions between maritime, land and air theatres of operations have become less relevant. Operating as a single, united force, the Royal Navy (including the Royal Marines Commandos), Army and Royal Air Force can maximise operational effectiveness and increase the chance of success.

Power projection from the sea can be a vital part of the land battle - through the use of cruise missiles to attack targets on land, as we saw during the Kosovo campaign. Ships can also provide the platform from which land forces go ashore. Ground troops depend on air forces to provide air cover, to help their attack on enemy positions, and to provide mobility - both long-range (strategic) lift to the theatre of operations, and shorter-range (tactical) mobility within the battlefield.

So to talk, or operate, in terms of the three distinct and separate environments of sea, land and air is outdated. We must now think, and operate, in terms of a joint, multi-dimensional "battlespace" and have forces structured for operations throughout this "battlespace".

Our forces now frequently operate closely together. Recent history confirms this trend. The campaign to regain the Falkland Islands was a joint operation between the forces, as were the operations during the Gulf Wars, where the integration of air power was especially effective. Other examples of working together were the Kosovo campaign; Bosnia, where RN and RAF helicopters jointly provided support to Army units, and Afghanistan.

On 1 April 1996 the UK Ministry of Defence (MOD) established a Permanent Joint Headquarters (PJHQ) at Northwood in Middlesex for joint military operations. This headquarters brought together, on a permanent basis, intelligence, planning, operational and logistics staff. It contains elements of a rapidly deployable in-theatre Joint Force Headquarters that has the capability of commanding rapid deployment front line forces. Since its formation PJHQ has been involved with UK commitments in the following areas:

Afghanistan, Albania, Algeria, Angola, Bosnia, Burundi, East Timor, Eritrea, Honduras, Iraq, Kosovo, Libya, Montenegro, Montserrat, Mozambique, Sierra Leone, East Zaire, West Zaire (Democratic Republic of the Congo).

PJHQ is not responsible for: UK Strategic Nuclear Deterrent; Defence of the UK Home Base; Defence of UK Territorial Waters and Airspace; Support to the Civil Power in Northern Ireland; Counter-terrorism in the UK and Operations in support of NATO.

Other joint support structures include: A single organisation to perform all storage and distribution tasks; a joint Defence Transport and Movements organisation to take responsibility for the movement of all personnel and material; a single Defence Aircraft Repair Agency, and a joint Helicopter Training School and joint Helicopter Command.



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Purpose of the Royal Navy

“The Royal Navy is the maritime power component of the MOD which supports the United Kingdom’s foreign and security policy by providing a capable presence wherever in the world it is required.”

Examples of the Roles & Responsibilities of the Royal Navy

1. Contribute to the security of the United Kingdom.
2. Participate in defence diplomacy initiatives.
3. Participate in peace support and humanitarian operations.
4. Maintain a capability to mount a response to regional conflicts outside NATO.
5. Contribute to the security of the United Kingdom’s overseas territories.
6. Support British interests, influence and standing abroad.
7. Provide forces required to counter a strategic attack on NATO.
8. Provide forces needed to respond to a regional conflict inside NATO.

Specific examples of tasks given to the Royal Navy

The Royal Navy operates in many different areas as it carries out its defence missions.

Humanitarian Aid - dealing with accidents and emergencies

Following the tsunami in Asia, HMS Chatham carried out welcome relief work in the town of Batticaloa on the eastern coast of Sri Lanka in January 2005. Members of the ship's company surveyed and marked a safe passage across a sand bar - dislodged by the force of the tsunami - allowing local fishermen to put to sea for the first time.

Anti Smuggling Tasks

RN Ships deployed in the Caribbean with a primary mission to maintain the security of British Overseas Territories, including helping with disaster relief, although anti-drugs work formed a major part of their daily work. In February 2006 HMS Southampton and RFA Grey Rover carried out a high-speed raid to intercept drug-runners which resulted in the seizure of two tonnes of cocaine with a street value of £350m.

Diplomacy

Various courtesy visits are made by warships to foreign ports from time to time. These visits are carried out with a view to developing friendly trade and diplomatic links with other countries.

Participation in conflicts

Large task forces composed of many types of RN ships have been deployed to the Gulf in recent times in support of land operations in Afghanistan.

Peace Keeping

HMS Bulwark, one of the Royal Navy's most modern and flexible warships, sailed in January 2006 on a mission focused on looking after UK interests across the Gulf and Northern Indian Ocean and supporting operations to increase global security. She proved the ability of the Royal Navy to react to a wide range of demands, primarily in this case to help secure legitimate international trade routes worldwide. Operations were also aimed at bringing peace and stability to a volatile and unstable region.

Fishery Protection

The task of fishery protection and patrolling Britain's offshore oilfield installations are carried out by the Fishery Protection squadron composed of three Island class patrol vessels.

NATO counter piracy mission

During 2010 RN Ships deployed to take part in NATO Operation Ocean Shield - NATO counter piracy mission off the Horn of Africa and into the Somali Basin. RN and RFA Ships, together with the multinational task groups, are helping protect merchant ships, many of which bring goods in to the UK, as they transit this busy sea.



Purpose of the Royal Marines Commandos

“The Royal Marines Commandos are the Royal Navy’s amphibious infantry”

Examples of the Roles & Responsibilities of the Royal Marines Commandos

1. Contribute to the security of the United Kingdom.
2. Participate in defence diplomacy initiatives.
3. Participate in peace support and humanitarian operations.
4. Maintain a capability to mount a response to regional conflicts outside NATO.
5. Contribute to the security of the United Kingdom’s overseas territories.
6. Support British interests, influence and standing abroad.
7. Provide forces required to counter a strategic attack on NATO.
8. Provide forces needed to respond to a regional conflict inside NATO.

Specific examples of tasks given to the Royal Marines Commandos

The Royal Marines Commandos fulfil a wide range of tasks sometimes as part of a larger force and sometimes as a small unit deployed for a specific purpose.

Boarding Parties

Elements of Royal Marines Commandos are present on some warships and act as boarding parties when required in the international fight against drug trafficking or smuggling.

Humanitarian Aid

Royal Marines Commandos from 3 Commando Brigade deployed in November 2005 to provide emergency assistance following the earthquake in Pakistan. Against the challenges of the rocky terrain, weather and the chaos caused by the earthquake, they were able to distribute food and clothing to remote areas, build health centres and rescue an aid convoy trapped in snow.

Peace Keeping

Operational RM units have seen service in Northern Ireland and Kosovo.

Diplomacy

Operational RM units have worked with units from other Nations as part of a combined force to help generate international cooperation and understanding.

Participation in conflicts

In recent times Operational RM units have seen active service in: Iraq, Bosnia, Sierra Leone, The Congo, The Falklands and Afghanistan.





Purpose of the British Army

"The British Army exists to defend the nation and its interests."

Examples of the Roles & Responsibilities of the British Army

1. Defend and protect the security of the United Kingdom.
2. Act as an international peace-keeper around the world.
3. War-fighting.
4. Military aid to Civil Authorities, including bomb disposal and flood rescue.
5. Participate in defence diplomacy initiatives.
6. Life-saving work in more than 30 countries.
7. Providing humanitarian aid to specific countries.
8. Support to the United Nations and to NATO.

Specific examples of tasks given to the British Army

1. The British Army helped to build a safer world in the Balkans, the Gulf, East Timor and more recently, Afghanistan and Iraq.
2. Troops are deployed as part of the multi-national forces in the Balkans, Afghanistan, Sierra Leone, Iraq and with the UN in Cyprus. Northern Ireland still remains an operational commitment, albeit much reduced.
3. The Army also has garrison forces in Germany, Brunei, Cyprus, Gibraltar and the Falkland Islands.
4. In addition the Army provides military teams and advisers in up to 25 countries around the world.
5. The British Army is one of the few armies that is capable of operating at all these different levels, from war fighting to helping our civilian community to peacekeeping.





Purpose of the Royal Air Force

"The Royal Air Force exists to generate air power to meet the Defence Mission."

Examples of the Roles & Responsibilities of the Royal Air Force

1. Defend the United Kingdom and its interests.
2. Strengthen international peace and stability.
3. Humanitarian aid in times of national emergency.
4. Air defence, including a Quick Reaction Alert Force.
5. Search and Rescue, and Mountain Rescue Teams.
6. Ground attack.
7. Transport and medical evacuation.
8. Aerial reconnaissance.

Specific examples of tasks given to the Royal Air Force

Since its formation in 1918, the RAF has continually defended the skies over Great Britain. Notwithstanding current operations the control of the United Kingdom's skies remains a core role today.

Air Defence

A Quick Reaction Alert force of Typhoon aircraft is ready at all times to intercept any airborne threat to the United Kingdom, aided by radar and command and control sites and Voyager STA air to air refuelling tankers.

Search and Rescue

Also on standby 24/7 are Search and Rescue Sea King helicopters and RAF Mountain Rescue Teams, ready to rescue those in distress, or to provide aid during domestic emergencies. In March 2013 the Department for Transport announced that it had signed a contract with Bristow Helicopters Ltd to provide search and rescue helicopter services in the UK with operations commencing progressively from 2015.

Air Intelligence & Surveillance

The RAF operates the Boeing E-3D Sentry aircraft in the airborne surveillance and command and control role. The E-3D has been extensively employed in the Airborne Warning and Control System (AWACS) role. In 2014 the Sentinel R1 is the RAF's long-range wide area battlefield surveillance asset, providing critical intelligence and target tracking information to British and Coalition forces. The first Boeing RC-135W Rivet Joint signals intelligence aircraft was delivered to the RAF in 2014. The aircraft has onboard sensors which enable the crew to detect, identify and geolocate signals throughout the electromagnetic spectrum.

Current Operations

Abroad, the RAF remains a global force and is on operations around the world. In 2014 RAF Tornado GR4s were supporting the Iraq Government in reconnaissance and air to ground strikes on insurgent forces threatening

the population in that country.

Chinook and Super Puma helicopters provide essential mobility; moving personnel and equipment and undertaking medical evacuations crewed by RAF medical teams. The Hercules transport aircraft provide further vital mobility by conducting precision air drops, parachuting in supplies, when movement by road would be too dangerous. The C17 Globemaster and Voyager STA aircraft maintain a lifeline to the UK: flying personnel and equipment in and out of operational areas.

Reaper, the RAF's remotely piloted unmanned aircraft system whose primary role is surveillance and reconnaissance but can attack targets on the ground if required. Meanwhile, the RAF Regiment provides essential protection to bases and personnel, defending the airfields to ensure they remain safe for operations. Also, personnel from the RAF Bomb Disposal Teams have worked in Afghanistan making safe Taliban bombs.

The RAF also still retains a small force in the Middle East to support UK personnel in Iraq who deliver training to the Country's forces. In the South Atlantic, RAF personnel operate and maintain Typhoon and Hercules aircraft in the Falkland Islands to help protect their sovereignty.

Humanitarian Aid

RAF transport aircraft and personnel are always ready to help with humanitarian aid in times of national emergency, such as natural disasters, earthquakes and famine relief. The new A400M Atlas transport aircraft will eventually replace the Hercules in this and other roles.



Purpose of the Police Service in the UK

“The primary job of the British Police is to prevent, deter, detect and reduce crime within the UK territorial boundaries and in the case of certain specific crimes to protect UK nationals anywhere in the world.”

Examples of the Roles & Responsibilities of the Police Service

1. Making an initial response to incidents
2. Dealing with public disorder.
3. Dealing with anti-social disorder.
4. Investigating incidents, including specialist investigations.
5. Supporting victims.
6. Protecting important people.
7. Saving lives.
8. Assisting with major disasters.

Specific examples of tasks given to the Police Service

Dealing with anti social behaviour

Police officers can be called upon to deal with a wide range of anti-social behaviour from graffiti on walls, or noisy neighbours, to trespass. Most police areas now have anti-social behaviour units formed in partnership with the local authority.

Dealing with public disorder

The UK police do not have permanent riot police as exists in many other countries. Officers volunteer to be trained to various levels of readiness for dealing with outbreaks of public disorder, and are called away from their regular duties to deal with such major disturbances. Serious disturbances are relatively unusual events, and control measures are often pre-planned in response to intelligence that is gathered in advance. The so called “Tottenham riots” which took place in the summer of 2011 is a very good example of both responding to an outbreak and, as the riots spread across the UK, using intelligence to reduce violence, looting and damage to property.

Investigations

All officers are trained in a variety of investigative techniques at various levels from simple questioning of suspects to advance interviewing and the gathering of evidence. Specialist investigations are carried out by officers trained for the role and can cover such things as terrorist incidents, kidnapping, drugs and fraud.

Supporting victims

All officers are trained to support victims of crime and to have enhanced listening skills. Some officers develop a particular empathy with victims of crime and choose to become Victim Support Officers or family liaison officers.

Protecting important people

Close protection is a vital part of police work and many prominent people are provided with personal protection by the police. The Royal Family, for example, have a special unit whose officers travel everywhere in the world that the Royal Family visits. Diplomats from all countries are also protected by a large specialist department of officers in London.

Saving life

This is a primary role of all police officers and they often have to save lives in demanding circumstances. This could include preventing people who are threatening to commit suicide, or individuals involved in fights. Every officer receives full emergency lifesaving (ELS) training which is refreshed every six months. The most recent and serious example of this role is the so called “7/7 bombings” in London in 2005 where terrorists killed 52 people and injured 700 in a number of bombings across London’s public transport system (rail and bus).



Arresting people

Although this is generally seen as the last resort, arresting people is an important role of the police for which full training in a variety of techniques is provided. Depriving someone of their liberty is a serious step to take. Officers are thoroughly trained in all aspects of when and where they can and should arrest offenders.

Major disasters

Thankfully these are relatively rare and police officers will probably only attend three or four such incidents in their career unless they are part of a specialist unit. Major disasters of recent years have involved rail crashes such as Clapham Junction (1988) where 35 people were killed and Paddington (1999) where 31 people were killed. Police also have had to deal with football stadium disasters such as the Bradford FC fire in 1985 where 56 people were killed and Hillsborough in 1989 where 96 people were crushed to death. They also have to deal with natural disasters, such as the floods which affected most of the UK in 2009 causing major transport disruption, damage to property and a number of fatalities.

Purpose of the Fire and Rescue Service in the UK

“The purpose of the Fire and Rescue Service is to save life and reduce the damage done to property by fire.”

Examples of the Roles & Responsibilities of the Fire and Rescue Service

1. Provision of information and publicity relating to fire safety.
2. Giving advice on how to prevent fires and restrict their spread.
3. Protecting life in the event of fire.
4. Protecting property in the event of fire.
5. Rescuing people and protecting people in the event of a road traffic accident.
6. Responding to other emergencies, such as flooding.
7. Water rescue.
8. Helping to alleviate suffering in times of emergency.



Specific examples of tasks given to the Fire and Rescue Service

Fire Safety

Each fire and rescue station is equipped and crewed to enable effective delivery of not only emergency services in times of greatest need but also to undertake a great deal of prevention and education within the community in which they serve.

The emergency cover that the fire and rescue service provides is extremely wide and diverse. The range of emergency services includes:

- Domestic fires
- Industrial fires
- Fires in the open such as cars, rubbish and grass etc.
- Road traffic collisions
- Hazardous material incidents
- Water rescue
- Rope rescue
- Flooding etc

Prevention and Education Work

The area within which a fire and rescue station is situated will determine the prevention and education work that is undertaken. Fire and rescue stations may focus on forging links with potential partner organisations and associations, with the aim of targeting the identified vulnerable members of the community in relation to reducing domestic fires and their devastating consequences.

Risk Management

Similar partnerships will be sought by the fire and rescue service to reduce road traffic collisions, given that ten people a day lose their lives on our roads. Industrial risks are also encompassed in the stations' daily routines in operational planning and prevention work.

Home Safety

The fire and rescue service will undertake home fire safety checks. This includes a visit by a fire crew to the home, where ten year, single point, smoke detectors are provided and installed free of charge if required. The home will be risk assessed in areas including winter warming and electrical and cooking safety. Fire blankets and advice will also be given on formulating fire plans, should the risk of fire be realised.

Training and Testing

Whilst not fighting fires, rescuing casualties and working to prevent fires and accidents through education and planning, the fire and rescue service is constantly training, maintaining and testing equipment. This is to ensure that they remain in a constant state of readiness ensuring that they exercise professionalism in their role when called upon.

Major Incidents

Fire and rescue services respond to major incidents and disasters which include serious road traffic collisions such as the M5 crash in 2011 where 7 were killed and 51 injured; major fires such as the Buncefield oil refinery fire in 2005 where 43 people were injured and involved 180 fire-fighters and 25 fire engines. They also respond to train crashes such as the Selby crash in 2001 where 10 people were killed and 82 injured when a train was derailed by a car on the tracks and collided with another train. They also respond to major terrorist attacks such as the 7/7 bombings in London in 2005 where terrorists exploded bombs in trains and buses, killing 52 people and injuring 700 and the IRA Canary Wharf bombings in 1996 which caused a £100 million worth of damage to property and killed 2 people.



Purpose of the Ambulance Service

“Ambulance services provide pre hospital medical care to patients who have injured themselves or who are ill. They will have a range of options available to them once assessed from taking the patient to hospital to arranging care for the patient in their own home. Ambulance services also provide non urgent transport for patients with hospital appointments.”

Examples of the Roles & Responsibilities carried out by the Ambulance Service

1. Saving life together with the other emergency services.
2. Providing treatment, stabilisation and care of those injured at the scene of an accident.
3. Providing medical management at the scene of an accident.
4. Providing ambulance emergency response.
5. Responding to less serious calls.
6. Taking patients to hospital appointments.
7. Finding hospital beds.
8. Supporting the concept of caring in a clean environment.



Specific examples of tasks given to the Ambulance Service

Providing an emergency response

As the mobile arm of the health service, the main role is to respond to emergency 999 calls, getting medical help to patients who have serious or life-threatening injuries or illnesses as quickly as possible. 999 calls cover many emergencies such as heart attacks, cardiac arrest, strokes and trauma. Demand on this service can see major surges in calls, especially during poor weather (snow and ice) due to slips, trips and falls or on New Year's Eve, with alcohol related injuries being a major issue.

Responding to less serious calls

The ambulance service provides transport for patients who do not have serious or life-threatening conditions and do not require being sent by ambulance on blue lights and sirens. Often they can receive more appropriate care somewhere other than at hospital.

Finding hospital beds

In addition, they manage the Emergency Bed Service, a bed-finding system for NHS healthcare professionals who need to make arrangements for their seriously-ill patients.

Dealing with major incidents

As an emergency service they need to be prepared to deal with large scale incidents. The biggest challenge they have ever faced was during the London bombings in July 2005 where

terrorists exploded bombs in trains and buses, killing 52 people and injuring 700. Another example was the Hillsborough football stadium in 1989 where 96 football fans were crushed to death and 766 injured. The ambulance service had to deal with the dead and injured at the ground, giving emergency treatment, as well as taking 300 injured fans to hospital.

Taking patients to hospital appointments

The Ambulance Service runs a Patient Transport Service which provides pre-arranged transportation for patients to and from their hospital appointments. This service operates in an open market in which they compete against other providers, often private companies, for contracts with hospitals.

Caring in a clean environment

Infection prevention and control is the responsibility of every member of staff, especially those treating and facing patients. The Ambulance Service is committed to providing a clean and hygienic environment in which to treat their patients.

Learning from experience

Their patient experiences department collates all the feedback that they receive and focuses on common themes within the feedback in order to help continually improve the service that they provide.

Careers Introduction

CVQO recognises that many uniformed careers involve specialist skills and training. However, the British military ethos is that the Services train their men and women in basic military skills before they specialise. This section therefore covers basic 'non-specialist' career structures.

Most uniformed careers are open to both men and women, with the exception of male-only front-line fighting roles, in particular Royal Navy submarines (although this is under review) and the Royal Marines Commandos.



Royal Navy Officer



Royal Navy officers are senior managers in the Royal Navy, working on board ships, submarines, in aircraft and at shore bases.

Royal Navy Officers are responsible for managing and leading operations that may be undertaken on ships, submarines, aircraft, naval air stations and shore establishments. Their particular role may include such duties as commanding a warship in the Atlantic, flying a naval helicopter, supervising the safe operation of a submarine nuclear propulsion plant or providing emergency medical care. They also take responsibility for the management and leadership of non-commissioned personnel.

Officer specialisms include warfare, aviation, hydrographic and meteorology, engineering, supply and training management. Individuals could also serve as a medical, dental or nursing officer or as a chaplain.

There are about 7,500 officers in the Royal Navy and jobs are open to both men and women. After graduating from Britannia Royal Naval College an officer will begin their specialist training. Warfare Officers, for example, follow their Naval General Training with up to 12 months at sea, before moving on to further professional training such as the 16-week Officer of the Watch course. If individuals wish to specialise, they can progress to further training in areas such as air traffic control or fighter control, aircrew trainee pilot or observer, submariner or hydrographic surveyor. They may also take a Principal Warfare Officer course.

Each specialisation has its own qualities and requirements, for example, air traffic control and fighter control officers must be able to stay calm, think quickly and concentrate for long periods; supply officers must be methodical and have a flair for organisation; engineer officers need technological ability and must be good at finding solutions to problems.

Royal Navy Rating

Royal Navy Ratings work in a variety of roles on board ships or submarine, in aircraft and at shore bases.

Sailors who are not Officers are called "Ratings". Royal Navy ratings work on board a ship or submarine at sea, or in a Royal Navy establishment ashore. Duties vary according to which of the six different branches an individual trains for: Warfare, Engineering, Supply, Medical, Fleet Air Arm and the Submarine Service.

As a Royal Navy Rating an individual is part of a powerful frontline force which can undertake rapid deployment and sustained operations, operating warships, submarines and ship-borne aircraft, together with a large number of support vessels. All new entrants undertake eight weeks basic training at a naval base called HMS Raleigh in Cornwall. This includes practical exercises, parade drill, PE, a personal weapons test, a swimming test and general naval training.

At the end of eight weeks, individuals will have finished their Phase One training. They then select the trade they are to train in. If they decide to become an Operator Mechanic, they remain at HMS Raleigh for two weeks' seamanship training. Writers, Chefs, Stewards and Stores Accountants also remain at HMS Raleigh in the Royal Naval Logistics School, while all submariners go to the Royal Naval Submarine School, also at HMS Raleigh. Otherwise they move away to naval establishments around the country to begin professional training. After this, they are posted to a ship or shore base.

Royal Navy ratings work as part of a team. They need to be self-disciplined, able to accept responsibility, make decisions and react quickly under pressure. They should be able to follow orders, have good communication skills and an interest in science and technology. They must be able to live in a small, enclosed environment, especially if they are based aboard a submarine.

After a period of time an individual can progress through the rates. With hard work and willingness to take on extra responsibilities they can rise to Petty Officer by the age of 26-28, and continue to Chief Petty Officer by their early to mid-30s. Fairly early in their career they can apply for officer selection if they want to, although they must have the right educational qualifications. If they do not have any, the Navy can help them study within the service. They will also have to convince the Interview Board that they have powers of leadership (or the potential to develop them), keenness, and the grasp of detail that an officer needs.



The Royal Navy Conditions of Service

Summary of Benefits

Pay	All Navy Personnel are paid monthly. Certain specialists e.g sub-mariners, receive additional pay.
Pension	Non-contributory pension on completion of service
Leave	30 days annual paid holiday.
Sport	Free sport and gymnasium facilities.
Food & Accommodation	Subsidised food and accommodation. Availability of service married quarters. Advance of pay for buying a house. Removals and relocation package.
Hours of Work	When not at sea, most Royal Navy personnel work Mondays to Fridays. If sailors work shifts, they will be given the equivalent time off.
Medical	Free medical and dental care.
Travel	Discounted rail and coach travel. Free rail warrants.
Education	Annual education allowance. Boarding school allowance for children. Civilian accreditation (NVQs) for specialisations.
Allowances	There are allowances available for being overseas and separation.

Officers - Entry Requirements

Age Limits

To apply to the Royal Navy as an Officer you must be no younger than 15 years and 9 months. On entry you must be no younger than 17. The maximum age for Officer entry varies according to specialisation. Those under the age of 18 must have parental consent.

Nationality and Residency

Applicants must at all times since birth have been a citizen of Britain, Ireland or a Commonwealth country. Nationality restrictions apply in certain branches.

Applicants must have been resident in the UK for a minimum of 5 years immediately prior to making an application. In certain circumstances, in particular if the candidate is of UK origin, a shorter period of residency may be accepted.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

To enter the Royal Navy as an Officer you require a minimum of 5 GCSEs at grades A* - C, including English and Mathematics and 180 UCAS points.

To enter as a Graduate you need a BSc or BA first degree.

Medical Standards

New entrants must be of a robust constitution and free from disease or pre-existing injury to meet the challenge of intensive training which is physically demanding and mentally taxing. You will be required to pass a full medical examination. Your application will be rejected if you fail to meet the minimum acceptable medical standard before entry. Before a Medical Officer examines you, you are asked to declare certain information about your medical history to identify obvious medical conditions for which rejection is automatic.

