



Academic Year 2017-2018

## Tutor Guide to Completing the Workbook

This guide to completing the workbook covers each individual unit for the qualification, so that you know what needs to be completed for each.

## // Pearson BTEC Level 2

Diploma in Teamwork and Personal Development in the Community

Improving Lives Through Vocational Education





## Welcome!

Welcome to CVQO and thank you for supporting our learners with their BTEC Level 2 qualifications.

This tutor guide to completing the workbooks is intended to help you support the learner by guiding you through each task, question or activity involved in completing each individual unit within this qualification. The processes involved in delivering the BTEC level 2 are described in the Tutor Handbook.

CVQO is always on hand to help if you have any issues. Your first port of call should be your CVQO Regional Manager. However, if you are unsure who to contact, please use one of the numbers listed below.

CVQO is always looking to improve its support, resources and qualifications. Please do feedback to the quality department with any suggestions for improvement or any issues, etc.

If you have any questions or queries, please contact CVQO Head Office using either the email addresses below or the telephone number provided.

Teamwork and Personal Development: [tpd@cvqo.org](mailto:tpd@cvqo.org)

Music: [music@cvqo.org](mailto:music@cvqo.org)

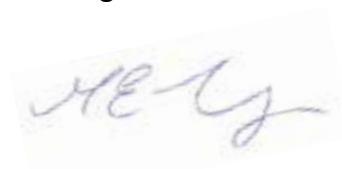
Quality department on: [qa1@cvqo.org](mailto:qa1@cvqo.org)

If you are unsure who to ask for help, please call CVQO on 01276 601701 and you will be directed to someone who will be able to assist you.

The address for any correspondence is: CVQO, 3 Archipelago, Lyon Way, Camberley, Surrey, GU16 7ER.

Thank you again for your support.

Best regards



Michèle Parry

Director, Quality & Curriculum

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## Important

### Learners enrolled for academic year 2017-18

Learners should only complete the 2017-18 workbooks using the 2017-18 resource material. SCQF Level 5 only applies to learners in Scotland.

The 2017-18 workbooks are available to learners in hard and soft copy to choose their preferred method of submission. Completed hard copy workbooks should be sent by the tutor to CVQO by recorded delivery and e-workbooks must be uploaded directly to CVQO by the learner via CVQO Moodle. Please refer to the Tutor Handbook for more information

### Tutors

CVQO will refer to the person who directly supports a learner as a tutor. This may be a BTEC/VQ officer, bandmaster, teacher or instructor, depending on the organisation to which you are affiliated, e.g. school, uniformed youth organisation, etc.

CVQO issues tutors with USB memory sticks and passwords for the secure area of the CVQO website, [www.cvqo.org](http://www.cvqo.org). If you have not received these, please contact CVQO.

If you are a new tutor or you are delivering the qualification for the first time, please contact your CVQO regional manager who will be able to provide you with a short induction and training, along with advice and tips to help you in your role.

### Support from CVQO

Your first point of contact will be your CVQO regional manager: they are there to help you, as well as to support the learner, and will usually answer queries outside normal office hours.

If you are not sure which Regional Manager looks after your youth organisation you can ask CVQO using the following contact information:

Address: CVQO, 3 Archipelago, Lyon Way, Camberley, Surrey, GU16 7ER.  
Telephone: 01276 601701

For further, more detailed information, please refer to the **Tutor Handbook**, which is available on your USB stick, on CVQO Online or on Moodle.

### Introduction

This guide is to assist you with managing the extra work outside the normal syllabus that your learners are required to complete in order to achieve the BTEC Diploma in Teamwork and Personal Development in the Community (TPD).

The guide covers each individual unit for the qualification, so that you know what needs to be completed for each. The CVQO Resource Book will give additional details.

**It is important that the learners read and understand the assessment criteria and what they need to achieve for each unit.**

The learner will have covered some of the criteria required to complete the qualification as part of their normal training syllabus. However, there is some extra work that must be completed to achieve the Diploma. The workbooks provided by CVQO cover the extra criteria required to pass the BTEC Diploma in TPD.

The learner can opt to complete the BTEC Diploma in TPD over either one or two academic years. The academic year runs from 1st August to 31st July. The commencement date begins when the learner has enrolled with CVQO.

It is important that learners are aware that all of their answers must be their own work.

### Collusion

Copying, or working together with other learners, resulting in the same answers will result in their work not being accepted.

### Plagiarism and referencing

Similarly, answers that have been directly copied from resources or from a website or other source can be classed as plagiarism and will not be accepted.

Answers must be in the learners' own words. Quoting, such as giving a mission statement or similar, is allowed but must be shown by using quotation marks and the source referenced. For example:

*"The purpose of the Fire and Rescue Service is to save life and reduce the damage done to property by fire." CVQO Resource Book, page 7*

Learners who, following investigation, are found to have submitted work which is identified as not their own, as described above, will have their work returned to them. They run the risk of having to redo that particular workbook or being withdrawn from completing their qualification.

