

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
.....
30th April 2019*

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 with your organisation and the remainder by successfully completing the required units in this workbook and in workbook 1.

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 should have already completed Unit 1 in Workbook 1, which is mandatory and must be achieved. It is worth 10 credits (SCQF 6 credits). This leaves the remaining credits to be achieved from any combination of the optional units in this workbook.

The qualification consists of pass only questions. This means that all of the questions in each unit that you have selected must be successfully answered to gain the qualification.

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

Optional units - tick the relevant boxes in the list below to indicate which units you have opted to complete.

	Workbook	60 Credits required	SCQF 45 Credits	✓
UNIT 1 Teamwork and Communication Skills (mandatory)	1	10 Credits	6 Credits	✓
UNIT 2 Employment Skills in Uniformed Organisations	2	5 Credits	5 Credits	
UNIT 3 Career Planning and Self-Assessment	2	5 Credits	5 Credits	
UNIT 4 Improving Health and Fitness	2	10 Credits	10 Credits	
UNIT 5 Personal Development through Adventurous Activities	2	10 Credits	9 Credits	

UNIT 6 Land Navigation by Map and Compass	2	10 Credits	9 Credits	
UNIT 7 Expedition Skills	2	10 Credits	10 Credits	
UNIT 8 Fundamentals of Nautical Studies	2	10 Credits	10 Credits	
UNIT 9 Volunteering	2	10 Credits	10 Credits	
UNIT 10 Citizenship, the Individual and Society	2	10 Credits	10 Credits	
UNIT 11 Community and Cultural Awareness	2	10 Credits	10 Credits	
Total number of credits:				

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 the correct unit within your workbook.
- Do not use any highlighters or corrective fluid (e.g. Tipp-Ex or Snopake) in this workbook.

REFERENCING

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.**

CONTENTS

Instructions for Completing this Workbook.....	ii
Overview.....	ii
Submission guidelines.....	iii
Referencing.....	iii
Contents	iii
Glossary	x
Employment Skills in Uniformed Organisations	1
Learning Outcome 1.....	1
U2 Task 1	1

AC 1.1 Outline the main purpose of contrasting organisations	1
Learning Outcome 2	2
U2 Task 2.....	2
AC 2.1 Describe the main responsibilities of contrasting uniformed organisations.	2
Learning Outcome 3	3
U2 Task 3.....	3
AC 3.1 Explain the different employment opportunities available in contrasting uniformed organisations.....	3
U2 Task 4.....	4
AC 4.1 Describe the current conditions of service for contrasting uniformed related organisations	4
Career Planning and Self-Assessment for Uniformed Organisations	7
Learning Outcome 1	7
U3 Task 1	7
AC 1.1 Describe the current entry requirements for jobs in contrasting uniformed organisations	7
U3 Task 2.....	8
AC 1.2 Describe the application and selection process for contrasting jobs in uniformed organisations	8
Learning Outcome 2	9
U3 Task 3.....	9
AC 2.1 Describe the different skills and qualities required for a specific job in the uniformed organisations.....	9
Learning Outcome 3	10
U3 Task 4.....	11
AC 3.1 Carry out a personal skills audit for a specified job in a uniformed organisation	11
Mock Application Form This document is for BTEC only	12
U3 Task 5.....	12
AC 3.2 Complete an application for a job in a specific uniformed organisation	12
Improving Health and Fitness in Uniformed Organisations	20
Learning Outcome 1	20
U4 Task 1	20
AC 1.1 Define key terms associated with a healthy lifestyle.....	20
U4 Task 2.....	21
AC 1.2: Describe the effects of exercise on the body systems associated with health	21
U4 Task 3.....	22
AC 1.3 Outline the health benefits of exercise	22

Learning Outcome 2	23
U4 Task 4.....	23
AC 2.1 Keep a detailed personal food and lifestyle diary	23
U4 Task 5.....	25
AC 2.2 Explain the effect of basic nutrition and lifestyle factors on fitness.....	25
Learning Outcome 3	26
U4 Task 6.....	26
AC 3.1 Describe the different methods of fitness testing in contrasting uniformed organisations.....	26
U4 Activity 1	28
AC 3.2 Participate in recognised fitness tests effectively.....	28
Learning Outcome 4	28
U4 Task 7.....	28
AC 4.1 Plan a suitable health improvement programme	28
U4 Activity 2.....	30
AC 4.2 Participate in a personal health improvement programme effectively	30
Personal Development through Adventurous Activities	31
Learning Outcome 1	31
U5 Task 1	31
AC 1.1 Describe a range of adventurous activities provided by organisations	31
Learning Outcome 2	32
U5 Task 2.....	33
AC 2.1 Describe a range of factors relating to adventurous activities	33
Learning Outcome 3	34
U5 Activity 1	34
AC 3.1 Participate in appropriate outdoor adventurous activities.....	34
Learning Outcome 4	34
U5 Task 3.....	34
AC 4.1 Review the outdoor adventurous activities undertaken.....	34
U5 Task 4.....	35
AC 4.2 Review the involvement of uniformed organisations in a range of adventurous activities.....	35
Land Navigation by Map and Compass.....	37
Learning Outcome 1	37
U6 AC 1.1 Describe the conventional signs on a map correctly	37
U6 AC 1.2 Explain how grid references operate on a map.....	37
Learning Outcome 2	37