The minimum height for service in the Royal Navy is 151.5cm.

Selection

Applicants have to pass selection assessments and interview at an Armed Forces Careers Office (AFCO), followed by the 2 ½ day Admiralty Interview Board at HMS Sultan.



Ratings - Entry Requirements

Age Limits

To apply to the Royal Navy as a Rating you must be no younger than 15 years and 9 months. On entry you must be no younger than 16 and no older than 36 (you must enter Service before your 37th birthday). Those under the age of 18 must have parental consent.

Nationality and Residency

Applicants must at all times since birth have been a citizen of Britain, Ireland or a Commonwealth country. Nationality restrictions apply in certain branches.

Applicants must have been resident in the UK for a minimum of 5 years immediately prior to making an application. In certain circumstances, in particular if the candidate is of UK origin, a shorter period of residency may be accepted.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

For many jobs there are no formal entry qualifications. If you have GCSEs (or equivalent) the range of opportunities is wider still.

Medical Standards

New entrants must be of a robust constitution and free from disease or pre-existing injury to meet the challenge of intensive training which is physically demanding and mentally taxing. You will be required to pass a full medical examination. Your application will be rejected if you fail to meet the minimum acceptable medical standard before entry. Before a Medical Officer examines you, you are asked to declare certain information about your medical history to identify obvious medical conditions for which rejection is automatic.

The minimum height for service in the Royal Navy is 151.5cm.

Selection

Applicants have to pass selection assessments and interview at an Armed Forces Careers Office (AFCO).

Officers - Selection Process

Please note that selection is a staged process.

Successful completion of one stage is required before applicants pass on to the next.

Liaison Officers will explain this to applicants in more detail and at the end of each stage, tell them whether or not they have been successful.



Details of the Admiralty Interview Board 2 1/2 days - HMS Sultan	
Day 1	Arrival (pm) Administration Complete questionnaire
Day 2	Written tests on: Verbal and non-verbal reasoning skills Further tests on: Mental agility Numerical fluency Spatial orientation Communication skills
Day 3	Practical leadership tasks Discussion exercise Formal Interview Medical (if successful up to this point)



Ratings - Selection Process

Selection takes place at local Armed Forces Careers Offices.

Please note that selection is a staged process.

Successful completion of one stage is required before applicants pass on to the next.

Careers Advisers will explain this to applicants in more detail and at the end of each stage, tell them whether or not they have been successful.



Royal Navy fitness test

All new potential Royal Navy Rating recruits are required to pass the Royal Navy Fitness Test (PJFT), prior to being accepted for training into the Royal Navy.

This will be a stamina, aerobic based fitness assessment, which will consist of a 2.4km (1.5 mile) run on a treadmill in a civilian fitness centre.

Maximum acceptable time		
Age	Men	Women
15 - 24	11 min 13 secs	13 min 15 secs
25 - 29	11 min 38 secs	13 min 50 secs
30 - 34	12 min 05 secs	14 min 20 secs
35 - 39	12 min 34 secs	15 min 09 secs

Royal Marines Commando Officer



A Royal Marines Officer is responsible for the training, fitness, operational effectiveness and welfare of a Troop of twenty eight men.

Careers in the Royal Marines Commandos are only open to men. Royal Marines Officers lead teams of commando-trained marines in combat situations, at sea or on shore. Increasingly, Royal Marines Officers are involved in leading peace-keeping and humanitarian missions.

A Royal Marines officer has the responsibility for the day-to-day welfare and discipline of the marines under his command. After completion of Officer training at the Royal Marines Commando Training Centre their first appointment would be as Troop Commander in charge of 28 men. Their duties will include leading the Troop and making decisions about their training and deployment. They may be deployed on international military operations or training exercises. After gaining experience in this challenging role they can progress to more specialist roles such as Landing Craft Officer, Mountain Leader, helicopter pilot and Intelligence Officer.

Officers often study towards specialist qualifications, depending on their role. University short courses in subjects such as management, politics and international relations are also available. Commando Officers normally change jobs every two years, gaining experience in new areas.

All Royal Marines Officers are commissioned from the first day of training at the Commando Training Centre (CTCRM). Progression is on merit. From Lieutenant, officers may progress to Captain, becoming a Senior Troop Commander or Adjutant in a commando unit. Further experience and promotion can take officers to more senior positions of Major, Lieutenant Colonel, Colonel, Brigadier and finally Major General, the professional head of the Royal Marines.



Royal Marines Commando

Commando-trained Royal Marines take part in front-line combat (on land, sea and in the air) and are sent at short notice to deal with emergency situations, which may include military operations or natural disasters.

Careers in the Royal Marines Commandos are only open to men. A Commando-trained Royal Marine regularly carries out some of the most physically demanding tasks of any armed force in the world. Royal Marines Commandos are therefore trained to exceptionally high standards for front line combat duties, often in hostile environmental conditions. Once they have passed their initial training, there are 25 specialisations for them to choose from, all offering a wide variety of qualifications. Whichever one they choose, their primary role will always be as a Royal Marines Commando. Most newly trained recruits join the General Duties specialisation but they can volunteer for any of the other 24. These range from aircrew, armourer or assault engineer to mountain leader, platoon weapons instructor, swimmer-canoeist or telecommunications technician.

All trained marines are regarded as specialists except musicians or buglers, who are not commando-trained and serve only with the Royal Marines Band Service. The right to wear the Green Beret does not come easily and is one that has to be earned by completion of one of the most demanding training courses in the British armed forces. There are no exceptions to this requirement, a 'no compromise' approach reflecting the Corps' fierce pride and importance in maintaining its standards and commitment to excellence.

The essential qualities required of a Commando include fitness, commitment, discipline and self-confidence. Some of this can be instilled during the training programme, but fitness, initiative and determination must be displayed from the start and most successful recruits have always been keen on sports or outdoor pursuits. All Royal Marines must be able to work as part of a team, living and working closely with other people. They must be able to follow orders and use their initiative to make decisions and react quickly. Practical and technical skills are important, as a wide range of equipment and advanced weaponry is used in all areas of the work. Each specialism has its own requirements. For example, marines specialising in the swimmer canoeist role must be particularly strong swimmers and have passed the UK Special Forces Selection Course.

A Royal Marine would normally serve on what is known as an 'Open Engagement' lasting 22 years. On completion of this, they would immediately qualify for a pension. People who do well in training, exercises and operations have good prospects for promotion. It is possible to reach the rank of corporal after four years, and sergeant after nine years. They can also gain a commission from the ranks to become an Officer.

As part of their work, many Royal Marines gain qualifications and experience that are accepted by civilian employers. Royal Marines go wherever they are needed around the globe, and must be ready to move at short notice to any area of crisis and prepared to face challenging combat situations in a very wide range of climatic conditions, from jungles and deserts to the Arctic.

The Royal Marines Conditions of Service

Summary of Benefits

Pay	All Royal Marine Personnel are paid monthly. Certain specialists e.g Mountain Leaders, receive additional pay.
Pension	Non-contributory pension on completion of service
Leave	30 days annual paid holiday.
Sport	Free sport and gymnasium facilities.
Food & Accommodation	Subsidised food and accommodation. Availability of service married quarters. Advance of pay for buying a house. Removals and relocation package.
Hours of Work	When not on Operations or during Training, most Royal Marines personnel work Mondays to Fridays. If Marines work shifts, they will be given the equivalent time off.
Medical	Free medical and dental care.
Travel	Discounted rail and coach travel. Free rail warrants.
Education	Annual education allowance. Boarding school allowance for children. Civilian accreditation (NVQs) for specialisations.
Allowances	There are allowances available for being overseas and separation.



Officers - Entry Requirements

Age Limits

Direct entrants should be between 17 and 26 on the first day of the month of entry. Maximum age limits vary depending on the specialism but late entry is rare.

Gender

With the exception of the RM Band Service, careers in the Royal Marines Commando are only open to male candidates.

Nationality and Residency

For entry as a Royal Marines Commando you must hold a British or dual British nationality or be a citizen of the Commonwealth/Irish Republic.

Applicants must have been resident in the UK for a minimum of 5 years immediately prior to making an application. In certain circumstances, in particular if the candidate is of UK origin, a shorter period of residency may be accepted.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

To enter the Royal Marines Commando as an Officer you require a minimum of 5 GCSEs at grades A* - C and 180 UCAS points.

Medical Standards

New entrants must be of a robust constitution and free from disease or pre-existing injury to meet the challenge of intensive training which is physically demanding and mentally taxing. You will be required to pass a full medical examination. Your application will be rejected if you fail to meet the minimum acceptable medical standard before entry. Before a Medical Officer examines you, you are asked to declare certain information about your medical history to identify obvious medical conditions for which rejection is automatic.

You need to be at least 151.5cm. tall and weigh at least 65kg. You must also be within the healthy range for Body Mass Index (BMI).

Selection

Applicants must pass the 3 day Potential Officers Course at the Royal Marines Commandos Training Centre, Lympstone and the 2 ½ day Admiralty Interview Board at HMS Sultan.

Marines - Entry Requirements

Age Limits

To apply to the Royal Marines Commando you must be:

At least 15 years, 9 months old when you apply.

At least 16 years old on entry.

At most, 33 years old.

Those under the age of 18 must have parental consent.

Gender

With the exception of the RM Band Service, careers in the Royal Marines Commando are only open to male candidates.

Nationality and Residency

Applicants must at all times, since birth, have been a citizen of Great Britain, Ireland or a Commonwealth country.

Applicants must have been resident in the UK for a minimum of 5 years immediately prior to making an application. In certain circumstances, in particular if the candidate is of UK origin, a shorter period of residency may be accepted.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

There are no formal qualifications, but you must sit and pass an entry test.

Medical Standards

New entrants must be of a robust constitution and free from disease or pre-existing injury to meet the challenge of intensive training which is physically demanding and mentally taxing. You will be required to pass a full medical examination. Your application will be rejected if you fail to meet the minimum acceptable medical standard before entry. Before a Medical Officer examines you, you are asked to declare certain information about your medical history to identify obvious medical conditions for which rejection is automatic.

The minimum height for service in the Royal Marines Commandos is 151.5cm.

Potential Royal Marines Commandos Course (PRMC)

Applicants must pass the 3 day Potential Royal Marines Commandos Course at the Royal Marines Commandos Training Centre, Lympstone.



Officers - Selection Process

First you need to find out if you are eligible and be clear on what is involved:

Eligibility

- Online eligibility assessment. (Approx 10 minutes)
- Online application.
- Recruitment tests.
- Medical and Eye Tests.
- Pre joining fitness test.
- Royal Marines Potential Officer Course (POC)

Potential Officer Course

Over three days at the Commando Training Centre Royal Marines (CTCRM) at Lympstone, you will have to pass a range of physical and mental tests in the gym, the classroom, and on the assault course. You will also have to show your leadership potential and, most importantly, your ability to work as part of a team.

Admiralty Interview Board

Attend and pass the Admiralty Interview Board at HMS Sultan.

Marines - Selection Process

First you need to find out if you are eligible and be clear on what is involved:

Eligibility

- Online eligibility assessment (Approx 10 minutes).
- Online application.
- Recruitment tests.
- Medical and eye tests.
- Pre joining fitness test.
- Potential Royal Marines Course (PRMC)

Potential Royal Marines Course (PRMC)

A two day training course at Commando Training Centre Royal Marines (CTCRM), Lympstone, that will put your body to the test.

It is physically and mentally demanding, involving gym tests, endurance and obstacle courses, as well as an interview with your course Corporal or Officer.

If successful, you will be accepted for Commando training.



Army Officer

A junior Army Officer is responsible for the training, fitness, operational effectiveness, discipline and welfare of a Unit of up to thirty soldiers.



ARMY

Acting as both leaders and managers, officers are the people responsible for the training and welfare of soldiers in the British Army. It is up to officers to make the most of their team's unique talents, bring out the best in them in any situation and hold them together when the pressure is on - even in a war setting. It is a role with responsibility that individuals find hard to match in any ordinary workplace and it is one that will equip individuals with unique management and specialist skills.

The exact duties of an Army Officer will depend on the part of the Army they work in and what type of job they do. For instance, in a Combat Arm, a junior officer could be a platoon commander, leading a team of 30 trained soldiers on operations in the field; in the Army Air Corps they might be a battlefield helicopter pilot with responsibility for their crew and supporting ground troops.

In a Support Arm, they might continue to follow their profession and work as a nurse, medical or dental officer, veterinary surgeon or chaplain.

Whichever Arm they work in, they will be responsible for the operational effectiveness, training, discipline, welfare and career development of the soldiers under their command.

There is no such thing as a typical Army Officer but one thing Officers do have in common is an appetite for responsibility and ability to lead and motivate others. The Army looks for leadership skills, confidence, maturity and intellectual stamina in potential officers. Individuals will need to be healthy, robust and physically fit enough to pass selection – though fitness levels will also increase greatly during their Officer training!

One thing is for sure there will never be a typical day in the office. Everyone has a vital role in the Army's effectiveness, using specialist skills and highly developed leadership skills in a challenging and fast moving environment.

Army Soldier

A soldier's primary role is to defeat the enemy.

The British Army is considered to be the best in the world. As a Soldier an individual will be trained to operate worldwide as part of a powerful team, in a wide range of activities from peacekeeping and disaster relief to full-scale war. Having acquired the basic infantry skills a Soldier can specialise in the following jobs: Gunner, Driver, Communications, IT Specialist, Sniper, Mortarman, Physical Training Instructor, Storeman, Helicopter Crew, Anti-Tank Missile Crewman, Reconnaissance Soldier, Paratrooper, Combat Medic (paramedic), Assault Engineer, Regimental Policeman or Musician. Service in the Infantry and Royal Armoured Corps is restricted to men, however, women may serve in most other parts of the Army on operations.

Soldiers in the Army will initially serve with their own regiment or corps but, as experience, qualifications and promotion are gained, increased opportunities arise that allow for posting away (e.g. to training posts or other specialist jobs); this is normally followed by a return to their parent unit. It is possible for soldiers to either remain with their unit for the whole of their military career, or be trickle-posted from one unit to another, dependent on their cap badge.

Soldiers are promoted on merit and recommendation, and there is plenty of scope to progress quickly through the ranks. They also have the opportunity to gain high-quality management qualifications with professional bodies such as the Chartered Management Institute, City & Guilds or the Institute of Leadership and Management.

Soldiers must be prepared to work anywhere in the world, possibly in extremes of climate. Their work may require them to move at very short notice and to be separated from their family for long periods of time.

Their working hours can vary considerably. In barracks, for example, they will normally work office hours over a five-day week, although they will be on call at all times. During exercises and operations, their hours can be long and unpredictable.



The Army Conditions of Service

Summary of Benefits

Pay	All Army personnel are paid monthly. Certain specialists, such as Special Forces receive additional pay.
Pension	Non-contributory pension on completion of service
Leave	30 days annual paid holiday.
Sport	Free sport and gymnasium facilities.
Food & Accommodation	Subsidised food and accommodation whilst in barracks. Availability of service married quarters. Advance of pay for buying a house. Removals and relocation package.
Hours of Work	When not on Operations or during Training Exercises, most Army personnel work Mondays to Fridays. If soldiers work shifts, they will be given the equivalent time off.
Medical	Free medical and dental care.
Travel	Discounted rail and coach travel. Free rail warrants.
Education	Annual education allowance. Boarding school allowance for children. Civilian accreditation (NVQs) for specialisations.
Allowances	There are allowances available for being overseas and separation.

Officers - Entry Requirements

Age Limits

You should be 18 - 26 Years. However, current Army policy does permit applicants to enter Royal Military Academy Sandhurst (RMAS) after their 26th birthday and before their 29th in the AGC(SPS), AGC(ETS), AGC(RMP), RAMC(MSO) and the INT Corps, or if they are a serving soldier. Higher age limit for professional or specialist applicants may apply.

Nationality and Residency

All applicants joining the British Army should hold UK, Commonwealth or Irish citizenship. Candidates should have a passport permitting them rights of residence within the UK until the start of the Commissioning Course.

Security Clearance

Applicants will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

All candidates are required to hold a minimum of 35 ALIS (Advanced Level Information System) points (34 for SCEs) from 7 GCSE/SCE subjects, with a minimum grade C/2 in English Language, Maths, and either a science or a foreign language; plus 240 UCAS tariff points from at least two A level pass grades A-E or SCE Higher grades A-D or equivalent.

The holding of a degree may negate the requirement for UCAS tariff points.

Some Corps require additional technical and professional qualifications for potential candidates.

Medical Standards

Your GP must fill in a medical questionnaire and you will have to pass a full Army medical.

Selection

Applicants must pass the 3 ½ day Army Officer Selection Board (AOSB) or the 24 hr Scholarship or Welbeck Selection Board (also at AOSB).



Soldier - Entry Requirements

Age Limits

You should be 16 years and in Army phase one training before your 33rd birthday. Those under 18 must have parental consent.

Nationality and Residency

Applicants will be eligible if they are a bona fide citizen of the UK or Republic of Ireland or one of the following:

- A Commonwealth Citizen. This term includes a citizen of the British Dependent Territories; a British Overseas Citizen; a British Subject under the British Nationality Act 1981; a citizen of an independent Commonwealth country
- A British Protected Person

Security Clearance

Applicants will be subject to a basic security check during their application process and may also be subject to a detailed security clearance procedure prior to joining. It will depend on their choice of employment.

Educational Standards

None required except for certain technical jobs.

Medical Standards

Your GP must fill in a medical questionnaire and you will have to pass a full Army medical.

Selection

Applicants must pass selection at an Army Selection Centre (AC).

Officers - Selection Process

There is no such thing as a typical Officer - but one thing Officers do have in common is an appetite for responsibility and ability to lead and motivate others. With this in mind, the Army looks for leadership skills, confidence, maturity and intellectual stamina in potential officers. Candidates will need to be healthy, robust and physically fit enough to pass selection - though fitness levels will also increase greatly during Officer training!

Step 1 – Getting started

Have a look at the Officer roles that interest you, create an online account and then fill in an application.

Finding a role

You can use the role finder to find out more about opportunities available in the Regular and Reserves and what kind of role would best be suited to you.

Questions

If you want to know more or cannot find an answer on the site then chat to an online Adviser on Live Chat or call in to an Army careers centre.

Medical Questionnaire

Once your application has been received and your basic eligibility assessed, you will be sent a link to complete a medical questionnaire.

Step 2 – Interview

If you are medically fit, you will be appointed a Candidate Support Manager (CSM) in the National recruiting Centre (NRC).

Senior Careers Adviser (SCA) Interviews

Once you have decided to take your application to the next level, you will be invited for an interview with a SCA. The interview will enable you to gain answers to any further questions you may have about the Army and the joining process. It will also allow the SCA to confirm your suitability to become an Officer and will provide you with valuable advice on how to prepare for the Army Officer Selection Board.

Step 3 – Assessment

You will complete your Officer assessment at the Army Officer Selection Board (AOSB). This will be in two parts: a 24 hour briefing and a three and a half day main selection board.

AOSB

Once your CSM thinks you are ready, some additional checks will need to be carried out such as a medical report. Once complete, you will be able to attend a 24 hour AOSB briefing where you will be assessed on physical and practical exercises designed to test your leadership and teamwork potential. The briefing is also an opportunity for you to learn more about how to prepare for selection. You will find examples in the AOSB Prep document.



Main Board

Once you pass AOSB briefing you will be asked back to attend Main Board. You will need to put the experience gained to good use as you will be assessed on physical and mental tests over a 3 1/2 day period. It is vital you arrive physically and mentally fit to show yourself at your best. You will find examples in the AOSB Prep document. Succeed, and you will be offered a place at the Royal Military Academy Sandhurst.

PreRMAS

After AOSB main board you may be asked to attend an 11 week PRMAS at the Army School of Education, Worthy Down. Here you will enhance your academic skills, cultural awareness and contemporary knowledge to the standard required for entry to the RMAS Commissioning Course.

Sponsorship

If you want to become an Army Officer and are interested in gaining financial sponsorship through your education, either at sixth form or university, then the Army has a number of schemes that might be just right for you. Your CSM will be the best person to mentor and guide you through the process.

Pre-Employment Checks

Before your offer of employment can be confirmed, you will need to complete some security forms and your doctor will be required to provide information to the Army. It is important that you action all requests promptly and pass requests to your doctor as necessary.

Step 4 - Training

Once your offer of employment is confirmed, you will be able to take your place at Sandhurst where you will complete a 44 week course. You will conduct military and leadership training, which will prepare you for your first appointment as an Officer.

Accreditation

Many civilian organisations recognise that the Officer training provided by the British Army is outstanding. As a result, you will gain membership of the Chartered Institute of Personnel Development and Chartered Management Institute, and will be awarded various official leadership and management qualifications.

Soldiers - Selection Process

Step 1 – Getting started

Have a look at roles that interest you, create an online account and then fill in an application.

Finding a role

You can use the role finder to find out more about opportunities in the Regular and reserves, and what kind of role would be suited to you.

Questions

If you want to know more, or you have a question that you can not find the answer to, then chat to one of the Advisers on Live Chat or go in to an Army careers Centre.

Medical questionnaire

Once your application is received and your basic eligibility assessed, you will be sent a link to complete a medical questionnaire.

Step 2 – Interview

If you are medically fit, you will be appointed a Candidate Support Manager (CSM) in the National Recruiting Centre (NRC). Once you have decided to take your application to the next level, you will be invited for an Interview with a careers adviser (CA). The interview allows you to get answers to any further questions you may have about the Army, the joining process and how to prepare, as well as giving the CA the chance to confirm your suitability and eligibility for the Army.

Step 3 - Assessment

Providing you meet all the standards and are eligible, and your medical report is fine, you will be invited to attend two days at an assessment centre. Here you will need to pass the Army medical first to make sure you are medically fit and ready for training, and you will be assessed in a variety of exercises to see if you have the potential to be a soldier.

Pre-Employment checks

Before your offer of employment can be confirmed, you will need to complete some security forms and your doctor will be required to provide information to the Army. It is important that you action all requests promptly and pass requests to your doctor as necessary.

Step 4 - Training

Once your offer of employment is confirmed, you will be able to take your place at initial training where you will learn basic soldier skills followed by trade training, which will depend on your role.

Result

Having completed the assessment centre you will be given a grade. This affects how long it will be before you are invited to start your initial training, known as phase 1. Your start date will also depend on the number of places the Army has to offer for each specific trade. It is really important that you discuss your result with your CSM.



Unit 2 & 3 - British Army - Soldier Selection Process

Location

Where you conduct your phase 1 training will depend on how old you are and which job you will be doing. If you are under 17 years 5 months, you will be classified as a junior soldier and either do a 20 week or a 40 week course at the Army foundation college, Harrogate. If you are older than 17 years 5 months you will conduct a 14 week course at either Pirbright or Winchester. Infantry recruits complete combined phase 1 and 2 courses at Catterick.

Course

Phase 1 teaches you about the Army's core values, as well as basic military skills such as tactics, weapon handling, first aid, and map reading. You will also develop your fitness, confidence, discipline and general administration to enable you to work as part of a team. Finally, you will be helped to improve your basic numeracy, literacy and communication skills.

Royal Air Force Officer



RAF officers are responsible for the welfare, discipline and career development of their team of non-commissioned RAF personnel (airmen and airwomen).

The Royal Air Force (RAF) now has a single command:

- Air Command – which covers the operational air force, training, personnel and support.

An RAF officer can choose to work in one of 20 specialist areas, each with different responsibilities, for example:

- Air Operations – pilots and aircrew – flying sorties, carrying out reconnaissance, and taking part in search and rescue duties
- Operations Support – air traffic and fighter controllers, and flight operations officers – providing target information, coordination of refueling, digitally mapping terrain and planning missions
- Engineering and Logistics – aircraft and communications engineers – commissioning new aircraft, servicing fleets and managing resources and supplies
- Support Services – catering, security and training officers – providing day-to-day services for staff at RAF bases and in the field during operations
- Professions – medical, dental and nursing officers – managing specialist teams working in support of the service.
- RAF Regiment – coordinating the defence of RAF bases.

An RAF Officer would manage a squadron with other officers who have also earned their rank or 'commission'.

After a 30-week Initial Officer Training Course at the RAF College, Cranwell in Lincolnshire, officers will complete specialist training in their chosen branch before taking up their first appointment. For a professionally qualified officer (for example, a doctor or dentist) their training at RAF Cranwell will be reduced to around 12 weeks.

The RAF recruits new officers every year. Many applicants are graduates and competition for places is strong. At the beginning of their career, promotion is often based on length of service. Progression is from Pilot Officer to Flying Officer then Flight Lieutenant. University graduates may be eligible for faster promotion through the ranks. Promotion beyond Flight Lieutenant to Squadron Leader, Wing Commander, Group Captain and above is usually by competitive selection.

Officers are the managers and leaders of the RAF and they take responsibility for the welfare of the airmen and airwomen under their command. They also specialise in a particular role, such as pilot, weapons systems officer, engineer officer, RAF Police officer, RAF Regiment officer, dental officer, medical officer, personnel officer, physical education officer or training officer.

