

BTEC LEVEL 2

(SCQF Level 5)

// Diploma in Teamwork and Personal Development in the Community

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

THE DEADLINE FOR
SUBMISSION IS
.....
6 months from your
enrolment date*

NAME:

CVQO REF: **VQ**

UNIT:

*unless CVQO has confirmed other arrangements with your Unit in writing.

Academic Year 2017-18

LEARNER DECLARATION

The declaration must be signed by you (the learner). Unfortunately, any unsigned work cannot be accepted for marking.

**"I certify that the work submitted in
this workbook is my own."**



SIGNED:



DATE:

INSTRUCTIONS FOR COMPLETING THIS WORKBOOK

OVERVIEW

The Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community is a 60 credit (SCQF 45 credit) qualification.

SCQF applies to learners living in Scotland only. Some of the qualification will be achieved through your activities within your organisation and the remainder by successfully completing the required units in this workbook and in workbook 2.

The qualification is broken down into a number of units. In order to achieve the qualification, you must achieve 60 (SCQF 45) credits. There

is no requirement to achieve more than 60 (SCQF 45) credits and you will not gain anything extra by attempting more.

The qualification consists of two workbooks which must be submitted on or before the deadline outlined on the front covers.

You have to successfully complete Unit 1 in this workbook (which is mandatory), this is worth 10 (SCQF 6) credits. This leaves 50 (SCQF 39) credits from any combination of the optional units in workbook 2.

Content in this workbook is either a **TASK**, a **QUESTION**, or an **ACTIVITY**. Each is headed as follows:

	The Unit	TASK, QUESTION, ACTIVITY	Assessment Criterion
Example:	U1	Task 1	AC 1.1

SUBMISSION GUIDELINES

- Ensure you only submit work that is in your own words. Copied answers or work that is not your own will be returned to you and you risk not being able to complete your qualification.
- Write your answers in **BLACK PEN**. These workbooks are scanned and your work may not be legible unless it is in black pen.
- Send your completed workbook to CVQO on or before the submission deadline outlined on the front cover.
- Do not use any staples or glue in this workbook. If you have used continuation sheets make sure your name is on each sheet and this is placed in your workbook.
- Do not use any highlighters or corrective fluid in this workbook.

Although you should try to use your own words throughout this workbook, there may be some tasks where a quote from somewhere else is acceptable. This is allowed but must be shown by using quotation marks, for example: **"The purpose of the Fire and Rescue Service is to save life and reduce the damage done to property by fire."** You should also note the reference of where you have taken the quote from, for example: **CVQO Resource Book, page 7.**

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Diploma in Teamwork and Personal Development in the Community

ENROL

You've made the fantastic decision to enrol on a BTEC Level 2 Diploma in Teamwork and Personal Development in the Community. Well done!



1

RESOURCES



Look out for a letter from CVQO. Your nifty workbooks and resource book will be sent to your unit to issue to you.

2



ONLINE / BY HAND

You can either complete the e-workbooks online by using Moodle, or fill in a hard copy.

4

3

CHOOSE UNITS

Unit 1 is mandatory and must be completed. Then choose which of the optional units you want to complete to get you up to 60 credits.



SEND

When you're done, send in your completed workbooks via your unit tutor, or upload your e-workbooks on Moodle.



5

6

CONGRATS!

Congratulations, you've gained a BTEC Level 2 Diploma!



Add it to your CV, UCAS application, job applications and start being brilliant.



Need help or advice? No problem. Speak with your unit tutor, your CVQO Regional Manager or give us a ring at CVQO HQ.

Much of the practical work is already done as part of your normal cadet activities, including giving briefings, fitness tests, Duke of Edinburgh's Award and so on.

Workbooks are marked and verified by CVQO (don't worry, we'll let you know if you need to resubmit any questions).



GLOSSARY

The following command words introduce the different tasks in this workbook and their meanings are given below:

Command Verbs	Description
Contribute	Play an active part in or to be partly responsible.
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'.
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'.
Identify	Provide brief information about a subject, specific process or activity.
Report	Make an official or formal statement. Put information together for others.