U6 AC 2.1 Describe the main features of a compass	37
U6 AC 2.2 Describe how to take bearings from a compass	37
Learning Outcome 3	37
U6 AC 3.1 Produce a route card for a planned route to a given destination.....	37
U6 AC 3.2 Identify environmental issues associated with a planned route.....	37
Learning Outcome 4	37
U6 AC 4.4 Undertake a planned route using map and compass with a route card.....	37
Expedition Skills	38
Learning Outcome 1	38
U7 AC 1.1 Describe the appropriate equipment needed for a given expedition.....	38
U7 AC 1.2 Describe the use of safety equipment for a given expedition	38
Learning Outcome 2	38
U7 AC 2.1 Explain the planning needed for a given expedition	38
U7 AC 2.2 Produce an appropriate route card for a given expedition	38
Learning Outcome 3	38
U7 AC 3.1 Participate in an expedition identifying own roles and responsibilities.....	38
Learning Outcome 4	38
U7 AC 4.1 Reflect on individual performance from the expedition.....	38
U7 AC 4.2 Reflect on team performance from the expedition	38
Fundamentals of Nautical Studies	40
Learning Outcome 1	40
U8 AC 1.1 Identify conventional symbols for different types of nautical charts.....	40
U8 AC 1.2 Plot position by latitude and longitude, measuring distance between two points on a named chart by minutes of latitude, showing the true bearing between two named points	40
U8 AC 1.3 Correctly follow the main rules of the road applicable to vessels in sight under way and making way	40
Learning Outcome 2	40
U8 AC 2.1 Outline the sources of weather information available to those undertaking a coastal cruise	40
U8 AC 2.2 Describe the effects of different types of weather on a vessel undertaking a short passage	40
Learning Outcome 3	40
U8 AC 3.1 Prepare a powered or sailing vessel for sailing and coming alongside.....	40
U8 AC 3.2 Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board.....	40
Learning Outcome 4	41

U8 AC 4.1 Outline the emergency services available to assist vessels in distress at sea	41
Volunteering	42
Learning Outcome 1	42
U9 Task 1	42
AC 1.1 Explain why volunteering is important in uniformed organisations	42
U9 Task 2	43
AC 1.2 Discuss the benefits to be gained from undertaking volunteering activities	43
Learning Outcome 2	44
U9 Task 3	44
AC 2.1 Identify the different types of voluntary work available	44
Learning Outcome 3	45
U9 Task 4	45
AC 3.1 Explain the skills required for voluntary work	45
Learning Outcome 4	47
U9 Activity 1	47
AC 4.1 Carry out voluntary work	47
Citizenship, the Individual and Society	48
Learning Outcome 1	48
U10 Task 1	48
AC 1.1 Define the terms citizen, citizenship, individual rights and human rights	48
U10 Task 2	49
AC 1.2 Describe the qualities a good citizen requires to participate in a given organisation	49
Learning Outcome 2	49
U10 Task 3	49
AC 2.1 Explain how a range of uniformed organisations, citizens and society work together	49
Learning Outcome 3	50
U10 Task 4	50
AC 3.1 Explain why equal opportunities are important in society and uniformed organisations	50
U10 Task 5	51
AC 3.2 Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation	51
Learning Outcome 4	52

U10 Task 6	52
AC 4.1 Explain different ways in which uniformed organisations have supported society	52
U10 Task 7	53
AC 4.2 Demonstrate the different ways in which uniformed organisations have affected society	53
Community and Cultural Awareness	54
Learning Outcome 1	54
U11 Task 1	54
AC 1.1 Explain the differences between local and national community	54
U11 Task 2	55
AC 1.2 Discuss the awareness of community and cultural issues in local and national communities	55
Learning Outcome 2	56
U11 Task 3	56
AC 2.1 Describe the costs and benefits of living in a community	56
Learning Outcome 3	57
U11 Task 4	57
AC 3.1 Discuss the positive and negative aspects of cultural diversity in the local and national communities	57
Learning Outcome 4	58
U11 Task 5	58
AC 4.1 Outline the categories of social problems in communities locally and across the UK	58
U11 Task 6	59
AC 4.2 Outline the cultural problems in communities locally and across the UK	59
U11 Task 7	60
AC 4.3 Investigate the impact of social and cultural problems on the UK public services	60
Are you ready to submit your workbook?	61
Your checklist	61

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
Carry out	Complete a task or activity.
Define	Give a clear explanation of the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation or show an understanding of the topic.
Describe	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
Discuss	Talk about something to another person or group of people.
Explain	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing so it can help you to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
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.
Review	Look back over the topic or activity.
Select	Choose the most suitable.

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

EMPLOYMENT SKILLS IN UNIFORMED ORGANISATIONS

LO

Learning Outcome 1

Know the main roles of different uniformed organisations.



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.



U2 Task 1

AC 1.1 Outline the main purpose of contrasting organisations.

A purpose is the reason for which an organisation exists. Choose two contrasting uniformed organisations and give the main purpose for each one. That is the main thing it exists to do. (If you choose to use the detail contained in the resource book or from another published source, don't forget to use quotation marks and note where the information has come from.)

a. Uniformed organisation (military): (e.g. Royal Navy/Army/Royal Air Force)	
Main purpose:	
b. Uniformed organisation (non-military): (e.g. Police/Fire/Ambulance)	
Main purpose:	



Learning Outcome 2

Understand the main responsibilities of different uniformed organisations.



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!"



U2 Task 2

AC 2.1 Describe the main responsibilities of contrasting uniformed organisations.

