



RESOURCE BOOK

Academic Year 2017-2018

Pearson BTEC Level 2

(SCQF Level 5)



Diploma in Teamwork and Personal
Development in the Community

Improving Lives Through Vocational Education





OUTLINE TO LEARNER

BTEC Diploma in Teamwork and Personal Development in the Community

1. This Level 2 (SCQF Level 5) 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 tasks for you to complete.
2. This resource book should be used alongside the workbooks and contains research material to assist you in answering the workbook questions. The resource book and workbooks 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 learning outcomes that you are required to achieve are 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 task or activity, or RPL.
4. When you have completed the units required, you should hand in the workbook to your tutor who may be a BTEC/VQ Officer, bandmaster, teacher or instructor. They will send your workbook to CVQO. If you are using an electronic workbook you will need to upload it onto your CVQO Moodle account.

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 tutor, who will submit it to CVQO for adjudication by the Head of Curriculum.
3. Your unit will be notified in writing of the result of your appeal.
4. Further information on the appeals procedure can be found in the Learner Handbook.

Important

The following notes will assist you to complete the tasks for the units that you have selected to complete in the workbook.

1. You will have to complete a series of tasks based on the criteria given for each unit. Your result will depend on how well you complete the tasks contained in the units.
2. Before starting to complete the tasks 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 chapters.
4. You can also use other material such as the World Wide Web, online forums and text books to assist with your answers.

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Icon legend	Description
	Case study – the case studies link directly with the Learning Outcomes and contain information that will help you better understand how to respond to the various tasks



TEAMWORK AND COMMUNICATION SKILLS

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

The aim of this unit is to enable learners to develop an understanding of teamwork and communication skills, and a variety of methods of instruction. Learners will also explore teamwork and communication skills via hands-on activities, enabling them to meet the needs of uniformed organisations.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know the purpose and importance of teamwork and communication skills	Correctly complete Tasks 1 and 2
LO2	Understand effective communication methods of instruction in uniformed organisations	Correctly complete Task 3 and Activity 1
LO3	Be able to use a range of interpersonal communication skills	Correctly complete Tasks 4,5 and 6 and Activity 2



Case Study - Sgt Chris Wiggins

Chris recently qualified as a Sergeant Instructor in the Army Cadet Force. Having been a senior cadet, he thought that the transition to being an adult instructor would be an easy one, but in reality it was a little more challenging than he thought. He now better understands the importance of teamwork and the fact that many situations cannot be successfully handled by one individual. He had a really good attendance record as a senior cadet and liked to be in charge of the junior cadets at his detachment. However, when training to become an adult instructor, he quickly learnt that problem solving was a skill he needed to develop, particularly when it came to taking control of situations. "Another area that I found challenging was my time keeping," Chris commented. "As a senior cadet I was not good about being ready on time and I now realise

that this set a bad example to those I was instructing."

The training that Chris did to become a Sergeant Instructor not only harnessed his enthusiasm, but it allowed his confidence to develop in a much more positive way. "A lack of confidence in class can send out all of the wrong signals to the group you are teaching. They can quickly spot if an instructor does not have a sound knowledge of the subject matter," said Chris. Although Chris had always tried to look smart, he now realises that the way in which he addresses his various classes is very important indeed. "Previously, I would speak very quickly, but I now talk more deliberately and am much clearer and enthusiastic. I used to pace about a lot when I was a senior cadet, but

whilst I am still very active as an instructor, I do try to avoid using distracting gestures.” Another skill that Chris has been able to develop has been the way in which he communicates with other people. He now understands that a particular situation may demand different responses depending on the circumstances. For example, when he is on an overnight exercise with his cadets, Chris appreciates that radio communication is very important to stay in touch with the other groups on the training area. However, having on one occasion forgotten to take extra batteries for his radio, he now knows that to

have some spares with him is a sensible thing to do as without fresh batteries, this method of communicating with others can be lost. Having spoken to a friend who is a retained firefighter, Chris now better understands why it is that emergency vehicles have both sirens and flashing lights. “I always thought how overbearing and frightening a fire engine could be. My friend Liz explained that for those who are deaf, the flashing lights on a fire engine could alert them to the vehicle’s approach, whilst the sirens are needed to be loud enough for both drivers and pedestrians to react.”



Teamwork and communication skills

The ability to use a range of skills is important to uniformed organisations. Members 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 have to rely on each other to carry out their individual roles. They 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.

Behaviour

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

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.

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.

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.

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.

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

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.

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.

Punctuality and timekeeping ○.....
To be effective, working together needs co-ordination. If an individual is late, the whole operation might fail.

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.

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.

Effective communication methods of instruction

The delivery of a good period of instruction is greatly affected by the personality and attitude shown by the instructor. An effective instructor will have developed a number of qualities which will enhance the delivery, in addition to the basic skills of planning the lesson. These are:

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. Look 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.

Methods of interpersonal communication

Interpersonal communication is simply the way that people exchange information.

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.

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

Listening 	<ul style="list-style-type: none">• Effective listening skills• Receiving orders• Information collation• Active and considerate listening	<ul style="list-style-type: none">• Taking in information from verbal orders or briefings requires effective listening to acquire correct direction and understanding• Acquiring detail such as taking a witness statement or the symptoms described by an injured person
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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.