### Reading and understanding the question

Included at the start of each unit are the learning outcomes and assessment criteria. These form the basis of the workbook questions and give the learners the opportunity to show their knowledge and understanding. Each learning outcome states exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

A good answer relies on understanding what is required by the question. Learners should read the question carefully and look for the key command verb which will tell them what to do. For example, **Describe, Explain, Review or Identify**.

A glossary of command verbs is provided at the front of both workbooks. A question may contain more than one command verb, for example, “List any four interpersonal communication skills and **report** on the situation ...” The full glossary of command verbs used in both workbooks is as follows:

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

### Workbooks

Work in the workbooks is either a **TASK**, a **QUESTION** or an **ACTIVITY** and each is headed as such. Where the work is an activity, the achievement may be through recognised prior learning (RPL) or a CVQO designed assessment package. RPL substantiates a large proportion of the Diploma and any evidence of achievement prior to enrolment is acceptable. If you are uncertain about RPL, then contact your regional manager.

Please remember the following:

- use CVQO Online, Westminster or Bader to report evidence as soon as it is achieved;
- signatures are required on all paper-based evidence;
- all written work must be completed to achieve a pass
- your regional manager will visit to verify your records and training. This is a requirement of Pearson and the Department for Education.

Once completed, the workbooks must be sent to CVQO for marking. Please note:

- that the workbooks must be received by the deadline specified on the front cover – Workbook 1 should be submitted no later than six months from the learner's enrolment date and Workbook 2 by 30 April 2019;
- that each learner should sign and date the Learner Declaration on the front cover.

### Handy hints

- Within each unit is a **case study**. The case study has been divided into paragraphs which are placed directly after each learning outcome. If these case studies are read carefully by your learners, it should help direct them towards the sort of response that is needed for the task(s) that follow.
- A number of tasks in both workbooks are preceded by scenarios. It is very important that your learners read these as the responses that they give to the tasks should be based on the content of the scenarios.
- There is a **crossword** in Workbook 1 and another in Workbook 2. Whilst learners are encouraged to complete them, they are not counted as part of the overall assessment.

### Guidelines for completing the Diploma and qualification overview

To complete the diploma, a learner must achieve 60 credits (SCQF 45 credits). Unit 1 is a mandatory unit and must be completed to achieve the diploma. The choice of the remaining units is optional and the learner may select the units they complete to achieve the remaining 50 credits (SCQF 39 credits).

**Qualification Title:**

- Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community
- Pearson Diploma in Teamwork and Personal Development in the Community at SCQF Level 5 (*only for learners in Scotland*)

<b>CVQO Centre number:</b> 01383		<b>QCF QAN Code:</b> 601/4067/7	<b>Programme/Module No:</b> PGM26	<b>SCQF Code:</b> R491 03	
	<b>Unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>	<b>SCQF Credit</b>
Mandatory Unit (1) <b>Workbook 1</b>	1	Teamwork and Communication Skills	2	10	6
Optional Units (10) <b>Workbook 2</b>  (You have a choice out of 10 optional Units to complete. These Units must add to a minimum of 50 credits (SCQF 39 credits) to achieve the Diploma.)	2	Employment Skills in Uniformed Organisations	2	5	5
	3	Career Planning and Self-Assessment for Uniformed Organisations	2	5	5
	4	Improving Health and Fitness in Uniformed Organisations	2	10	10
	5	Personal Development through Adventurous Activities	2	10	9
	6	Land Navigation by Map and Compass	2	10	9
	7	Expedition Skills	2	10	10
	8	Fundamentals of Nautical Studies	2	10	10
	9	Volunteering	2	10	10
	10	Citizenship, the Individual and Society	2	10	10
	11	Community and Cultural Awareness	2	10	10

### Guidelines for each unit

## Unit 1 – Teamwork and communication skills

**This is a mandatory unit and must be completed in order to achieve the qualification.**

Learners must correctly complete all of the workbook tasks for this unit to gain a pass.

The practical requirements in this unit are normally met by the training within each organisation. Where this is not the case for the two activities in unit 1, the CVQO Instruction Assessment package can be used. This is available as a download from CVQO Online, together with Assessment Form VQF631, which is also contained at the back of Workbook 1.

Encourage your learners to read the case study extracts that are linked to each Learning Outcome.

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

#### U1 Task 1 AC 1.1: Identify teamwork and communication skills

Both sections (a and b) need to be answered correctly. The learners should be reminded that the three skills they select for the firefighter **must be different** to those selected for the paramedic.

- 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. *Discipline. When helping someone who is injured, a paramedic should not be distracted by other things.*

The three answers need to be skills that are relevant to a paramedic. A brief description should be given that links the paramedic to each skill. For example:

The task will not be achieved without a description for each skill.

- 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.

In this section, the skills chosen should be relevant to a firefighter and the brief description should link the firefighter to the skill. For example:

1. *Behaviour. When fighting a fire, a firefighter must be professional at all times and work as part of a team.*

The answers must also relate to the correct skills.

#### U1 Task 2 AC 1.2: Describe the importance of teamwork and communication skills using examples from contrasting uniformed organisations

Two contrasting organisations have been pre-selected – the Army and the Police Service – and both sections are introduced by a scenario which your learners should read carefully.