The uniformed organisations have specific responsibilities. You should identify and then **describe three** responsibilities of **two** different uniformed organisations. Look back at task 1 and think about what they are expected to do to meet their purpose. Remember to say whether the organisation is responsible to the local or national government.

a. Uniformed organisation (military): (e.g. Royal Navy/Army/Royal Air Force)	
Is this organisation responsible to national government or local government?	
Responsibilities: 1. 2. 3.	

a. Uniformed organisation (non-military): (e.g. Police/Fire/Ambulance)	
Is this organisation responsible to national government or local government?	
Responsibilities: 1. 2. 3.	



Learning Outcome 3

Understand the different employment opportunities available in uniformed organisations.



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.



U2 Task 3

AC 3.1 Explain the different employment opportunities available in contrasting uniformed organisations.

You have been asked to prepare the draft text that could be used for a small leaflet that has a brief description of a job that is done in one of the military uniformed organisations and one that is done in a non-military uniformed organisation. Each description should focus on the actual job and should consist of two or three sentences.

a. Uniformed organisation (military) (e.g. Royal Navy/Army/Royal Air Force)	
Job title:	
Brief job description:	
b. Uniformed organisation (non-Military) (e.g. Police/Fire/Ambulance)	
Job title:	
Brief job description:	



Learning Outcome 4

Know the conditions of service for different uniformed organisation jobs.



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 although this always depends on the demands of the service, 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."



U2 Task 4

AC 4.1 Describe the current conditions of service for contrasting uniformed related organisations.

Including pension, **describe** what you consider are the five most important conditions of service for jobs from two different uniformed organisations. (If you choose to use the detail contained in the resource book or from another published source, don't forget to use quotation marks and note where the information has come from.)

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

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

CAREER PLANNING AND SELF-ASSESSMENT FOR UNIFORMED ORGANISATIONS

LO

Learning Outcome 1

Know the application and selection process for uniformed organisation employment.



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!"



U3 Task 1

AC 1.1 Describe the current entry requirements for jobs in contrasting uniformed organisations.

You have been asked by a friend to help him research two jobs that he is interested in doing - joining the army as an officer or becoming a police officer. You know that when applying for a job, there are often a number of entry requirements that have to be met. You find a number of entry requirements linked with the two jobs and you decide to tell your friend about four requirements linked with each job.

Describe **FOUR** entry requirements for each of the following jobs.

Job: Army officer	
1	
2	
3	
4	

Job: Police officer	
1	
2	
3	
4	



U3 Task 2

AC 1.2 Describe the application and selection process for contrasting jobs in uniformed organisations.

Having helped your friend find the entry requirements linked with being an army officer and a police officer you now agree to help him look at the actual process of application and selection. You decide to choose four stages for each of the two jobs that you believe are the most important.

Describe **FOUR** stages of the application and selection process for each of the following jobs.

Job: Army officer	
1	
2	
3	
4	

Job: Police officer	
1	
2	

3	
4	



Learning Outcome 2

Know the skills and qualities required for a job in the uniformed organisations.



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!"



U3 Task 3

AC 2.1 Describe the different skills and qualities required for a specific job in the uniformed organisations.

Think about the work of a paramedic and the skills that someone in that job might need. Remember that paramedics are senior healthcare professionals, who attend to medical emergencies, as well as providing aid and hospital transport to people in non-emergency situations. When they arrive at the scene of an accident, for example, they are responsible for assessing the situation and providing any immediate medication or treatment that may be required. Paramedics undergo extensive training and testing to ensure their professionalism.

In the table below there are three skills and three qualities listed. You should **describe** why a **paramedic** requires each of these skills and qualities.

Skill	Description
Team working	
Communication	
Organisation	

Quality	Description
Self-discipline	
Commitment	
Punctuality	



Learning Outcome 3

Be able to complete an application for a role in a uniformed organisation.



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.

**U3 Task 4**

AC 3.1 Carry out a personal skills audit for a specified job in a uniformed organisation.

Think about the role of a **firefighter** and the skills and qualities this job will require. Imagine that you are thinking of becoming a firefighter and:

- Select from the list below **FOUR PERSONAL SKILLS AND QUALITIES*** that you consider would be important if you were to do this job.
- Rate each of the four skills and qualities according to your ability.
- Give each of the four skills and qualities a priority for development that you would need to be successful in this job.

***SKILLS AND QUALITIES**

Self-discipline
Commitment
Pride in appearance
Team working

Determination
Punctuality
Problem solving
Communication

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



U3 Task 5

AC 3.2 Complete an application for a job in a specific uniformed organisation.

Complete the following application form. Complete **ALL** sections of the form in **BLACK INK**



NOTE:

- Personal information submitted in this application form does not have to be your own personal private information, but must be consistent and appropriate for a person making an application for the job applied for.
- **Personal contact details and your date of birth should NOT be your own in order to protect your details under the Data Protection Act.**
- When selecting the names and addresses of your two referees, they should not be family members. Referees will not be contacted but the names and contact details you give should be complete and appropriate for this type of job application.

Mock Application Form | This document is for BTEC only THIS APPLICATION FORM MUST BE COMPLETED IN BLACK INK

1. PERSONAL DETAILS

Surname:

Forenames (in full):

Date of birth:

Age:

Title (Mr/Mrs/Miss/other):

House name/number and street:

Town:

County:

Postcode:

Country:

Contact Telephone Number:

Mobile Number:

E-mail:

2. SERVICE

I wish to apply to join the:

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

3. JOB PREFERENCE

I wish to apply for entry as a:

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

4. ETHNIC MONITORING

Please select **ONE** choice in **Section 1** (national identity) and **ONE** choice in **Section 2** (Ethnic Background). Tick the box next to the appropriate number/letter.