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EMPLOYMENT SKILLS IN UNIFORMED ORGANISATIONS

This unit aims to give learners an understanding of employment opportunities in the uniformed and wider organisations. It also enables them to develop knowledge of the main roles and conditions of service and an understanding of their main responsibilities.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know the main roles of different uniformed organisations	Correctly complete Task 1
LO2	Understand the main responsibilities of different uniformed organisations	Correctly complete Task 2
LO3	Understand the different employment opportunities available in uniformed organisations	Correctly complete Task 3
LO4	Know the conditions of service for different uniformed organisations jobs	Correctly complete Task 4



Case Study - Flt Lt Jane Perkins

For Flt Lt Jane Perkins, joining the Royal Air Force had been a lifetime ambition. Jane has always respected the purpose of the RAF, particularly the way in which it plays such an important role in helping to protect the UK. "It makes me feel very honoured to be part of an organisation which puts people first and maximises the return on the public investment that is put into the infrastructure," Jane says proudly. As Jane explains, this makes the RAF fit for the challenges of today, as well as being ready for the tasks of tomorrow.

Jane talks freely about the many and varied responsibilities of the RAF and the vital contribution that is made towards Britain's security policy both at home and abroad. She highlights some of the occasions on which the RAF has helped to resolve crises and respond

to emergencies. From providing transport and assisting with medical evacuation, through to providing Quick Reaction Alert and taking part in offensive and defensive air operations, Jane says, "there is never a dull moment!"

In the RAF, Jane is a Flight Operations Officer. In this role, she assists with the planning, tasking, co-ordination and monitoring of air operations. Jane recognises that she and her colleagues provide a vital link between the operations room and the aircrew. "It is a job that carries with it a great deal of responsibility," she says. "We create flight plans and maintain flight standards. Additionally I supervise mission plans and manage a team of Flight Operations Assistants." Jane likens her role to that of an airport manager at a commercial airport.

A great bonus of being in the RAF are the conditions of service that are related to the role. Jane is entitled to thirty days paid holiday annually, as well as public holidays, whilst she makes widespread use of the free sport and gymnasium facilities that are open to her. Free medical and dental care is another bonus, as are the subsidised costs

for food and accommodation that she enjoys. Jane takes none of this for granted and recognises how lucky she is. "I know there are many less fortunate than I, but equally all of the benefits that I enjoy do reflect the important responsibilities that I have as a Flight Operations Officer."



Main purpose of uniformed organisations

Purpose of uniformed organisations

In the context of referring to an organisation's purpose, it basically means, why does this uniformed organisation exist? Why was it created? Why does it matter? What difference would it make if it wasn't there? Put another way, it is an outline description of what the organisation does or is expected to do. This is often expressed in the form of a mission statement or organisational description. Purpose is important because it gives an organisation direction. Its structure, its planning, its strategy, will be based on being 'fit for purpose'.

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."

The Royal Navy is responsible to the Ministry of Defence for meeting its purpose and responsibilities.

Purpose of the Royal Marines Commandos

"The Royal Marines Commandos are the Royal Navy's amphibious infantry"

As part of the Royal Navy, the Royal Marines are responsible to Naval Command and through them to the Ministry of Defence.

Purpose of the British Army

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

The Army is responsible to the Ministry of Defence for meeting its purpose and responsibilities.

Purpose of the Royal Air Force

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

The Royal Air Force is responsible to the Ministry of Defence for meeting its purpose and responsibilities.

Purpose of the Police Service

"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."

The police service has two lines of responsibility; nationally, to the home office for operational standards and ability. Locally, usually to county council or metropolitan authority, for administration and funding.

This is different in Scotland and Northern Ireland where the emergency services are responsible to the devolved government.

Purpose of the Fire and Rescue Service

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

The fire service has two lines of responsibility; local, usually county council or metropolitan authority, for administration and funding and national to the home office for operational standards and ability.

This is different in Scotland and Northern Ireland where the emergency services are responsible to the devolved government.

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.”

Main responsibilities of uniformed organisations

What are responsibilities, as opposed to purpose? We said above that purpose was a brief description of what they do or we expect them to do. Responsibilities are the different areas or aspects of what they do.

The things that they are responsible for doing that achieve their purpose.

Examples of the roles and 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.

Examples of the roles and 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.

Examples of the roles and 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.

Examples of the roles and 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.

Examples of the roles and 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.

Examples of the roles and 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.

Examples of the roles and responsibilities of 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.

Different employment opportunities available in the uniformed organisations

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.

// Royal Navy Officer

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

They 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 submarines, 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 ranks. 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 leadership skills (or the potential to develop them), keenness, and the grasp of detail that an officer needs.

// Royal Marines Commando Officer

A Royal Marines Officer is responsible for the training, fitness, operational effectiveness and welfare of a troop of 28 marines.

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.

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.

// Army Officer

A junior Army officer is responsible for the training, fitness, operational effectiveness, discipline and welfare of a unit of up to 30 soldiers.

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.



// 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, co-ordination 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 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).

// 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.

// 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 their 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 NVQ qualifications. Also, being involved in fire safety work enables them 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.

// 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 intubation), 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.

Different employment opportunities available in the uniformed organisations

The Royal Navy Conditions of Service

Summary of Benefits

Pay		All Royal 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.

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.

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.

The Royal Air Force Conditions 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.

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.

The Fire and Rescue Service 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.

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.