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

The scenario describes an Army soldier taking part in an expedition (together with fourteen others) in a mountainous area and the description that the learner gives for the two skills – **discipline** and **professional knowledge** – must relate to this context. For example:

2. **Professional knowledge:** *The mist having come down means that the map reading abilities of those in the group will need to be really good.*

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

The scenario describes a police officer assisting a distressed elderly lady and the description that the learner gives for the two skills – **behaviour** and **pride of appearance** – must relate to this context. For example:

2. **Pride of appearance:** *When dealing with members of the public, particularly the elderly, a smart and tidy appearance will offer a level of reassurance.*

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

### U1 Task 3 AC 2.1: Explain the qualities of an effective instructor

The scenario asks the learner to think of themselves as being a newly qualified instructor preparing to teach their first class. The learner has to think about some of the qualities they would need to use in this situation.

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

All parts must be completed.

There are five qualities listed in the Resource Book but this is not a definitive list, so other qualities might be offered in this answer. However they must be relevant to being an effective instructor. The detail relating to how each of the three qualities is used should consist of a minimum of one very good sentence for each quality. Two or three shorter sentences are acceptable, for example:

**1st quality:** *Confidence*

**Its impact:** *If a lesson is to be successful, an effective instructor needs to be confident when teaching, as well as having a good working knowledge of their subject matter.*

## Unit 1 – Teamwork and communication skills

### U1 Activity 1 AC 2.2: Demonstrate effective instructional skills

The learner needs to pass an approved instruction assessment as part of their normal training or, if this is not achieved, the CVQO Instruction Assessment Package can be used.

If the learner is using an e-workbook, the VQF 631 in the book cannot be used. A separate VQF631 should be used and this can be retained at the unit/school, and the achievement entered in CVQO Online.

The full assessment package and VQF631 are on the tutor memory stick, and available as a download from the CVQO website and CVQO Moodle.

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

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

#### U1 Task 4 AC 3.1: Contribute effectively to different team-building activities

This task requires the learner to think about any team-building activity they may have taken part in during the last year. This could be playing in a sports team, taking part in a command task or participating in a DofE expedition. The important thing is that the activity must have been one in which teamwork and team-building played a part.

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

The learner should select three different team-building activities and write what they are in the top three boxes of the table. They should then review their participation in those three activities by giving an overall assessment of their own contribution, based around the four qualities:

- communication
- skills
- attitude
- effectiveness

For example:

<b>1st team-building activity</b>	<i>Being in a football team</i>
<b>2nd team-building activity</b>	<i>Taking part in a command task</i>
<b>3rd team-building activity</b>	<i>Doing a walking expedition with a group of friends</i>
Overall, how would you describe your attitude as part of the team?	<i>In the command task, I let others get on and do the work, but when playing football and taking part in the expedition I was much better focused and worked as part of the team.</i>

### U1 Activity 2 AC 3.2: Use appropriate terminology within a given scenario

As the tutor, you will need to supply evidence that your learners have developed their interpersonal communication skills, using appropriate terminology. This might be because you have given them an extra responsibility, such as being the captain of a sports team or leading a command task. Your regional manager will advise you as to the appropriate activities and how the outcomes can be recorded.

### U1 Task 5 AC 3.3: Use interpersonal skills to effectively communicate with personnel in a given scenario

It is very important that the learners read the scenario as the four questions that follow all relate to it. The learner should see themselves as being a spectator who is able to make a judgment regarding the different ways in which the emergency services and the newspaper reporter are dealing with the aspects of the situation. The answers that the learners give should describe the ways in which various interpersonal communication skills could be used in this situation. Because of the nature of the scenario and the ways in which those involved might react, it is expected that the learner will identify more than one interpersonal communication skill.

*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.*

For example:

	Description of interpersonal skill that could be used
The paramedics dealing with the injured, deaf cyclist	<i>Because the cyclist is deaf, the paramedics might need to write questions on a sheet of paper for him to understand their questions about his well-being properly.</i>

## Unit 2 – Employment skills in uniformed organisations

### U1 Task 6 AC 3.4: Report on the effectiveness of various methods of interpersonal communication

Remind your learners that the completion of the crossword is entirely optional and it will not count towards the final assessment. The crossword has been included to help the learner better understand a variety of interpersonal communication skills.

*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.*

All parts of the table must be completed appropriately. Four types of communication skill should be chosen and learners should be reminded that they do not necessarily have to be the skills that appear in the crossword, for example:

Communication skill	Example of how it can be used	Effectiveness of this skill
1. Verbal	When having a conversation with another person or a group.	It is very effective when the person or group are near.

## Unit 2 – Employment skills in uniformed organisations

Learners must correctly complete all of the tasks for this unit in order to gain an overall pass.

There are no practical activities in Unit 2.