Officers need to be available for duty at all times but usually work regular office hours over a five-day week. Officers may be posted to RAF bases in the UK or overseas. They may also go on operations and exercises anywhere in the world.



RAF Non-Commissioned Aircrew

RAF non-commissioned aircrew, or weapon systems operators, fly onboard fixed-wing aircraft and helicopters. NCOs carry out air patrols over UK airspace and also take part in NATO operations and other actions around the world.

As part of aircrew, they will be responsible for loading and unloading aircraft payloads, which could include weapons, supplies and troops. They could also take on extra duties according to the aircraft type and its operational role. For example, they might load and despatch parachutists and air-dropped loads from transport aircraft, or act as Loadmasters on Chinook and Super Puma helicopters.

If they specialise in electronic warfare systems, they will track friendly and enemy movements on land, sea and in the air. Their job could be to relay information to commanders about the position of units, so they can coordinate operations. They might also work on early warning defence systems. Weapons Systems Operators (Linguist) analyse foreign language radio emissions, providing vital intelligence support.

RAF non-commissioned aircrews attend a nine-week standard training course at RAF Halton in Buckinghamshire, to learn essential military skills and improve their physical fitness. Afterwards, they move on to RAF Cranwell, Lincolnshire, for a ten-week leadership course covering communication, administration and organisational skills.

Once they have completed their initial training, they will be promoted to acting sergeant and move on to specialist training. The length and content of this will depend on their role. After this stage, they will gain promotion to full sergeant and be posted to an Operational Conversion Unit where they receive hands-on training for their specific aircraft and duties, for example electronic warfare. With experience and further training, they could progress to flight sergeant and then to master aircrew. They may be able to go on to become a commissioned RAF officer.

RAF Airman or Airwoman

Royal Air Force (RAF) airmen and airwomen make up the largest number of RAF personnel. They use specialist skills in a wide range of mostly ground support roles.

An RAF airman or airwoman provides specialist support in one of the following categories:

- aircrew – which includes Load Masters and Weapon Systems Operators
- engineering and technical – including roles like aircraft technician
- catering and hospitality – which includes roles such as catering officer
- security and defence – with jobs in firefighting and the RAF police
- medical and medical support – dental, nursing, medical and laboratory roles
- personnel support – including administration, bands, and training
- air operations support – for example air traffic controllers
- communications and intelligence – such as photographers and intelligence analysts
- logistics and equipment – which includes drivers and supply officers.
- RAF Regiment – specialising in ground defence of RAF bases.

The exact role would vary according to their specialist skill or trade, they would also carry out military tasks like guard duties, and take part in military exercises and training. For many jobs within the RAF their training would begin with a nine-week course at RAF Halton in Buckinghamshire. Following completion of initial training, specific training linked to on their chosen trade takes between three and eighteen weeks, depending on the skills needed.

When they have completed their specialist training, they will be promoted to leading airman/airwoman, and then to senior airman/airwoman. This is usually after one year's service. Promotion above the rank of senior airman or airwoman is by competitive selection and based on merit.

Increasingly, training in the trades involves working towards nationally recognised qualifications such as NVQs, BTEC awards or City & Guilds. They would be encouraged to take advanced work-based qualifications as their career progresses.

When someone joins the RAF, they would be asked to commit to a minimum length of service (how long this is, would depend on their job; the average commitment is between six and twelve years).



The Royal Air Force Condition of Service

Summary of Benefits

Pay	All Air Force personnel are paid monthly. Certain specialists, such as pilots, receive additional pay.
Pension	Non-contributory pension on completion of service
Leave	All ranks are entitled to 30 days paid holiday. However this always depends upon the demands of the service.
Sport	Free sport and gymnasium facilities.
Food & Accommodation	Subsidised food and accommodation. Availability of service married quarters. Advance of pay for buying a house. Removals and relocation package.
Hours of Work	When not on Operations or during Training Exercises, most RAF personnel work Mondays to Fridays. If personnel work shifts, they will be given the equivalent time off.
Medical	Free medical and dental care.
Travel	Discounted rail and coach travel. Free rail warrants.
Education	Annual education allowance. Boarding school allowance for children. Civilian accreditation (NVQs) for specialisations.
Allowances	There are allowances available for being overseas and separation.

Officers - Entry Requirements

Age Limits

You must be at least 17 years 6 months old when you join. The upper age limit varies according to branch or specialisation you wish to join.

Nationality

You must be a Citizen of the UK, the Commonwealth or the Republic of Ireland since birth; or a naturalised British citizen.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

The minimum requirement for commissioned officers is 2 A-levels or 3 Scottish Highers passes, plus 5 GCSEs/SCEs (Grade C/3), including English Language and Maths. Graduates or qualified entrants may be offered enhanced promotion and starting pay. A number of specialisations - Engineer Officer, Physical Education Officer, Legal Officer, Medical Officer, Dental Officer and Chaplain - require more specialist qualifications.

Medical Standards

You will be given an occupational health assessment, which is designed to detect any condition that might make you unfit for military training. It also looks for any issues that could have an impact on your ability to carry out military or trade duties later in your career. The health assessment includes hearing and eyesight tests. It also investigates any illness you may have suffered in the past, in case this could affect your ability to serve in the RAF.

Selection

Applicants must pass selection at the Officers and Aircrew Selection Centre (OASC) at the RAF College Cranwell, in Lincolnshire.



Non-Commissioned Aircrew (NCA) - Entry Requirements

Age Limits

You need to be at least 15 years and 9 months before the RAF can proceed with your application to become an airman or airwoman. Those under the age of 18 must have parental consent.

Nationality

You must be a Citizen of the UK, the Commonwealth or the Republic of Ireland since birth; or a naturalised British citizen.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

The minimum requirement for NCA is 5 GCSEs/SCEs (Grade C/3), including English Language and Maths plus 3 others. If applying for Linguist, one of these GCSE's must be a Modern Language

Medical Standards

You will be given an occupational health assessment, which is designed to detect any condition that might make you unfit for military training. It also looks for any issues that could have an impact on your ability to carry out military or trade duties later in your career. The health assessment includes hearing and eyesight tests. It also investigates any illness you may have suffered in the past, in case this could affect your ability to serve in the RAF.

Selection

Applicants must pass selection at the Officers and Aircrew Selection Centre (OASC) at the RAF College Cranwell, in Lincolnshire

Support Trades - Entry Requirements

Age Limits

You need to be at least 15 years and 9 months before the RAF can proceed with your application to become an airman. Those under the age of 18 must have parental consent.

Nationality

You must be a Citizen of the UK, the Commonwealth or the Republic of Ireland since birth; or a naturalised British citizen.

Security Clearance

You will be subject to a detailed security clearance procedure prior to joining.

Educational Standards

For a few trades - such as Qualified Chef, Physical Training Instructor, Musician or Staff Nurse - you need to have professional qualifications before you join.

For some others, such as Intelligence Analyst or Technician, entry in the engineering trades, we require you to have a certain number of GCSE or SCE passes, or their equivalent.

For entry to most trades the most important qualification is your attitude.

Pre Joining Fitness Test

You will be tested on your fitness before acceptance into the RAF. The level of fitness we require is very achievable:

- Men need to be able to run 1.5 miles in 12 minutes 11 seconds
- Women need to be able to run 1.5 miles in 14 minutes 26 seconds

Medical Standards

You will be given an occupational health assessment, which is designed to detect any condition that might make you unfit for military training. It also looks for any issues that could have an impact on your ability to carry out military or trade duties later in your career. The health assessment includes hearing and eyesight tests. It also investigates any illness you may have suffered in the past, in case this could affect your ability to serve in the RAF.

Selection

Applicants must pass selection assessments and interviews at an Armed Forces Careers Office (AFCO).

Depending on the job, applicants may also have to pass further specialist assessments which can last up to 3 days.



Officers & Non Commissioned Aircrew (NCA) - Selection Process

Selection takes place at the Officers and Aircrew Selection Centre (OASC) at the RAF College, Cranwell in Lincolnshire. The selection procedures are designed to identify acceptability for specific branches and aircrew categories.

The Officers & Aircrew Selection Centre (OASC) is part of the Directorate of Recruiting & Selection (RAF). It is commanded by a Group Captain who is the Deputy Director responsible for all aspects of selection. A selection board, headed by a senior Wing Commander acting as the President, is made up of several boarding teams, each consisting of a Wing Commander and a Squadron Leader.

All the boarding officers have been specially trained in personnel selection. They are perfectly well aware that good officers and airmen (aircrew) are not cut to a pattern - there is room in the Service for men and women with a wide variety of backgrounds, interests and temperaments. Nevertheless there are certain basic qualities, which can be summed up as 'leadership potential'; board members must satisfy themselves that you possess these.

Where candidates are applying for university sponsorship they will be interviewed by an academic adviser (a visiting headteacher or university lecturer), in addition to undergoing the normal selection procedure.

There are 2 parts to the OASC selection process:

Part 1

- Aptitude Tests
- Medical
- Interview
- Review

Part 2

- Group Discussion
- Leaderless Exercise
- Group Planning Exercise
- Fitness Test
- Individual Problem Solving Exercise
- Command Situation Exercise
- Final Interview

You will only proceed to Part 2 if you have been successful in Part 1 of the selection procedure. The whole process may last up to 4 days.

Support Trades - Selection Process

If you are considering a job in one of the RAF support trades the first thing you should think about is your qualifications. For many trades you will not need any special qualifications but for others you must have gained (or be expecting to gain) a number of GCSEs or SCEs or even professional qualifications. Trades selection takes place at any one of a number of Armed Forces Careers Offices (AFCO).

Stage 1 – Application form

When you apply to join the RAF, we will first have to check that you are eligible, for example, that you meet our age and nationality requirements. We will then give you an application form which asks for your personal details and about any qualifications or work experience you have.

Stage 2

Once you have filled in your application form, we will invite you to an Armed Forces Careers Office (AFCO) for aptitude tests, a selection interview, occupational health assessment and a fitness test. You will need to pass each of these to join the RAF.

Aptitude test

There are seven aptitude tests which assess your verbal, numerical and reasoning ability, short term memory, ability to perform tasks quickly and accurately and understanding of basic electrical and mechanical principles. We will only take into account the results of those tests that are relevant for the job you are applying for.

On the day, you will be asked to do each test in a set time. Altogether the tests will last about 90 minutes. If you fail the aptitude tests first time, you may be allowed to do them one more time, but not for at least six months.

You will get the results of your tests from a member of the AFCO staff who will also advise you on the jobs you are able to do. We will explain what each job involves and how quickly you could join.

Selection interview

The selection interview is a formal interview with an RAF Sergeant or Corporal. They will ask you to talk about your family background, education and training, previous jobs, interests, what sports you play and what you know about the RAF.

The interview takes between 30 and 45 minutes and there are no trick questions. It is a chance for us to get to know one another and to make sure you will fit in with the RAF way of life. The best advice we can give you is 'be yourself' – tell the interviewer what you honestly believe, not what you think he or she might want to hear.

Occupational health assessment

If you have passed the aptitude tests and selection interview and there are vacancies for your chosen job, you will need to do an occupational health assessment. This is a check of your medical fitness.



Unit 2 & 3 - Royal Air Force - Support Trades Selection Process

The assessment is sometimes done at the AFCO, but you may have to go to a local doctor's surgery. The RAF demands a high level of medical fitness, so don't be surprised if the examination is very thorough. It is common for some people to have more than one assessment.

Fitness test

To make sure you are fit enough to start RAF recruit training, you must also pass a Pre-Joining Fitness Test. You will take this test at a local gym or sports centre where you will need to run 1.5 miles (2.4km) within a specified time.

If you have been successful in all four parts of Stage 2, you will go on to Stage 3 or 4, depending on the job you have applied for.

Stage 3

For some jobs, you will also need to pass specialist tests and interviews. These will assess the aptitudes and skills that you need for your chosen job. If appropriate, you will be invited to complete Stage 3 at a military establishment – which can last from one to three days, depending on the job

If you have been successful so far, we will try to find you a vacancy in your chosen job and give you a provisional date for when you will be able to join the RAF.

Stage 4

The last stage of the selection process is a final interview at the AFCO. This takes place around six weeks before your provisional date of entry into the RAF. The interview will be with a Commissioned Officer or a Flight Sergeant and if all goes well, you will receive a formal offer of service and you will be ready to join the RAF.

The whole process of joining the Royal Air Force can take a few months. That is because it is important that we get to know you and you get to know us before you join.

Remember, just because you have started the selection process does not mean you are under an obligation to join the RAF: you can withdraw your application at any time.

The information here should be treated as a guide only. Armed Forces Careers Offices can provide up-to-date details.

Police Officer



Police Officers help to meet the aims and purpose of the police service by:

- protecting the public from crime and anti-social behaviour
- supporting victims and witnesses
- working with other agencies to reduce crime in the community

Police officers serve their local community by working to protect people and property against crime, detecting offenders and taking a lead in dealing with emergencies. After training, all officers begin work as uniformed constables on the beat, on foot or in a patrol car, where they are the first point of contact with the public. They must be prepared to deal with whatever comes along, from attending scenes of accidents, searching for missing people and responding to emergency calls, to making arrests, sorting out street fights, taking statements and attending large public gatherings. The work can mean being outside in all weathers, sometimes in unpleasant and potentially dangerous situations.

They are also involved in some office and court-related work, including preparing reports, taking statements, escorting prisoners and giving evidence.

At the end of their two-year probationary period, constables can choose to specialise, although they may opt to stay as beat constables for the whole of their career. After initial training police constables will usually be posted to an 'Initial Response Team' as this is where they will obtain the widest possible experience in the quickest time with the most support from experienced colleagues.

During this time they will usually receive driver training, as well as advanced training in a number of communications tools and custody procedures, and continual refresher training in Emergency Life Saving and Officer Safety.

Their role will be to attend all calls from the public which are graded according to their seriousness and take the appropriate action. Such calls will include attendance at suspicious packages left in the street, road traffic accidents, crime scenes, disputes between people, sudden deaths, fights, fires, attempted suicides, supporting the CID with arrests and raids on premises where illegal activity is taking place, stopping and searching suspicious characters, advising on lost and found property, missing people, landlord and tenant disputes and dealing with noisy neighbours.

Their first promotion would be to the rank of Sergeant, which they can achieve within about five years by passing a promotion exam and being recommended by senior officers. The police promotion policy provides everyone with the same opportunities. If they are ambitious, they can apply for the High Potential Development Scheme (in England, Wales and Northern Ireland), which provides a fast-track route to some of the most challenging work within the police service. The Scottish equivalent is the Accelerated Promotion Scheme, although they must have a degree to qualify for this.



The Police Service Conditions of Service

Summary of Benefits

Pay	All Police Officers are paid monthly. Certain specialist Officers, for example those who are used as accredited Interpreters receive additional allowances.
Pension	Contributory pension on completion of service
Leave	22 days rising to 30 days
Sport	Sporting activities are encouraged and some Forces have their own Sports Clubs
Food & Accommodation	Some Forces offer subsidised canteens and some Police Officers qualify for Key Worker discounts on housing.
Hours of Work	37 hours a week including shift working
Medical	Private Medical Insurance is available to Police Officers if they wish to contribute to a plan.
Travel	Metropolitan Police Officers travel without charge, by special arrangement, within London.
Education	Police Officers are encouraged to study for accredited Qualifications.
Allowances	Additional payments are made for such things as being on call.

Police Officer - Entry Requirements

Age

To become a full time Police Officer you must be 18 or over. All new recruits have to undertake a 2 year probationary period.

Sight

Applications from people who wear glasses or contact lenses are accepted within certain limits and an optician's report is required from all applicants. Severe colour vision deficiencies (monochromats) are not acceptable.

Educational Requirements

No formal educational qualifications are required for the police service. Applicants can have many qualifications or nothing at all. The individual and their ability to be a police officer is what is important. All applicants have to complete the Police Initial Recruitment Test.

Convictions

Convictions, cautions or penalty notices will not automatically prevent appointment to the police service although if the offence was dealt with within the last five years most forces will not accept an application.

Financial

Adverse financial history may prevent a successful application. This will entirely depend on the circumstances.

Nationality

You must be a British or Commonwealth Citizen, European Union or other European Economic Area citizen, or a foreign national with the right to stay and work in the UK for an indefinite period. In most cases you will also need to have been resident in the UK for three years before applying. Exemptions may apply for British Military staff who have served overseas, and in a small number of other cases.

Driving

Full driver training is provided usually once the initial training period is completed.

Penalty Points

Penalty points do not prevent appointment to the police although serious road offences will have to be taken into consideration on an individual basis, and people with more than 6 points on their licence are not normally accepted.

Tattoos

Constables are subject to codes of conduct regarding their personal appearance so offensive tattoos will prevent appointment.

Security Clearance

You must pass background and security checks, and give details of any previous convictions.

Police Officer - Selection Process

Step One – Initial enquiry

When someone is considering joining the Police Service, they will firstly need to check the general entry requirements to ensure that they meet the criteria.

Step Two – Application Form

Anyone who wishes to join the police must first contact the Force(s) they are interested in joining and ask for the recruitment department. They will send them out an Application Form. On receiving the police application form back, the Force to whom they have applied will check their eligibility and mark their responses to competency questions. If the candidates application is successful, they will be invited to attend an assessment centre (Step 3). Successful completion of the application form is critical and is the only way through to the next stage of the assessment process. At least 60% of candidates do not complete the form adequately and are lost at this stage.

Step Three - Police Initial Recruitment Test (PIRT)

Each police service selects its own officers and each process can vary slightly. The PIRT has now been incorporated into the one assessment day to standardise the recruitment process across all 43 forces in England & Wales. The police assessment centre will determine whether the Candidate has what it takes to have a career as a Police Officer. They will receive an information pack around two weeks before their assessment. This will contain information they will need to find the assessment centre and hints on how to get ready for the process. At the police assessment centre they will:

1. Undertake an interview
2. Four interactive exercises based on four ability areas:
 - The ability to spell words and construct sentences correctly.
 - The ability to check information quickly and correctly.
 - The ability to solve numerical problems accurately.
 - The ability to reason logically when given facts about events.
3. Two written exercises
4. A numerical test
5. A verbal reasoning test.

Step Four – The Police Fitness Test

Candidates will need to be in fairly good condition to pass this police fitness test. Because the police must be able to run for a reasonable distance, as part of their assessment, they will be tested to ensure their fitness levels are high enough. It is a thorough test, but it is not about being super fit. It is just to make sure that Candidates are physically able to carry out their duties. At least two key fitness requirements will be tested:

- **Dynamic strength** - involves performing five seated chest pushes and five seated back pulls on the Dyno machine to measure the Candidates strength.

Unit 2 & 3 - Police Service - Police Officer Selection Process

- **Endurance** - they will be asked to run to and fro along a 15 metre track in time with a series of bleeps, which become increasingly faster.

If Candidates do not meet the standard first time around, they can take the test again up to a maximum of three times.

Step Five – Health Checks

Candidates need to be in good health to be accepted as a Police Officer. Because Police Officers need to be physically healthy in order to carry out their duties, they will be examined to ensure they have no serious health problems.

Step Six – Background and Security Checks

Candidates must pass thorough background and security checks before they can be appointed as a Police Officer. On their application form they will be asked to provide the names of referees who can provide supporting information about their character and employment history. If they pass all the other phases of the application process, the people they named will be contacted. Once their references have been received and verified, and as long as they are acceptable, their application will proceed to security clearance - the final stage in the process.

Step Seven – Security Clearance

Before they can be hired as a Police Officer, the Security Service must carry out a background check. To do this, they will use the information they provided on your application, and information they collect themselves, to verify the identity and background of the Candidate. The Force they have applied to will let them know whether they have been security cleared.



Firefighter



Firefighters work in teams to reduce deaths and losses from fire.

Firefighters primarily work to put out fires, and to minimise the damage they cause. They are also extensively trained to rescue people and property from all manner of accidents and disasters. For instance, Firefighters deal with things such as chemical spills, RTCs (Road Traffic Collisions) and terrorist attacks, and a large part of the job is also the promotion of measures to minimise the risk of fires occurring. Furthermore, Firefighters work to enforce fire safety standards in commercial and public buildings, as well as educating the wider community about fire safety.

Firefighters are essential members of society, working to help people in need, assisting with accidents, floods and other emergencies. Battling fires and the associated dangers of fire is just one facet of the job, with the emphasis being more on preventing fires than merely putting them out when they do occur.

Though typically seen as a male-orientated occupation, there are increasing numbers of women becoming Firefighters, and the fire brigade is committed to recruiting people regardless of gender, religion or ethnicity. Training is intensive and ongoing, as there is a large amount of equipment to learn to use effectively as well as certain procedures that have to be adhered to, to ensure safety. The training continues as new methods and equipment become available.

Of course, firefighting is not a completely risk-free occupation, as call-outs can mean dealing with dangerous situations, not just fire but dangerous chemicals and unstable properties, for instance. However, Firefighters are highly-trained and work with excellent safety equipment, which serves to minimise these risks as much as possible.

As the nature of Firefighting is often very changeable, describing a typical day is problematic. However, there are some duties that a Firefighter, as part of his six-man crew, carries out regularly.

First and foremost, the Firefighter is of course on-call, and at a moment's notice must be ready to attend and assist at emergency incidents. Whilst at the station waiting for the call, Firefighters typically inspect and maintain their appliance (the fire engine) and all equipment, so that it is certain to work effectively when it is called upon. Drills are undertaken to ensure the Firefighter's skills do not become stale and to keep physical fitness levels up. Training is done on new techniques and/or equipment to make sure everybody knows how to act or use a certain piece of equipment when in an emergency situation. Officer roles also call for extra duties, such as writing reports and completing any necessary paperwork.

Finally, as part of the initiative to raise fire safety awareness, Firefighters often go into schools and other areas of the community to give talks to offer advice on minimising the risk of fires, as well as conducting inspections, grading the fire safety levels of buildings.

All managers start their career as Firefighters, so in theory anybody can move up the career ladder. An IPDS (Integrated Personal Development System) is being put in place across the Fire Service to enable Firefighters to keep abreast of their professional development and work toward

Unit 2 & 3 - Fire and Resuce - Firefighter

NVQ qualifications. Also, being involved in fire safety work enables you to take professional qualifications leading to becoming a member of the Institution of Fire Engineers. There is even scope to go on and study related subjects at degree level, such as fire safety management.

All promotions are on individual merit, and the process is usually internal up to Station Manager level. They are gained through demonstrating competence and ongoing potential for each role. The positions go from Firefighter, to Crew Manager, Watch Manager and finally Station Manager. It is often necessary, though not compulsory, to move around brigades to attain promotion.



The Fire and Rescue Conditions of Service

Summary of Benefits

Pay	All Firefighters are paid monthly.
Pension	Contributory pension scheme payable on completion of service.
Leave	30 days annual paid holiday.
Sport	Most Fire stations have gymnasium facilities, and off duty sporting clubs.
Food & Accommodation	Firefighters provide their own food when on duty. Operational watches in stations operate a mess facility. Some rental accommodation on or nearby day manning stations.
Hours of Work	Average of 42 hours per week including day and night shifts. Some duty systems require additional on call availability e.g., day manning, wholetime retained and the flexible duty system.
Medical	Free medical and dental care.
Travel	Discounted rail and coach travel. Free rail warrants.
Education	Environment of continuous professional development accreditation (NVQs) for specialisations. Training courses at Fire Service College. Provides opportunity for core progression.
Allowances	There are certain other allowances available, refer to The National Joint Council for Local Authority Fire and Rescue Services (NJC) Grey Book.

Fire Service - Entry Requirements

To be considered for selection candidates must be:

- at least 18 years old
- able to pass the statutory physical fitness test
- able to pass the stringent medical and eye examination

Positions as Firefighters are open to graduates, but a degree or formal further education qualifications are not essential and entry without a degree or HND is common. Personal qualities and physical attributes are more important than academic qualifications, though a good general education is required, and GCSE or equivalent passes in English, Maths and a Science subject are particularly useful.

All candidates must pass a series of medical, physical fitness and job-related tests in addition to being interviewed. Good, unaided vision and hearing are essential.

Experience in other uniformed services or as a part-time Firefighter can be advantageous, although this is not essential.

As well as physical fitness, candidates need to show evidence of the following:

- willingness to adapt to shift work
- the ability to operate effectively in a close team
- initiative
- flexibility
- honesty
- the ability to take orders
- a reassuring manner and good communication skills to deal with people who are injured, in shock or under stress
- sound judgement, courage, decisiveness, quick reactions and the ability to stay calm in difficult circumstances - accidents and emergencies may result in fatalities and candidates must be able to deal with these situations
- the willingness and ability to learn on a continuing basis
- an interest in promoting community safety, education and risk prevention

Candidates may also be required to hold a full driving licence.

Each fire service recruits independently following national fire service recruitment procedures and candidates should initially contact the personnel or recruitment department of the fire and rescue service to which they intend to apply. They will be able to supply them with detailed information on entry requirements, the fitness test, making applications, selection, training and career profiles. Most fire and rescue services also display vacancy information on their own website. Details of local fire services are available from the Fire Brigade Union. Some fire services, for example in London, have carried out specific graduate recruitment programmes and more may take place in the near future.