CAREER PLANNING AND SELF-ASSESSMENT FOR UNIFORMED ORGANISATIONS

The unit aims to enable learners to gain knowledge and understanding of applying and preparing for a job in their chosen uniformed organisation. The unit also enables learners to develop the skills needed in uniformed organisations to prepare for an application process.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know the application and selection process for uniformed organisation employment	Correctly complete Task 1 and 2
LO2	Know the skills and qualities required for a job in the uniformed organisations	Correctly complete Task 3
LO3	Be able to complete an application for a role in a uniformed organisation	Correctly complete Task 4 and 5



Case Study - 2Lt Jamie Gordon

2Lt Jamie Gordon was twenty years old when he successfully completed his commissioning course. Prior to this, Jamie had to show that he had achieved the appropriate educational standards for an Army Officer. “One subject I struggled with at school was Maths, but knowing I had to gain at least a C at GCSE level gave me an extra incentive to work hard and to my relief I gained the grade I needed,” Jamie explains. Although his parents had lived abroad for many years, this was not a problem as Jamie held a British passport, whilst having passed a medical with his local GP, Jamie then had to do a full Army medical. “Fortunately, I have always liked sport so I found the Army medical quite straightforward – although I must admit having to do forty-four press-ups in two minutes was quite demanding!”

The selection process that Jamie went through to become an Army Officer was quite rigorous and having passed the medical screening, he was then invited for an interview with a senior careers advisor. “Not only was I able to ask lots of questions,” Jamie explained, “but I was told how to prepare for the Army Officer Selection Board.” This was held at Westbury in Wiltshire over a number of days, and involved a series of physical and mental assessments. “I remember feeling really excited when I received the letter from Westbury saying that I had passed,” enthused Jamie, “and the excitement that I felt preparing to do my formal officer training at the Royal Military Academy in Sandhurst.”

Since being commissioned, Jamie has become more aware of the skills and qualities that he needs being a member of one of the uniformed organisations. Working as part of a team is clearly very important, as is the need to show organisational skills now that he is in charge of a group of soldiers. “As a leader, I am now more particular about my time-keeping and punctuality as I have to set a really good example to the men I command,” Jamie says. “This can take quite a bit of self-discipline on my part, particularly if I have been out with friends the night before!”

Jamie puts a great deal of his success down to preparing carefully for his application to become an Army Officer. He carried out a personal skills audit on himself to see which areas need improvement prior to him applying to join the Army. “This made me realise that I needed to work a little harder on my appearance and think more about being part of a team. However, the audit did show that my commitment and self-discipline were both strong.” When it came to filling-in the application form, Jamie spent a great deal of time ensuring that the detail was accurate. “Two things that I made certain were correct were the details relating to my choice of career and my referees – full names and addresses were a must,” Jamie explains.





The application and selection process for uniformed organisation employment

Army Officer - Entry Requirements

Age Limits

You should be aged 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).

Army Officer - Application and 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.

Pre-RMAS

After AOSB main board you may be asked to attend an 11 week Ppe-RMAS 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.

On completion of the application process

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.



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 two 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.

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 six 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 Fast Track Programme

The fast track programme is aimed at opening up entry to the Police Service to members of the special constabulary, police staff and graduates, who will bring new perspectives and diverse backgrounds to support the continuous development of policing.

The programme will offer a development programme and promotion mechanism to enable the most talented individuals to advance to the rank of inspector within three years. The aim is to develop officers with the skills, experience, potential and motivation to reach senior ranks of the service, at least superintendent level, to impact on and influence the management and culture of the service.

Further information on the fast track programme can be found at:

<http://recruit.college.police.uk/Officer/after-I-apply/Pages/default.aspx>



Police Officer - Application and Selection Process

○ Step One – Initial enquiry

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

○ Step 2 – 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 candidate's 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 3 – 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 and 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. Complete 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. Complete two written exercises
4. Complete a numerical test
5. Complete a verbal reasoning test

○ Step 4 – 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 candidate's strength.

- **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 5 – 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 6 – 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 7 – 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 provided on the application form, 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.



The skills and qualities required for a job in the uniformed organisations

Every job requires both specific and more general skills and qualities that employers seek. These include effective communication skills, honesty, a good work ethic, flexibility, determination and loyalty. Additionally, employers often look for specific technical competence, the ability to work in harmony with other workers and a willingness to embrace change.

For example, a paramedic needs:

- to be a good team member, who has a genuine desire to help and care for others
- to have good written and spoken communication skills, something that is really important when dealing with patients who should be spoken to calmly and with confidence
- to have clear judgement and decision-making skills, even when faced with life and death situations
- to have practical skills and the ability to carry out emergency procedures
- to have good teamwork skills and the ability to get along with the other workers on their shift
- to have leadership skills, a strong sense of responsibility, and a positive and helpful attitude
- to have the ability to manage, organise and respond to a changing workload
- to have emotional and physical stamina, which might mean taking up a regular hobby or sport to help relieve the pressures of the job
- to display a good understanding of patient confidentiality, especially when conveying information to the hospital emergency personnel

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. 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

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 think of specific examples that 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.



Completing an application for a role in a chosen uniformed organisation

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. This will include information that you have already checked and corrected; for example, 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.

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.

