

BTEC Level 2 Diploma in Teamwork and Personal Development Workbook

|  |
| --- |
| Name: Click here to insert your FULL name. |
| CVQO Ref: Click here to insert your CVQO VQ learner number. |
| Unit: Click here to insert your Unit/Detachment/Squadron.  |

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

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

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

**UNSIGNED WORK WILL NOT BE ACCEPTED FOR MARKING**

|  |
| --- |
| **Learner Declaration:** *“I certify that:*1. *I have had the requirements for this BTEC Level 2 qualification explained to me.*
2. *Where appropriate I have been given constructive feedback.*
3. *The work submitted for this Workbook is my own.”*

Signed:      Date:      |
| **Unit VQ Officer Declaration:** “I certify that:1. *I have issued the relevant Resource Material to this learner and explained where the information for the completion of their work can be found.*
2. *The learner understands the requirements for the completion of this Diploma.*
3. *The learner named above completed the work submitted.”*

Signed:      Date:      |
| **On completion the Unit VQ Officer is to sign and send by Recorded Delivery to CVQO** |

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**INSTRUCTIONS FOR COMPLETING THIS WORKBOOK**

**Overview**

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

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

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

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

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

**Submission guidelines**

You must:

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

You must **not**:

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

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

|  |  |
| --- | --- |
|  | **60 Credits required** |
| **UNIT 1** Teamwork & Communication Skills **Mandatory** | 10 Credits | C:\Users\dp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UT02NXCC\tick[1].gif |
| **UNIT 2** Employment Skills in Uniformed Organisations  | 5 Credits | [ ]  |
| **UNIT 3** Career Planning and Self-Assessment | 5 Credits | [ ]  |
| **UNIT 4** Improving Health and Fitness | 10 Credits | [ ]  |
| **UNIT 5** Personal Development through Adventurous Activities | 10 Credits | [ ]  |
| **UNIT 6** Land Navigation by Map and Compass | 10 Credits | [ ]  |
| **UNIT 7** Expedition Skills | 10 Credits | [ ]  |
| **UNIT 8** Fundamentals of Nautical Studies | 10 Credits | [ ]  |
| **UNIT 9** Volunteering | 10 Credits | [ ]  |
| **UNIT 10** Citizenship, the Individual and Society | 10 Credits | [ ]  |
| **UNIT 11** Community and Cultural Awareness | 10 Credits | [ ]  |
| **Total number of credits:** |       |  |

**UNIT 1**

**Teamwork and Communication Skills**

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

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

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

1. Give **ONE** example of TEAMWORK for each of the following uniformed organisations:

|  |
| --- |
| Uniformed organisation: Police Service |
|       |
| Uniformed organisation: Royal Navy |
|       |

1. Briefly describe each of the following skills:

|  |
| --- |
| Skill: Conflict management |
|       |
| Skill: Loyalty |
|       |

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

|  |
| --- |
|       |

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

Choose **TWO contrasting** uniformed organisations.

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

|  |
| --- |
| Skill Selected:       |
| 1st Chosen Organisation:       |
|       |
| 2nd Chosen Organisation:       |
|       |

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

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

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

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

**Activity 1.2**‐**2 Unit 1 Criteria 2.2 Demonstrate effective instruction skills**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**UNIT 2**

**Employment Skills in Uniformed Organisations**

**Learning Outcome 1: Know the main roles of different uniformed organisations**

**Question 2.1-1 Unit 2 Criteria 1.1 Outline the main purpose of contrasting uniformed organisations**

You must outline the main purpose of **TWO** contrasting uniformed organisations.

|  |
| --- |
| 1. Uniformed organisation (Military):
 |
| Main purpose:       |
| 1. Uniformed organisation (Non-military):
 |
| Main purpose:       |

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

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

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

|  |
| --- |
| 1. Uniformed organisation (Military):
 |
| Main responsibilities:       |
| Responsible to: [ ]  National government / [ ]  Local government *(Tick where applicable)* |
| 1. Uniformed organisation (Non-military):
 |
| Main responsibilities:       |
| Responsible to: [ ]  National government / [ ]  Local government *(Tick where applicable)* |