Unit 2 & 3 - Fire and Resuce - Entry Requirements

Competition is fierce with an average of about 150 applicants for each post, although this varies considerably from service to service. On the whole, there is a very low staff turnover.

Future developments in recruitment may include different entry points in the hierarchy, according to experience and academic qualifications.

Firefighter - Selection Process

Applying To Join The Fire And Rescue Service

Anyone who wishes to join the Fire and Rescue Service as a Firefighter, will need to complete and pass the following stages.

Initial Application

The application form provides the Fire and Rescue Service with your personal details such as work history or qualifications. The application questionnaire asks you questions about your suitability for the role of a Firefighter e.g. team working. Filling in the application form is probably the most important part of the recruitment process. However up to 90% of applicants fail at the first hurdle by not following simple instructions given in the actual form. Application forms are designed to screen out rather than to get applicants in. A lot of thought and effort is required into answering each question.

With the introduction of the National Firefighter Tests, candidates are now required to provide examples of where they feel they meet the essential requirements of the role, as outlined in the trainee Firefighter personal qualities and attributes (PQAs). Candidates who meet the essential requirements are short listed and invited to the next stage of the selection process.

Psychological Tests

These are a series of tests which assess an applicant's ability to process information, problem solve and work with numbers. There is also a questionnaire to assess their personal qualities and attributes. The tests are likely to be carried out locally and will take approximately three hours.

They are split in to the following two categories:

1. National Firefighter Psychological Tests

This consists of three timed tests, they include:

- **Working with numbers**
This is used to assess an applicant's ability to understand and work with numerical information of the type that a Firefighter is likely to experience. There are 32 questions covering six different scenarios which require the applicant to perform combinations of addition, subtraction, multiplication and division as well as estimations of numerical data.
- **Understanding information**
This is used to assess an applicant's ability to read and understand written information of the type that a Firefighter is likely to experience. The test involves the applicant reading and understanding a variety of written information including fire safety details, memos, newsletters and extracts from a training course manual. Applicants will need to extract the relevant information from these to answer 25 questions covering six different scenarios.
- **Situational Awareness and Problem Solving**
This is used to assess an applicant's ability to ensure the safety of themselves and others and their ability to use information to solve problems. The test requires applicant's to read descriptions of situations or scenarios that they are likely to face when working as a Firefighter. There are 30 questions that each require the applicant to choose one of four available answers that most closely describe what they would do in that situation.



Unit 2 & 3 - Fire and Rescue - Firefighter Selection Process

No specific knowledge or training as a Firefighter is required to be able to answer the questions, but applicants will need to consider the safety of themselves and others and use the information provided to decide how best to respond. General common sense would be of great value for this section.

2. National Firefighting Questionnaire

- The NFQ is used to assess an applicant's attitude and motivation in relation to seven scales, each based on one of the Fire Service Personal Qualities and Attributes (PQAs):
- The assessment consists of 127 questions, each designed to explore a certain aspect of one of the seven scales. Applicants will not require direct experience or knowledge of the Fire Service to be able to answer the questions.

National Firefighter Physical Tests

As part of the selection process, you will be required to undertake physical tests which aim to assess your level of fitness, strength and manual dexterity as well as your level of confidence in simulated exercises.

These tests are designed to reflect operational practice and may change from time to time. Candidates will be asked to complete a Medical Screening Form prior to undertaking any of these tests, this is to ensure that individuals are fit enough to undertake them.

There are currently six tests that make up the National Firefighter Physical Tests. These must be completed within a specified time.

Ladder Climb

This is a test of confidence whilst working at height. Candidates must demonstrate the correct 'leg lock' at ground level before commencing the test. Wearing full Personal Protective Equipment (PPE), including a harness, candidates must ascend a fully extended 13.5 metre ladder to approximately second storey height and demonstrate a 'leg lock'.

The candidate will then be required to lean back with arms outstretched and describe a symbol shown on the floor. The candidate will then descend.

Casualty Evacuation

This is a test of lower and upper body strength. Candidates in full PPE will be required to drag a 55kg casualty walking backwards (guided by an assessor) around a 30-metre course.

Ladder Lift / Lower Simulation

Again, this is a test of upper and lower body strength. Candidates in full PPE will be required to raise a bar 75 cm off the ground to a height of 182cm and back down to the 75 cm support. The weight of the bar at the lifting point will start at 5kg. The maximum load to be added is 15kg.

Enclosed Space

This is a test of confidence, agility and possible claustrophobia whilst working in an enclosed space. Candidates in full PPE and wearing a Breathing Apparatus facemask will be required to negotiate a measured crawl-way within a set time. Half the route will be with clear vision and the other half with obscured vision. You will be required to perform specific tasks during the test.

Unit 2 & 3 - Fire and Resuce - Firefighter Selection Process

Full instructions will be given prior to the commencement of the test.

Equipment Assembly

This is a test of manual dexterity. Candidates will be required to assemble and disassemble an item of equipment and follow the colour-coded diagrams provided.

Equipment Carry

This is a test of aerobic fitness, muscular strength and stamina. Candidates will be required to:

- Drag a hose reel from an appliance for 25 metres, then jog back 25 metres.
- Pick up and carry 2-coiled hoses for 100 metres.
- Carry 1-coiled hose at chest height for 25 metres, and then jog back 75 metres.
- Pick up and carry a 2.4 metre suction hose and basket strainer for 100 metres, then jog back 100 metres.
- Pick up and carry a simulated 'Light Portable Pump' for 100 metres (weighing approximately 30kgs).

The Interview

Interviews can be nerve-wrecking at the best of times, but especially so when you feel there is so much depending on it. The good news is, the Fire and Rescue Service interviewers want candidates to do their best. They want to know what candidates are capable of, and they want to make it as straight forward as possible for candidates to share this with them. Interviewers are trained to make them feel comfortable and at ease. They will know that they are likely to feel apprehensive, and will take that into consideration.

The type of interview used by an increasing number of organisations outside of the Fire Service, and across all FRS is known as the behavioural interview. The questions asked will focus very much on how the candidate has behaved in the past.

Medical Examination

Candidates will be asked to attend a medical where they will be examined by the Fire and Rescue Service Doctor and their medical records obtained from their GP.

They will be asked to complete a questionnaire covering their medical history and they will then be subject to a series of tests.

References

References will only be sent for if a candidate is successful at interview, prior to their medical. Candidates will need to supply one personal referee and details of their current or previous employer for references to be obtained.



Paramedic



Paramedics attend to medical emergencies and provide aid and hospital transport to people in non-emergency situations.

Paramedics are senior healthcare professionals and are the first point of contact for patients in emergency situations. They are responsible for assessing the situation on arrival and providing any immediate medication or treatment required by the patient. This could involve performing CPR, attending to an injury or even performing certain surgical procedures (such as incubation), as it would be dangerous to wait until the patient gets to hospital. Paramedics are also responsible for dealing with specific, non-emergency situations, usually by admitting, discharging and transferring people to hospitals in an ambulance. Some paramedics work specifically in the community with GPs or nurses whilst others respond to 999 call-outs alongside non-emergency tasks.

As well as administering medical aid, paramedics are responsible for keeping accurate patient records and maintaining the equipment onboard their emergency vehicle. Paramedics work closely with ambulance technicians and emergency care assistants who together form what is known as a 'rapid response unit'. They work with a variety of specialist equipment (such as defibrillators) and must have a high level of training in order to use them appropriately. Paramedics work in ambulances or other emergency vehicles such as rapid response cars, motorcycles or helicopters.

Before paramedics can begin working they must be registered with the Health Professional Council. To complete the registration process paramedics are required to complete an approved qualification and a period of specialist training with an ambulance service. Paramedics can qualify by attaining a foundation degree or diploma through a higher education institution or through an on-the-job training scheme.

To train, on the job paramedics must begin by working as an ambulance care assistant or (with relevant experience) as an ambulance technician during which time they will learn many of the skills necessary for the job. After a period of time as an ambulance technician, trainees can then begin paramedic training with the Institute of Health Care Development.

This way of training was once the most popular route but it is gradually being phased out and not all ambulance services now offer paramedics the chance to work through the traditional technician route. Instead, an increasing number of paramedics are completing their training through a university or college and there are now fifteen institutions offering approved paramedic qualifications across the UK.

To get on to a paramedic course trainees need a minimum of five GCSEs grades A – C and as many as three A levels (depending on the popularity of the course), with one A level in a life or natural science. As well as attaining an approved qualification, paramedics must have their full B and C1 drivers' licence which allows them to drive emergency vehicles. Paramedics must also have full CRB clearance which means they are licensed to work with all sectors of the public.

The Ambulance Service Conditions of Service

Summary of Benefits

Pay	All Paramedics are paid monthly. Certain Specialists Officers receive additional allowances.
Pension	Non-contributory pension on completion of service.
Leave	27 days holiday a year rising to 33 days.
Sport	Sporting activities are encouraged.
Hours of Work	37.5 hours a week including shift working.
Medical	Private medical insurance is available together with Counselling services.
Education	Paramedics are encouraged to study for accredited qualifications.
Allowances	Additional payments are made for such things as working shifts.



Ambulance Service - Entry Requirements

Traditionally, staff joining the ambulance service could work their way up with experience and additional training from care assistant, through ambulance technician to paramedic. However, this route is no longer open to new entrants.

Anyone wishing to work as a paramedic will now need to either secure a student paramedic position with an ambulance service trust, or attend an approved full-time course in paramedic science at a university.

Entry requirements for student paramedic positions will vary, depending upon the employing NHS ambulance service trust. Candidates must be over 18 years of age.

The range of paramedic science courses at university varies in terms of entry requirements - from GCSEs to A' levels or equivalent qualifications - so it is a case of contacting each university directly for information on their admissions policy.

In order to drive an ambulance, whether emergency or non-emergency, candidates require a full, manual driving licence. Ambulance services use vehicles of different gross weights and staff will be required to hold a driving licence with the appropriate classifications to enable them to drive ambulance service vehicles in that particular service.

In some ambulance services, a 'standard' driving license may be acceptable, but if a candidate passed their test after 1996, they will need an extra driving qualification to drive larger vehicles and carry passengers. Some services may provide support for staff who need to gain further extra driving qualifications.

Funding arrangements vary from Trust to Trust. For on-the-job training a salary will be paid while a trainee learns. For those on a degree course a salary will be paid for the practical placement part of the course. Some employers, but not all, will support them if they require an extra driving qualification if it is required.

Selection Process

The selection process to become a Paramedic will vary depending on the employing NHS ambulance service trust. For example anyone who wishes to join the London Ambulance Service as a Paramedic will train over a period of three years. The training and selection process is split into modules and combines lessons with practical placements and workshops so that knowledge gained in the classroom can be put into practice on the road.

Initially an applicant will join as a student paramedic, as part of a fixed-term training contract. No one can now join the ambulance service as a direct entrant and work their way up to a Paramedic. The London Ambulance Service course covers everything from driving an ambulance and fast response car to advanced patient assessments. The selection process to becoming a Paramedic is divided into four levels and includes:

Level One

- Learning the basics of ambulance aid.
- Three-week ambulance driving course.
- Two-week placement on an ambulance under supervision.
- Six-week clinical management module using scenario-based workshops to put learning into practice.
- A further placement of at least 150 hours working on an ambulance under supervision.
- Advanced patient assessment module including learning how to record the activity of a patient's heart using an electrocardiogram (ECG) and clinical examinations scenarios.

Level Two

- A 12-month work-based placement with access to a mentor.
- The production of a portfolio of experiences.
- Ongoing theoretical, practical and work-based assessments.

Level Three

- A twelve-month work-based placement where they can carry out all duties up to the level of training they have received.
- Their Portfolio will be continued and a mentor will offer support and advice.
- Study including ethics and law, clinical decision-making, clinical audit and research, sociology, psychology and health promotion.

Level Four

- Practical 16-week placement undertaking all skills learned on the course including paramedic-level skills under direct supervision (apart from administering controlled drugs, which they cannot do until they are registered at the end of the course).
- Four-week placement and completion of their Portfolio.
- One-week course as a single responder in a fast response car.
- Upon completion of the course they will receive a paramedic certificate and become eligible to apply for registration with the Health Professions Council.
- When registration is confirmed the applicant can apply to the London Ambulance Service for a full-time appointment as a Paramedic.



Job Applications

Introduction

You have decided that the time is right for you to leave the academic life behind you and set out in your working career. It is the road to independence.

This applies to any job that you wish to apply for. However, for the purposes of Unit 3, you must presume that you want to join the Service of your choice at whatever level.

You have potential, there is no doubt about that. As we go step-by-step through this section the answers to the following questions will become clearer:

- What kind of potential do I have?
- How can I use it?
- How would I like to use it?
- How can I demonstrate it?

This is the beginning of a whole new lifestyle for you. To put yourself on the right road there is a lot to think about, find out about and do. You must remember, the world does not owe you a living: it is for you to prove yourself. People often claim that there is a lot of luck involved when job seeking. However, you will find that the more you plan and the more effort you put into preparing your job applications, the luckier you will become. So let's make a start.

Opportunities - Options - Hold on a bit!

First think about your life to date: the subjects in which you have achieved your best results, the school/college activities that you have most enjoyed plus your achievements and enjoyments outside your academic environment.

Ask yourself: What am I likely to be best qualified to do? Which are my most marketable qualities? What kind of potential do I have and how would I like to use it?

Look at the level of knowledge required to do the job and your potential to achieve it.

Take a look at yourself

Form a picture of yourself as a whole and quite individual person. To help you find out about yourself try putting your ideas and conclusions down on paper. Look at four basic headings:

1. My best subjects
2. Things I know I like from experience
3. What is most important to me?
4. How do I rate myself?

My Best Subjects

List examination results (best grades first)

Exam	Grade

List examinations to be taken

Exam	Grade

Awards/Certificates for non-academic achievements

e.g.
Sports Trophies
Duke of Edinburgh's Award
Membership of a Voluntary Youth Organisation
Driving Licence



Unit 2 & 3 - Job Applications

Here are some questions to ask yourself in the next two tables. Mark each with a tick, cross or question mark and add to the list any statements about you which are relevant to the heading. Try to identify specific examples that demonstrate how these headings are applicable to you. This will help you to prepare for the interview.

Things I know I like from experience

	✓	?	✗
Taking responsibility			
Using my organising ability			
Being in a team			
Working/competing against time			
Being outside most of the time			
Being inside most of the time			
Learning new skills			
Being in a large group or class			
Being in a small group or class			
Problem-solving activities or subjects			
Creative subjects or activities			
Practical/technical ('hands on') subject or activities			
Helping older people			
Helping younger people			
Studying			
Reading facts			
Reading fiction			
Being entertained			
Entertaining others			
Socialising with school/college friends			
Meeting new people			
Being with the family			
Dancing			
Listening to music			
Playing an instrument			
Singing			
Debating current affairs			
Reading national newspapers			
Watching news on TV			
Watching TV documentaries			
Managing my money			
Dressing smartly most of the time			
Dressing smartly some of the time			
Dressing smartly none of the time			
Travelling			
Driving			

What is Important to Me

	✓	?	✗
Job satisfaction			
Job security			
A variety of duties			
Routine			
Opportunities for further training			
Opportunities for promotion			
Comfortable working environment			
Travelling distance from work			
Specific products/services that interest me			
Good starting salary			
A large company			
A small company			
Social club			
Sports amenities			
Working with mostly young people			
Working with a mix of age groups			

How Do You Rate Yourself?

Try an honest personal rating of your abilities and score 0 – 10. Again, try to find specific examples the show these abilities.

- 0 = Poor or no experience
- 1 - 3 = Quite Good
- 4 - 6 = Good
- 7 - 9 = Very Good
- 10 = Excellent

	✓	?	✗
Practical/Technical ('Hands on') skills			
Creative ability			
Analytical ability			
Organising ability			
Communication ability (oral)			
Communication ability (written)			
Working within a team			
Leading others			
Organising myself			
Adaptability			
Concentration			
Learning new skills			



Review the Results

Now you have completed these exercises, take a sheet of paper and list:

1. My best subjects.
2. Things I know I like from experience. List the positives that you have ticked.
3. What's important to me? List the positives you have ticked.
4. How do I rate myself? List in order of Excellent, Very good and Good ratings.

Discuss this profile with people who know you well - your parents, your friends, your career adviser.

From these results, you should now be forming a clear picture of your strengths, interests and ambitions. Some interesting career ideas may be emerging in your mind.

The CV (Curriculum Vitae - Career Details)

Do it next - do it now - it is worth doing well. A good CV is important. It is the first exhibit in your personal marketing campaign, and whether the application lives on to the next stage and to an interview can depend on it.

Your CV needs to give the facts about you in a clear and presentable way, so it captures and holds the interest of the reader or employer and makes them want to meet you.

Guidelines to Writing a CV

Divide it into sections under separate headings. Some are a must, whilst others are only useful if they are relevant to you. Suggested headings are:

- Personal Details
- Education
- Qualifications (held or being studied for)
- Non-academic achievements
- Responsibilities and offices held at school, college, or youth organisations
- Leisure interests
- Work experience
- Career objectives/Personal Statement
- Referees

When including dated lists (education, qualifications, work experience etc.), make sure that you put the most recent date at the top, ending with the oldest.

It is better to type your CV and keep it short – no more than two sides of an A4 piece of paper if at all possible. Employers are busy people, so keep it as short as practicably possible, consistent with getting your message across and ensure that your points are clear. Employers do not have the time to search for details.

The suggested headings above will help to provide a basic CV and give the prospective employer a basic outline of who you are. You will need to 'fill in the gaps' to let the employer know more detail about yourself, how you fit the job description and your potential in his/her organisation. This is done by way of a Personal Statement.

The Personal Statement is formed from the lists you previously made about yourself, including examples, and the job description offered by the employer. You will need to examine the job description to try to understand what the employer is looking for.

There are key words/phrases that you need to look for:

- Teamworking (or working as part of a team)
- Management
- Leadership
- Self-reliance



Unit 2 & 3 - Job Applications

- Communication
- Working to deadlines
- Determination
- Self-starter

You will need to explain, in your Personal Statement, how you meet the characteristics stated.

When explaining how you meet these proficiencies, you will need to give examples. Just saying “...I am good at working in a team...” does not tell the employer very much.

A statement to the effect that: “...When undertaking my Duke of Edinburgh Bronze Award, I was part of a team that carried out our expedition in the Derbyshire Dales. My role in the team during the planning stage was to co-ordinate the group’s contributions to the route cards...” gives more detail.

As a member of a Youth Organisation, you have many advantages over other young people. Your service in the cadets, participation in the DofE, the activities you undertake, if you are a leader of your Youth Organisation you will have responsibilities and duties. With just a little thought, you should be able to find examples for most of the key words above, without looking at other areas of your experience.

Suggested CV Layout

Personal Details

- Name:** Give your first name/s in front of your surname/s, e.g. Janet Amanda Jones.
- Address:** Give your full address and include postcode.
- Tel No:** If you have a telephone number, give it and indicate if you can be contacted during the day or evenings only; e.g. 01-000-111 (evenings only).
- Nationality:** Give nationality, not country of birth; e.g. British (not English, Irish or Scottish).
- Driving Licence:** Give type of licence, e.g. Full, Provisional, Motor Cycle. If clean, state clean. If you own a vehicle, then say so afterwards in brackets.

Education

Give dates, name of school, college, university and address. For example:

- | | |
|-------------|---|
| 2008 - 2010 | NEWTOWN COLLEGE OF FURTHER EDUCATION
King Street, Newton, Kent |
| 2006 - 2008 | SOMETHING SIXTH FORM COLLEGE
High Street, High Town, Kent |
| 2001 - 2006 | SOMETHING SECONDARY SCHOOL
High Street, Middlewich, Nr. Sandwich, Kent |

Qualifications

List examinations taken and passed and those where you are awaiting results. Give highest grade first.

- | | |
|----------|-----------------------------------|
| Subject: | Grade |
| Subject: | Estimated grade (Awaiting result) |

Note: Do not supply some grades and not others. If the grades are not good, leave them out in all cases and just give subjects passed.

Non-Academic Achievements

Give those where you have achieved a certificate, a trophy, or an award of some kind. For instance:

- | | |
|-----------|---|
| Sporting: | Certificate for swimming, Green belt for judo |
| Dancing: | Bronze/silver/gold medal |
| Other: | Duke of Edinburgh bronze/silver/gold award |



Responsibilities/Offices Held at School/College

Give those that show you have been put in a position of trust or responsibility. For instance:

- Captain of the First Eleven Cricket Team
- Treasurer of the Chess Club
- Position of responsibility in your Youth Organisation

Note: Avoid anything that shows a strong party political bias unless, of course, you are looking for a career in politics.

Leisure Interests

List any hobbies. Strike a good balance between the physically active and more intellectual pursuits. Do not lie and put something down that you know little about - you could easily be caught out if asked to elaborate at an interview. An example of a good mix would be:

- Board Surfing
- Youth Organisation
- Reading

Work Experience

Give details of any work experience - when, where and what it was including details to show what you did or learnt. For example:

- 2006 - Date McDonalds Assistant - trained in customer services, catering, food hygiene & cash handling
- 2004 - 2006 JJ Newsagent Paper Round - developed punctuality, reliability & fitness

If you have any time-gaps in your employment, explain what you did between jobs – this should be meaningful rather than giving the impression that you stayed at home doing nothing. For example, 'Returned to college to do a Level 3 BTEC Diploma in Public Services'.

Career Objectives/Personal Statement

Go back to your self-assessment exercises in the 'Know Yourself' section and look at 'What is Important to Me?' If you have been quite specific about the type of job environment you are looking for, then be precise in your given objectives. If you want to keep your options open and apply for several different types of job, then keep it vague or leave out this section.

Example of the specific. "I feel that I have the qualities to become a pilot, and would love to have the opportunity to fly rotary wing aircraft".

Example of the non-specific. "I am keen to find a progressive career in the services and would like to work for an organisation that can give me the breadth of opportunity to develop my potential".

Unit 2 & 3 - Job Applications

Referees

Give two referees. One could be the Head of your last school or college. The other should be a personal referee. If possible someone who holds a position of authority and status and who knows you quite well. Someone who has employed you during weekend or holiday periods might be ideal, or the leader of your Youth Organisation.

Important: Do not forget to ask them first if they mind being given as a referee.



On the next 2 pages are examples of two CV's in which the applicants are marketing themselves to take full advantage of their individual qualifications, achievements and career objectives. These are the kinds of CV that will make the reader want to meet you!

Curriculum Vitae: Example 1

Personal Details

Name: Matthew Gareth EVANS
Address: 1 Valley Way, Caernarfon, Gwynedd, LL2 5KB
Tel No: 00000-123456 (evenings)
Nationality: British
Driving Licence: Provisional Group E (Moped)

Education

2005 to date: SOMETHING SCHOOL, CAERNARFON, GWYNEDD

Qualifications

Awaiting Results	GCSE	Estimated Grades
	Sports Science	(B)
	Mathematics	(C)
	Biology	(C)
	Physics	(C)
	Art	(C)
	English Language	(C/D)

Non-Academic Achievements

Played in school football team.

Have taken part in various fundraising charity walks and swims.

Responsibilities/Offices held at School/College

First-year Prefect

Flight Sergeant in the Air Training Corps

Leisure Interests

Car Mechanics, Playing Football, Design/Build Model Aeroplanes, Air Training Corps

Work Experience

Summer 2006 to date: Something Newsagents, Newspaper Round

Career Objectives

I am a practical person and would like to learn a trade. I would, therefore, like to become a Royal Air Force Aircraft Technician.

Referees

Mr. J. King	Mrs. S. Davies
Headmaster	Manager
Something School	Something Newsagent
Caernarfon	Caernarfon
Gwynedd	Gwynedd
LL16 9JU	LL1 2JR

Curriculum Vitae: Example 2

PERSONAL DETAILS

Name: Jishno RAO
Address: 12 King Street, New Town, Lancashire PR20 2JB
Tel No: 00000-123456 (evenings), 0700-111-1111 (mobile)
Nationality: British

EDUCATION

2008 to date: SOMETHING COLLEGE, New Town, Lancashire
2003 to 2008: SOMETHING SCHOOL, New Town, Lancashire

QUALIFICATIONS

GCSEs
English Literature (B)
Geography (B)
English Language (C)
Mathematics (C)
Biology (C)
Chemistry (D)
BTEC National Diploma Hotel & Catering Operations

NON-ACADEMIC ACHIEVEMENTS

Duke of Edinburgh Award (Bronze)

RESPONSIBILITIES/OFFICES HELD AT SCHOOL/COLLEGE

Captain First Eleven School Cricket Team
Cadet Sergeant in the Army Cadet Force

LEISURE INTERESTS

Playing Cricket, Reading, Chess

WORK EXPERIENCE

2010 to date	The Bridge Hotel	Variety of jobs within the hotel (evenings and weekends)
2009 - 2010	The Bridge Hotel	Waiter (weekends)

CAREER OBJECTIVES

I have enjoyed my BTEC course and have done well. I want to further a career in catering and would like to combine this with my interest in the Army.