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 SURNAME(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

IMPROVING HEALTH AND FITNESS IN UNIFORMED ORGANISATIONS

The unit aims to enable learners to gain knowledge of the major body systems and an understanding of the effects of basic nutrition and lifestyle factors for participation in uniformed organisations. It also develops learners' skills in taking part in fitness tests and improving their personal health.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know the major body systems associated with a healthy lifestyle	Correctly complete Task 1, 2 and 3
LO2	Understand the effect of basic nutrition and lifestyle factors on fitness	Correctly complete Task 4 and 5
LO3	Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations	Correctly complete Task 6 and Activity 1
LO4	Be able to participate in a personal health improvement programme	Correctly complete Task 7 and Activity 2



Case Study - Nick Whyte

Nick Whyte is a PE teacher at Wilmington College. Nick plays hockey for his county team and understands the importance of keeping fit. "I try and either go on a run or spend an hour swimming each day, as well as eating healthy food. I know that if I don't do this I could find my place in the hockey team offered to someone much fitter than me," he commented. Nick bases some of the lessons he teaches with his new classes each year around the World Health Organisation's definition of health. This highlights the need for having a good outlook on life and the importance of such things as proper shelter, nutrition, rest and exercise. Nick has specialist knowledge of the body and he believes that it is very important to explain to his pupils the

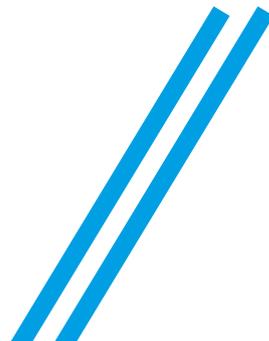
short and long term effects of exercise on the three major body systems. Linked very closely to this is the way in which exercise can benefit the body by improving the immune system, enhancing the 'feel good' factor and "the social benefits that I enjoy by being a member of my local gym and playing hockey with the lads."

In monitoring the food that he eats, Nick likes to keep a food and activity diary which not only lists the food that he eats, but records the exercise that he takes. He is very aware that a poor diet can lead to various health problems, which he wants to avoid. "I do not smoke and I check my weight regularly," he says, "as I know that eating the wrong foods

and a lack of exercise can lead to such things as diabetes, high cholesterol and high blood pressure.” When doing his weekly shopping, Nick bears in mind the food pyramid and the need to buy a variety of nutritious foods. Although he has never really liked fresh vegetables, he knows that they will provide him with important vitamins and minerals – whilst he often has to curb his love of chocolate!

Personal fitness has always been something that Nick has cared about. “Some people think that I am crazy, out running in all weathers,” he comments. “However, when I am playing hockey I need to be able to run with the ball, sometimes for a longish period of time. It would be no good to the team if I was out of breath in ten seconds!” This is something he explains to his classes and he emphasises the point by going through the detail of some of the fitness tests that are done by those hoping to join the uniformed public services, as well as the annual tests that are used to ensure that good levels of fitness are maintained.

As with his food and activity diary, Nick tries to maintain a personal health improvement programme. He has set-up a spreadsheet on his laptop to record all that he has done. “Sometimes I forget to keep a record, but taken overall, it does allow me to keep a record of the types of exercise that I undertake and how this has a direct bearing on my levels of fitness,” he comments. “I can then look back on all of the entries, monitor how diligent I have been with my training and give myself a good pat on the back if there are not too many blanks over a three month period.”



The major body systems associated with a healthy lifestyle



The principles of health and 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
- 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



Basic nutrition and lifestyle factors

Investigating your diet

Keeping a food and lifestyle diary

Writing a food and lifestyle diary can help you become more aware of your eating and activity habits. A diary will provide a baseline to 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 lifestyle diary can be done by writing down what you eat and drink and any activity you do during the day that lasts for 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	Carbohydrates, fibre and vitamins for morning
12am	Cottage cheese sandwich (2 slices bread), apple, glass of water	
Time	Activity	Comments
9.30am	Walk with dog (half hour)	3 km with hill, good cardio-vascular exercise

Using your food and lifestyle 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:

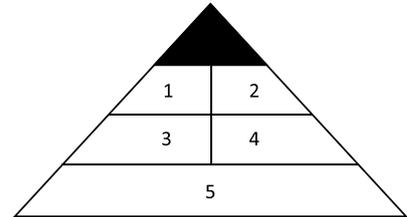
Energy content (kJ)

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

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 and 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. 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: Male 15 - 18 years = 11,510 kJ Male 19 - 50 years = 10,600 kJ Female 15 - 18 years = 8,830 kJ Female 19 - 50 years = 8,100 kJ
Protein	RNIs: Male 15 - 18 years = 55.2 g Male 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

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

People with diabetes are encouraged to exercise regularly for better blood sugar control and to reduce the risk of cardiovascular diseases. The reason for this is that muscles which are working use more glucose than those that are resting. Muscle movement leads to greater sugar uptake by muscle cells and lower blood sugar levels.

Effective management of diabetes cannot be achieved without an appropriate diet. People with diabetes represent a large subsection of society and there will be range of variety in terms of dietary requirements from person to person.

As a result, there is no one diabetic diet that will work for everyone and people should pick a diet that matches their individual needs.

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. 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.

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

Fitness tests for the requirements of the uniformed organisations



Reasons for fitness tests

1. **Assess current levels of fitness** - to say where you are, at any given time.
2. **Monitor progression** - to see what effect 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.

Fitness tests in the uniformed organisations

There are two categories of fitness test in the uniformed organisations. 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.

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 candidate's strength.
- **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.

Army annual repeat fitness tests/assessments

Once posted to an Army unit all personnel under the age of 50 are required to pass three annual fitness tests:

Basic Combat Fitness Test (BCFT)

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

Advanced Combat Fitness Test (ACFT)

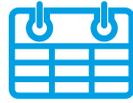
Part 1: 800m speed march completed in 7 minutes and 30 seconds, followed immediately by a best effort 2.4km speed march completed in 15 minutes. Dress - boots, combats, webbing, helmet and rifle/LSW, 20kg load.

Part 2: Immediately on completion of Part 1, personnel perform a minimum of three "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 minutes.
2. Sit ups - best effort in 2 minutes.