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

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

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

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

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

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

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

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

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

**UNIT 3**

**Career Planning and Self-Assessment for Uniformed Organisations**

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

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

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

|  |
| --- |
| Job: Royal Navy Officer |
| 1 |       |
| 2 |       |
| 3 |       |
| 4 |       |

|  |
| --- |
| Job: Police Officer |
| 1 |       |
| 2 |       |
| 3 |       |
| 4 |       |

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

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

|  |
| --- |
| Job: Royal Navy Officer |
|       |

|  |
| --- |
| Job: Police Officer |
|       |

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

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

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

|  |  |
| --- | --- |
| Skill | Description |
| Team Working |       |
| Communication  |       |
| Organisational  |       |

|  |  |
| --- | --- |
| Quality | Description |
| Self-discipline |       |
| Commitment |       |
| Punctuality |       |

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

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

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

**\* SKILLS AND QUALITIES**

Self-discipline Determination

Commitment Punctuality

Pride in appearance Problem solving

Team working Communication

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

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

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

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

|  |
| --- |
| **MOCK APPLICATION FORM****THIS DOCUMENT IS FOR BTEC USE ONLY**THIS APPLICATION FORM MUST BE HAND WRITTEN IN BLACK INK |
| 1. **PERSONAL DETAILS**

Surname:      Forenames (in full):      Date of birth:       Age:       Title (Mr/Mrs/Miss/Other):       |
| House Name/Number and Street:      Town:      County:       Postcode:      Country:       |
| Contact Telephone Number:      Mobile Number:      Email:       |
| 1. **SERVICE** I wish to apply to join the:

|  |  |
| --- | --- |
| [ ]  Royal Navy[ ]  Royal Marines [ ]  Regular Army[ ]  Regular Royal Air Force[ ]  Police Service [ ]  Fire & Rescue Service | [ ]  Royal Navy Rescue [ ]  Royal Marines Reserve [ ]  Territorial Army[ ]  Royal Auxiliary Air Force [ ]  Ambulance Service  |

 |
| 1. **JOB PREFERENCE**

I wish to apply for entry as:      My suitability for this role and the reason for my choice is:       |
| 1. **ETHNIC MONITORING.** Please select **ONE** choice in **Section 1** (National Identity) and **ONE** choice in **Section 2** (Ethnic Background). Tick the box next to the appropriate number/letter.

|  |  |
| --- | --- |
| **Section 1** (Select one)1. [ ]  British or Mixed British
2. [ ]  English
3. [ ]  Irish
 | 1. [ ]  Scottish
2. [ ]  Welsh
3. [ ]  Other
 |
| **Section 2** (Select one) **ASIAN**A [ ]  Bangladeshi B [ ]  IndianC [ ]  PakistaniD [ ]  Any other Asian background **BLACK**E [ ]  AfricanF [ ]  CaribbeanG [ ]  Any other black backgroundH [ ]  Chinese |  **MIXED ETHNIC BACKGROUND**I [ ]  Asian and white J [ ]  Black African and whiteK [ ]  Black Caribbean and whiteL [ ]  Any other mixed ethnic background **WHITE**M [ ]  Any white background **ANY OTHER ETHNIC BACKGROUND**N [ ]  Any other ethnic background |

 |
| 1. **NATIONALITY**

Nationality now:       At birth if different:      Place of birth: (Town)       and (Country)       |
| 1. **CIVILIAN OFFENCES.** Please tick the appropriate boxes at each question.

|  |  |  |
| --- | --- | --- |
| 1. Are you currently under either a Supervision or a Probation Order?
2. Are you subject to any Police investigation, due to appear ina Military, Civil, Criminal Court or awaiting a summons to appear in court?
3. Do you have any convictions which are deemed to be unspent under the Rehabilitation of Offenders Act 1974?
 | [ ]  Yes[ ]  Yes[ ]  Yes | [ ]  No[ ]  No[ ]  No |

 |
| 1. **MEDICAL**

|  |  |  |
| --- | --- | --- |
| 1. Do you meet the basic medical eligibility requirements listed?
2. Please give your: Height       and Weight
 | [ ]  Yes | [ ]  No |

 |
| 1. **PERSONAL CIRCUMSTANCES.** Please tick which applies to you:

 [ ]  Single [ ]  Married [ ]  Divorced [ ]  Separated  [ ]  Widow/er [ ]  Partner1. **Religion:** What is your religion?
2. **Next of Kin (Please give details)**

Title:       Forename(s):       Surname/Family Name:      Relationship to you:      Next of kin address and contact details (if different from applicant):      House Name/Number and Street:      Town:       County:       Postcode:       Contact Telephone Number:       |
| 1. **DEPENDENTS**
2. Is there anyone who is dependent upon you or your income? [ ]  Yes [ ]  No
3. I have       child/children, and       other family members for whom I have made satisfactory arrangements to allow me to meet my Service obligation fully.
 |
| 1. **FAMILY BACKGROUND.** Please complete

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

 |
| 1. **RESIDENCY OF RELATIVES AND CLOSE FRIENDS**

Do you have any relatives (including parents, in-laws, and step relatives) or close friends with whom you have, or have had, regular contact, or have lived (including deceased) overseas? [ ]  Yes [ ]  No |
| 1. **EDUCATION AND QUALIFICATIONS**
2. **School/College attended.** Please state the Schools or Colleges or establishments of further education you attended from the age of 13 years old:

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

1. **Academic Qualifications**
2. Do you possess any GCSEs or other equivalents at Grade C or above in:-

 [ ]  English Language  [ ]  Mathematics  [ ]  Physics or physics-based subjects1. How many other GCSEs, or equivalents, do you have at Grade C or above?
2. Do you possess any higher qualifications, such as A levels, A/S levels, Scottish Highers, BTEC, HNC, HND or Degree? [ ]  Yes [ ]  No
3. How many A levels, or equivalents, do you have at Grade E or above?
 |
| 1. **Vocational Qualifications.** Please give details as applicable.

|  |  |  |  |
| --- | --- | --- | --- |
| Type (eg BTEC, NVQ) | Subject | Date | Level |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| 1. **EMPLOYMENT DETAILS.** Please tick/complete:
2. Are you: In full-time/part-time education at School/College [ ]  Unemployed [ ]
3. Are you currently an indentured apprentice? [ ]  Yes [ ]  No
4. If you are or have been employed (part-time or full-time) complete the following starting with your latest employment:

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

  |
| 1. **YOUTH ORGANISATIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| Organisation | Dates | Role/Rank | Achievement |
| From | To |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |

  |
| 1. **DRIVING LICENCE**

Do you hold a driving licence? [ ]  Yes [ ] No1. If YES is it: A FULL licence [ ]

 A PROVISIONAL licence [ ]   A FOREIGN licence [ ] List categories: Click here to enter text. and your Driver Number: Click here to enter text.1. If you have any penalty points, please list how many: Click here to enter text.
 |
| 1. **REFEREES. (**You must provide two referees)

**Referee 1**

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

**Referee 2**

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

  |
| **APPLICANT CONFIRMATION DECLARATION**I declare that the answers and the information given above are to the best of my knowledge correct.**Signature:** **Date:**  |

**UNIT 4**

**Improving Health and Fitness in Uniformed Organisations**

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

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

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

|  |
| --- |
|       |

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

|  |
| --- |
| 1.       |
| 2.       |
| 3.       |

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

|  |
| --- |
| 1.       |
| 2.       |
| 3.       |

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

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

|  |
| --- |
| 1.       |
| 2.       |

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

|  |
| --- |
| 1.       |

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

|  |
| --- |
| 1.       |
| 2.       |

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

Outline **THREE** healthbenefits of exercise.

|  |
| --- |
| 1.       |
| 2.       |
| 3.       |

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

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

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

|  |
| --- |
| Day 1 |
| Time | Food & Drink | Comments |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
| Time | Activities | Comments |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
| Day 2 |
| Time | Food & Drink | Comments |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
| Time | Activities | Comments |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

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

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

|  |
| --- |
| 1.       |
| 2.       |
| 3.       |

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

|  |
| --- |
| 1.       |
| 2.       |
| 3.       |

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

|  |
| --- |
| 1.       |
| 2.       |
| 3.       |

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

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

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

|  |
| --- |
|       |

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

|  |
| --- |
|       |

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

Perform fitness tests used by the uniformed organisations.