Icon legend	Description
	Learning Outcome - each Unit has a series of Learning Outcomes, which indicate the knowledge you are expected to show when you complete the accompanying tasks and/or activities
	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
	Task - this requires you to complete a written response
	Activity - this requires you to complete a practical activity

TEAMWORK AND COMMUNICATION SKILLS

This is a mandatory Unit, which you must complete in order to achieve the qualification.

LO

Learning Outcome 1

Know the purpose and importance of teamwork and communication skills.



Chris Wiggins 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 has a better understanding of the importance of teamwork and the fact that many situations cannot be successfully handled by one individual. When training to become an adult instructor, Chris quickly learnt that self-discipline 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 at being ready on time and I now realise that this set a bad example to the others in the team."



U1 Task 1

AC 1.1 Identify teamwork and communication skills.

There are many different teamwork and communication skills that contribute towards the effectiveness of the uniformed organisations. You should think about the teamwork and communication skills that would be important for a paramedic and a firefighter and identify three skills that each might use. To help you, there are thirteen skills listed in the resource book, although you may think of other skills that are not included on the list.

a. **Identify and briefly describe** three teamwork and communication skills that would be important for a paramedic when working as part of a team.

1.

2.

3.

b. **Identify** and **briefly describe** three **different** teamwork and communication skills that would be important for a firefighter when working as part of a team.

1.
2.
3.



U1 Task 2

AC 1.2 Describe the importance of teamwork and communication using examples from contrasting uniformed organisations.

Imagine you are an Army soldier who is taking part in an expedition in a mountainous area such as Snowdonia along with fourteen others. Suddenly the weather deteriorates, the mist closes in and the temperature drops.

a. **Describe** why the following two teamwork and communication skills would be important in this situation.

1. Discipline:
2. Professional knowledge:

Imagine you are a police officer who has been called to assist at the scene of a burglary and you find a very distressed elderly lady whose home has been ransacked.

b. **Describe** why the following two teamwork and communication skills would be important in this situation.

1. Behaviour:

2. Pride of appearance:



Learning Outcome 2

Understand effective communication methods of instruction in uniformed organisations.



The training that Chris did to become a sergeant instructor in the Army Cadet Force 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 has always understood the need to look smart and well turned-out, he now realises that the way in which he addresses his various classes is very important too. "Previously, I would speak very quickly, but I now talk more clearly and am more enthusiastic with my delivery. I used to pace about a lot when I was instructing as a senior cadet, but I now realise how distracting this and waving my arms around can be," he says, laughing.



U1 Task 3

AC 2.1 Explain the qualities of an effective instructor.

Imagine that you are a newly-qualified instructor in one of the uniformed organisations and you are preparing to teach your first class. In order to deliver a successful lesson, you need to think about some of the qualities that you will need to display and how these might result in a well-received or poorly-delivered lesson.

Identify three qualities and **explain** how they can help to deliver a well-received lesson, as opposed to one that is poorly-delivered.

1st quality:

Its impact:

2nd quality:

Its impact:

3rd quality:

Its impact:



U1 Activity 1

AC 2.2 Demonstrate effective instruction skills.

To complete this part of the unit, you need to show that you have been able to conduct a number of lessons. These might have been in a classroom or outdoors – or a combination of both. The important thing is that you have displayed knowledge of the subject and that your teaching has been well-received by your class. You might have already achieved this activity by completing one of the recognised assessments listed below, or you may need to complete a CVQO instruction practical assessment, which your tutor/VQ officer or appropriately-qualified instructor may conduct with you.

If you are completing your workbook in hard copy the assessment form (VQF631), at the back of the book, can be completed by your assessor. If you are completing electronically to submit via Moodle, your assessor will need to use a separate form and enter your achievement on CVQO Online.