Developing a personal health improvement 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 hours, 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 approximately 45 minutes. An example of a Fartlek session is: 10 minute jog, (3 minutes sustained fast running, 60 second 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 athlete's 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.





Application

S.P.O.R.T.	
Sport-specific	Different sports make different demands on you so gear your training towards a particular sport, e.g. rugby
Progressive	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
Overload	Increasing work rates and increasing loads makes the body respond to these demands by improving its performance, so plan the sessions to become harder
Relevant	The type of training has to be relevant to your event/sport you are training for
Time	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.	
Specific	To the event you are training for
Measureable	Measure progress, such as recovery rate
Achievable	Make sure you can achieve your goals, or you may lose motivation
Relevant	Training methods are relevant to the area you want to improve
Time	Stick to the time you planned and make sure you increase time as your body adapts

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

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

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 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

Fitness Training

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



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PERSONAL DEVELOPMENT THROUGH ADVENTUROUS ACTIVITIES

The unit will give learners the opportunity to investigate the benefits of adventurous activities and to practise and review their skills and techniques in an outdoor environment.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know about organisations that provide adventurous activities	Correctly complete Task 1
LO2	Know the factors relating to outdoor adventurous activities	Correctly complete Task 2
LO3	Be able to participate in outdoor adventurous activities	Correctly complete Activity 1
LO4	Be able to review the adventurous activities	Correctly complete Task 3 and 4



Case Study - PC Emma Dillon

PC Emma Dillon's interest in adventurous activities began when she was a member of the ACF. Being a regular attender on annual camps, she had the opportunity to take part in canoeing, abseiling and rock climbing, although the activity she enjoyed the most was pot holing when the camp took place in Cumbria. Whilst in the ACF, Emma completed her Gold DofE Award, which required her and her friends to take part in an expedition. "The expedition took place in the Cairngorms National Park and I remember the excitement of the small group of friends that were being assessed," she commented. "None of us had been to Scotland before and although we were all anxious on the first day, our confidence grew, which was certainly helped by the beauty of the scenery and the spectacular views. However, it was the feeling of independence that struck us most,

following our planned route and not meeting any other walkers for three days."

Since she has been working, Emma has encouraged some of her friends to take up adventurous activities knowing how well her confidence, physical ability and teamwork skills have all improved – as well as the sense of satisfaction and enjoyment that she gains from completing a challenge she once thought impossible. One activity that Emma really enjoys is going away for a long weekend camping. She knows, however, from her days in the ACF how important it is to respect the countryside. "I know that I need to take all of my litter home rather than leave it behind where wild animals might find it," she explains, "and I will never cross a field planted with crops, but keep to the outside perimeter, if there is no path, so that I don't ruin the crops." Whatever adventurous activity Emma

takes part in, she always plans thoroughly before she goes away, checking the weather forecast, packing the correct clothes and equipment and letting someone know exactly where she is going.

Over the time that she has been taking part in adventurous activities, Emma has learnt a number of new skills and techniques. For example, she is now much more comfortable with capsized drill when she goes canoeing. Emma now smiles about her first attempts at abseiling.

“I used to find the take-off really challenging as the horizontal gave way to the vertical, but over time my confidence has grown and I now love it,” she says. She recognises, too, why it is that the uniformed organisations use adventurous activities so often, helping participants to develop self-reliance and leadership skills, determination and the powers of endurance.



Adventurous activities in uniformed organisations

Adventurous activities are used throughout many uniformed organisations, especially those that are involved in youth training such as the cadets and scouts, where they are used for personal development in addition to the fun and recreational element of the activity.

They are also used in the professional uniformed organisations where they are a valued part of training for the benefits that they bring to participants.

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, two weeks walking the Pennine Way, 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 Outward Bound, World Challenge Expeditions, Duke of Edinburgh's Award Expedition, 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, Cadet Overseas Expedition to South Africa, etc.

Adventurous activity project can also be used to describe some of 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, etc.



Factors relating to outdoor adventurous activities

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.

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.	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.
Trust In order to succeed individuals must rely on and trust each other.	Learning An individual will learn new skills that may help in a normal environment.
Unselfishness Individuals must learn to put others before themselves.	Determination An individual will learn that to succeed one needs to be determined.
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.	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.
Initiative Individuals will have to make quick decisions based on their own judgement to overcome problems.	Compassion Individuals must understand the strengths and weaknesses of others in their team and take this into consideration.
Mental agility An individual will have to cope in dealing with different situations quickly and efficiently.	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.
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.	

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

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.

Reducing the risk of incidents when conducting adventurous activities

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

Participating in outdoor 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
- 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

Events such as these enable individuals and groups from a wide range of communities to participate in the activities and enjoy the benefits that participation brings.

Another example which is more directly provided and supported would be the various cadet organisations. The Sea, Army and Air Cadets being supported by the Royal Navy, the Army and the Royal Air Force all provide a great range of opportunities for participation in adventurous activities which benefit young people by enhancing the qualities listed earlier in this unit, which in turn develops good citizenship.

This is also the case for other cadet groups such as the Volunteer Police Cadets and Young Firefighters or Fire cadets, which are supported by the Police and Fire services.

The uniformed organisations also benefit from giving their support as it can provide opportunities for them to engage with different community groups both nationally and locally. The benefits can range from recruitment to crime prevention.