REFEREES

Mr. S. Johnson	Mr. C. Richards
Headmaster	The Manager
Something College	The Bridge Hotel
New Town	New Town
Lancs	Lancs
PR25 7ST	PR20 5ET

Checklist on your CV

Look at your draft and compare it against the examples given here. Does it contain the four essentials:

- **Personal Details**
- **Education**
- **Leisure Interests**
- **Two Referees**

You should also check the following:

- Is it on A4 paper?
- Is it the right length?
- Are the dates you have given correct? Have you given details of 2 referees?
- Have you asked your chosen referees for their permission to use their name? Have you checked the spelling?

If you are happy you could now get it typed - and do not forget to ask someone else to check the final article.

Now you are all set to have it photocopied (or print a second copy). Store your CV carefully where it can be kept flat, crisp and clean.

Application Forms

The following points are things to note in respect of application forms:

- Most employers have application forms. You usually sign a declaration that the facts that you have given about yourself are correct. The interview shortlist is usually decided from the information they provide.
- At whichever point you have to complete such a form, always tackle it carefully. The degree of care you show in undertaking this sometimes tedious task, tells the reader much about you.
- Complete it in **black ink** (it reproduces better if it has to be photocopied) using a good pen and avoid crossings out, smudges and 'Tippex'.
- If you are doing it at home or off the employer's premises, make sure you have a flat clean surface on which to write.
- **Read the form well** first - as you would an exam paper - and prepare your answers before putting pen to paper.
- If you are instructed to use BLOCK CAPITALS make sure you do, and do so from beginning to end.
- Care counts for a lot so ... Get it right!

The form will usually ask you to give your SURNAME IN A SEPARATE BOX TO YOUR FIRST NAMES (FORENAMES).

Remember to have your CV with you at all times, especially when you might be asked to complete an application form. It makes life a lot easier for you as contained in it you will have the kind of detailed factual information you do not necessarily carry in your head, already checked and correct, covering qualifications, dates and grades.

Some application forms can be quite long and complicated. If there are questions that you do not understand, ask someone to explain after you have completed what you can.

Do not leave questions unanswered if they do not apply to you. Simply state N/A, which means 'not applicable'. By doing this, the reader can see that you have not left out anything by mistake.



Terms

There are certain phrases that you could come across that you may not understand. For instance:

FORENAMES: Same as first or given names.

SURNAME: This is your last name or family name.

SOURCE OF APPLICATION: They want to know where you heard about the vacancy. If it was a newspaper advert, state which paper and the date the advert appeared.

NEXT OF KIN: They want to know the names, and sometimes the address as well, of the person most closely related to you. If you are unmarried it is more likely to be your father, mother or guardian. If you are married, it will be your husband or wife.

DEPENDANTS: They want to know if there are people that you are responsible for, such as children.

Completing an Application Form - Right and Wrong

The following two examples of application forms show how to fill in an application form incorrectly (Example 1) and how to complete an application form correctly (Example 2).

Example 1 contains some basic and commonly made mistakes. Can you spot them? There are 11 in all. You can check them with the answers provided below:

1. Under FORENAME(S): has put forenames in surname box
2. Under ADDRESS: has not put the postal code
3. Under TELEPHONE NUMBERS: has not put an area dialling code
4. Under LEISURE ACTIVITIES: Football spelt wrongly
5. Under NEXT OF KIN: relationship should be Father. His address and phone number are not given
6. Under QUALIFICATIONS: has omitted Biology grade
7. Under REFEREES: only one given, should be two
8. Under REFEREES: should not be related to you

In Example 2 however, James has made a good job of completing the form clearly and fully.



Example 1: Completed Application - The Wrong Way

BLOGGS AND BLOGGS LIMITED		
CONFIDENTIAL		
PLEASE RETURN THIS APPLICATION FORM TO:		
THE HUMAN RESOURCES DEPARTMENT BLOGGS AND BLOGGS LTD GIMCHURCH MIDDLESEX TW26 1AR		
Source of application: The Daily Chronicle 18/06/10	Date of Application: 20/06/10	
Post applied for: Junior Accounts Clerk		
Surname: Mr. Mrs. Miss. Ms James Michael Brown	First Name(s):	
Address: 25, The Moor, Gimchurch Middlesex	Telephone Number(s): 123456	
Do You Hold: A Current Driving Licence (Class): No	Details of any Endorsements: N/A	
Do you own a House: NO A Car: NO		
Leisure Activities: Playing Fotball		
NEXT OF KIN		
Surname: Brown	First Name(s): John James	Relationship: Good
Address:	Telephone Number(s):	
Education: Schools, Colleges, Universities: Gimchurch School, Gimchurch, Middlesex Blank College of Further Education, Finstone, Middlesex		
Qualifications: GCSE: English Lang (A) Maths (A) Geography (B) French (C) Biology		
Two referees (should not be related to you): Give Names and Address MR J. Smith Blank College of Further Education Highway, Finstone, Mddx, TW1 3IJ		
In what capacity do the referees know you? Uncle		

Example 2: Completed Application - The Right Way

BLOGGS AND BLOGGS LIMITED		
CONFIDENTIAL		
PLEASE RETURN THIS APPLICATION FORM TO: THE HUMAN RESOURCES DEPARTMENT BLOGGS AND BLOGGS LTD GIMCHURCH MIDDLESEX TW26 1AR		
Source of application: The Daily Chronicle 18/06/10	Date of Application: 20/06/10	
Post applied for: Junior Accounts Clerk		
Surname: Mr. Mrs. Miss. Ms Brown	First Name(s): James Michael	
Address: 25, The Moor, Gimchurch Middlesex TW24 6BB	Telephone Number(s): 00000 123456	
Do You Hold: A Current Driving Licence (Class): No	Details of any Endorsements: N/A	
Do you own a House: NO A Car: NO		
Leisure Activities: Playing Football, Ornithology, church bell ringing		
NEXT OF KIN		
Surname: Brown	First Name(s): John James	Relationship: Father
Address: 25, The Moor, Gimchurch Middlesex TW24 6BB	Telephone Number(s): 00000 123456	
Education: Schools, Colleges, Universities: Gimchurch School, Gimchurch, Middlesex Blank College of Further Education, Finstone, Middlesex		
Qualifications: GCSE: English Lang (A) Maths (A) Geography (B) French (C) Biology		
Two referees (should not be related to you): Give Names and Address		
Mr J. Brown Blank College of Further Education Highway, Finstone, Middlesex, TW1 3IJ	Mrs F Standing 25 South View Gimchurch, Middlesex, TW13 5AA	
In what capacity do the referees know you?		
College Principal	Employer (newsagent)	



Application Form Checklist

Before you submit your Application form, read the following points to ensure that you have not omitted any information or not followed the instructions.

- Have you read the form carefully?
- Do you understand all the questions?
- Have you noted special instructions like using BLOCK CAPITALS?
- Have you noted which order to enter your names?
- Did you use a good black pen?
- Are dates/grades given consistent with those on your CV?
- Have you thought out an answer to all questions?
- Have you answered all the questions?



Intentionally Blank





Teamwork & Personal
Development in the
Community

UNIT FOUR

Improving Health and
Fitness in Uniformed
Organisations

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 4 Improving Health and Fitness in Uniformed Organisations (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know the major body systems associated with a healthy lifestyle	1.1	Define key terms associated with a healthy lifestyle	Correctly answer 4.1-1
		1.2	Describe the effects of exercise on the body systems associated with health	Correctly answer 4.1-2
		1.3	Outline the health benefits of exercise	Correctly answer 4.1-3
2	Understand the effect of basic nutrition and lifestyle factors on fitness	2.1	Keep a detailed personal food and lifestyle diary	Correctly answer 4.2-1
		2.2	Explain the effect of basic nutrition and lifestyle factors on fitness	Correctly answer 4.2-2
3	Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations	3.1	Describe different methods of fitness testing in contrasting uniformed organisations	Correctly answer 4.3-1
		3.2	Participate in recognised fitness tests effectively	Pass an approved fitness test or CVQO's fitness test
4	Be able to participate in a personal health improvement programme	4.1	Plan a suitable personal health improvement programme	Correctly answer 4.4-1
		4.2	Participate in a personal health improvement programme effectively	Show improvement in an approved fitness test or CVQO's fitness test



The Principles of Health & Fitness

The World Health Organisation (WHO) defines health as ‘**a state of complete physical, mental and social well being** which is more than just the **absence of disease**’. Health may be good or poor. Good health is often linked to happiness and a fulfilling life. Someone who is in good health feels good physically and has a positive outlook on life, is well adjusted in society and is capable of undertaking daily mental and physical tasks without too many problems. People need good health to grow, develop their potential and to play a full and active part in society. To enjoy good health a person needs proper shelter, nutrition, sleep, rest and exercise. Good hygiene reduces risk of infections. Medical and dental care ensures that health can be monitored and problems treated.

Fitness is the physical condition of the body. One definition of physical fitness is ‘**the ability of the body to meet the day-to-day demands of the environment**’. There are generally two recognised types of fitness:

1. **Health-related fitness** - this reflects an individual’s ability to fight infection, and takes into consideration the strength of their muscles and skeleton. It also involves the absence of conditions such as obesity and high blood pressure.
2. **Performance-related fitness** - this is more related to the fitness needed to complete specific tasks, e.g. mountain climbing, sprinting, swimming etc.

All fitness can be improved by training and the type of training determines the overall fitness effect.

SUMMARY

- A healthy person is in a state of physical, mental and social well-being, as well as being free from disease.
- For good health a person needs good shelter, nutrition, sleep, rest and exercise.
- A fit person can fight infection and their body can cope with the demands of the environment.

Factors of a Healthy Lifestyle

- Eating fresh fruit
- Regular exercise
- Drinking plenty of water
- Eating a balanced diet

Effects of Fitness Training on the body

Short Term

Cardio-Vascular System

- Increase in heart rate as the body exercises, to pump more blood to respiring cells
- Transport of blood from less important organs for exercise, such as the digestive system, to more important areas, such as the muscles, so more important areas receive enough oxygen and nutrients

Respiratory System

- Increase in rate of breathing to supply more oxygen to respiring cells
- Deeper breaths to supply more oxygen to respiring cells

Muscular-Skeletal System

- Increase of blood flow to the muscles to supply required nutrients and oxygen
- Greater oxygen demand by muscles, owing to the greater need for energy

Long Term

Cardio-Vascular System

- Increases the size of the heart muscle due to having to work harder during training
- Resting heart rate decreases due to more blood being pumped per beat, due to larger heart
- Increase in blood supply to muscles, to meet the increase in demand for oxygen and nutrients
- Number of red blood cells increases to carry more oxygen around the body
- Decrease in blood pressure due to increase in number and elasticity of blood vessels
- Stronger heart due to build up of heart muscle
- Decrease in risk of heart disease due to: (i) increased strength of heart muscle, (ii) lowered risk of furring of arteries from fatty deposits and (iii) reduced risk of blood clots

Respiratory System

- More efficient respiratory system (more air taken in per breath) due to larger lung capacity and strengthened breathing muscles
- Steady rate of oxygen uptake during exercise is reached more quickly due to a more



efficient respiratory, muscular and cardio-vascular system

Muscular-Skeletal system

- Larger muscles, and possibly stronger bones, due to overload from training
- More glycogen and oxygen stored in muscles therefore fatigue less likely
- More enzymes in muscles so improved energy production
- Greater flexibility due to increased movement in exercise
- Reduced risk of osteoporosis in females
- Strengthened ligaments and tendons due to overload from training

Overall

- Decrease in weight due to greater expenditure of energy
- Improved immune system
- Better usage of fat stores
- Improved balance and co-ordination
- Psychological benefits - makes you “feel good”
- Social benefits - exercise is often carried out with other people, so builds up relationships

The Main Components of Fitness

Health-Related Fitness

The following components of fitness are important for the body to work efficiently:

- **Cardiovascular endurance** - the ability to supply nutrients and oxygen to the muscles
- **Muscular strength** - the ability to exert an external force or lift a heavy weight
- **Muscular endurance** - the ability of the muscles to exert themselves repeatedly
- **Flexibility** - having a wide range of movement at the joints
- **Body composition** - the relative percentage of fat, muscle, bone and other tissues in the body
- **Ability to cope with stress** - this is becoming increasingly important in modern life

Skills-Related Fitness

The following components are important when a person plays sport:

- **Agility** - the ability to rapidly and accurately change the direction of the movement of the body
- **Balance** - the ability to maintain equilibrium when standing or moving
- **Coordination** - the ability to use the senses and parts of the body to perform motor tasks accurately and smoothly
- **Power** - the ability to transfer energy into force
- **Reaction time** - the ability to respond quickly to a stimulus
- **Speed** - the ability to perform a movement quickly

Ways to improve components of fitness tested in the Service Fitness Tests

Component of fitness	How to improve component	How to test for
Cardiovascular endurance	Treadmill, middle-distance and long-distance running, rowing machine, swimming, cycling	Bleep test
Muscular strength	Resistance training using chin ups, push ups, free-weights, activity pullies	Grip strength and vertical jump
Muscular endurance	Circuits	Sit ups and chin ups
Agility	Ladder work and sports training sessions, such as football	The Illinois agility run
Power	Resistance training	Vertical jump for power in legs
Speed	Fartlek training	30 metre sprint test



The Impact of Poor Nutrition

If you do not follow the guidelines for a balanced diet and continually eat a poor diet then you are likely to have problems with your health. The following diseases can be caused by a bad diet.

Hypoglycaemia (low blood sugar)

The hormone insulin helps control sugar levels in the blood. Insulin is released when sugar levels rise, such as after a meal. The insulin causes the sugar to be stored in the liver and muscles, ready to be used for energy when required. Hypoglycaemia can occur when too much insulin is released and so the level of sugar in the blood drops too low. Too much insulin can be produced after a large meal with a lot of carbohydrate in it. This is probably most common in overweight people and people who are malnourished (are not eating a balanced diet).

Hypoglycaemia may be treated by changing the diet of the sufferer. More complex, unrefined carbohydrates should be eaten (e.g. brown pasta, granary bread) as these release sugar more slowly than simple carbohydrates. Gentle exercise and weight loss are also recommended.

Diabetes

When not enough insulin is produced, or it does not work on the body's cells properly, then diabetes results. The risk of diabetes is increased by being overweight, not exercising enough and eating the wrong foods. If you eat a lot of refined sugars, (such as sweets, biscuits, cakes, white bread, sugary drinks) then you can increase your risk of diabetes.

Ways to try and reduce the chance of getting diabetes include:

- Trying to lose weight if you are overweight
- If you smoke, stop
- Eat a healthy, balanced diet with fibre, complex carbohydrates and not too much fat
- Exercise regularly

Obesity

Obesity is having a large amount of fat in the body's fat cells, increasing the risk of related diseases and death. The number of cases of obesity are increasing rapidly, particularly amongst young people.

One of the jobs carried out by body fat is to act as an energy store. The body takes in energy (kJ) when we eat carbohydrates, fats and proteins. Energy is expended in exercise and in keeping the body going. There is a balance between the energy we take in and the energy we expend. The less exercise we do, the less energy is needed. If we take in more energy in food than the body requires, much of the surplus energy is stored in body fat.

Obesity can lead to psychological problems (e.g. feeling of inferiority) and also difficulties with breathing, joints, personal hygiene, blood pressure, blood clots and diabetes, amongst other things. Genetics can increase the risk of obesity, but environment plays the key role through overeating, poor nutrition and lack of regular exercise.

People who are obese need to lose weight if they are to reduce their risk of associated diseases.

Unit 4 - Improving Health and Fitness in Uniformed Organisations

To do this they need to eat low-fat foods and keep an eye on calories. It is also important to take regular exercise.

High Cholesterol

Cholesterol is a type of body fat, which is necessary to build cells, make hormones and produce energy. However, there are two types - 'good' High Density Lipoprotein (HDL) and 'bad' Low Density Lipoprotein (LDL). If there is too much LDL in the blood it can cause hardening and narrowing of the arteries (atherosclerosis). This can then lead to cardiovascular disease, strokes and heart attacks.

Genetics can increase your risk of high cholesterol, but diet also plays a part. If you are inactive, overweight, drink more than the recommended amount of alcohol, and eat lots of dairy and other animal foods with high saturated fat content, you can increase your chances of suffering from high cholesterol.

Ways of reducing high cholesterol levels:

- Cholesterol-lowering drugs
- Low-fat diet, particularly missing out saturated fats (animal fats)
- Regular exercise
- Reduce body weight
- Reduce alcohol consumption

High Blood Pressure

Blood pressure tends to increase as people get older due to the arteries becoming less elastic, so the age of a person is taken into account when deciding whether they have high blood pressure. High blood pressure can lead to atherosclerosis (narrowing of the arteries), strokes, heart attacks, kidney failure and eye damage.

With many cases of high blood pressure the cause is unknown. However, lifestyle can increase the risk of increased blood pressure, such as: obesity, smoking, lack of exercise, eating too much salty food, drinking too much alcohol, eating too many fatty foods.

Ways to reduce the risk of high blood pressure include:

- If you smoke, stop
- If you drink, cut down
- Take up regular exercise
- If overweight, try to lose weight
- Eat a balanced diet
- Reduce your stress levels

Heart Disease

Coronary Heart Disease (CHD) occurs when the blood and oxygen supply to the heart is restricted due to atherosclerosis (narrowing of the arteries). The main symptom of CHD is angina - a feeling of tightness or pain in the chest which may reach down the arms. The narrowing of the arteries is caused by a build up of fatty materials on their inner walls. At the same time the blood becomes more likely to clot. If a blood clot gets stuck in the narrowed arteries then blood can no longer get through and cells start to die. If this happens in the wall of the heart then a heart attack will result.



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The following factors increase the risk of CHD:

- Old age
- Genes
- Females are more prone after the menopause
- Diabetes
- Being overweight
- Not exercising regularly
- High blood pressure
- Drinking too much alcohol
- Eating too much salt in your diet
- Too much stress
- Eating too many fatty foods, especially saturated fats
- Smoking

SUMMARY

Condition	Possible reason for condition
Hypoglycaemia	Eating large meals containing lots of simple carbohydrates stimulates too much insulin to be released, causing a 'crash' in blood sugar.
Diabetes	Overstressing the pancreas to produce insulin can cause the pancreas to stop working properly. Common causes: being overweight, not exercising enough, eating lots of refined sugars.
Obesity	Large amounts of fat being stored in body cells can be caused by overeating, poor nutrition and lack of exercise.
High Cholesterol	Cholesterol levels building up in the blood can be caused by being overweight, drinking too much alcohol, eating foods high in saturated fat and not exercising enough.
High Blood Pressure	Arteries becoming less elastic and 'furring up' can lead to high blood pressure. This can be caused by obesity, smoking, lack of exercise, eating too much salt, drinking too much alcohol and eating too many fatty foods.
Heart Disease	Blood clots and narrowing of the arteries, possibly due to being overweight, not exercising enough, drinking too much alcohol, eating too much salt, smoking, eating too much fat and being stressed, can cause heart disease.

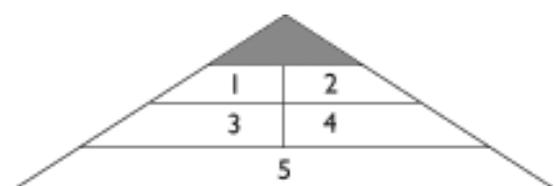
The Different Types of Nutrients

Name of Nutrient	Functions	Examples of Foods
Simple Carbohydrate	<ul style="list-style-type: none"> • These are easy to digest • Provide a fast source of energy • Glucose not used is stored as glycogen in our liver and muscles (an easily accessible energy store) • Excess glucose is stored as fat 	Instant puddings, fruit, sweets, chocolate, cornflakes
Complex Carbohydrate	<ul style="list-style-type: none"> • These take longer to digest than simple carbohydrates • Provide a more sustained source of energy than simple carbohydrates • Glucose not used is stored as glycogen in our liver and muscles (an easily accessible energy store) • Excess glucose is stored as fat 	White bread, granary bread, brown pasta, wholegrain cereal, beans
Fat	<ul style="list-style-type: none"> • A concentrated source of food energy, so good for storage (it contains twice as much energy per gram than protein and carbohydrate). However, unlike carbohydrates, does not supply immediate energy • Surrounds and protects vital body organs (e.g. kidneys) • Insulates the body 	Dairy foods, meat, oily fish, eggs, nuts, avocados
Protein	<ul style="list-style-type: none"> • Growth, repair and maintenance of the body • Production of hormones and enzymes (including digestive) • Needed for structural components of muscle • Help produce antibodies to fight infection • Can be used for energy, but tends to be used after carbohydrate and fat reserves have run out 	Meat, fish, beans, pulses, tofu, 'Quorn', eggs, nuts
Minerals	<ul style="list-style-type: none"> • Needed for growth • Involved in the control of body processes (e.g. action of the nerves) • Essential parts of body fluids 	Dairy, vegetables, cereals, meat, eggs, fish
Vitamins	<ul style="list-style-type: none"> • Only required in small amounts, but most cannot be made by the body so they have to be consumed • Regulate the maintenance and growth of the body • Involved in control of chemical reactions in cells 	Fruit, vegetables, dairy
Water	<ul style="list-style-type: none"> • Temperature regulation • Body fluids and chemical reactions in the body • Transport of nutrients around the body • Lubrication of joints • Maintains blood volume • Needed for excretion of wastes 	Fruit, milk, vegetables
Fibre	<ul style="list-style-type: none"> • Insoluble fibre - maintains a healthy digestive system • Soluble fibre - slows digestion, absorbs carbohydrates and helps control blood sugar levels 	Fruit, vegetables, bran



The Food Group System

The food pyramid has been developed by nutritionists to help people evaluate their own diets. It divides food into five main groups, on the basis of the nutrients each provides. By eating the recommended amounts of food from each group a person will be able to provide all the nutrients their body needs and also improve their sporting ability.



1. Milk, yoghurt and cheese
2. Meat, poultry, fish, dry beans, eggs & nuts
3. Vegetables
4. Fruit
5. Bread, cereal, rice and pasta

Food Group	Major Nutrients Supplied	Recommended Number of Servings per day
Milk, yoghurt and cheese	Provides calcium. Also contains vitamin A, vitamin B2 (riboflavin) and protein	2 - 3
Meat, poultry, fish, dry beans, eggs and nuts	Good source of protein. Also contain vitamin B1 (thiamine), vitamin B2 (riboflavin), niacin, iron and zinc	2 - 3
Vegetables	Provides vitamins and minerals that complement other food sources. Good sources of vitamin C (e.g. tomatoes and broccoli) and vitamin A (e.g. carrots, broccoli, spinach)	3 - 5
Fruit	Good source of many vitamins and minerals. Citrus fruits, melon and strawberries are a good sources of vitamin C. Apricots are a good source of vitamin A. Fruit juice can count as a maximum of one serving of fruit per day.	3 - 5
Bread, cereal, rice and pasta	Contributes complex carbohydrates (starch and fibre) and significant amounts of protein, iron and B vitamins	6 - 11

Foods that occupy the smallest area at the top of the pyramid, such as margarine, butter, sweets and jams, should be used sparingly. They do provide energy and some nutrients, but energy should be obtained from more nutritious foods.

To meet their increased energy needs, most athletes require the higher levels of servings listed, especially from the bread, cereal, rice and pasta group and the vegetable group. Foods in these two groups contain a lot of starch which is an excellent source of food energy.

In no instance should you eat less than the minimum number of servings for any food group.

Unit 4 - Improving Health and Fitness in Uniformed Organisations

The minimum servings are needed to supply a base level of essential nutrients and kilojoules (kJ) required for good health.

SUMMARY

The food pyramid should:

- Help you select a variety of nutritious foods
- Emphasise the starchy foods like bread, pastas, cereals and vegetables you need to build up glycogen stores
- Guide your selection of a lower fat diet
- Offer you a variety of foods within each food group so that meals can be built up around the foods you particularly like

Recommended Nutrient Intake (RNI)

The RNI is the amount of a nutrient sufficient for nearly everyone (about 97% of the population), even those with high needs. This level is thought to be higher than most people need.

Recommendation for daily intake

The following table shows the dietary recommendations for some of the major food substances:

Energy and Nutrients	Recommendations
Energy	RNIs: Males 15 - 18 years = 11,510 kJ Males 19 - 50 years = 10,600 kJ Female 15 - 18 years = 8,830 kJ Female 19 - 50 years = 8,100 kJ
Protein	RNIs: Males 15 - 18 years = 55.2 g Males 19 - 50 years = 55.5 g Female 15 - 18 years = 45.4 g Female 19 - 50 years = 45.0 g
Total fat	No more than 35% of food energy
Saturated fat	No more than 11% of food energy
Carbohydrates	50% of food energy
Fibre	12 - 24 g for adults
Vitamins and minerals	Each has its own dietary recommendation



Types of Diet

Vegetarian

This type of diet does not include animal flesh (e.g. beef, chicken, fish) but does include their products, such as eggs and milk. The diet mainly consists of vegetables, fruits, beans, nuts, dairy and seeds. As long as the vegetarian balances their protein intake carefully then this is a healthy diet. Vegetarians tend to have lower blood pressure and body weight than meat eaters, and have a reduced risk of atherosclerosis, obesity, high cholesterol, cancer and heart disease.