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

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

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Workout** *(identify* ***one*** *planned training activity)* | **Method of Training** *(identify* ***ONE*** *main method of training you are using)* | **Component** *(identify the* ***ONE*** *main component you are working on}* |
| Monday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |
| Tuesday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |
| Wednesday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |
| Thursday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |
| Friday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |
| Saturday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |
| Sunday | [ ]  Cycle 60 mins on roads, including hills[ ]  3 mile run, including hills[ ]  Press ups, sit ups, eights, pull ups, burpees, sprints[ ]  45 minute swim[ ]  Game of sport (eg rugby, hockey)[ ]  Rest day | [ ]  Interval[ ]  Continuous (endurance)[ ]  Resistance Training[ ]  Rest Day | [ ]  Aerobic work[ ]  Anaerobic work[ ]  Endurance[ ]  Speed[ ]  Flexibility[ ]  Strength[ ]  Ability |

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

You must participate in a personal health improvement programme.

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

**UNIT 5**

**Personal Development through Adventurous Activities**

**Learning Outcome 1: Know about organisations that provide adventurous activities**

**Question 5.1-1 Unit 5 Criteria 1.1 Describe a range of adventurous activities provided by organisations**

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

|  |
| --- |
| Your organisation:       |
| Adventurous activities:       |
| Contrasting organisation:       |
| Adventurous activities:       |

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

|  |
| --- |
| Project 1:       |
| Project 2:       |
| Project 3:       |

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

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

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

|  |
| --- |
| Benefit 1:       |
| Benefit 2:       |
| Benefit 3:       |
| Benefit 4:       |

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

|  |
| --- |
| Factor 1:       |
| Factor 2:       |

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

|  |
| --- |
| Factor 1:       |
| Factor 2:       |
| Factor 3:       |
| Factor 4:       |

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

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

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

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

**Learning Outcome 4: Be able to review the adventurous activities**

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

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

|  |
| --- |
| First activity:       |
| Skills and techniques learned or developed:       |

|  |
| --- |
| Second activity:       |
| Skills and techniques learned or developed:       |

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

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

|  |
| --- |
| Organisation:       |
| Personal benefits gained:       |

**UNIT 6**

**Land Navigation by Map and Compass**

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

**Learning Outcome 1: Know how to read a map accurately**

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

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

**Learning Outcome 2: Know how to use a compass**

**Unit 6 Criteria 2.1 Describe the main features of a compass**

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

**Learning Outcome 3: Be able to use route planning skills**

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

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

**Learning Outcome 4: Be able to undertake a route**

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

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

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

**UNIT 7**

**Expedition Skills**

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

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

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

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

**Learning Outcome 2: Understand the planning necessary for an expedition**

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

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

**Learning Outcome 3: Be able to participate in an expedition**

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

**Learning Outcome 4: Be able to review an expedition**

**Unit 7 Criteria 4.1 Reflect on individual performance from the expedition**

**Unit 7 Criteria 4.2 Reflect on team performance from the expedition**

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

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

**UNIT 8**

**Fundamentals of Nautical Studies**

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

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

**Unit 8 Criteria 1.1 Identify conventional symbols for different types of nautical charts**

**Unit 8 Criteria 1.2 Plot position by latitude and longitude, measuring distance between two points on a named chart by minutes of latitude, showing the true bearing between two named points**

**Unit 8 Criteria 1.3 Correctly follow the main rules of the road applicable to vessels in sight under way and making way**