Section 1 (select one)

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

Section 2 (select one)

- | | | |
|---|--|--------------------------------|
| ASIAN | | MIXED ETHNIC BACKGROUND |
| A <input type="checkbox"/> Bangladeshi | I <input type="checkbox"/> Asian & white | |
| B <input type="checkbox"/> Indian | J <input type="checkbox"/> Black African & white | |
| C <input type="checkbox"/> Pakistani | K <input type="checkbox"/> Black Caribbean & white | |
| D <input type="checkbox"/> Any other Asian background | L <input type="checkbox"/> Any other mixed ethnic background | |
| BLACK | WHITE | |
| E <input type="checkbox"/> African | M <input type="checkbox"/> Any white background | |
| F <input type="checkbox"/> Caribbean | ANY OTHER ETHNIC BACKGROUND | |
| G <input type="checkbox"/> Any other black background | N <input type="checkbox"/> Any other ethnic background | |
| H <input type="checkbox"/> Chinese | | |

5. NATIONALITY

Nationality now:

At birth if different:

Place of birth: (Town)

County

6. CIVILIAN OFFENCES

Please tick the appropriate boxes at each question.

- | | |
|---|--|
| a. Are you currently under either a supervision or a probation order? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b. Are you subject to any police investigation, due to appear in a military, Civil Criminal Court or awaiting a summons to appear in Court? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c. Do you have convictions which are deemed to be unspent under the Rehabilitation of Offenders Act 1974? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

7. MEDICAL

a. Do you meet the basic medical eligibility requirements listed? ☐ Yes ☐ No

b. Please give your: height weight

8. PERSONAL CIRCUMSTANCES

Please tick which applies to you:

☐ Single ☐ Married ☐ Divorced ☐ Separated ☐ Widow/er
☐ Partner

a. Religion

What is your religion?

b. Next of kin

(Please give details)

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

Relationship to you:

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

House name/number and street:

Town:

County: Postcode:

Contact telephone number:

9. DEPENDENTS

a. Is there anyone who is dependent upon you or your income? ☐ Yes ☐ No

b. I have child/children, and other family members for whom I have made satisfactory arrangements to allow me to meet my service obligation fully.

10. FAMILY BACKGROUND

Please complete

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

11. RESIDENCY OF RELATIVES AND CLOSE FRIENDS

Do you have any relatives (including parents, in-laws, and step relatives) or close friends with whom you have, or have had, regular contact, or have lived (including deceased) overseas?

☐ Yes ☐ No

12. EDUCATION AND QUALIFICATIONS

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

Name & address of school/college	Attended from/to	Reason for leaving

b. Academic qualifications.

i. Do you possess any GCSEs or other equivalents at Grade C or above in:-

- ☐ English language
- ☐ Maths
- ☐ Physics or physics-based subjects

ii. How many other GCSEs, or equivalents, do you have at Grade C or above?

iii. Do you possess any higher qualifications, such as A levels, A/S levels, Scottish Highers, BTEC, HNC, HND or Degree?

☐ Yes ☐ No

iv. How many A levels, or equivalents, do you have at Grade E or above?

c. Vocational qualifications. Please give details as applicable.

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

13. EMPLOYMENT DETAILS

Please tick/complete:

- a. Are you: In full-time/part-time education at School/College ☐
unemployed ☐
- b. Are you currently an indentured apprentice? ☐ Yes ☐ No
- c. If you are or have been employed (part-time or full-time) complete the following, starting with your latest employment:

Name & address of employer	Period employed		Position held	Salary or wage	Reason for leaving
	From	To			

14. YOUTH ORGANISATIONS

Organisation	Dates		Role/Rank	Achievement
	From	To		

15. DRIVING LICENCE

Do you hold a driving licence?

☐ Yes ☐ No

- a. If YES is it:
- A FULL licence ☐
 - A PROVISIONAL licence ☐
 - A FOREIGN licence ☐
- List categories: and your driver number:

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

16. REFEREES

(you must provide two referees who are not related to you)

Referee 1

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

16. REFEREES

Referee 2

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

APPLICANT CONFIRMATORY DECLARATION

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

Signature:

Date:

IMPROVING HEALTH AND FITNESS IN UNIFORMED ORGANISATIONS

LO

Learning Outcome 1

Know the major body systems associated with a healthy lifestyle.



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."



U4 Task 1

AC 1.1 Define key terms associated with a healthy lifestyle.

The table below lists five key terms associated with a healthy lifestyle. Complete the table to show what each term means and an example of how it is linked to good health.

Term	Definition	Example of how it is linked to good health
Fitness		

Health		
Well-being		
Nutrition		
Lifestyle		

**U4 Task 2**

AC 1.2: Describe the effects of exercise on the body systems associated with health.

You have been asked to give a talk to a group of young people on why exercise is good for them. You are focusing on how exercise affects the body systems. To prepare your talk you need to describe the following in a way that they can easily understand.

- a. **Describe** a **SHORT-TERM** effect of exercise on the muscular-skeletal system.
(e.g. muscles and bones)

b. **Describe** a **LONG-TERM** effect of exercise on the respiratory system. (e.g. breathing and lungs)

c. **Describe** a **LONG-TERM** effect of exercise on the cardiovascular system. (e.g. heart and blood)



U4 Task 3

AC 1.3 Outline the health benefits of exercise.

At the end of your talk to the group of young people, you want to speak about the health benefits that taking exercise can bring. You might think about the benefits for your body, on your general well-being or the social benefits that taking part in exercise can bring.

Outline **THREE** health benefits of exercise.

1.
2.
3.

LO

Learning Outcome 2

Understand the effect of basic nutrition and lifestyle factors.