Recognised assessments	
Pass	Qualification or proficiency
SCC	Leading cadet or above/peer educator/RMC corporal or above/PT3 or above/cadet drill instructor or leader/rowing coxswain/PD03 presentation skills
ACF	JCIC/SCIC/4 star drill/master cadet

ATC	Corporal rank or above/JNCO leadership course or above/Air Cadets leadership blue badge or above/instructor cadet/completed Air Cadet Method of Instruction course
CCF	CFIT
Other organisations or groups	St John Ambulance cadet trainer L1
Generic	BCU Coach L1 or above/JSLA/CSLA/RYA instructor qualification/BELA L2/MLT supervisor or leader awards

LO

Learning Outcome 3

Be able to use a range of interpersonal communication skills.



Another skill that Chris has been able to develop is the way in which he communicates with other people. He now recognises that a particular situation may demand different responses depending on the circumstances. For example, while an email or text might be an appropriate means of communicating with others on a day-to-day basis, when he is running an overnight exercise for his cadets, a more appropriate method of communication such as a radio or mobile phone will be needed. Equally, having talked to a friend who is a retained firefighter, Chris now understands why different methods of communication are needed to suit particular circumstances. "Liz explained that the reason an emergency vehicle has both sirens and flashing lights is to ensure the safety of those who may be deaf or blind, as well as alerting pedestrians and car drivers to the approach of a fast-moving vehicle."

**U1 Task 4**

AC 3.1 Contribute effectively to different team-building activities.

Think about any team-building activities in which you have participated in the last year. These might include playing in a sports team, taking part in some command tasks, or participating in a DofE expedition.

You should now **review** your own participation in three different team-building activities by writing alongside each of the headings in the table below:

1st team-building activity	
2nd team-building activity	
3rd team-building activity	
Overall, how well did you communicate with the other team members?	

Overall, what particular skills did you bring to the team?	
Overall, how would you describe your attitude as part of the team?	
Overall, how would you judge your effectiveness in the team?	



U1 Activity 2

AC 3.2 Use appropriate terminology within a given scenario.

During your training, you will have developed your interpersonal communication skills, using terminology that is appropriate to your own particular environment. CVQO will receive a record of you achieving this from your unit.



U1 Task 5

AC 3.3 Use interpersonal skills to effectively communicate with personnel in a given scenario.

Following severe gales, a large tree has blown down in the street where you live. The tree is completely blocking the road and all of the emergency services are in attendance. There is a cyclist lying on the pavement being attended by paramedics. The cyclist, who is deaf, has swerved to miss the falling tree, has hit the kerb and has fallen from his bicycle. The fire and rescue service is organising specialist assistance to help remove the tree and there is a reporter from the local newspaper interviewing some of the crowd. The police are controlling the growing number of spectators, some of whom are becoming a little unruly and over-excited.

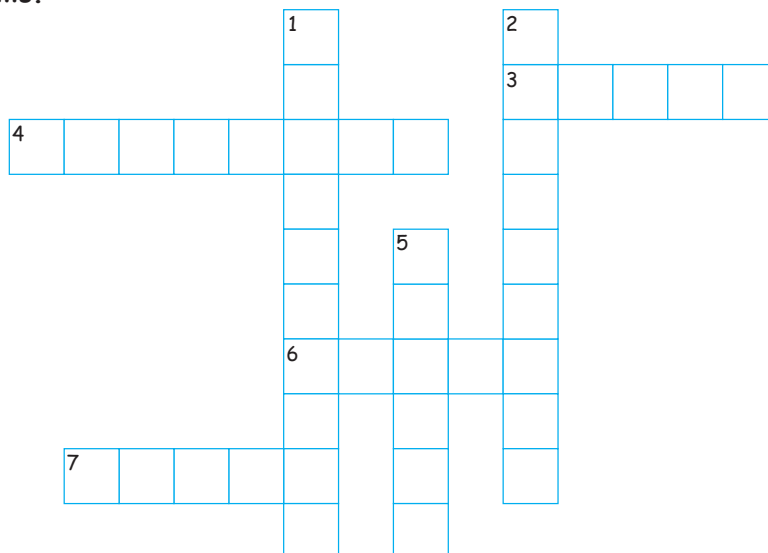
The different people involved in this scenario would need to use appropriate interpersonal skills to communicate depending on their particular situation. In the table below, **describe** the different interpersonal skills that might be used by those involved.