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

#### U2 Task 1 AC 1.1: Outline the main purpose of contrasting uniformed organisations

*Choose two contrasting uniformed organisations and give the main purpose for each one.*

Both organisations need to be appropriate and the main purpose correct for each one. This may be written as a quote, taken from the Resource Book or from a website – in which case the quote should be in inverted commas and the source acknowledged – or written by the learner in their own suitable words. For example:

<b>b. Uniformed organisation (non-military):</b> (e.g. Police/Fire/Ambulance)	<i>Fire and Rescue Service</i>
<b>Main purpose:</b> <i>"The purpose of the Fire and Rescue Service is to save life and reduce the damage done to property by fire." (Resource Book, p. 7)</i>	

The answer should be the main purpose of the organisation and not an associated task.

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

### U2 Task 2 AC 2.1: Describe the main responsibilities of contrasting uniformed organisations

You should identify and then **describe three** responsibilities of **two** different uniformed organisations.

To answer Task 2, the learner should identify and describe three responsibilities for two different uniformed organisations. Additionally, the learner has to say whether the organisation is responsible to the local or national government. The responsibilities may be written as a quote, or in the learner's own suitable words, for example:

<b>a. Uniformed organisation (military):</b> (e.g. Royal Navy/Army/Royal Air Force)	<i>Fire and Rescue Service</i>
<b>Is this organisation responsible to national government or local government?</b>	<i>National government</i>
<b>Responsibilities:</b>  1. "Contribute to the security of the United Kingdom's overseas territories." (Resource Book, p. 7)	

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

### 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 uniformed organisations and one that is done in a non-military organisation.

The learners should be encouraged to write two or three sentences for each job description, which should focus on the actual job that is done. The jobs chosen should be appropriate for the organisations and the descriptions relevant to each job. They should also be in sufficient detail to understand the job, for example:

<b>b. Uniformed organisation (non-Military)</b> (e.g. Police/Fire/Ambulance)	<i>Fire and Rescue Service</i>
<b>Job title:</b>	<i>Firefighter</i>
<b>Brief job description:</b>  <i>The main job of a firefighter is to put out fires and to restrict the amount of damage they cause. They also rescue people and property from accidents and from disasters.</i>	

Note that this requires a brief description. A list of tasks performed will not satisfy the requirement.

## Unit 3 – Career planning and self-assessment for uniformed organisations

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

#### 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 contrasting uniformed organisations.*

The organisations and jobs must be appropriate, and each must have five important conditions of service with a description of each. Note that these are conditions of service, not working conditions, for example:

Chosen organisation:	Police service	Job:	Police officer
Condition		Description	
1	Pension	"Contributory pension on completion of service"	
2	Leave	"22 days rising to 30 days" (Resource Book, p. 26)	

Note that these are conditions of service and not working conditions.

## Unit 3 – Career planning and self-assessment for uniformed organisations

Learners must correctly complete all of the tasks for this unit in order to gain an overall pass.

There are no practical activities in Unit 3.

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

#### U3 Task 1 AC 1.1: Describe the current entry requirements for jobs in contrasting uniformed organisations

Draw the learners' attention to the scenario. This task and task 2 require the learners to focus on the job of an Army Officer and that of a Police Officer. Task 1 requires the learner to identify four entry requirements for each job.

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

For example:

Job: Army officer	
1	<i>Educational standards – all candidates are required to hold a minimum of 36 ALIS points from 7 GCSE subjects.</i>

Each requirement must be accompanied by a description.

**U3 Task 2 AC 1.2: Describe the application and selection process for contrasting jobs in uniformed organisations**

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

This task requires the learner to focus on the key stages of the application and selection process. It is expected that a description will be given for each of these processes in the form of descriptive text; a bulleted list is not suitable. For example:

Job: Police officer	
1	<i>"Initial assessment. All applications will be assessed against the required skills and eligibility criteria. You'll also be required to complete an online situational judgment test issued within 48 hours of your application submission." (Metropolitan Police website)</i>

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

**U3 Task 3 AC 2.1: Describe the different skills and qualities required for a specific job in the uniformed organisations**

The task requires the learner to think about the work of a paramedic and the skills that someone in that job might need. The scenario gives more information and guidance as to some of the skills and qualities a paramedic should have.

*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.*

The table lists team working, communication and organisational as three skills, and self-discipline, commitment and punctuality as three qualities. The learner should describe in their own words why they believe a paramedic needs these skills and qualities. For example:

Quality	Description
Punctuality	<i>Being able to complete a particular task on or before a certain time.</i>

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

**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.

It is expected that the four skills and qualities will be taken from the list of eight in the workbook. If different ones are selected, they must be relevant to a firefighter.

## Unit 4 – Improving health and fitness in uniformed organisations

### U3 Task 5 AC 3.2: Complete an application for a job in a specific uniformed organisation

Learners are required to fully complete the application form. This will not be achieved if the name on the application form differs from the learner's name and is not sensible (i.e. the learner is demonstrating that he/she is not taking the application form seriously, for example, Obi Wan Kenobi.)

Personal contact details, for example, addresses and dates of birth should not be used in order to protect this sort of detail under the Data Protection Act.

The two referees that are selected should not be family members. Although referees will not be contacted, their names and contact details should be realistic and appropriate for a (notional) letter to be sent in support of this type of job application. Dr Bacchus, wine taster, The Pantheon Mount Olympus (actually once offered by a learner) is not suitable!