Uniformed organisations and adventurous activities in the community

Uniformed organisations support adventurous activities in the community in a number of ways. There are events which they organise or sponsor, such as the Ten Tors expedition challenge (which takes place annually in Devon), whilst there are other events which benefit from their support such as the Devizes to Westminster canoe race.

Whether it is organised, sponsored or supported, the event benefits from the manpower and resources, or sometimes just from the expertise that uniformed organisations can bring.



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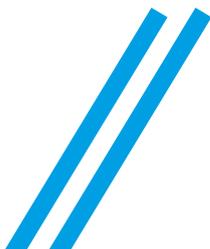
LAND NAVIGATION BY MAP AND COMPASS

The aim of this unit is to allow learners to acquire knowledge in relation to land navigation with map, compass and route card, and to demonstrate these skills practically in a safe manner.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know how to read a map accurately	Pass an approved land navigation by map and compass test or the CVQO map and compass test
LO2	Know how to use a compass	
LO3	Be able to use route planning skills	
LO4	Be able to undertake a route	

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EXPEDITION SKILLS

The aim of this unit is to develop learners' knowledge and understanding of the skills needed in planning for an expedition, including the equipment required. Learners will also be able to plan and carry out an expedition in a uniformed organisation context.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know the correct equipment required for an expedition	Complete an approved expedition
LO2	Understand the planning necessary for an expedition	
LO3	Be able to participate in an expedition	
LO4	Be able to review an 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 5 – Personal Development through Adventurous Activities.

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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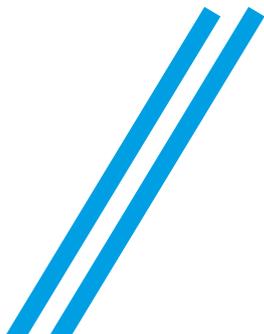
FUNDAMENTALS OF NAUTICAL STUDIES

The aim of this unit is to give learners some of the knowledge and practical skills necessary to undertake short passages in inshore waters. The unit supports the development of skills in navigation and practical seamanship, weather forecasting and an awareness of the maritime emergency services.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Be able to apply the fundamental elements of navigation	This unit can be completed by achieving RYA and SCC qualifications. There is also a CVQO Practical Boat handling assessment for LO3. For full details refer to the Unit 8 mapping matrix which is available via your VQO/tutor.
LO2	Know how to receive and interpret weather information	
LO3	Be able to demonstrate the ability to handle a boat under sail or power	
LO4	Know how to summon assistance from the emergency services when in distress	

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VOLUNTEERING

The aim of this unit is to help learners identify the different types of volunteering work available and to understand the importance and benefits of volunteer work. Learners will develop the knowledge and skills required for volunteering work and will take part in a volunteering activity.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Understand the importance of volunteering in uniformed organisations	Correctly complete Tasks 1 and 2
LO2	Know the different types of voluntary work available	Correctly complete Task 3
LO3	Understand the skills required for voluntary work	Correctly complete Task 4
LO4	Be able to undertake voluntary work	Correctly complete Activity 1



Case Study - George Manning

George Manning has been a Retained Firefighter for the last six years, a role that has seen him attend house fires, a number of floods and road traffic collisions, and a chemical spillage in one of the laboratories at the local secondary school. However, one of the things he enjoys the most is working alongside his fulltime colleagues where the need arises. "It is very important for the fire service to have retained firefighters who are not only cost effective, but provide a reliable fire and rescue cover to around 60% of the UK," said George. "I think it is true to say that all of those who work alongside me have bags of enthusiasm and we have tried hard to bond with the members of the local community by giving a hand with fundraising to renovate the children's play area in the town. Speaking personally, my own self-esteem and confidence have developed since being a retained firefighter and I really enjoy being part of a wonderful team."

During the day, George works full-time as a carpenter. His workshop is attached to his home, which is just five minutes away

from the fire station. He expects to be called out about two or three times a week for a couple of hours on each occasion. "The other part of the job that I like is the various initiatives linked with community fire safety. This includes giving fire safety advice to the local schools, which is very rewarding, and carrying-out free fire risk assessments for home owners," George explains.

Since becoming a retained firefighter, George's own personal skill set has improved. He now drives the fire engine and has to keep up to date with all of his first aid training. In his spare time, George has undertaken a sign language course at the local college. This is a skill that he has already put to good use when he attended a road traffic collision where one of the drivers was deaf and George was able to give the man reassurance that help was to hand. "I now fully understand the meaning of 'empathy', whilst my team skills, punctuality and integrity are now considerably better than they were six years ago before I became a retained firefighter," an enthusiastic George proudly declares.

The importance of volunteering in uniformed organisations



What is volunteering?

Volunteering is about giving your time to a good cause, which might involve helping other people, the local community, the environment or animals. You get the chance to use your talents, develop new skills, and help to make a real difference to other people's lives as well as to your own.

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



Different types of voluntary work

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 and Rescue Service – Retained firefighters, Young Firefighters.
- Voluntary Aid Societies – St John, St Andrew's, British Red Cross.
- Community First Responders.
- Mountain/Fell Rescue Service.
- Cave Rescue.
- Royal National Lifeboat Institution.
- Coastguard Rescue Service.

Volunteering for emergency and 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 four 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 up to 120 hours per week, and can expect an average of two – three callouts per week each of two or three 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 four 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.

The Army Reserve commitment is one two-hour training evening per week, a training weekend per month and a two-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 Queen's 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 some of 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.

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.



Skills required for voluntary work

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.