The high levels of fibre and low amounts of fat also keep the digestive tract healthy. There are also, of course, high levels of vitamins and minerals in a vegetarian diet - a healthy boost for the body. A potential problem, however is the reduced iron and vitamin B12 (which are found mainly in meats), so tablet forms may have to be taken.

Vegan

This is the strict form of vegetarianism, when no animal products at all are eaten. The diet consists of fruits, vegetables, beans, nuts and seeds. This diet should not be followed by children unless it is carefully monitored by parents to make sure they get all the nutrients needed for growth and development.

Vegans often have a lower than average body weight and low cholesterol level. There is a lower risk of high blood pressure, obesity, heart disease and some cancers. The high fibre is also beneficial to the digestive system. However, deficiencies in some nutrients can be a problem - including vitamin B12, iron, calcium, vitamin D, zinc and some essential amino acids (that make up protein).

Investigating your diet

Keeping a Food and Activity Diary

Writing a food and activity diary can help you become more aware of your eating and activity habits. A diary will provide a baseline help you to set goals to improve your lifestyle. In addition, it will encourage you to make sensible choices about the food you eat and the activity you participate in.

Making a food and activity diary can be done by writing down what you eat and drink and any activity you do during the day that lasts more than ten minutes. A table like this one could be used or you could copy down the headings into a small notebook which could be carried around with you.

An example of how to fill in your diary could be:

Time	Food and drink	Comments
9am	Bowl of cornflakes (full fat milk), glass of orange juice	Decided not to have toast as well
12am	Cottage cheese sandwich (2 slices bread), apple, glass of water	
Time	Activity	Comments
9.30am	Walk with dog (half hour)	Chose the hilly route

Using your Food and Activity Diary

Now that you have a record of exactly what food you have eaten, you can use the food table below to work out which nutrients and how much energy you have consumed.

For example, to work out how much energy was consumed in the breakfast above, you can look up the energy content of each item in the food table and then add them together to find the total:

Energy content (kJ)

Cornflakes (standard portion)	450
Milk, full fat (250 ml)	675
Fruit juice (250 ml)	325
Total energy consumed in this meal	1,450 kJ



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Food tables for use in diet calculations

Nutritional values are given per average portion unless otherwise stated.

FOOD	ENERGY (kJ)	PROTEIN (g)	FAT (g)	CARBOHYDRATE (g)	FIBRE (g)
Apple (1 medium)	390.0	0.0	0.0	25.0	2.0
Bananas (1 medium)	330.0	1.0	0.3	20.0	3.0
Baked beans 220g	590.0	11.0	1.1	22.0	8.0
Runner beans, boiled	85.0	2.0	0.2	3.0	3.0
Burger (1/4 pounder)	1130.0	15.0	21.0	5.0	0.3
Cream crackers (1 cracker)	123.0	0.6	1.1	4.5	0.2
Biscuits, chocolate digestive	2070.6	7.0	24.0	66.0	2.2
Brown bread (1 slice)	368.0	3.6	0.9	18.0	2.8
Bread, white (1 slice)	384.0	3.1	0.7	20.0	1.6
Broccoli, boiled	80.0	3.0	0.0	1.6	4.0
Butter (1 tsp)	157.0	0.0	4.1	0.0	0.0
Cabbage, boiled	40.0	1.3	0.0	1.0	2.0
Cake, plain	1680.0	6.5	27.0	60.0	1.5
Carrots, raw	100.0	0.7	0.0	5.0	3.0
Cauliflower, boiled	40.0	1.5	0.0	0.8	2.0
Cheddar cheese (40g)	668.0	10.4	13.6	0.0	0.0
Cottage cheese (125g tub)	525.0	17.5	0.6	1.9	0.0
Chicken, roasted (2 slices)	378.0	15.0	3.0	0.0	0.0
Cod fillet, grilled	630.0	31.5	2.0	0.0	0.0
Cod fillet, fried in batter	1260.0	30.0	15.0	12.0	0.6
Cola drink	945.0	0.0	0.0	57.0	0.0
Cornflakes	450.0	2.4	0.2	24.6	0.9
Cucumber	12.0	0.2	0.0	0.7	0.2
Egg (1 medium)	378.0	7.4	6.5	0.0	0.0
Fruit juice, unsweetened (250 ml)	325.0	0.0	0.0	20.0	0.0
Grapefruit (1)	272.0	1.7	0.0	17.0	1.7
Grapes (small bunch)	250.0	0.6	0.0	15.0	0.5
Ice-cream	710.0	4.0	7.0	25.0	0.0
Jam (1 tsp)	54.5	0.0	0.0	3.5	0.0
Lamb chops (1 medium)	954.0	9.0	21.0	0.0	0.0
Leeks	125.0	2.0	0.0	6.0	3.0
Lentils, boiled	630.0	12.0	0.8	25.5	6.0
Lettuce	12.0	0.35	0.0	0.4	0.5
Milk, skimmed (250 ml)	350.0	8.5	0.3	12.5	0.0
Milk, full fat (250 ml)	675.0	8.3	9.5	11.8	0.0
Muesli	775.0	6.5	3.3	33.0	4.0
Omelette	1260.0	16.5	24.0	0.0	0.0
Oranges (1 medium)	240.0	1.6	0.0	14.4	3.2
Pasta, cooked	1125.0	9.0	0.7	58.5	4.5
Pork, roast (2 slices)	847.0	18.9	14.0	0.0	0.0
Potato, baked with skin	1350.0	7.5	0.0	75.0	7.5
Potato, chips	1608.6	6.0	12.0	63.0	5.0
Quiche Lorraine	1670.0	15.0	28.0	20.0	1.5
Rice pudding (210g can)	798.0	7.4	5.3	31.5	0.0
Salmon, steamed (1 medium steak)	840.0	20.0	13.0	0.0	0.0
Sausages, beef, grilled (1 thick)	450.0	5.2	6.8	6.0	0.5
Soup, mushroom (1/2 can)	430.5	2.0	8.2	8.2	0.4
Tomatoes, raw (medium)	54.0	0.9	0.0	2.7	1.3
Yoghurt (1 pot)	412.5	6.25	1.3	17.5	0.0

Energy Needs

When there are high levels of physical activity, due to training or competition, the daily energy use increases by up to three times. This obviously depends on the individual's age, sex, weight, fitness and activity level. Athletes must, therefore, increase their energy and nutrient intake and make sure it is balanced, paying particular attention to carbohydrate and water intake.

Energy is provided by carbohydrate, fat and protein. One gramme of each of these provides the following number of kJ:

	kJ / g
Carbohydrate	16
Protein	17
Fat	37

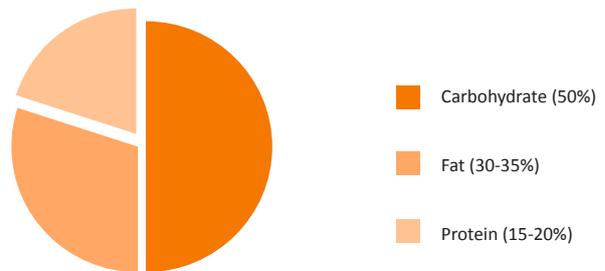
Athletes can make the mistake of eating too many high energy snacks which contain high levels of fat and not enough carbohydrate, minerals and vitamins.

The following pie charts show how much energy should come from carbohydrate, protein and fat in a healthy diet, compared with how much normally comes from each food type in an average western diet.

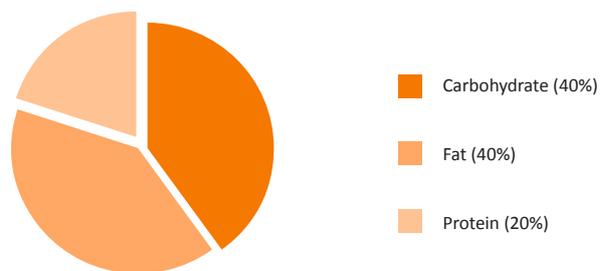
As you can see in most western diets, too much energy comes from fat, and not enough from carbohydrate. A lot of this is down to the convenience foods preferred by many people.

Athletes are meant to have an even higher proportion of their energy intake from carbohydrates.

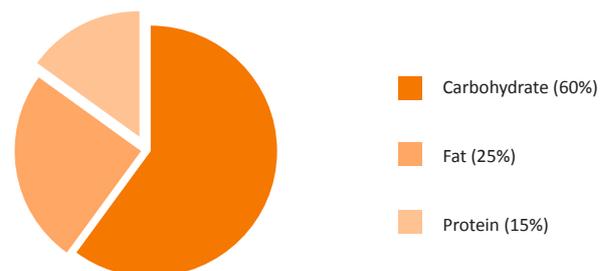
Healthy Diet (Non-Sportsperson)



Average Western Diet



Healthy Diet (Sportsperson)



SUMMARY

- Carbohydrate is the best source of energy.
- The average Western diet contains too much fat and not enough carbohydrate.
- Sports people need even less fat and even more carbohydrate in their diet.
- Fat provides twice as much energy per gramme than protein and carbohydrate.

Reasons for Fitness Tests

1. **Assess current levels of fitness** - to say where you are at, at any given time.
2. **Monitor progression** - to see what affect your training is having on your various body systems.
3. **Set goals** - knowing where you are helps you set future achievable goals.
4. **Motivation** - all tests lead to motivation.
5. **Feedback from training programme** - makes sure the programme is working. If it is not, you can analyse why it is not working.
6. **Benchmark after returning from injury** - you can monitor your progress after injury and set realistic goals.
7. **Use of repeat tests to establish gains** - frequent tests monitor your progression.
8. **Annual fitness checks** - make sure you are not losing fitness in certain areas from year to year.

Repeat Fitness Tests

There are two categories of Fitness Test in the Services. One is the test taken as part of the Selection Process which is designed to make sure that the candidate has a suitable physical fitness level for Service Training. The other is the Repeat Fitness Test which is to ensure that personnel remain at the minimum health and fitness level for their role.

Royal Navy Repeat Fitness Test

Once accepted for the Royal Navy all candidates are required to meet the following fitness standards:



Aerobic Fitness run 1.5 miles

Maximum acceptable times		
Age	Men	Women
15 - 24	11 min 13 sec	13 min 15 sec
25 - 29	11 min 38 sec	13 min 50 sec
30 - 34	12 min 05 sec	14 min 20 sec
35 - 39	12 min 34 sec	15 min 09 sec





Royal Marines Commandos Biannual Repeat Fitness Test

Once accepted for the Royal Marines Commandos all candidates are required to meet the following fitness standards:

Age	Pull ups	Sit ups	Squad run 2.41 km	Free run 2.41 km
29 and under	5	50	15 mins	11.5 mins
30 - 34	4	40	15 mins	12 mins
35- 39	3	35	15 mins	13 mins
40 - 44	Not req'd	Not req'd	15 mins	14 mins
45 - 49	Not req'd	Not req'd	15 mins	15 mins



Army Annual Repeat Fitness Tests/Assessments

Once posted to an Army Unit all personnel under the age of 50 yrs old are required to pass 3 annual fitness tests:

Basic Combat Fitness Test (BCFT)

A 12.8km march (including 4.8km off road) in 1 hour 55 mins in combats and full equipment.

Advanced Combat Fitness Test (ACFT)

Part 1: 800m speed march completed in 7 minutes and 30 seconds, followed immediately by a best effort 2.4km speed march completed in 15 minutes. Dress - Boots, Combats, Webbing, Helmet and Rifle/LSW, 20kg load.

Part 2: Immediately on completion of Part 1, personnel perform a minimum of 3 "Representative Military Tasks" (RMTs), selected by the Unit from a list of 10.

Basic Personal Fitness Assessment (BPFA)

The assessment comprises of separate activities in the following order:

1. Press-ups - best effort in 2 mins.
2. Sit ups - best effort in 2 mins.



Royal Air Force Repeat Fitness Tests

All RAF personnel take a fitness test every year. This consists of a multi-stage shuttle run over a 20 metre course, timed according to age and gender. It is followed by a specified number of press-ups and sit ups to be completed inside one minute.

All candidates are required to meet the following fitness standards:

MALES				FEMALES		
AGE	2.4km Run (90% of RAFFT)	Press-Ups (50% of RAFFT)	Sit-Ups (50% of RAFFT)	2.4km Run (90% of RAFFT)	Press-Ups (50% of RAFFT)	Sit-Ups (50% of RAFFT)
	Pass/Fail	Record/Advise	Record/Advise	Pass/Fail	Record/Advise	Record/Advise
<17	12.36	9	16	14.58	5	15
17-24	12.11	10	18	14.24	5	16
25-29	12.11	10	18	14.24	5	16
30-34	12.33	9	16	14.53	5	15
35-39	13.02	9	15	15.22	4	13
40-44	13.31	9	13	15.59	4	12
45-49	14.00	8	12	16.29	3	10
50-54	14.34	8	10	17.06	3	9

Firefighter Repeat Fitness Tests



There is no standard national repeat fitness test for the Fire and Rescue Service, however firefighters do take part in regular fitness training. Most fire stations have a gym or fitness equipment, and time is allowed during each shift on a tour of duty to undertake fitness training.

Predominantly this focuses on maintaining aerobic capacity and muscular strength, which firefighters require to carry out their duties, but it also assists in injury prevention and the maintenance of health and well-being.

Whilst there is currently no national requirement or standard a number of FRS do have an ongoing fitness assessment, whilst these vary locally they basically follow a generic format using the



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Chester step test (CST), the Multi stage shuttle run test (MSSRT) which requires participants to achieve an acceptable predetermined level of performance. Blood pressure, body mass index, muscular strength, aerobic capacity and gas analysis (VO2 Max) are also assessed. In addition, some services also require firefighters to perform a functional fitness test (FFT) which is similar to the Army Basic Fitness Test (BFT), where the normal levels of exertion when performing tasks required on operations are assessed.

The frequency of these tests is on a six monthly or annual cycle.

There has been much ongoing debate in favour of the introduction of a national fitness standard and assessment for the fire and rescue service and it is likely that this will be introduced in the future.

An example of the FFT is set out below:

The Functional Fitness Test consists of the following elements over a 25 metre course using basic equipment from the fire appliance. The area to be used must be risk assessed and the assessment documented.

- Run Hose reel out 25m and place on the ground (25m)
- Run/Jog back to start and pick up a length of 70mm hose (25m)
- Run out the length of 70mm hose and then make it up. Run it out again and make it up (100m)
- Pick up the 70mm length of hose by lugs and carry it whilst walking, then place on the ground (25m)
- Run or jog 3 lengths (75m)
- Pick up the 100mm hard suction hose and basket/strainer and carry it whilst walking 4 lengths (100m)
- Place them down on the floor and then run or jog 4 lengths (100m)
- Pick up a 30kg barbell and carry it whilst walking 4 lengths (100m). Place down on the ground and finish

The test must be completed by the individual wearing full fire kit including gloves. (Flash hoods do not need to be worn). The equipment must be laid out prior to the test, and the length of the course should be marked out using small cones. The individual must go round the cones at each end and not do shuttle run turns.

The individual will be timed completing the test and be monitored by the Occupational Health Advisor (OHA) and Service Well-being and Fitness Advisor (SWFA) or Fitness Training Advisor (FTA).

The individual should complete the test in a time not exceeding 7 minutes.

The ability to communicate clearly and effectively will also be monitored throughout the test.

Developing a Fitness Training Programme

F.I.T.T. (Frequency, Intensity, Types, Time)

Frequency

This is the number of times you train. As your performance improves then you should increase the frequency of training. However, this should always be progressive.

Intensity

You should be training at a high enough level to bring about changes in your body systems so you need to decide how strenuous your training will be. You need to think about your percentage work rate (e.g. sprint = 100% work rate).

Types of training methods.

Examples include:

Continuous training

This is for building up endurance and stressing the aerobic respiratory system. Training sessions last 0.5 - 2 hrs, at low intensity, using lots of muscles. Great distances can be covered without lactic build up. Examples include swimming, jogging, running, cycling, aerobics. Long sessions can lead to injury and be monotonous.

Fartlek - a different type of continuous exercise

It is still continuous, so stresses the aerobic energy system, but the intensity of the run is altered. Sessions last for approx. 45 minutes. An example of a Fartlek session is: 10 min jog, (3 mins sustained fast running, 60 secs jog) x 6, this would be suitable for middle-distance runners.

Interval training - most widely used for swimming, athletics and cycling

It is to work both the aerobic and anaerobic energy systems. Intensity is varied depending on which system needs to be trained the most (aerobic - lower intensity, or anaerobic - higher intensity). For working the anaerobic system, it is best to use intensive work intervals that last 30 seconds to two minutes.

The body must be trained to cope with the discomfort and fatigue arising from high levels of lactic acid in the muscles and blood. This is achieved by using active recovery periods (e.g. jogging) which remove some, but not all, of the lactic acid, therefore, the concentration is slightly higher at the start of each work interval. The length of the rest periods are usually about twice as long as the work period (1:2 work-to-rest ratio). The work period is usually repeated at least three times.

For working, the aerobic system the work periods should last at least two minutes, the work-to-rest ratio should be 1:1 or less and the number of repetitions should vary from 3 - 5 reps, to 8 - 12 reps, depending on the duration of the work intervals and the athletes fitness level. If work periods are about two minutes, inactive recovery should be used. If the duration of the work periods are four to six minutes long, active recovery should be used.



Circuit training - ideal for general fitness

There are normally 8 - 10 stations, each working different parts of the body and building up muscular strength, endurance and cardiovascular fitness. Stations are arranged to make sure that consecutive stations do not put stress on the same part of the body. Stations can include free weights, abdominal exercises, pull ups, press ups, burpees, star jumps, shuttle runs etc. Time spent on each station normally lasts 0.5 - 1 minute, followed by a rest period, so is ideal for working with partners. Work and rest time can be altered to control overload and progression.

Resistance training - this is for working on muscular strength.

Training should be carried out 2 - 3 times per week over a period of 12 weeks. Resistance training can be carried out using own body weight (e.g. chin ups, push ups), free-weights (e.g. arm curls, bench press, heel raise, squat) or by using activity pullies (used a lot by swimmers and throwers), plyometrics (jumping on and off boxes, bounding, hopping).

Time - how long will you work for? Increasing the duration of training is another way to cause overload. Time of sessions should be increased as cardio-respiratory and muscular endurance increases.

Programme Design

Application

S.P.O.R.T.	
S port-specific	Different sports make different demands on you so gear your training towards a particular sport, e.g. rugby
P rogressive	Do not make the programme too difficult to start with, build it up gradually. Even though you plan to overload, the overload has to be progressive
O verload	Increasing work rates and increasing loads makes the body respond to these demands by improving its performance, so plan the sessions to become harder
R elevant	The type of training has to be relevant to your event/sport you are training for
T ime	The two things that determine the length of your training session are: <ol style="list-style-type: none"> The type of event you are training for (e.g. shot putting places excessive strains on the body) Mental pressure - if the event is difficult to perform or dangerous then the training sessions need to be shorter

S.M.A.R.T.	
S pecific	To the event you are training for
M easurable	Measure progress, such as recovery rate
A chievable	Make sure you can achieve your goals, or you may lose motivation
R elevant	Training methods are relevant to the area you want to improve
T ime	Stick to the time you planned and make sure you increase time as your body adapts

S.M.A.R.T.E.R.	
E nhance performance	Your training should enhance your performance in your event
R aise standards	You should continually raise standards, as your body systems improve



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Health and Safety

Equipment	You need to make sure the equipment chosen is correct for that activity (e.g. not trainers for football). You need to check your equipment fits correctly and is secure (e.g. make sure gum shields are made to fit your own mouth). You need to check your own equipment and the general equipment (e.g. gym equipment) is safe.
Facilities	These need to be checked properly too to make sure they are safe (e.g. the gym floor is not wet - no leak in the roof).
Weather	Look at the weather forecast - do not go up mountains if the weather is due to break. Take care in ice and snow. Make sure you stay hydrated in hot weather and cover up.
Environment	If out running be careful not to run by yourself, especially in the dark. Let people know where you are going. Check the ground conditions - it may affect your choice of equipment. Games may have to be cancelled or abandoned if the conditions become dangerous.
Illness	You should not train if you are ill, especially if you feel ill below your head (throat and below) as this can lead to complications, such as strain on your heart.
Injury	Try to avoid these through using correct equipment, wearing sensible clothing and footwear and concentrating. If you do suffer an injury, treat it as soon as possible and see a doctor if necessary. Apply R.I.C.E. - Rest, Ice, Compression, Elevation. See a sport therapist or physiotherapist if necessary.
Clothing	For thermoregulation, wear appropriate clothes. Make sure foot wear is safe and laces are done up. Wear visibility jackets if training in the dark. Remove jewellery.
Warm-ups	Needed to prepare your body for the activity. This reduces the risk of injury to muscles and tendons. The warm-up session should be specific to the activity you are about to do, but should include activities to increase the heart rate slowly - increasing the flow of blood to the muscles, flexibility exercises to gently stretch the muscles and activities specifically relevant to your training.
Cool down	This allows the body to start its recovery process by starting to remove the build up of lactic acid and stretching will help the muscles return to their original state.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	10 press ups, rest 20 secs (x4), 10 sit ups, 20 secs rest (x3), run 1.5 miles - circuit & continuous training for aerobic work, endurance, strength	Run 35 mins - continuous training for aerobic work, endurance & muscular strength	10 press ups, rest 20 secs (x4), 10 sit ups, 20 secs rest (x3), grid work to avoid obstacles & other people - circuit and flexibility training for aerobic work, endurance, strength & agility	Cycle 45 mins - continuous training for aerobic work & muscular strength	Rest day	Game of sport (rugby/hockey/football) - continuous training for anaerobic & aerobic work, endurance, speed, flexibility, strength & agility	Swim 35 mins- continuous training for aerobic work & muscular strength
2	10 press ups, rest 20 secs (x4), 15 sit ups, 20 secs rest (x3), run 2 miles - circuit & continuous training for aerobic work, endurance, strength	Run 40 mins - continuous training for aerobic work, endurance & muscular strength	10 press ups, rest 20 secs (x4), 15 sit ups, 20 secs rest (x3), grid work to avoid obstacles & other people - circuit & flexibility training for aerobic work, endurance, strength & agility	Cycle 45 mins - continuous training for aerobic work & muscular strength	Rest day	Game of sport (rugby/hockey/football) - continuous training for anaerobic & aerobic work, endurance, speed, flexibility, strength & agility	Swim 45 mins - continuous training for aerobic work & muscular strength



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Fitness Training

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3	10 press ups, rest 20 secs (x5), 20 sit ups, 20 secs rest (x3), run 2 miles - circuit & endurance training for aerobic work, endurance, strength	Timed 4 mile run - continuous training for aerobic work, endurance, speed & muscular strength	10 press ups, rest 20 secs (x5), 20 sit ups, 20 secs rest (x3), run 2 miles - circuit & endurance training for aerobic work, endurance, strength	Cycle 50 mins, including hills - continuous training for aerobic work, anaerobic work & muscular strength	Rest day	Game of sport (rugby/hockey/football) - continuous training for anaerobic & aerobic work, endurance, speed, flexibility, strength & agility	Swim 45 mins - continuous training for aerobic work & muscular strength
4	Circuit training (upper body) - circuit training for strength & anaerobic work	Run 40 mins, including hills - continuous training for aerobic work, anaerobic work & muscular strength	10 press ups, rest 15 secs (x5), 20 sit ups, 20 secs rest (x3), run 2.5 miles - circuit & endurance training for aerobic work, endurance, strength	Cycle 60 mins, including hills - continuous training for aerobic work, anaerobic work & muscular strength	Rest day	Game of sport (rugby/hockey/football) - continuous training for anaerobic & aerobic work, endurance, speed, flexibility, strength & agility	Swim 45 mins - continuous training for aerobic work & muscular strength

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5	10 press ups, rest 15 secs (x5), 20 sit ups, 20 secs rest (x3), grid work to avoid obstacles and other people circuit and flexibility training for aerobic work, endurance, strength and agility	Cycle 60 mins, including hills - continuous training for aerobic work, anaerobic work and muscular strength	10 press ups, rest 15 secs (x5) 20 sit ups, 20 secs rest (x3), run 3 miles - circuit and endurance training for aerobic work, endurance, strength	3 sets of 3 repetitions of 120 metre runs (40 metres at 100%, 40 metres at 90%, 40 metres at 100%), 5 minute rests between repetitions, 10 minute rest between each set - interval training for anaerobic work, speed & strength	Rest day	Game of sport (rugby/hockey/football) - continuous training for anaerobic and aerobic work, endurance, speed, flexibility, strength and agility	Swim 45 mins continuous training for aerobic work and muscular strength
6	Press ups, sit ups, weights, pull ups, burpees, sprints (as many as possible of each in 2 minutes with 1 minute rest between each stand) - circuit training for endurance, agility & strength	3 mile run, including hills - continuous training for aerobic work, endurance and strength	45 minute swim - continuous training for aerobic work and muscular strength	Sprint bleep test to test aerobic and anaerobic work, speed, strength and endurance. Push up and sit up bleep tests for endurance, and strength testing	Rest day	Game of sport (rugby/hockey/football) - continuous training for anaerobic and aerobic work, endurance, speed, flexibility, strength and agility	Rest day



Testing Components of Fitness

Muscular Strength

1. Grip Strength - use a hand grip dynamometer to measure grip strength. Record the maximum grip rating from three attempts for the dominant hand.