The other points to remind your learners are that they should sign and date the application form at the end, and that their choice of job must match the choice of uniformed service.

This task will not be achieved if there are a significant number of blanks throughout application.

## Unit 4 – Improving health and fitness in uniformed organisations

To achieve this unit, learners must successfully complete a fitness test. Learners must also participate in a personal health improvement programme. This may be achieved as part of their normal training or by other progressive fitness training. The CVQO Fitness Test can also be used as a progress test.

They must also correctly complete all the workbook tasks for this unit.

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

#### U4 Task 1 AC 1.1: Define 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.*

Five key terms have been pre-selected – fitness, health, well-being, nutrition and lifestyle – and the learner has to give a definition of each key term and an example of how the key term is linked to good health. For example:

Term	Definition	Example of how it is linked to good health
Fitness	<i>"The ability of the body to meet the day-to-day demands of the environment" (Resource Book, p. 51)</i>	<i>Going to the gym on a regular basis helps improve the level of fitness and keep the body in good shape.</i>

All sections need to be correct.

#### U4 Task 2 AC 1.2: Describe the effects of exercise on the body systems associated with health

Draw the learners' attention to the scenario and the expectation that they should focus on how exercise affects the body systems.

- Describe a **SHORT-TERM** effect of exercise on the muscular-skeletal system.
- Describe a **LONG-TERM** effect of exercise on the respiratory system.
- Describe a **LONG-TERM** effect of exercise on the cardiovascular system.

All sections must be correct and all require a description. Therefore it will not be achieved if the effect is incorrect or the answer is too brief. Note that the effect must relate to the long or short-term as required and be for the relevant body system.

#### U4 Task 3 AC 1.3: Outline the health benefits of exercise

Once again, the scenario should help guide the learners towards the type of answers that are required.

Outline **THREE** health benefits of exercise.

The question specifies **outline** so just a brief explanation is needed, for example, what happens and why it is a benefit:

- Exercise is often carried out with other people so friendships develop.

The question will not be achieved if any of the three answers is not a health benefit, for example, *Regular exercise helps improve teamwork.*

#### Learning Outcome 2: Understand the effect of basic nutrition and lifestyle factors on fitness

#### U4 Task 4 AC 2.1: Keep a personal food and lifestyle diary

The diary covers two days and all the sections must be attempted. The detail that the learners include in the diary should show evidence that they have understood the Food Group System and that they recognise the importance of the daily recommendations for a balanced diet. The workbook contains an example of how the table should be completed:

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

## Unit 4 – Improving health and fitness in uniformed organisations

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

The scenario asks the learner to link the answers in Task 5 with those in Task 2, focusing in this task on reducing the risk of developing diabetes, obesity and high cholesterol.

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

All three sections must be correct and each of the six answers needs to contain an explanation which should consist of more than three or four words, for example:

<b>Factor 1:</b>	<i>Eating less fatty food</i>
How it reduces the risk: <i>Having a balanced diet with less fatty food and more fibre will help reduce the risk of developing diabetes.</i>	

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

### U4 Task 6 AC 3.1: Describe the different methods of fitness testing in contrasting uniformed organisations

The learners are required to describe the fitness test used in the selection process for a police officer and the annual fitness test used in the Army.

- Describe the selection fitness test for a police officer**
- Describe both parts of the Army Advanced Combat Fitness Test (ACFT)**

Learners should be reminded that both fitness tests have two elements. The Police Fitness Test includes a dynamic strength and an endurance test, whilst the ACFT consists of two parts – and the learners' answers should make reference to and describe all of these elements.

### U4 Activity 1 AC 3.2: Participate in recognised fitness tests effectively

A learner can achieve the relevant physical skills by one of the following:

- Passing the relevant organisation's fitness syllabus
- Passing a PT or equivalent course
- Passing the CVQO Fitness Test (available as a download from CVQO Online with the assessment form VQF632)
- Completing a Service fitness test
- Passing GCSE Physical Education, Scottish-National 5, (or equivalent), or higher

### Learning Outcome 4: Be able to participate in a personal health improvement programme

### U4 Task 7 AC 4.1: Plan a suitable health improvement programme

## Unit 5 – Personal development through adventurous activities

The table in the workbook must be completed with one tick in each column for each day, with only two ticks on rest days. It will not be achieved if there are more than two rest days or if the requisite number of ticks have not been included.

Learners should be reminded that the table should include at least one rest day (but not more than two).

### U4 Activity 2 AC 4.2: Participate in a personal health improvement programme effectively

The learners need to participate in a personal health improvement programme, which is normally carried out as part of the routine activities conducted at the local unit.

Additionally, learners can achieve this by completing the CVQO Fitness Test (VQF632). The full assessment package and VQF632 are on the tutor memory stick, and available as a download from the CVQO website and CVQO Moodle.

Your regional manager will offer further advice should you require it.

## Unit 5 – Personal development through adventurous activities

To achieve this unit, learners must participate in two adventurous training activities and correctly complete the workbook tasks.

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

#### U5 Task 1 AC 1.1: Describe a range of adventurous activities provided by organisations

Both sections must be answered correctly.

- a) 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.