CITIZENSHIP, THE INDIVIDUAL AND SOCIETY

This unit gives learners knowledge, skills, attitudes and values to become thoughtful and informed citizens and participants in uniformed organisations. It is designed to develop an awareness of rights and responsibilities as well as respect for different religious, ethnic and national groups and how British Values underpin attitudes and good citizenship.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Know what is meant by the terms citizen, citizenship, individual rights and human rights	Correctly complete Tasks 1 and 2
LO2	Understand the relationship between individuals, society and the uniformed organisations	Correctly complete Task 3
LO3	Understand the importance of equal opportunities in society and the uniformed organisations	Correctly complete Task 4 and 5
LO4	Be able to investigate the roles of uniformed organisations to citizens and to a changing society	Correctly complete Tasks 6 and 7



Case Study - Peter Bradshaw

Peter Bradshaw is a community inclusion officer for one of the local authorities. In this role, he is responsible for developing, delivering and co-ordinating an active citizenship project to specifically enhance the civic and community engagement of disabled people. "I feel that by doing this job, I have found my true vocation," Peter says, "and it is very special supporting others less fortunate than me." In his role, Peter has to understand the difference between individual rights and human rights, the former often being sub-divided into civil, political, economic, social and cultural rights, whilst the latter relates to the basic rights and freedoms that belong to every person in the world. From his own perspective, Peter sees himself as being a good citizen. "I enjoy being part of a team,

where we all trust and co-operate with each other. "Working with members of the public, I have to be very professional and be able to communicate with them in a way that they understand. Being on time for appointments is something that is very important too," he explains.

In his spare time, Peter is a member of the Royal Naval Reserve and whenever possible, he and his colleagues do what they can to assist the local community. The most recent thing that they did was to provide a guard of honour outside the local church on Remembrance Sunday, whilst prior to that they assisted with the restoration of the local war memorial. "I really enjoy helping those in the local community," Peter commented, "and

our next project is to raise funds to help buy new equipment for the children's playpark."

In his daytime role, Peter has to keep up to date with all of the current legislation. This includes the 2010 Equality Act, whose primary purpose was to help people understand equal opportunities. The Act makes it clear that equal treatment has to be offered to all when it comes to employment. "This might include employers having to make reasonable adjustments to their workplace to enable disabled people to have full access." Peter is a great believer in equal opportunities and believes that the legislation has made a great deal of difference to the quality of people's lives, particular with regards to the discrimination of minority groups. He also often refers to British values, which were introduced as part of the Prevent duty in 2015, as he finds that they are a great way of explaining equality and what it means to society.

When he parades in his uniform, Peter is aware that he is on show in his local community. Indeed, the different uniformed organisations support their communities in different ways. For example, during the recent flooding, he and his colleagues helped fill sandbags to reinforce the flood defences and once the flood waters receded, they all helped the homeowners clear their house of flood damaged possessions. "I was meant to be going away that weekend," Peter explained, "but assisting with the floods was far more important. Fortunately it does not happen very often, but when a natural disaster like this does occur, we can make a real difference."

Citizenship, individual rights and human rights

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.

Human Rights are also reflected in **British Values**. These were introduced as part of the ‘Prevent duty’ which became law in July 2015.

The table below illustrates how Human Rights link to British Values.

British Values	Human Rights
Democracy	Right to free elections Freedom of expression Freedom of assembly and association
Rule of Law	Right to a fair trial No punishment without law
Individual Liberty	Right to life Right to liberty and security Prohibition of slavery and forced labour
Mutual respect for and tolerance of those with different faiths and beliefs	Freedom of thought, conscience and religion Prohibition of discrimination



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 the general public confidence 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 co-ordinated efforts of other people, often with different skills, are required.

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.

T
E
A
M | **Together**
Everyone
Achieves
More

Individuals, society and the uniformed organisations

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's Award.

Sea Cadet Corps

Demonstrating sailing and other boating techniques during a local regatta.

Royal Marine Cadets

Providing 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 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.



Equal opportunities in society and the uniformed organisations

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.

As is the case with Human Rights, **British Values** link strongly to equal opportunities. The rule of law enforces the legislation, respect for different faiths and beliefs reduces discrimination, individual liberty is enhanced by equality such as disabled people having barriers removed, and all citizens having equal democratic rights.

The roles of uniformed organisations, citizens and a changing society

The uniformed organisations support local citizens in a variety of different ways, responding to whatever a particular issue might be. In the UK, there are uniformed organisations that cover most of the problems and challenges that our society might face, whether it be to assist, often at short notice, with an emergency situation like flooding, to bring aid following the failure of utilities after a storm, or to assist with fundraising for a local community project, for example, the creation of a sensory garden.

Each uniformed organisation focusses on a specific area and the people who work for these organisations might have a particular skill and have access to specialist equipment. For example, where a building collapses during a gas explosion, specialist teams with heat detecting equipment might be brought to the scene to pinpoint people who could be buried in the rubble. Some occasions require the different uniformed organisations to work together, for example, at a pop festival, where the police, fire and rescue and ambulance services will work closely with each other to ensure the safety and well-being of all of those attending the event.

As society changes, the importance of the uniformed organisations seems to grow. The demand on their time and specialist knowledge continues to increase, often due to the expectation that they will be there to help and assist, whatever the challenge or circumstance.

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



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COMMUNITY AND CULTURAL AWARENESS

This unit gives learners an opportunity to develop an understanding of what a community is and how it functions during everyday life, taking into account different cultures. Learners will consider the benefits of having a strong community and gain an understanding of the relevance of cultural diversity. They will also investigate the problems that a community may face, both locally and nationally and how British Values benefit communities.