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!

**U4 Task 4**

AC 2.1 Keep a detailed personal food and lifestyle diary.

You have decided to keep a food and activity diary to monitor the food and drink that you consume over two days and the activities that you take part in. You want to see how the food and drink relates to the food group system and whether or not it meets the daily recommended intake for a balanced diet. You want to see as well what sort of impact this has on your daily activities. You will need to show the time you have eaten your meals and when you have participated in your activities, making appropriate comments about each entry in the table.

Example entry:

Day 1		
Time	Food and drink	Nutritional value
0730	Porridge, fruit, toast, orange juice	Healthy group 1, 4 and 5. Good start to the day.
Time	Activities	Effect of intake on exercise
0845	Cycle ride to college 2 miles	Breakfast provided energy levels needed

Day 1		
Time	Food and drink	Nutritional value
Time	Activities	Effect of intake on excercise

Day 2		
Time	Food and drink	Nutritional value

Time	Activities	Effect of intake on exercise

**U4 Task 5****AC 2.2** Explain the effect of basic nutrition and lifestyle factors on fitness.

Thinking back to Task 2 and your talk about **exercise**, you also need to explain to them how **nutrition and lifestyle factors effect fitness**.

a. **Select TWO factors** and **explain** how they **REDUCE** the risk of developing **diabetes**.

Factor 1:	
How it reduces the risk:	
Factor 2:	
How it reduces the risk:	

b. **Select TWO factors** and **explain** how they **REDUCE** the risk of developing **obesity**.

Factor 1:	
How it reduces the risk:	

Factor 2:	
How it reduces the risk:	

c. **Select TWO factors** and **explain** how they **REDUCE** the risk of developing high cholesterol.

Factor 1:	
How it reduces the risk:	
Factor 2:	
How it reduces the risk:	



Learning Outcome 3

Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations.



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.



U4 Task 6

AC 3.1 Describe the different methods of fitness testing in contrasting uniformed organisations.

There are two types of fitness test that are used by the uniformed organisations. One is the test that is taken during the selection process (which is designed to make sure that a candidate has a suitable level of physical fitness) and the other is a repeat fitness test. This is used to ensure that personnel in particular roles remain at the minimum health and fitness level.

a. **Describe** the selection fitness test for a police officer.

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



U4 Activity 1

AC 3.2 Participate in recognised fitness tests effectively.

Perform a fitness test used by the uniformed organisations.

This is a practical requirement normally carried out as part of your activities with your unit.

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

You can also achieve this by completing the CVQO fitness test (this can be organised by your Tutor/VQ Officer and they can record it on CVQO form VQF632)



Learning Outcome 4

Be able to participate in a personal health improvement programme.



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."



U4 Task 7

AC 4.1 Plan a suitable health improvement programme.

You must plan a personal health improvement programme. In the table below, identify what you would do in the 6th week of your three-month plan. Your plan **MUST** include 1 or 2 rest days in the week.

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

Tuesday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Wednesday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Thursday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Friday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Saturday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Sunday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance training	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility



U4 Activity 2

AC 4.2 Participate in a personal health improvement programme effectively.

You must participate in a personal health improvement programme.

This is a practical requirement normally carried out as part of your activities with your unit. CVQO will receive a record of you achieving this from your unit.

You can also achieve this by completing the CVQO fitness progress test (VQF632) which your tutor/VQ officer can provide for you.

PERSONAL DEVELOPMENT THROUGH ADVENTUROUS ACTIVITIES

LO

Learning Outcome 1

Know about organisations that provide adventurous activities.



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 had the opportunity of completing 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."



U5 Task 1

AC 1.1 Describe a range of adventurous activities provided by organisations.

- a. You have been asked to talk to a group of young people about adventurous activities. Identify **TWO** adventurous activities provided by a uniformed organisation and **TWO** different adventurous activities provided by a different uniformed organisation. You must briefly **describe** each adventurous activity.

1st chosen organisation:	
1st adventurous activity:	
2nd adventurous activity:	

2nd chosen organisation:	
1st adventurous activity:	
2nd adventurous activity:	

- b. There are three main types of adventurous training projects - prolonged participation to improve performance or technical expertise, continuous participation for personal development, or a training programme for a specific event. **Describe** an example of one of these.

Project:



Learning Outcome 2

Know the factors relating to outdoor adventurous activities.



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 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.

**U5 Task 2****AC 2.1** Describe a range of factors relating to adventurous activities.

a. **Describe THREE** benefits that an individual participant gets from adventurous activities.

Benefit 1:

Benefit 2:

Benefit 3:

b. **Describe THREE** environmental factors relating to adventurous activities.
(You should consider the negative effects on the environment of such activities)

Factor 1:

Factor 2:

Factor 3:

c. **Describe THREE** safety factors relating to adventurous activities.
(These must relate directly to the safety of the activity)

Factor 1:

Factor 2:

Factor 3:



Learning Outcome 3

Be able to participate in outdoor adventurous activities.



U5 Activity 1

AC 3.1 Participate in appropriate outdoor adventurous activities.

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

This is usually carried out as part of your normal activities which your organisation will inform us about.



Learning Outcome 4

Be able to review the adventurous activities.



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.



U5 Task 3

AC 4.1 Review the outdoor adventurous activities undertaken.

Review **TWO** adventurous activities that you have taken part in.

Identify skills and techniques which you learnt or developed while taking part in these activities. (These **must** be **adventurous** activities and should **NOT** be sport or military activities like fieldcraft, shooting, assault course, etc.)