Two contrasting organisations should be chosen, one of which could be the learners' own. Two activities should be chosen for the first organisation and two **different** activities for the second organisation. The examples chosen must be adventurous activities and should be briefly described. For example:

1st chosen organisation:	Army cadets
1st adventurous activity:	Canoeing on a local lake during annual camp.

- 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.

The project should be named and the answer should include a description of the project. The answer will not be achieved if there is no supporting explanation for either the adventurous activities or the type of project.

## Unit 5 – Personal development through adventurous activities

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### Learning Outcome 2: Know the factors relating to outdoor adventurous activities

#### U5 Task 2 AC 2.1: Describe a range of factors relating to adventurous activities

All parts must be answered correctly.

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

The three answers must be positive benefits for an individual, such as confidence and each should be accompanied by an explanation. For example:

**Benefit 1:**

*Confidence – learning how to overcome something that may be dangerous can help build self-confidence*

b) **Describe THREE** environmental factors relating to adventurous activities

The three answers must relate to the environment and should be accompanied by an explanation. The answers should include why the factor that the learner has identified could have a negative effect. For example:

**Factor 1:**

*Litter should be taken home and not left behind as it not only looks untidy but can be dangerous to animals*

c) **Describe THREE** safety factors relating to adventurous activities

The three answers must relate to safety, such as weather, the importance of having a risk assessment or ability of the group. Each answer should be accompanied by an explanation. For example:

**Factor 1:**

*A proper risk assessment should be written before any adventurous activity takes place.*

Note that the factors selected must relate to safety and not to conservation factors or to the country code.

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

#### U5 Activity 1 AC 3.1: Participate in appropriate outdoor activities

Learners must take part in a minimum of two adventurous activities. These would usually be carried out as part of the activities conducted at the unit.

A list of the main recognised adventurous activities is in the Resource Book. If you wish to use another activity please consult your CVQO regional manager who will be able to advise if it is acceptable.

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

#### U5 Task 3 AC 4.1: Review the outdoor adventurous activities undertaken

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

The learner should identify the skills and techniques that they have learnt or developed while taking part in the two adventurous activities that they have selected. Sporting or military activities, such as hockey, fieldcraft or assault course, are not appropriate for this task.

The two answers should **review** both of the activities and should show some evidence of any new skills or techniques that might have been learnt, for example:

<b>First adventurous activity:</b>	<i>Mountain biking</i>
Skills and techniques learned or developed: <i>I learnt how to use the gears and how to improve my balance so I did not fall off or crash into trees. I learnt not to go too fast and how much strength is needed.</i>	

The answers will not be achieved if they do not fit the activities or if there is no review of the skills or techniques that have been learnt. For example, *skiing gives you lots of opportunity to make new friends*.

### U5 Task 4 AC 4.2: Review the involvement of uniformed organisations in a range of adventurous activities

It is important that all the learners read the scenario for this task, as it helps to explain how the task should be answered. The key aspect of this task is that the learner is being asked to **review** the involvement of uniformed organisations in a range of adventurous activities. The answer should therefore show –

- what it is that adventurous activities provide the chosen uniformed organisation
- the benefits to those who take part
- the benefits to the organisation

The review must focus on a uniformed organisation and not an organisation like a youth club.

## Unit 6 Land navigation by map and compass

There are no workbook tasks for this unit.

To achieve Unit 6, learners must pass the map reading syllabus.

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

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

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

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

If a learner is unable to complete a recognised map reading syllabus or take part in Duke of Edinburgh's Award Expedition Section training, a CVQO Map and Compass Test covering the requirements for Unit 6 with the assessment form VQF633, is available on the tutor memory stick or as a download from CVQO Moodle, or the resource download area online.

### Unit 7 Expedition skills

There are no workbook tasks for this unit.

To gain an overall pass for this unit, learners must complete an approved expedition which may be as part of their syllabus training or a Duke of Edinburgh's Award Bronze expedition or above. Other expeditions may be approved. This can be done through your CVQO regional manager.

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

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

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

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

### Unit 8 Fundamentals of nautical studies

There are no workbook tasks for this unit.

To achieve this unit, learners must pass the relevant syllabus. This will normally be an RYA level 2 in power or sail with offshore endorsement, or equivalent. Refer to the Unit 8 mapping matrix for qualifications and courses.

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

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

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

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

The full assessment and grading criteria is shown opposite. A CVQO Practical Boat Handling Assessment package can be used to complete learning outcome 3, using the assessment form VQF635. This is available on the tutor memory stick or as a download from CVQO Moodle, or the Resource download area Online.