Dynamometer reading (kg)		
Male	Female	Rating
>56	>36	Excellent
51-56	31-36	Good
45-50	25-30	Average
39-44	19-24	Fair
<39	<19	Poor

2. Vertical jump (to test vertical leg power) - 0cm is where the fingertips touch when both arms are held overhead at full body stretch with feet flat on the floor. Flex the knees and jump from both feet as high as possible. Record the maximum height reached with the fingertips from three attempts.

Height Jumped in cm (male)	Height Jumped in cm (female)	Rating
>65	>58	Excellent
50-65	47-58	Good
40-49	36-46	Average
30-39	26-35	Fair
<30	<26	Poor

Muscular Endurance

1. Sit ups (to test abdominal muscular strength, endurance and power) - lie down on a mat with knees flexed at 90°. Anchor feet. Sit up so elbows touch knees - record how many can be done in 30 seconds.

No. sit ups in 30 secs (male)	No. sit ups in 30 secs (female)	Rating
>30	>25	Excellent
26-30	21-25	Good
20-25	15-20	Average
17-19	9-11	Fair
<16	<8	Poor

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- Chin ups (to test arm and shoulder muscular strength and endurance) - hang from a chin bar with palms facing away from body. Pull upwards so chin level with bar. Record how many can be done, making sure arms return to straight position between each chin up.

No. Chin-ups (male)	No. Chin-ups (female)	Rating
>30	>25	Excellent
26-30	21-25	Good
20-25	15-20	Average
17-19	9-14	Fair
<16	<8	Poor

Cardiovascular Endurance

Bleep Test (as well as cardiovascular endurance, this also tests muscular strength, muscular endurance, agility, power and speed.) There are 23 levels and each level lasts about 1 minute. Each level is made up of 20m shuttle runs; the starting speed is 8.5km/hr and increases by 0.5km/hr at each level. There is a pre-recorded tape. One bleep indicates the end of a single shuttle and three bleeps indicates the moving up of a level. Run one 20m stretch for each bleep. Keep running for as long as possible in time with the tape. As soon as it is not possible to keep up with the tape, withdraw from the test. Record the level reached and the number of shuttles completed for that particular level. Look up the VO₂ Max result from the following data.

Level	Shuttle	VO ₂ Max
4	2	26.8
4	4	27.6
4	6	28.3
4	9	29.5
5	2	30.2
5	4	31.0
5	6	31.8
5	9	32.9
6	2	33.6
6	4	34.3
6	6	35.0
6	8	35.7
6	10	36.4
7	2	37.1
7	4	37.8
7	6	38.5
7	8	39.2
7	10	39.9



Unit 4 - Improving Health and Fitness in Uniformed Organisations

Cardiovascular Endurance (continued)

Level	Shuttle	VO2 Max
8	2	40.5
8	4	41.1
8	6	41.8
8	8	42.4
8	11	43.3
9	2	43.8
9	4	44.5
9	6	45.2
9	8	45.8
9	11	46.8
10	2	47.4
10	4	48.0
10	6	48.7
10	8	49.3
10	11	50.2
11	2	50.8
11	4	51.4
11	6	51.9
11	8	52.5
11	10	53.1
11	12	53.7
12	2	54.3
12	4	54.8
12	6	55.4
12	8	56.0
12	10	56.5
12	12	57.1
13	2	57.6
13	4	58.2
13	6	58.7
13	8	59.3
13	10	59.8
13	13	60.6
14	2	61.1
14	4	61.7
15	2	64.6
15	4	65.1

Unit 4 - Improving Health and Fitness in Uniformed Organisations

VO2 Max (male)	VO2 Max (female)	Rating
>57	>49	Excellent
52-56	44-48	Good
44-51	35-43	Average
39-43	29-34	Fair
<38	<28	Poor

Speed

30 metre sprint - mark out a 30m straight line. Using a flying start, sprint as hard as possible. Record time taken to cover the 30m.

Time in seconds (male)	Time in seconds (female)	Rating
<4.2	<4.5	Excellent
4.2-4.0	4.6-4.5	Good
4.4-4.3	4.8-4.7	Average
4.6-4.5	5.0-4.9	Fair
>4.6	>5.0	Poor

Flexibility

Sit and Reach (tests flexibility of hips) - sit on the floor, legs stretched out in front, straight. Keep toes pointing upwards. Toes are where 0cm is. Reach forward and measure how far beyond the toes it is possible to stretch. Measure in cm and record.

Distance in cm (male)	Distance in cm (female)	Rating
>14	>15	Excellent
11-13	12-14	Good
7-10	7-11	Average
4-6	4-6	Fair
<3	<3	Poor



Unit 4 - Improving Health and Fitness in Uniformed Organisations

Body Fat Composition

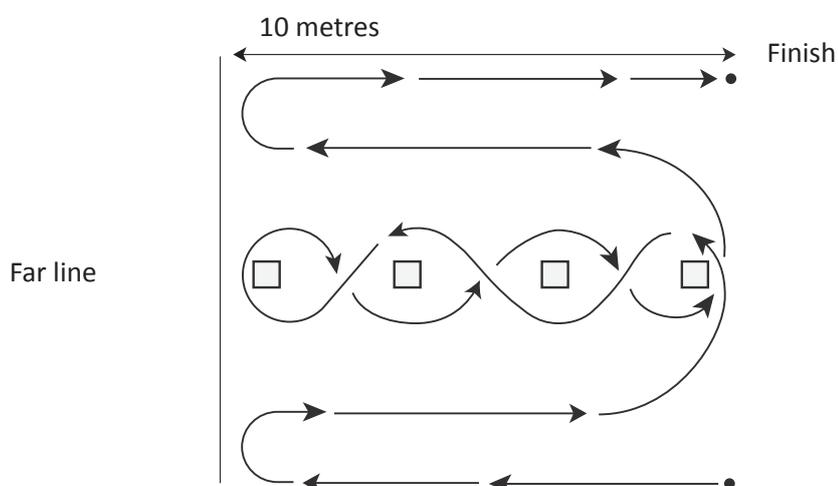
Bioelectrical impedance (body fat analysis machines) - follow the instructions for the particular model. It usually requires you to hold your arms out straight in front of you with your hands on sensors and stay still while the machine measures the percentage body fat.

% body fat (male)	% body fat (female)	Rating
<13	<18	Excellent
18-13	23-18	Good
22-19	29-24	Average
26-23	34-30	Fair
>26	>34	Poor

Agility

The Illinois Agility Run (testing speed and agility) - set out a course as shown below. Lie in a prone position, head on the start line, hands beside your shoulders. On 'go' run the course as fast as possible. Record the time taken to complete the course.

Time in seconds (male)	Time in seconds (female)	Rating
<15.2	<17.0	Excellent
16.1-15.2	17.9-17.0	Good
18.1-16.2	21.7-18.0	Average
18.3-18.2	23.0-21.8	Fair
>18.3	>23.0	Poor



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Teamwork & Personal Development in the Community

UNIT FIVE

Personal Development through Adventurous Activities

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 5 Personal Development through Adventurous Activities (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know about organisations that provide adventurous activities	1.1	Describe a range of adventurous activities provided by organisations	Correctly answer 5.1-1
2	Know the factors relating to outdoor adventurous activities	2.1	Describe a range of factors relating to adventurous activities	Correctly answer 5.2-1
3	Be able to participate in outdoor adventurous activities	3.1	Participate in appropriate outdoor adventurous activities	Take part in at least TWO adventurous activities (Normally as part of your cadet training)
4	Be able to review the adventurous activities	4.1	Review the outdoor adventurous activities undertaken	Correctly answer 5.4-1
		4.2	Review the involvement of uniformed organisations in a range of adventurous activities	Correctly answer 5.4-2



Reducing the risk of incidents when conducting Adventurous Activities with young people

Risk Assessments

Those completing a Risk Assessment for an Adventurous Training (AT) exercise should be familiar with the Risk Assessment process, and qualified in the activity. Many risks associated with AT activities are generic and it is, therefore, acceptable to produce a Generic Risk Assessment for each type of activity. Similarly, if a location is used regularly for AT, the Risk Assessment including the site-specific elements may be retained for future use. However the Risk Assessment must be checked on each occasion the site is used, to ensure the controls are still in place and that no new hazard exists.

Safety Planning

Duty of Care. In order to carry out the Duty of Care to participants in Adventurous Training (AT) activities, there are a number of factors to be taken into account by those who plan and conduct AT. The principle factors are shown below.

1. Before the activity:
 - Thorough planning
 - Matching the activity to the abilities of the participants
 - Effective training and briefing of cadets and instructors
 - Adequate supervision – correct qualifications and ratios
 - Ensuring equipment is fit for purpose and in serviceable condition
 - Obtaining information on weather conditions
 - Assessment of risks
 - Robust safety plan in place, communicated to all
2. During the activity:
 - Adequate and effective supervision
 - Ability to change plans to match changing situations
 - Constant monitoring of potential dangers
 - Immediate and appropriate action in an emergency or accident
3. After the activity:
 - Debriefing of instructors on potential problems
 - Recording of “near miss” incidents
 - Examination of equipment for damage before storage
 - Review of Risk Assessments
 - Sharing of information on problems and solutions

Impact on the Environment

We have a responsibility to protect our countryside now and for future generations to enjoy. By showing it respect we can ensure that we do not harm animals, birds, plants or trees.

The following actions can be harmful to the environment, therefore, we should follow the guidance given:

- Litter and leftover food does not just spoil the beauty of the countryside; it can be dangerous to wildlife and farm animals and can spread disease. Litter should be bagged up and taken away and disposed of appropriately. Dropping litter and dumping rubbish are criminal offences.
- Discover the beauty of the natural environment, but visitors should take special care not to damage, destroy or remove features such as rocks, plants and trees. They provide homes and food for wildlife, and add to everybody's enjoyment of the countryside.
- Wild animals and farm animals can behave unpredictably if visitors get too close, especially if they are with their young - so give them plenty of space.
- Fires can be as devastating to wildlife and habitats as they are to people and property – care should be taken not to drop a match or smoldering cigarette end at any time of the year. Sometimes, controlled fires are used to manage vegetation, particularly on heaths and moors between October and early April, so you should check first that a fire is not supervised before calling 999.

Our actions can have an affect on people's livelihoods, our heritage, and the safety and welfare of animals and ourselves.

- A farmer will normally leave a gate closed to keep livestock in, but may sometimes leave it open so they can reach food and water. Gates should be left as you find them or follow instructions on signs. If walking in a group, make sure the last person knows how to leave the gates.
- If you think a sign is illegal or misleading such as a 'Private - No Entry' sign on a public footpath, contact the local authority.
- In fields where crops are growing, follow the paths wherever possible.
- Use gates, stiles or gaps in field boundaries when provided - climbing over walls, hedges and fences can damage them and increase the risk of farm animals escaping.
- Our heritage belongs to all of us - be careful not to disturb ruins and historic sites.
- Leave machinery and livestock alone - do not interfere with animals even if you think they are in distress. Try to alert the farmer instead.



Benefits of Outdoor Activities

There are many benefits that are gained by participating in outdoor activities. They will vary to the individual. However let us have a look at some of these benefits.

<p>Confidence Individuals gain in confidence as they are learning something new that can also be dangerous. They learn to overcome dangers in a safe manner.</p>	<p>Discipline Individuals have to have the discipline to learn new skills in a different environment that may be alien to them. This will be a mixture of self and team discipline.</p>
<p>Trust In order to succeed individuals must rely on and trust each other.</p>	<p>Learning An individual will learn new skills that may help in a normal environment.</p>
<p>Unselfishness Individuals must learn to put others before themselves.</p>	<p>Determination An individual will learn that to succeed one needs to be determined.</p>
<p>Physical Ability Fitness levels have to improve to be successful. This helps the success of the activity as normally an individual requires an above average physical robustness. Physical ability enhances mental agility.</p>	<p>Enjoyment An individual can get a great deal of satisfaction and enjoyment from succeeding on a challenge that looked impossible when first being attempted. This enjoyment will enhance learning skills.</p>
<p>Initiative Individuals will have to make quick decisions based on their own judgement to overcome problems.</p>	<p>Compassion Individuals must understand the strengths and weaknesses of others in their team and take this into consideration.</p>
<p>Mental Agility An individual will have to cope in dealing with different situations quickly and efficiently.</p>	<p>Teamwork Adventurous Training is an ideal way to develop team skills. Individuals learn to trust their fellow team members to do their job under pressure.</p>
<p>Challenge To survive in conflict, service personnel must be used to operating in the face of physical and psychological adversity. Adventurous Training gives them a challenge so they can recognise and control their natural fear and learn how to cope with challenging situations.</p>	

From your own experiences you will have to look at these benefits and see what can be gained from specific activities.

Recognised Adventurous Activities

The following are the main Adventurous Activities recognised by the Services:

Offshore Sailing	Sub-Aqua Diving	Canoeing/Kayaking
Caving	Mountaineering	Skiing
Freefall Parachuting	Gliding	Hang Gliding
Rock Climbing	Sailing	Orienteering
Windsurfing	Expeditions	Paragliding

Adventurous Activity Projects

Adventurous projects can be categorised into three main types:

1. Prolonged participation in one activity in order to achieve a higher level of performance. For example, competing in a sailing regatta, or to achieve a recognised qualification in that activity.
2. Continuous participation in a variety of activities as part of an overall training programme for personal development. Examples of this would be Operation Raleigh, Outward Bound, etc.
3. A training programme in a specific activity for an event such as The Three Peaks challenge, Ten Tors, Devizes to Westminster Canoe marathon, etc.

Adventurous Project can also be used to describe the training offered by various organisations to encourage Adventurous Activities in the wider community. This would include the cadet organisations and also Duke of Edinburgh's Award, Prince's Trust, Scout and Guide associations, youth clubs, etc.

Responsibilities of participants during Adventurous Activities

It is the participant's responsibility to:

- Inform the instructor of any injury or limitations to participation
- Wear the correct clothing and personal protective equipment
- Do not remove any equipment unless told by an instructor it is safe to do so
- Pay attention to briefings and know the safety plan
- Follow instruction and stay within limits that are set
- Care for equipment and do not misuse or abuse it
- Stay within the group and do not wander
- Inform the instructor of any accident, injury, or near miss incident
- Check personal equipment throughout the activity and before critical use
- Report any damage to equipment to the instructor
- Take part in the activity debrief sharing problems and solutions





Teamwork & Personal Development in the Community

UNIT SIX

Land Navigation by Map and Compass

This is a practical unit with no workbook questions. A copy of the CVQO Map & Compass Test can be found in the Tutor Manual

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 6 Land Navigation by Map and Compass (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know how to read a map accurately	1.1	Describe the conventional signs on a map correctly	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test
		1.2	Explain how grid references operate on maps	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test
2	Know how to use a compass	2.1	Describe the main features of a compass	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test
		2.2	Describe how to take bearings from a compass	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test
3	Be able to use route planning skills	3.1	Produce a route card for a planned route to a given destination	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test
		3.2	Identify environmental issues associated with a planned route	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test
4	Be able to undertake a route	4.1	Undertake a planned route using map and compass with route card	Pass an approved Land Navigation by Map and Compass Test or the CVQO Map and Compass Test





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UNIT SEVEN

Expedition Skills

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 7 Expedition Skills (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know the correct equipment required for an expedition	1.1	Describe the appropriate equipment needed for a given expedition	Complete an approved expedition
		1.2	Describe the use of safety equipment for a given expedition	Complete an approved expedition
2	Understand the planning necessary for an expedition	2.1	Explain the planning needed for a given expedition	Complete an approved expedition
		2.2	Produce an appropriate route card for a given expedition	Complete an approved expedition
3	Be able to participate in an expedition	3.1	Participate in an expedition identifying own roles and responsibilities	Complete an approved expedition
4	Be able to review an expedition	4.1	Reflect on individual performance from the expedition	Complete an approved expedition
		4.2	Reflect on team performance from the expedition	Complete an approved expedition



Benefits of Expeditions

Expeditions are, by their very nature, an adventurous activity and when conducted by Service personnel, will contain a high level of challenge to the team and to individuals.

For those taking part, an expedition will call for some or all of the qualities of: fitness, self-reliance, physical and moral courage, initiative, powers of endurance and interdependence. These are in addition to the benefits already detailed in Unit 8 – Adventurous Activities and Teamwork for the Public Services.

A well planned expedition will be designed to both test and develop these qualities. Individuals will benefit from this development as their public service will require these qualities in their everyday role and especially in operational situations.

The Services will benefit from having better trained and prepared personnel. The benefit of this training over normal military or public service training being that it can be conducted in almost any countryside both at home and overseas.

There are clear comparisons between expeditions and military operations. The self-reliance required on an expedition includes a number of skills such as camping, feeding, water conservation, hygiene, etc., all of which are of tremendous value during operations whether on land, at sea or involved in air operations. Similar comparisons can also be readily found with the emergency services.

Powers of endurance used in an expedition can be directly related in a number of areas: load carrying with rucksack, covering ground on foot, extended periods of discomfort, sleep loss, enduring extremes of weather and many others.

Some qualities and skills, such as map reading, are obvious. However, other skills such as planning and organisation skills required are not so evident.

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Teamwork & Personal
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UNIT EIGHT

Fundamentals of Nautical
Studies

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 8 Fundamentals of Nautical Studies (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Be able to apply the fundamental elements of navigation	1.1	Identify conventional symbols for different types of nautical charts	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
		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	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
		1.3	Correctly follow the main rules of the road applicable to vessels in sight under way and making way	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
2	Know how to receive and interpret weather information	2.1	Outline the sources of weather information available for those undertaking a coastal cruise	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
		2.2	Describe the effects of different types of weather on a vessel undertaking a short passage	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
3	Be able to demonstrate the ability to handle a boat under sail or power	3.1	Prepare a powered or sailing vessel for sailing and coming alongside	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
		3.2	Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)



Unit 8 - Fundamentals of Nautical Studies

Grading criteria UNIT 8 Fundamentals of Nautical Studies (10 Credits)

4	Know how to summon assistance from the emergency services when in distress	4.1	Outline the emergency services available to assist vessels in distress at sea	Completion of RYA level 2 (sail or power) or Sea Cadet Corps Offshore hand 2 (Sail or Power)
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Teamwork & Personal
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UNIT NINE

Volunteering

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 9 Volunteering (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Understand the importance of volunteering in uniformed organisations	1.1	Explain why volunteering is important in uniformed organisations	Correctly answer 9.1-1
		1.2	Discuss the benefits to be gained from undertaking volunteering activities	Correctly answer 9.1-2
2	Know the different types of voluntary work available	2.1	Identify the different types of voluntary work available	Correctly answer 9.2-1
3	Understand the skills required for voluntary work	3.1	Explain the skills required for voluntary work	Correctly answer 9.3-1
4	Be able to undertake voluntary work	4.1	Carry out voluntary work	You will normally achieve this as part of your activities with your organisation



What is Volunteering?

Volunteering can be defined as choosing to give time to do something useful, without getting paid. It can be helping people, the community or society, the environment or animals. (The Duke of Edinburgh's Award Handbook 6th Edition)

In the context of uniformed organisations it is based on the principle that we all have a responsibility to the community and each other, and that voluntary help is always needed.

Why do Uniformed Organisations need Volunteers?

Many uniformed organisations use volunteers to supplement the work of their paid staff. Volunteers are important to the organisations, as they enhance and extend the range of services they can provide. This is particularly important at times of stretched public finances or heavy demands. Local volunteers can also respond quickly to emergencies.

Volunteers can bring a number of significant benefits to these organisations, such as flexibility. The demand on organisations can vary greatly depending on factors outside their control. To have sufficient permanent staff to cope with the maximum requirement is a waste of public money.

Volunteers can be brought in to cover peaks in demand quickly.

- **Expertise.** Many people who have free time, particularly those retired from full time work, have a range of skills, including life skills, which could be utilised by uniformed organisations. This avoids the need for short term recruiting to cover a temporary requirement for certain skills.
- **Fundraising.** Not all services are fully funded by public money and there may be a need to raise cash for specific projects, equipment or facilities. Volunteers can be used to plan and organise fundraising to avoid diverting paid staff into this activity.
- **Fresh Approaches.** Busy people do not always have the opportunity to stand back and look at how things are done. A volunteer may have the detachment from the everyday work to see better ways of doing things.
- **Enthusiasm.** Volunteers, especially the young, can bring an enthusiasm to a project that is not always present among paid staff. This can boost morale.

What are the benefits to the Volunteer?

Volunteers also gain from giving their time freely. A few of the benefits are listed below.

- Feel a sense of belonging and purpose
- Build new relationships with their community
- Understand their own strengths and weaknesses
- Build confidence and self-esteem
- Develops teamwork and leadership skills
- Have the opportunity to trust others and be trusted in turn
- Enjoy new activities
- Better employability prospects

Skills required of the Volunteer

The volunteer in the Public Services requires a range of skills. These can be divided into **'hard' skills** and **'soft' skills**.

Hard skills are those which are required for specific activities and can be taught, either by formal training or by working alongside colleagues. Volunteers may already have acquired these skills.

Examples of hard skills are:

- Driving
- Use of tools, machinery and other implements
- Computer skills
- Administration
- First Aid, life saving, home nursing
- Cooking
- Sign language
- Presentation skills

Soft skills are more likely to have been developed during periods of volunteering or by guidance and example from parents, school, work colleagues, friends, leaders etc.

Examples of soft skills required by volunteers are:

- **Empathy:** Identification with, and understanding of another person's situation, feelings and motives. This is especially important in caring or supervisory roles.
- **Reliability:** Performing effectively at all times and in all circumstances. This is important when others are depending on the volunteer.
- **Communication:** Clarity in both written and verbal communication.
- **Discretion:** Recognition of sensitive information and the importance of keeping it private. This is important when volunteers are working with personal information, or with classified material.
- **Team skills:** Volunteers often work in teams. They must be able to work with others and recognise the contribution of other team members, while also making a positive contribution to the team themselves.
- **Trust:** Volunteers may be in a situation where trust is placed in them e.g. working with money or sensitive information.
- **Integrity:** Being honest, and maintaining one's principles. This is important when working with those who have been let down by others.
- **Dedication:** Giving time without reservation.
- **Enthusiasm:** An enthusiastic approach will transmit itself to those with whom the volunteer comes into contact.
- **Punctuality:** Important when others may be relying on the volunteer to be on time to carry out a piece of work.
- **Ability to follow directions:** Volunteers will often require briefing on non routine tasks.
- **Understanding of those from different backgrounds and cultures:** Some volunteering will require contact with people from a range of backgrounds. The volunteer must be able to work with them, without prejudices interfering with the task.



Uniformed Organisations that use Volunteers

There are a number of different kinds of uniformed organisation which use volunteers. Some examples are given in each category. The lists are not exhaustive and other services may also be found in your area.

Emergency and Rescue Services:

- Police – Cadets, Special Constables.
- Fire & Rescue Service – Retained firefighters, Young Firefighters.
- Voluntary Aid Societies – St John, St Andrew, Red Cross.
- Community First Responders.
- Mountain/Fell Rescue Service.
- Cave Rescue.
- Royal National Lifeboat Institution.
- Coastguard Rescue Service.

Volunteering for Emergency & Rescue Services requires specialist skills and a significant commitment of time, usually unplanned as emergencies arise.

Special Constables work alongside their regular colleagues and have full police powers. They are required to be available for at least 4 hours per week.

Retained Firefighters are volunteers, trained to the same high standards as full-time firefighters. Retained firefighters are required to be available to respond to emergency calls between 80-120 hours per week, and can expect an average of 2 – 3 callouts per week each of 2 or 3 hours. They are more common in rural areas, but it is important to note that they can also be found in smaller urban areas.

Community First Responders are trained volunteers who help their community by responding to medical emergencies before the arrival of an emergency ambulance. They are expected to be available for a minimum of 4 hours per month.

The Reserve Forces and Cadets

- Army Reserve
- Royal Auxiliary Air Force
- Royal Naval Reserve
- Royal Marine Reserve
- Army Cadet Force
- Air Training Corps
- Marine Society and Sea Cadets
- Combined Cadet Force

The Reserve Forces supplement the Regular Services, and are brought into action when the scale of operations requires additional manpower. Although they receive pay, they are technically volunteers in that they give up free time to be a member, and the pay can be regarded as a retainer and to cover expenses. Many take unpaid holiday from their full time jobs to attend camps.