First adventurous activity:

Skills and techniques learned or developed:

Second adventurous activity:

Skills and techniques learned or developed:



U5 Task 4

AC 4.2 Review the involvement of uniformed organisations in a range of adventurous activities.

You have been asked to review the benefits that communities or groups of people get from adventurous activities, that are provided by or sponsored by uniformed organisations. You should also consider the benefits that the uniformed organisations might gain from providing adventurous activities to those outside of their own organisation. For example, the army plays a key role in the planning and provision of the Ten Tors expedition challenge event on Dartmoor. The participants in this are largely youth groups or school teams. You might consider what are the benefits to the participants and their parent organisations or communities, and what are the benefits to the army.

You should name your chosen uniformed organisation and what they provide. Your review should also include one or two benefits for the participants and communities, and the benefits to the organisation. All of these points must link with participation in adventurous activities.

Chosen organisation	
What they provide:	
Benefits to participants or communities:	
Benefits to the organisation:	



LAND NAVIGATION BY MAP AND COMPASS



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

LO

Learning Outcome 1

Know how to read a map accurately.



U6 AC 1.1 Describe the conventional signs on a map correctly.

U6 AC 1.2 Explain how grid references operate on a map.

LO

Learning Outcome 2

Know how to use a compass.



U6 AC 2.1 Describe the main features of a compass.

U6 AC 2.2 Describe how to take bearings from a compass.

LO

Learning Outcome 3

Be able to use route planning skills.



U6 AC 3.1 Produce a route card for a planned route to a given destination.

U6 AC 3.2 Identify environmental issues associated with a planned route.

LO

Learning Outcome 4

Be able to undertake a route.



U6 AC 4.4 Undertake a planned route using map and compass with a route card.

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

There is a CVQO map and compass test (VQF633) which can also be used as an alternative.

EXPEDITION SKILLS



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

LO

Learning Outcome 1

Know the correct equipment required for an expedition.



U7 AC 1.1 Describe the appropriate equipment needed for a given expedition.

U7 AC 1.2 Describe the use of safety equipment for a given expedition.

LO

Learning Outcome 2

Understand the planning necessary for an expedition.



U7 AC 2.1 Explain the planning needed for a given expedition.

U7 AC 2.2 Produce an appropriate route card for a given expedition.

LO

Learning Outcome 3

Be able to participate in an expedition.



U7 AC 3.1 Participate in an expedition identifying own roles and responsibilities.

LO

Learning Outcome 4

Be able to review an expedition.



U7 AC 4.1 Reflect on individual performance from the expedition.

U7 AC 4.2 Reflect on team performance from the expedition.

This may be achieved as part of your normal syllabus or be a Duke of Edinburgh's Award expedition at bronze, silver or gold level. CVQO will receive a record of you achieving this from your unit.



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

LO**Learning Outcome 1**

Be able to apply the fundamental elements of navigation.



U8 AC 1.1 Identify conventional symbols for different types of nautical charts.

U8 AC 1.2 Plot position by latitude and longitude, measuring distance between two points on a named chart by minutes of latitude, showing the true bearing between two named points.

U8 AC 1.3 Correctly follow the main rules of the road applicable to vessels in sight under way and making way.

LO**Learning Outcome 2**

Know how to receive and interpret weather information.



U8 AC 2.1 Outline the sources of weather information available to those undertaking a coastal cruise.

U8 AC 2.2 Describe the effects of different types of weather on a vessel undertaking a short passage.

LO**Learning Outcome 3**

Be able to demonstrate the ability to handle a boat under sail or power.



U8 AC 3.1 Prepare a powered or sailing vessel for sailing and coming alongside.

U8 AC 3.2 Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board.

**Learning Outcome 4**

Know how to summon assistance from the emergency services when in distress.



U8 AC 4.1 Outline the emergency services available to assist vessels in distress at sea.

This unit can be gained from practical achievements, full details are given in the unit mapping matrix which is available from your tutor. There is also a CVQO practical boat handling assessment (VQF635) which can be used to complete learning outcome 3.

VOLUNTEERING

LO**Learning Outcome 1**

Understand the importance of volunteering in uniformed organisations.



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 full time 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."

**U9 Task 1**

AC 1.1 Explain why volunteering is important in uniformed organisations.

You have volunteered to help to create a small leaflet to encourage people to volunteer for uniformed organisations. You have been asked to prepare two or three sentences of text which give the reasons why volunteers are important.

Explain why uniformed organisations need volunteers.



U9 Task 2

AC 1.2 Discuss the benefits to be gained from undertaking volunteering activities.

You have agreed as well to write something for the leaflet which explains the benefits that can be gained from volunteering. As part of your research, you should have a discussion that considers the different benefits that can be gained by both the organisation and the volunteer.

From your discussion and research, **describe THREE** benefits to the organisations and **THREE** benefits to the volunteers. You should write one or two sentences for each benefit.

THREE benefits that volunteers can provide to uniformed organisations

1.

2.

3.

THREE benefits that volunteers get from volunteering

1.

2.

3.



Learning Outcome 2

Know the different types of voluntary work available.

For each of the organisations below, **identify ONE** volunteer role and briefly explain what the volunteer actually does in that role.



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 I really enjoy, and carrying-out free fire risk assessments for home owners," George explains.



U9 Task 3

AC 2.1 Identify the different types of voluntary work available.

For each of the organisations below, **identify ONE** volunteer role and briefly explain what the volunteer actually does in that role.

Organisation	Volunteer role	Briefly explain what the role involves
1. Fire and Rescue		
2. Army		
3. Ambulance		

LO

Learning Outcome 3

Understand the skills required for voluntary work.