## CVQQ Level 2 (SCQF Level 5) BTEC in Teamwork and Personal Development

## Unit 8 Fundamentals of Nautical Studies - Mapping matrix Academic year 2017-18

Qualifying activities																	
	Assessment Criteria	RYA Essential Navigation & Seamanship course	SCC CTP	SCC Navigation Basic	RYA Powerboat Level 1	RYA Powerboat Level 2	RYA Sail Level 1	RYA Sail Level 2	RYA Coastal endorsement	Supervised Rowing Coxswain	Rowing Coxswain	SCC Meteorology	RYA YSS Stage 1	RYA YSS Stage 2	RYA YSS Stage 3	RYA YSS Stage 4	CVQO Boathandling assessment package
1.1	Identify conventional symbols for different types of nautical charts	Y		Y	1 day	2 day	2 days	2 days	Y	Y	Y		2 days	2 days	2.5 days	2.5 days	1 day
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	Y		Y					Y		Y						
1.3	Correctly follow the main rules of the road applicable to vessels in sight under way and making way	Y		Y	Y	Y	Y	Y	Y		Y				Y	Y	
2.1	Outline the sources of weather information available for those undertaking a coastal cruise	Y	MT10	Y		Y	Y	Y	Y	Y	Y	Y			Y	Y	
2.2	Describe the effects of different types of weather on a vessel undertaking a short passage	Y		Y			Y	Y	Y		Y				Y	Y	
3.1	Prepare a powered or sailing vessel for sailing and coming alongside				Y	Y	Y	Y					Y	Y	Y	Y	Y
3.2	Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board				Y	Y	Y	Y					Y	Y	Y	Y	Y
4.1	Outline the emergency services available to assist vessels in distress at sea	Y		Y		Y		Y	Y	Y	Y						

## Unit 9 – Volunteering

To gain a pass for this unit, learners must take part in voluntary work within their youth organisation. Learners must also correctly complete all the workbook tasks for this unit.

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

#### U9 Task 1 AC 1.1: Explain why volunteering is important in uniformed organisations

*Explain why uniformed organisations need volunteers.*

Learners should explain in their own words why volunteering is important in uniformed organisations.

The answer should describe the importance of volunteering either as a statement or as a summary of reasons why volunteering is important. Ideally the answer should consist of one or two good sentences, although a bulleted list of two or three points is acceptable. For example:

*Volunteering is important as volunteers often bring a lot of different skills to uniformed organisations. Volunteering is a good way to get jobs done when it is not possible to pay people.*

The answer will not be achieved if it is too brief (less than one sentence or one bullet point) and does not explain why volunteering is important.

#### U9 Task 2 AC 1.2: Discuss the benefits to be gained from undertaking volunteering activities

Encourage the learner to read the scenario, which puts the two parts of this task into their context. Both parts of the question must be correct and each of the six benefits must be described. The first three must be benefits appropriate to the organisation and the second three appropriate to 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.*

Answers may include those in the Resource Book (which should be acknowledged as such) or others that the learner has identified. For example:

#### THREE benefits that volunteers can provide to uniformed organisations

*1. Interaction – volunteers can provide an important link between the organisation and the local community.*

The task will not be achieved if either of the two parts is answered incorrectly, that is, the answer does not relate to a benefit or if there is no explanation.

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

#### U9 Task 3 AC 2.1: Identify the different types of voluntary work available

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

The answer must be a role and not the name of the organisation. A brief explanation of what the role involves should be given.

The task will not be achieved if the answer is not a role, or it is an incorrect role for the organisation.

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

#### U9 Task 4 AC 3.1: Explain the skills required for voluntary work

As with the previous crossword, do remind your learners that its completion is entirely optional and it will not count towards the final assessment. The crossword has been included to help the learner better understand the type of skills used in voluntary work.

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

Three relevant skills must be given that your learners have used, together with an explanation as to how the skill has been used. For example:

<b>Skill 1</b>	Computer skills
<b>Why it is required:</b> <i>Writing letters in connection with a fund raising campaign for my unit</i>	

The task will not be achieved if less than three skills are given, if there is no explanation or if the skill or if the explanation is incorrect.

### Learning Outcome 4: Understand the skills required for voluntary work

#### U9 Activity 1 AC 4.1: Carry out voluntary work

This activity will usually be completed as part of the learners' normal activities within their unit. However, there is a CVQO Practical Volunteering form VQF636 available on the tutor memory stick, as a download from the CVQO website and on CVQO Moodle for those learners who do not complete volunteering as part of their normal training.

## Unit 10 – Citizenship, the individual and society

Learners must correctly complete all the tasks in the workbook in order to gain an overall pass.

There are no practical activities in Unit 10.

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

#### U10 Task 1 AC 1.1: Define the terms citizen, citizenship, individual rights and human rights

Learners must complete the table by giving the definition of the terms citizen, citizenship, individual rights and human rights. The definitions may be taken from the Resource Book or drawn from the learner's own knowledge. All four definitions should be completed.

#### U10 Task 2 AC 1.2: Describe the qualities a good citizen requires to participate in a given organisation

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

## Unit 10 – Citizenship, the individual and society

The Resource Book lists eight qualities, but the learner may select a quality of their own choosing if they wish. Each quality should be accompanied by an explanation that is a good sentence or two shorter sentences, for example:

### Quality 1:

*Personal appearance – looking good in public gives confidence to the public as it shows self-discipline.*

The task will not be achieved if either quality is incorrect, or if there is no description, or the description is just three or four words.