Unit 9 - Volunteering

The Army Reserve commitment is one 2-hour training evening per week, a training weekend per month and a 2-week annual camp.

The Royal Auxiliary Air Force require one weekend a month, with the minimum commitment being 27 days per year.

The Cadet Forces are the Ministry of Defence's social contribution to the UK, in providing and funding organisations for young people with a remit to provide personal development, leadership and adventure to teenage children and young people. Their secondary aim is to interest young people in the ways of the Armed Forces, and support those considering a career in the Forces.

The Cadet Forces are run in the main by volunteers. Adult volunteers are required to give at least 12 hours per month, and there is an expectation that they will attend weekend training and annual camps when able to do so. All uniformed adults can be paid up to a maximum of 28 days per year, but this is a small part of the time commitment made by most. Officers hold the Queens Commission and are subject to military law. As well as NCO service, civilian instructors and committee members also help the Sea Cadet Corps and Air Training Corps.

As cadets, you may have the opportunity to offer voluntary service either outside the organisation, or within it, by helping to organise and run activities.

Forces Charities

- The Royal British Legion
- Soldiers, Sailors, Airmen and Families Association (SSAFA Forces Help)
- British Limbless Ex-Servicemen's Association
- ABF – The Soldier's Charity (previously called the Army Benevolent Fund)
- Royal Air Force Benevolent Fund
- The Royal Naval Benevolent Trust
- The Royal Marines Benevolent Fund

These are the main service charities but there are many others. All welcome voluntary assistance. Fundraising is the main requirement, but visiting ex-servicemen, either in their own home or in a communal home is also possible. There is often a great rapport between cadets and older ex-servicemen.

The Royal British Legion offer volunteering opportunities for the Poppy Appeal, Caseworkers who can visit and give advice on finance, health care etc. and support in illness or bereavement, hospital and housebound visitors, and more general fundraising. No minimum commitment is set.

How to get involved

All the above organisations have websites (see resources at the end of this section) which give details of the volunteering opportunities on offer. Those who have an aspiration to help a particular organisation can visit the website and deal directly with that organisation. However, some may prefer to trawl a range of volunteering activities and make a decision based on a comparison of the opportunities and what the commitment may be. There are a number of agencies which can offer this.



Unit 9 - Volunteering

Resources - Websites

Undoubtedly the largest and widest ranging resource is the Internet. Virtually all charities, voluntary organisations and Public Services who use volunteers have a website. As mentioned elsewhere in this document entering “Volunteering” into a search engine brings up 11 million hits in the UK alone.

It is not possible to list them all, but the list below includes major charities, voluntary organisations, public services and umbrella organisations offering volunteering opportunities

Some Emergency and Rescue Services

Royal National Lifeboat Institution	www.rnli.org.uk
Mountain Rescue	www.mountain.rescue.org.uk
Cave Rescue	www.caverescue.org.uk
Police Special Constables	www.policemales.com
Retained Fire Service	www.fireservice.co.uk/recruitment/retained-firefighters
St John Ambulance	www.sja.org.uk
British Red Cross	www.redcross.org.uk

Reserve Forces and Cadets

Army Reserve	www.army.mod.uk/join/the-army-reserve.aspx
RAF Reserves	www.raf.mod.uk/rafreserves
Royal Naval Reserve	www.royalnavy.mod.uk/operations-and-support/royal-naval-reserve
Army Cadet Force	www.armycadets.com
Air Training Corps	www.aircadets.org
Sea Cadet Corps & Marine Cadets	www.sea-cadets.org
British Red Cross	www.redcross.org.uk

Forces Charities

Royal British Legion	www.britishlegion.org.uk
SSAFA Forces Help	www.ssafa.org.uk
RAF Benevolent Fund	www.rafbf.org
British Limbless Ex-Servicemen Association	www.blesma.org
Royal Naval Benevolent Trust	www.rnbt.org.uk

General Volunteering Opportunities

DofE	www.dofe.org
Vinspired	www.vinspired.com
Volunteering England	www.volunteering.org.uk
Time Bank	www.timebank.org.uk
Do-it	www.do-it.org.uk
Community Service Volunteers	www.csv.org.uk
Better-Job-Offers	www.better-job-offers.com
UK Volunteering Forum	www.ukvf.org.uk
Direct Gov	www.direct.gov.uk





Teamwork & Personal
Development in the
Community

UNIT TEN

Citizenship, the Individual
and Society

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 10 Citizenship, the Individual and Society (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Know what is meant by the terms citizen, citizenship, individual rights and human rights	1.1	Define the terms citizen, citizenship, individual rights and human rights	Correctly answer 10.1-1
		1.2	Describe the qualities a good citizen requires to participate in a given organisation	Correctly answer 10.1-2
2	Understand the relationship between individuals, society and the uniformed organisations	2.1	Explain how a range of uniformed organisations, citizens and society work together	Correctly answer 10.2-1
3	Understand the importance of equal opportunities in society and the uniformed organisations	3.1	Explain why equal opportunities are important in society and uniformed organisations	Correctly answer 10.3-1
		3.2	Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation	Correctly answer 10.3-2
4	Be able to investigate the roles of uniformed organisations to citizens and to a changing society	4.1	Explain the different ways in which uniformed organisations have supported society	Correctly answer 10.4-1
		4.2	Demonstrate the different ways in which uniformed organisations have affected society	Correctly answer 10.4-1



Citizenship, the Individual and Society

What is a Citizen?

A legally recognised subject or national of a state or commonwealth, either native or naturalised: e.g. a British citizen.

What are Individual Rights?

Individual Rights - rights held by individual people, regardless of group membership, they remain individual rights if the right-holders are the individuals themselves. The freedom to act, work and behave without fear of retribution - legally bound.

The general concept of rights is that they are possessed by individuals in the sense that they are permissions and entitlements to do things which other persons, or which governments or authorities, cannot get in the way of.

Individual rights are often sub-divided as:

- Civil
- Political
- Economic – Workplace Unions.
- Social and cultural rights.

What are Human Rights?

Human Rights - The basic rights and freedoms that belong to every person in the world.

Human Rights Act

The **Human Rights Act 1998** is an Act of Parliament of the United Kingdom which received Royal Assent (approval) on 9 November 1998, and mostly came into force on 2 October 2000.

Its aim is to "give further effect" in UK law to the rights contained in the Convention for the Protection of Human Rights and Fundamental Freedoms, but more commonly known as the European Convention on Human Rights.

Part One

- **Right to life** - Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally, save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.
- **Prohibition of torture** - No one shall be subjected to torture or to inhuman or degrading treatment or punishment.
- **Prohibition of slavery and forced labour** - No one shall be held in slavery or servitude and no one shall be required to perform forced or compulsory labour.
- **Right to liberty and security** - Everyone has the right to liberty and security of person. No one shall be deprived of his liberty apart from a procedure prescribed by law.
- **Right to a fair trial** - In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law.
- **No punishment without law** - No one shall be held guilty of any criminal offence on

account of any act or omission which did not constitute a criminal offence under national or international law at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the criminal offence was committed.

- **Right to respect for private and family life** - Everyone has the right to respect for his private and family life, his home and his correspondence.
- **Freedom of thought, conscience and religion** - Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
- **Freedom of expression** - Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.
- **Freedom of assembly and association** - Everyone has the right to freedom of peaceful assembly and to freedom of association with others, including the right to form and to join trade unions for the protection of his interests.
- **Right to marry** - Men and women of marriageable age have the right to marry and to found a family, according to the national laws governing the exercise of this right.
- **Prohibition of discrimination** - The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.
- **Restrictions on political activity of aliens** - Nothing in Articles 10, 11 and 14 shall be regarded as preventing the High Contracting Parties from imposing restrictions on the political activity of aliens.
- **Prohibition of abuse of rights** - Nothing in this Convention may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms set forth herein or at their limitation to a greater extent than is provided for in the Convention.
- **Limitation on use of restrictions on rights** - The restrictions permitted under this Convention to the said rights and freedoms shall not be applied for any purpose other than those for which they have been prescribed.

Part Two

- **Protection of property** - Every natural or legal person is entitled to the peaceful enjoyment of his possessions. No one shall be deprived of his possessions except in the public interest and subject to the conditions provided for by law and by the general principles of international law.
- **Right to education** - No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.
- **Right to free elections** - The High Contracting Parties undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the opinion of the people in the choice of the legislature.



Part Three

- Abolition of the death penalty.

What are the Qualities of a Good Citizen?

Loyalty - The leader of the team must be loyal to the individuals in a team. The leader must be able to support and protect them in a fair manner. Individuals must be loyal to each other and the leader. For example, youth organisations require their members to be loyal in order for their groups to be a success and to attract other members, some of which may have felt vulnerable due to experiencing lack of loyalty in the past.

Punctual - Being strictly observant of an appointed or regular time; not late; prompt. As a member of any youth organisation both as a young person and an Instructor you are required to arrive on time for your meetings and weekend activities. This is to ensure the activities will be able to start on time, and that the Young people get the most out of their experiences.

Communication - A team cannot function without communication. Essentially everyone needs to know what is happening. Communication is vital down to the individual, from the individual, between individuals and from the team to a higher level.

Personal Appearance - Pride in appearance demonstrates self-discipline and gives confidence the general public that they can trust members of youth organisations.

Teamwork - This means working together. Many Public Service situations cannot be handled by a single individual. The coordinated efforts of other people, often with different skills, are required. **Together Everyone Achieves More.**

Co-operation - Different teams will often have to work together and this applies to individuals within a team. A lack of co-operation will lose the efficiency of a team or teams.

Self-Discipline - An individual within a team must be able to put the team's requirements before their own. The individual must have the determination to ensure that the basic skills that have been learnt are not forgotten as otherwise the team will suffer.

Trust - Each individual must trust the ability and integrity of each other and importantly trust the views of the leader even when this may conflict with their own.

Examples of youth organisations and society working together (these are just a few examples – you can use your own)

Air Training Corps - Collecting for the Royal Air Force Association Wings Appeal

Army Cadet Force - County band providing entertainment at a music concert

Combined Cadet Force - Working within the community volunteering as part of the Duke of Edinburgh Scheme

Sea Cadet Corps - Demonstrating sailing and other boating techniques during a local regatta

Royal Marine Cadets - Proving a guard of honour during a church parade for Remembrance Sunday

Police Cadets - Going out on patrol with Police Community Support Officers

Young Firefighters - Helping the local fire service to raise funds for the Firefighters charity by taking

Unit 10 - Citizenship, the Individual and Society

part in a sponsored car wash.

St John Ambulance - Providing First Aid Cover at various events from local shows to National Stadium events.

Scouts and Guiding Association - Helping at local events with the set up process.

Youth Centres - Providing an opportunity for young people to come in off the streets and engage in positive Youth Activity from building a go kart to providing support for others.

What are Equal Opportunities?

Equal opportunity is a stipulation that all people should be treated similarly, unhampered by artificial barriers or prejudices or preferences, except when particular distinctions can be explicitly justified.

The Equality Act 2010 - An Act of Parliament of the United Kingdom

The primary purpose of the Act is to help people understand Equal Opportunities, which formed the basis of anti-discrimination law in Great Britain.

This began with the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995 and three major statutory instruments protecting discrimination in employment on grounds of religion or belief, sexual orientation and age.

It requires:

- Equal treatment in access to employment as well as private and public services, regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- In the case of gender, there are special protections for pregnant women.
- However, the Act allows transsexual people to be barred from gender-specific services if that is a proportionate means of achieving a legitimate aim.
- In the case of disability, employers and service providers are under a duty to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people.

In this regard, the Equality Act 2010 did not change the law. Under s.217, with limited exceptions the Act does not apply to Northern Ireland.

Useful websites

Department for Communities and Local Government	www.communities.gov.uk
Equality Act 2010	www.equalities.gov.uk/equality_bill.aspx
Equality and Human Rights Commission	www.equalityhumanrights.com





Teamwork & Personal
Development in the
Community

UNIT ELEVEN

Community and Cultural
Awareness

Learning Outcomes and Assessment Criteria

The criteria you must meet to achieve a Pass are shown below.

Grading criteria UNIT 11 Community and Cultural Awareness (10 Credits)				
Learning outcomes		Assessment criteria		Achieved by
1	Understand community and cultural awareness in the local and national community	1.1	Explain the differences between local and national community	Correctly answer 11.1-1
		1.2	Discuss the awareness of community and cultural issues in local and national communities	Correctly answer 11.1-2
2	Know what is meant by the costs and benefits of living in a community	2.1	Describe the costs and benefits of living in a community	Correctly answer 11.2-1
3	Understand cultural diversity as an aspect of local and national community	3.1	Discuss the positive and negative aspects of cultural diversity in the local and national communities	Correctly answer 11.3-1
4	Be able to investigate the social and cultural problems that exist in a local and national community	4.1	Outline the categories of social problems in communities locally and across the UK	Correctly answer 11.4-1
		4.2	Outline the cultural problems in communities locally and across the UK	Correctly answer 11.4-2
		4.3	Investigate the impact of social and cultural problems on the UK	Correctly answer 11.4-3



Community and Cultural Awareness

What is Community?

A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

For example social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as different in some respect from the larger society within which it exists.

Types of Community

Local Community - A local community is a group of interacting people sharing an environment. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their level of togetherness.

For example, employment, community groups e.g. tenants' and residents' associations, youth clubs, youth organisations - Scouts, Guides, cadet detachments.

National Community - A group of people who identify themselves by a feature that they all have in common, who are spread across an entire nation. For example, all the British deaf people, when considered together, would be the national deaf community of this country, similarly all the Buddhism followers in the UK, when considered as a whole and complete body, would be regarded as the national Buddhist community of this country. Football fans could also be included in this category, as well as members of national youth organisations.

However, this term could potentially ignore the individual, and the benefits of diversity, as well as stereotyping large groups of people, and encouraging people to not bother finding out more about their individual neighbours.

Community and Cultural Issues

Social and community issues:

- **Poverty** - people live in poverty when they are denied an income sufficient for their material needs and when these circumstances exclude them from taking part in activities which are an accepted part of daily life in that society.
- **Unemployment** - unemployment is the term used when a person who is actively searching for employment is unable to find work. Unemployment is often used as a measure of the health of the economy.
- **Low Income** - relating to individuals or households supported by an income that is below average. In terms of global poverty criteria, the United Kingdom is a wealthy country, with virtually no people living on less than £4 a day.
- **Poor housing** - evidence suggests that living in poor housing can lead to an increased risk of cardiovascular and respiratory disease as well as to anxiety and depression. Problems such as damp, mould, excess cold and structural defects which increase the risk of an accident also present hazards to health.

- **Racism** - the belief that all members of each race possess characteristics, abilities, or qualities specific to that race. Unfortunately, some people believe this makes a race worse or better than another race or races.
- **Inequality** - difference in size, degree, circumstances, etc. and lack of equality. For example, social inequality and the widening inequalities in income.
- **Mental Illness** - a condition which causes serious disorder in a person's behaviour or thinking. Mental health problems range from the worries we all experience as part of everyday life to serious long-term conditions. The majority of people who experience mental health problems can get over them or learn to live with them, especially if they get help early on.
- **Domestic abuse** - any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.
- **Substance abuse** - also known as drug abuse, is a patterned use of a substance (drug) in which the user consumes the substance in amounts or with methods which are harmful to themselves or others. Some of the drugs most often associated with this term include substituted amphetamines, barbiturates, cocaine, and opioids.
- **Alcohol abuse** - alcohol abuse is defined as a pattern of drinking that results in one or more of the following situations within a 12-month period:
 - having recurring alcohol-related legal problems, such as being arrested for driving under the influence of alcohol or for physically hurting someone while drunk.
 - continued drinking, despite having ongoing relationship problems that are caused or worsened by the drinking.
- **Bullying (Physical)** - physical bullying is rarely the first form of bullying that a target will experience. Often bullying will begin in a different form and progress to physical violence. In physical bullying, the main weapon the bully uses is their body.
- **Bullying (Cyber)** - cyberbullying is the use of information technology to harm or harass other people in a deliberate, repeated, and hostile manner. With the increase in use of these technologies, cyberbullying has become increasingly common, especially among teenagers. Awareness has also risen, due in part to high profile cases, where young people have taken their own lives.

Cultural issues

There are cultural problems at local level and will continue to be so long as individuals and groups from different cultures exist alongside mainstream cultures. Whilst some of the groups within refuse to understand the cultures of others, or perhaps even the case that some members of their peer groups and families have influenced their mind, it is not necessarily their beliefs.

There are also cultural problems at national level such as:

- **Maintaining a national identity** - a sense of a nation as a whole, as represented by different traditions, culture, and language. The media often has a huge part to play with highlighting problems that exist.
- **Cultural identity** - the identity or feeling of belonging to, a nationality, ethnicity, religion, social class, generation, locality and any kind of social group that have its own distinct culture.
- **Changes in culture** - leading to altered cultural transmission. The process and method of passing on socially learned information. Cultural transmission is greatly influenced by how



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adults socialise with each other and with the young.

- **Cultural alienation** - when a person moves to a new town, city or country, the new place already has certain cultural norms and while many of the people in it may be (or at least say they are) accepting of people of other cultures, they may not be willing to alter their own norms to incorporate the ones the new person brings.
- **Customs and traditions** - Britain is full of many different cultures and traditions, some of which have been around for hundreds of years. When some people think of Britain they think of drinking tea, eating fish and chips and wearing bowler hats, but there is more to Britain than just those things. British society today is made up of more than 'British' cultures, today we have embraced cultures from around the world – this allows us to have a greater awareness and understanding of society today.
- **Views of different age groups; values** - youth culture differs from the culture of older generations. Influences from the media, friends and family traditions will change or remain the same according to an individual beliefs and influences within society at the time.
- **Group and cultural identity** - today about 7 billion people live on Earth; no two of them are alike. People can be small and large and in many colours. We wear different clothes and have different ideas of beauty. Many of us believe in one God, others believe in many, and still others believe in none. Some people are rich and many are desperately poor. Have you ever considered why there is not one human culture rather than many cultures?

The costs and benefits of living in a community

Costs:

- Personal investment in communities in terms of time and participation
- Tolerance and intolerance of differences
- Knowledge of 'others'
- Facilities and lack of facilities for some groups e.g. younger and older community members
- Community change as a result of economic and political influences e.g. funding issues
- Costs of providing public services and dealing with local issues

Benefits:

- Social networks and support
- Family and friendship networks
- Community centres
- Local education provision; communication; advantages of being a member of a community, the feeling of belonging and being part of a larger group
- Caring for, and looking out for, others
- Personal ties
- Advantages to youth organisations of there being strong community ties

Cultural Diversity

Definition of cultural diversity is the existence of a variety of cultural or ethnic groups within a society i.e.

- Local - villages, towns, places of work.
- National - regional and outside of the immediate local area.

Examples of Diversity

- Ethnic population and minority groups.
- Cultural enrichment - An expression used to describe an activity or action that enhances one's awareness of different cultural practices. This can be trying different foods, bungee jumping, travelling etc.
- Trends and lifestyles of individuals and groups including alternative lifestyles and religions.
- Virtual culture (cyber community).
- Development of the worldwide web community.
- Benefits of understanding and appreciating diverse cultures.
- Positive and negative aspects of cultural diversity - Positives: not everyone looks the same, or acts the same, it allows discussion, and its interesting. Negatives: some people think that their culture is the best, and the only way to be, and then there is plagiarism and racism towards people with different cultures.

Positive aspects of Cultural Diversity

- **Transforming society's behaviour** - The patterns of behaviour in society is influenced by the nature of interactions and degree of diversity within it.
- **Influencing cultural diversity** - Cultural diversity is geared towards having a deep respect and understanding of the various people in society. This aspect of society is strengthened by having feedback, teamwork, team-building activities and interpersonal communication in various groups and organisations.
- **Sustaining positive influence programs** - Organisations within society should hold regular forums and educational programs in which participants are trained to be sensitive to and appreciate cultural diversity.

Negative aspects of Cultural Diversity

- **Communication barriers** - Each organisation and employment sector will contain people from different cultures and countries. The variety of cultures may well increase the number of communication problems and language barriers both within and outside of the organisation.
- **Cultural resistance** - Resistance to change is common in workplaces and organisations within society. As society becomes more diverse, it changes the relationships and nature of workplaces and organisations. These changes can sometimes cause stress among employees and contribute to negative working relationships and poor morale, if not well-planned and managed. Teaching people about diversity is important as it will improve a person's understanding.
- **Discrimination** - As society becomes more diverse – if organisations who do not have a plan in place to deal with change may find more discrimination amongst its members. Discrimination is unfair treatment of someone because of distinguishing traits. Naturally, if you have a diverse workforce or membership of an organisation there is more opportunity for discrimination as diversity is based on distinguishing traits amongst different people.



The Effects upon Youth Organisations

Social problems within youth organisations will always exist as society evolves. The benefit of belonging to a youth organisation is that in the event of a young person suffering as a result of many of the above, each organisation has its own set of safeguarding policies to help the young person, or to put them in touch with suitably qualified people who can.

The most common social problems affecting some members of youth organisations and their families are:

- Poverty
- Racism
- Inequality
- Mental Illness.

The most common cultural problems affecting some members of youth organisations and their families are:

- The existence of individuals and groups living alongside mainstream cultures – due to ignorance on the part of some members of society.
- People objecting to those who speak a different language doing so in front of them, when they do not understand what the others are talking about.
- The conflicting views of people who are of different age groups and may have different values.

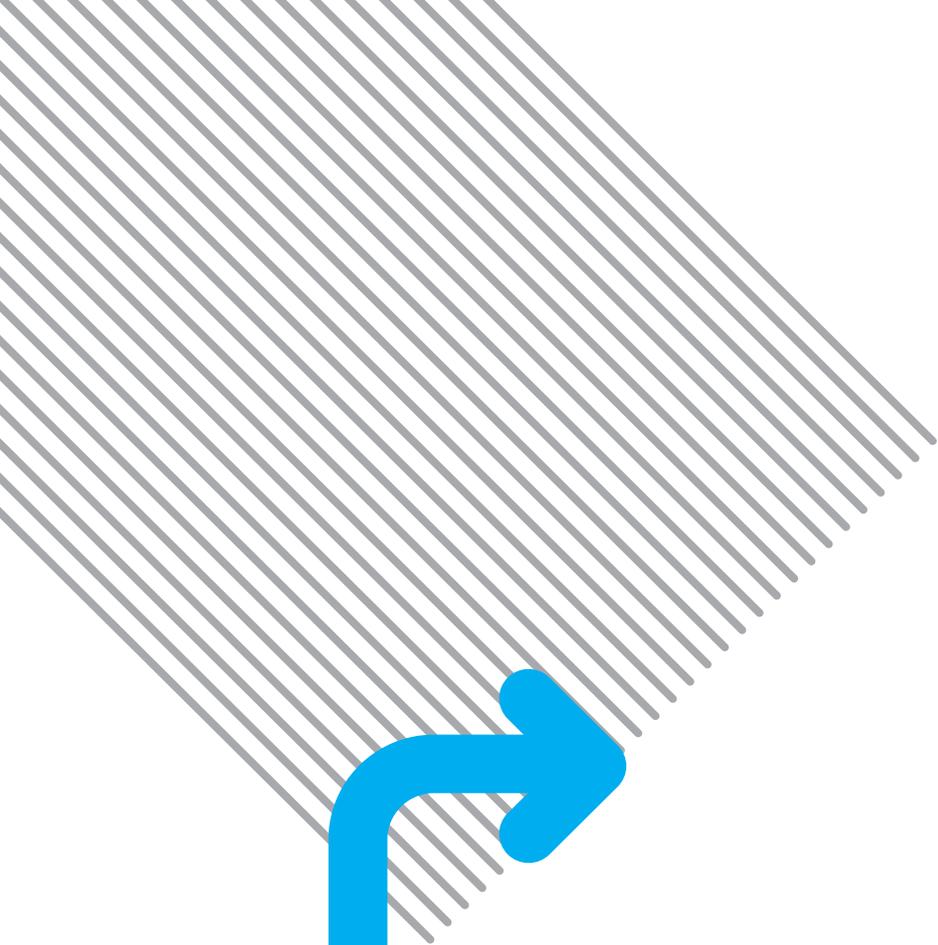
Useful websites

Department for Communities and Local Government	www.communities.gov.uk
Equality Act 2010	www.equalities.gov.uk/equality_bill.aspx
Equality and Human Rights Commission	www.equalityhumanrights.com

Glossary of Terms

COMMAND VERBS	DESCRIPTION
Analyse	Identify separate factors, say how they are related and how each one contributes to the topic.
Comment	Write about, with an opinion.
Compare/Contrast	Explain how things are similar and how they are different.
Describe	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
Evaluate	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.
Explain	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
Identify	Point out (i.e. choose the right one) or give a list of the main features.
List	Provide the information in a list, rather than in continuous writing.
Review	Look back over something and analyse the major points in sequence.
Select	Choose the most suitable.
State	Write down clearly.





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