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

**Unit 8 Criteria 2.1 Outline the sources of weather information available to those undertaking a coastal cruise**

**Unit 8 Criteria 2.2 Describe the effects of different types of weather on a vessel undertaking a short passage**

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

**Unit 8 Criteria 3.1 Prepare a powered or sailing vessel for sailing and coming alongside**

**Unit 8 Criteria 3.2 Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board**

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

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

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

Details are in the Resource Book

**UNIT 9**

**Volunteering**

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

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

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

|  |
| --- |
|       |

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

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

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

|  |
| --- |
| **THREE** benefits that volunteers gain from volunteering |
| 1.       |
| 2.       |
| 3.       |

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

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

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

|  |  |
| --- | --- |
| Organisation | One volunteer role in each organisation |
| 1. Fire & Rescue
 |       |
| 1. Army
 |       |
| 1. Ambulance
 |       |

**Learning Outcome 3: Understand the skills required for voluntary work**

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

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

|  |
| --- |
| Skill 1:       |
| Skill 2:       |
| Skill 3:       |

**Learning Outcome 4: Be able to undertake voluntary work**

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

Take part in and demonstrate skills required for voluntary work.

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

**UNIT 10**

**Citizenship, the Individual and Society**

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

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

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

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

[ ]  A term used for someone who is always in trouble

[ ]  A legally recognised subject or national of a state or commonwealth, either native or naturalised

[ ]  Someone who likes to party

[ ]  A person who is well liked in his or her workplace

1. Select **one** statement which does **NOT** fit the term in the correct context.

[ ]  Individual Rights: Rights held by every person as an individual

[ ]  Human Rights: The basic rights and freedoms that belong to every person in the world

[ ]  Citizenship: The position or status of being a citizen of a particular country

[ ]  Citizen: A person who is popular with their peers

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

|  |
| --- |
| Individual rights |
| 1.       |
| 2.       |
| Human rights |
| 1.       |
| 2.       |

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

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

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

|  |
| --- |
| Quality 1:       |
| Quality 2:       |

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

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

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

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

|  |
| --- |
| Example 1:       |
| Example 2:       |

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

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

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

|  |
| --- |
|       |

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

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

|  |
| --- |
| Example*: Discrimination – In the UK you have the right complain if you think you have been treated unfairly because of your race, gender, religion, etc.* |
| 1.       |
| 2.       |
| 3.       |
| 4.       |

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

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

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

|  |
| --- |
| First uniformed organisation:       |
| Role in supporting society:       |
| Second uniformed organisation:       |
| Role in supporting society:       |

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

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

|  |
| --- |
| Examples how your first chosen organisation affects society:       |
| Examples how your second chosen organisation affects society:       |

**UNIT 11**

**Community and Cultural Awareness**

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

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

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

|  |
| --- |
|       |

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

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

|  |
| --- |
| Community issues |
| 1.       |
| 2.       |
| 3.       |
| 4.       |

|  |
| --- |
| Cultural issues |
| 1.       |
| 2.       |
| 3.       |
| 4.       |

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

|  |
| --- |
| Local community issue:       |
| National community issue:       |

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

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

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

|  |
| --- |
| Costs |
| 1.       |
| 2.       |
| 3.       |

|  |
| --- |
| Benefits |
| 1.       |
| 2.       |
| 3.       |

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

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

1. Give the definition of cultural diversity.

|  |
| --- |
|       |

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

|  |
| --- |
| Positive aspects |
| 1.       |
| 2.       |
| 3.       |
| Negative aspects |
| 1.       |
| 2.       |
| 3.       |

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

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

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

|  |
| --- |
| Local social problems |
| 1.       |
| 2.       |
| 3.       |

|  |
| --- |
| National social problems |
| 1.       |
| 2.       |
| 3.       |

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

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

|  |
| --- |
| Local cultural problems |
| 1.       |
| 2.       |
| 3.       |
| National cultural problems |
| 1.       |
| 2.       |
| 3.       |

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

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

|  |
| --- |
| Social problem:       |
|       |
| Cultural problem:       |
|       |