Learning Outcomes (LO)

On successful completion of this unit a learner will		Achieved by
LO1	Understand community and cultural awareness in the local and national community	Correctly complete Tasks 1 and 2
LO2	Know what is meant by the costs and benefits of living in a community	Correctly complete Task 3
LO3	Understand cultural diversity as an aspect of local and national community	Correctly complete Task 4
LO4	Be able to investigate the social and cultural problems that exist in a local and national community	Correctly complete Tasks 5, 6 and 7



Case Study - Andrea Makepeace

Andrea Makepeace is a wellbeing manager for a national charity, a role that requires her to have a good understanding of the range of needs of people from diverse ethnic, cultural and social backgrounds. Andrea understands the importance of differentiating between a local and national community, where a local community in essence is a group of people that interact with each other who share a common environment – this could be a youth club, a residents' association or a cadet unit. By contrast, a national community is one where a group of people identify with each other through a feature that they all have in common, but the group can be spread across the entire nation. "This could be those who identify with a particular religion, or those who support a specific football team," Andrea

explains. "In terms of specific community and cultural issues, these might range from poverty, unemployment, poor housing, domestic abuse or bullying, through to maintaining a national identity, cultural alienation, supporting particular customs and traditions and taking into account the views of different age groups. It's quite a kaleidoscope of issues," she states.

In her day job, Andrea recognises the costs and benefits of living in a community. "Tolerance of differences, a knowledge of others and facilities – or should I say, a lack of facilities – for some groups like younger or older people are all costs associated with living in a community," she highlights. "However, you always hope that the costs will be outweighed by the benefits, especially social, family and friendship

networks, the presence of community centres and caring for – and looking out for – others. This is something I do all the time as a wellbeing manager,” she quietly adds.

Andrea learnt the definition of cultural diversity at quite an early stage in her working career. Positive aspects can include helping to transform the patterns of behaviour in society, as well as by listening to feedback, organising team-building activities and promoting interpersonal communication with other groups and organisations. Andrea is very pleased with the positive links that she has forged both locally and nationally in the last twelve months. However, this has not been without its problems; communication barriers, cultural resistance and discrimination being just three challenges that she has had to overcome.

As part of a course that she is doing at the local college, Andrea had to do some research into the different social and cultural problems that exist within the UK today. “Poverty, racism, inequality and mental illness were four of the social problems I focussed on,” she explains. “For cultural problems, I wrote quite a bit about the existence of individuals and groups living alongside mainstream cultures. This was fascinating, as was the fact that many people living in a community have very different values and might not even be able to communicate to each other due to the variety of languages being spoken,” Andrea enthuses. “I found that using British Values was great for linking different people together in a community but I still faced the difficulty of trying to identify one social and one cultural problem that was more important than the others – but by looking more closely at the impact of each problem, I was able to make my choice.”





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.

The one overriding factor that should link and be common to all communities are shared British Values.

Community and cultural issues

Social problems are those that can influence the ability of communities to live and work together. They may occur in local communities or be part of a larger national problem. For example, unemployment may be a national problem during a period such as a depressed economy or may be a local problem that can occur because of a large employer closing down or moving away. Look at the issues that follow and you will be able to see how they can occur locally and nationally.

- **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 has 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 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. However, they should all share British Values.
- **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, social and cultural problems in local and national communities

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 it's 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 pattern 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 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 on 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.

Social and cultural problems that exist in a local and national community

A social problem (which may be called a social issue, social conflict or social illness) refers to an issue that influences a considerable number of individuals within a society. A cultural problem occurs when the knowledge a person has may be incorrect or incomplete, for example, a lack of awareness and understanding of another person's laws, customs or traditions.

As a person, we have a duty to afford the same rights to another person as we would to ourselves. This is enshrined in British Values. When this does not happen, social problems may occur. These problems can take many different forms, including racism, poverty, domestic abuse or bullying.

There are a variety of methods people use to combat social and cultural issues, for example, the way in which votes may be cast in an election in favour of a particular individual or party. Equally, people may donate their time, money or energy to help address social and cultural problems, for example, by volunteering at the local community centre or charity shop.

Both social and cultural problems can impact on uniformed organisations and services. Examples of this may be the ability of the police to reduce crime due to local or national social issues, or the



extra workload created by policing a demonstration which has been driven by a social issue. Another example could be the impact of drug abuse on the armed services. Historically, drugs were not a problem for the services but in recent years random drug testing has become a familiar part of service life and soldiers, sailors, and airmen, have been tested positive for drug use.

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
BBC News	www.bbc.co.uk/news



GLOSSARY OF TERMS

Command Verbs	Description
Carry out	Complete a task or activity.
Define	State the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation or show an understanding of the topic.
Describe	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
Discuss	Talk about something with another person or group of people.
Explain	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing so it can help you to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
Evaluate	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.
Identify	Provide brief information about a subject, specific process or activity.
Illustrate	Give clear information or description with examples (e.g.: spoken, written, pictures, diagrams).
List	Provide the information in a list rather than in continuous writing.
Outline	Identify or briefly describe the main points.
Participate	To take part, be or become actively involved in something.
Reflect	Look back at your actions, experiences or learning and think about what went well and not so well and how this can help your future action, learning or practice.
Report	Make an official or formal statement. Put information together for others.
Review	Look back over the topic or activity.
Select	Choose the most suitable.
State	Write down clearly.
Use	Take or apply an item, resource or piece of information as required.
Other	Description
Contrast	Things that are similar but have differences.



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