	Description of interpersonal skill that could be used
The fire and rescue service trying to organise the removal of the tree	
The paramedics dealing with the injured, deaf cyclist	
The newspaper reporter interviewing some of the crowd	
The police controlling the unruly spectators	

**U1 Task 6**

AC 3.4 Report on the effectiveness of various methods of interpersonal communication.

You may wish to complete this crossword – which does not count towards your final assessment but may help you answer the question that follows. It is made-up of seven different interpersonal communication skills. From the clues below, complete the crossword with the skills.





Across

3. This message requires an "@" symbol
4. It's no good ----- if you don't want to be heard
6. Batteries are extremely useful in this piece of equipment
7. An audible signal coming from an emergency vehicle

Down

1. Talking very quietly
2. You need two flags to send this type of message
5. Do not disobey these!

The answers to the crossword should have given you information on a variety of interpersonal communication skills. These may be verbal, non-verbal, written or listening. **List** any four interpersonal communication skills and **report** on a situation in which each might be used and how effective you believe the skill to be.

You may choose to list and report on other interpersonal communication skills that have not been used in the crossword if you wish.

Communication skill	Example of how it can be used	Effectiveness of this skill
1.		
2.		
3.		
4.		

INSTRUCTION PRACTICAL ASSESSMENT
FOR COMPLETION BY THE TUTOR/VQ OFFICER OR APPROPRIATE ASSESSOR

CVQO registration number:	VQ
Learner name(CAPS):	

Type of instruction: Lesson/Presentation/Briefing

Subject:

Number of lessons observed:

Learner must achieve at least six of the following points:

ASSESSMENT		✓ OR X	
PREPARATION	Materials or equipment organised in advance		
	Evidence of planning the delivery		
MATERIALS AND RESOURCES	Resources used:		
	Demonstrated appropriate use of resources		
KNOWLEDGE	Demonstrated knowledge and understanding of the subject		
MANNER AND IMPACT	Delivery is confident		
	Instructor makes eye contact with audience		
	Voice is audible		
	Speech and language is appropriate		
TIMING	Aims completed in allocated time		
ENTHUSIASM	Evidence is displayed of engagement with the audience		

Assessor - Comments and feedback:

Learner signature:	<i>"I confirm that I have read and understand the feedback given to me"</i>	Date:
Assessor signature:	<i>"I confirm that I have witnessed the instruction and given feedback"</i>	Date:
Assessor name (CAPS):		



ARE YOU READY TO SUBMIT YOUR WORKBOOK?

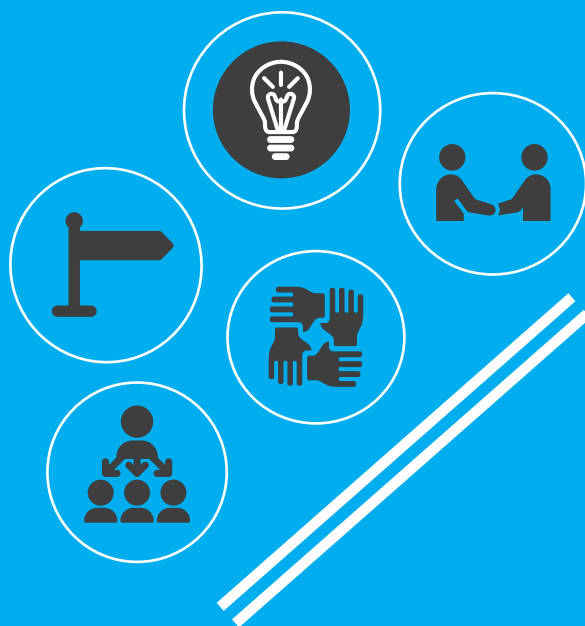


YOUR CHECKLIST



- ☐ Have you completed all of the tasks that you need in Unit 1? Remember that this is a mandatory unit.
- ☐ Have you signed and dated your learner declaration on the front cover of the workbook?

On completion contact your tutor/VQ officer who will inform CVQO and send by recorded delivery.



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