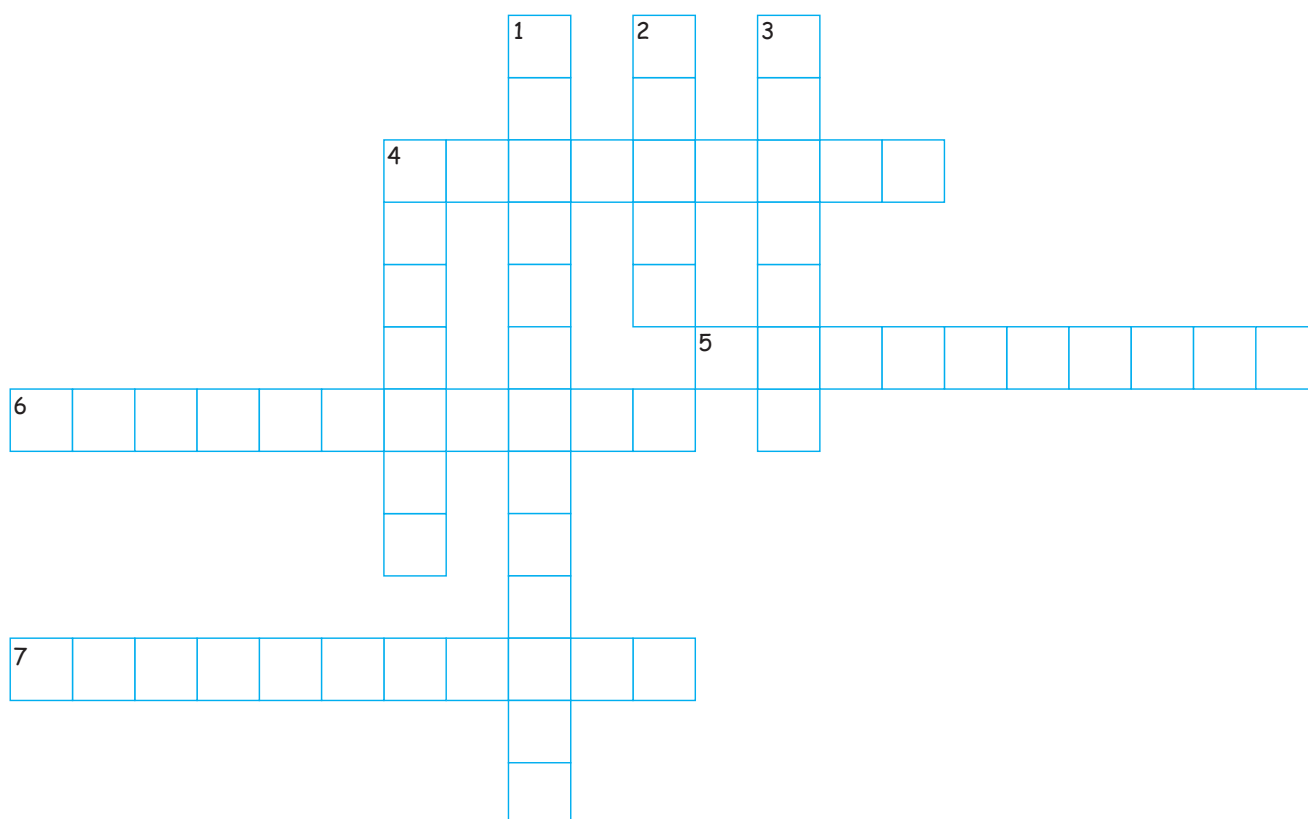
Since becoming a retained firefighter, George's own personal skill set has improved. He now drives the fire engine and has to keep up to date with all of his first aid training. In his spare time, George has undertaken a sign language course at the local college. This is a skill that he has already put 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.



U9 Task 4

AC 3.1 Explain the skills required for voluntary work.

You may wish to complete this crossword - which may then help you answer the question that follows. It is made up of eight skills that a volunteer might use. From the clues below, complete the crossword with the skills.



Across

4. This skill requires a mouse and a keyboard
5. Having this skill can make other people feel happy and well motivated
6. This skill allows you to perform tasks properly especially when others are relying on you
7. Without this skill you will be late!

Down

1. The ability to write or talk to others is part of this important skill
2. ----- is a two-way process, particularly when working in sensitive situations
3. You need this skill when you travel from place to place in a car
4. Both Jamie Oliver and Gordon Ramsay use this skill

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

Skill 1**Why it is required:****Skill 2****Why it is required:****Skill 3****Why it is required:**

**Learning Outcome 4**

Be able to undertake voluntary work.

**U9 Activity 1**

AC 4.1 Carry out voluntary work.

Take part in and demonstrate skills required for voluntary work.

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

CITIZENSHIP, THE INDIVIDUAL AND SOCIETY

LO

Learning Outcome 1

Know what is meant by the terms citizen, citizenship, individual rights and human rights.



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.



U10 Task 1

AC 1.1 Define the terms citizen, citizenship, individual rights and human rights.

The table below lists four key terms associated with society. Complete the table to show what each term means.

Term	Definition
Citizen	
Citizenship	
Individual rights	
Human rights	



U10 Task 2

AC 1.2 Describe the qualities a good citizen requires to participate in a given organisation.

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

Describe **TWO** citizenship qualities that are important for a police officer in this context.

Quality 1:

Quality 2:



Learning Outcome 2

Understand the relationship between individuals, society and the uniformed organisations.



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."



U10 Task 3

AC 2.1 Explain how a range of uniformed organisations, citizens and society work together

Members of uniformed organisations, citizens and society often work together. Explain how this happens by using **TWO** different examples of such situations.

Example 1:

Example 2:



Learning Outcome 3

Understand the importance of equal opportunities in society and the uniformed organisations.



In his day time 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.



U10 Task 4

AC 3.1 Explain why equal opportunities are important in society and uniformed organisations.

In your own words, explain why equal opportunities, which help to ensure that all people are treated fairly, are important in society and uniformed organisations.



U10 Task 5

AC 3.2 Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation.

You are a newspaper reporter and your editor has asked you to do some research into the various legislation that exists to promote equal opportunities in the UK. Rather than look at everything, you decide to focus on the Equality Act of 2010 and to look a little closer at British values.

- a. Give **TWO** examples that **illustrate** how the Equality Act of 2010 enforces equal opportunities in the UK. (For example: discrimination - in the UK you have the right to complain if you think you have been treated unfairly because of your race, gender, religion, etc.)

1.

2.

- b. Give **TWO examples** of how British values, as in the Prevent Duty of 2015, support and reinforce equal opportunities in the UK.

1.

2.



Learning Outcome 4

Be able to investigate the roles of uniformed organisations to citizens and to a changing 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 houses 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."



U10 Task 6

AC 4.1 Explain different ways in which uniformed organisations have supported society.

Having done some research on the topic of equal opportunities and British values, you now decide to look more in depth at the Fire Service and the Police Service. You want to find out the different ways in which these two uniformed organisations support society.

Explain how the roles of the Fire Service and the Police Service support society.

Fire Service
Role in supporting society:

Police Service
Role in supporting society:



U10 Task 7

AC 4.2 Demonstrate the different ways in which uniformed organisations have affected society.

Following on from the previous question, give specific different examples that **demonstrate** how the roles of the Fire Service and the Police Service have affected society.

Consider how they have influenced or caused change. (For example: Many people used to be affected by inhaling smoke from fire and this has reduced with the more widespread use of smoke alarms due to safety education by the Fire Service.)

Example of how the Fire Service affects society:

Example of how the Police Service affects society:

COMMUNITY AND CULTURAL AWARENESS

LO

Learning Outcome 1

Understand community and cultural awareness in the local and national community.



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.



U11 Task 1

AC 1.1 Explain the differences between local and national community.

a. Give a short **description** of what is meant by local community and national community.

Local community

National community

b. **Explain** the main differences between the two.



U11 Task 2

AC 1.2 Discuss the awareness of community and cultural issues in local and national communities.

There are a number of community and cultural issues that can be found in both local and national communities. For example: racism may be a local issue in specific area where there is a high concentration of a particular race or culture, but it is also an issue in many national communities, and in the country as a whole. For this task, you need to research what the different issues are and where they exist. You should then discuss your findings with your group to see how aware people are of them.

From your research and discussion, select one issue for each of those listed below and **describe** how it affects the community.

Local community issue:	
How it affects the local community:	
Local cultural issue:	
How it affects the local community:	
National community issue:	
How it affects the national community:	

National cultural issue:	
How it affects the national community:	



Learning Outcome 2

Know what is meant by the costs and benefits of living in a community.



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.



U11 Task 3

AC 2.1 Describe the costs and benefits of living in a community.

Identify and then **describe** **THREE** costs and **THREE** benefits of living in a community.

Costs	
1.	
2.	
3.	
Benefits	
1.	

2.

3.

LO

Learning Outcome 3

Understand cultural diversity as an aspect of local and national community.



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 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.

**U11 Task 4**

AC 3.1 Discuss the positive and negative aspects of cultural diversity in the local and national communities.

a. **Describe** what is meant by cultural diversity.

b. List **THREE** positive and **THREE** negative aspects of cultural diversity.

Positive aspects	
1.	

2.
3.

Negative aspects
1.
2.
3.



Learning Outcome 4

Be able to investigate the social and cultural problems that exist in a local and national community.



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."



U11 Task 5

AC 4.1 Outline the categories of social problems in communities locally and across the UK.

You have been asked to give a talk to a group of school pupils who are younger than you about the various social problems in the UK. To prepare for your talk, you need to do some research into the local and national social problems that are faced by communities. (For example: alcohol abuse can cause an increase in crime, can cause anti-social behaviour, and is

a cause of violent behaviour.) You should write your findings in the boxes below.

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

Local social problems
1.
2.
3.

National social problems
1.
2.
3.



U11 Task 6

AC 4.2 Outline the cultural problems in communities locally and across the UK.

As part of your research for your talk, you also look at the local and national cultural problems that are faced by communities. (For example: youth culture is different from the culture of older generations which can cause anxiety and even lead to fear for elderly people.) As with the previous task, you should write your findings in the boxes below.

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

Local cultural problems
1.

2.
3.

National cultural problems
1.
2.
3.



U11 Task 7

AC 4.3 Investigate the impact of social and cultural problems on the UK public services.

You have been tasked with investigating the impact of social and cultural problems on the UK public services. When you have completed your investigation, you need to select **ONE** social problem and **ONE** cultural problem and explain how each of these two problems has impacted on public services in the UK.

Social problem:	
Impact:	

Cultural problem:	
Impact:	

ARE YOU READY TO SUBMIT YOUR WORKBOOK?

YOUR CHECKLIST

- ☐ Check that you have completed all of the tasks for the units that you have selected to do.
- ☐ Have you signed and dated your learner declaration on the front cover of the workbook ?



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

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

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



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