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

#### 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.*

Examples may be as given in the Resource Book or something similar of the learner's own choosing. Whilst the organisation for both examples can be the same, the two examples must be different and there needs to be an explanation for both examples. The explanations should be at least six or seven words in length, for example:

### Example 1:

*The ATC help as ushers in the local church on Remembrance Sunday and assist selling poppies.*

The task will not be achieved if the two examples are not relevant to uniformed organisations or are too brief.

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

#### U10 Task 4 AC 3.1: Explain why equal opportunities are important in society and uniformed organisations

The learner should explain in their own words why equal opportunities are important in society and in uniformed organisations. The answer should be written either as a number of sentences or as bulleted text.

The task will not be achieved if there is an insufficient explanation or if there are just one or two brief sentences, for example: *People should be treated fairly.*

#### U10 Task 5 AC 3.2: Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation

Ensure that the learners read the scenario before answering the two questions that make up this task. In the scenario, the learner is asked to focus on the 2010 Equality Act and to take a closer look at British values. Information on both these areas is contained within the resource book.

- a) Give **TWO** examples that **illustrate** how the Equality Act of 2010 enforces equal opportunities in the UK.

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

Each of the four examples needs an accompanying explanation, for example:

1. *Discrimination – in the UK you have the right to complain if you think you have been treated unfairly because of your race, gender or religion.*

The task will not be achieved if there are less than four correct examples given or if there are no accompanying explanations.

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

**U10 Task 6 AC 4.1: Explain different ways in which uniformed organisations have supported society**

The scenario from Task 5 continues into this task, with the learner being asked to look in more depth at the Fire and Rescue Service and the Police Service, examining the way in which their respective roles support society.

**Explain** how the role of the Fire Service and the Police Service supports society.

The key thing in this task relates to the ways in which uniformed organisations have supported society. In explaining this role, the answer should consist of one or two examples and should be written as a good sentence, rather than as three or four words. For example:

**Fire Service**

**Role in supporting society:**

*The Fire Service gives advice on fire safety in the home as well as distributing smoke and carbon monoxide alarms around the local community*

**U10 Task 7 AC 4.2: Demonstrate the different ways in which uniformed organisations have affected society**

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

The examples must be real and accurate and one carefully chosen example should be given for each of the two organisations.

**Example of how the Fire Service affects society:**

*Many people used to be affected by inhaling smoke particularly in house fires. This has reduced thanks to the more widespread use of smoke alarms. This is due to higher levels of safety education being provided by the Fire Service.*

It is unlikely that a brief answer of two or three words will be sufficient, for example: *Saves lives.*

**Unit 11 – Community and cultural awareness**

## Unit 11 – Community and cultural awareness

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

Learners must correctly complete all the tasks in the workbook in order to gain an overall pass. There are no practical activities in Unit 11.

#### U11 Task 1 AC 1.1: Explain the differences between local and national community

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

The answer should offer a good explanation, which should include a short definition of what is meant by a local and national community. The question will not be achieved if either box in the workbook is left blank or if the answer is too brief, for example: Group of people.

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

It is unlikely that this part of the task can be answered in less than two or three sentences.

#### U11 Task 2 AC 1.2: Discuss the awareness of community and cultural issues in local and national communities

The learners should be encouraged to read the explanatory text that precedes the actual task. It is hoped that before the learners answer the questions they will have the opportunity to discuss community and cultural issues with each other. It is important that each learner has an awareness of how other people view these issues and to hear the opinions they may have.

The learners are asked to select one local community issue and one local cultural issue and to write about how the two issues affect the local community. They then have to select one national community issue and one national cultural issue before writing how they both affect the national community.

Because of the nature of this task, it might be that the learners will select issues about which they feel strongly. It is important that they give a good explanation of how each of the four issues they select affects either the local or national community. It is unlikely that three or four words of explanation will be sufficient.

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

#### U11 Task 3 AC 2.1: Describe the costs and benefits living in a community

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

Three costs and three benefits must be described with an explanation consisting of a good sentence. It is unlikely that a three or four word answer will be sufficient.

Although the Resource Book lists six costs and seven benefits, the bulleted list contains little information that would be acceptable as a description. Therefore this answer may require more research by the learner.

The task will not be achieved if any section is left blank or is incorrect, or if any cost or benefit does not include a description.

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

**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.

The answer should be a good definition that may be taken from the resource book or expressed in the learner's own words. For example:

*The phrase cultural diversity can refer to having different cultures which respect each other's differences.*

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

As this part of the task asks for a list, no further explanation is required. However, the task will not be achieved if less than six positive and negative aspects are listed or if they do not link with cultural diversity.

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

**U11 Task 5 AC 4.1: Outline the categories of social problems in communities locally and across the UK**

The learners should read the scenario, which includes an example of an answer, before attempting this task, as it puts the questions into their wider perspective.

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

Three local and three national social problems should be identified – and the problems must relate to communities within the UK.

Each of the six problems should have a brief explanation of three or four words, for example:

**National social problems**

1. *Racism – some studies show that this is on the rise in the UK.*

The task will not be achieved if six problems have not been identified or if the problems are not social problems, for example: *different values*.

**U11 Task 6 AC 4.2: Outline the cultural problems in communities locally and across the UK**

The scenario for this task continues from the one linked with Task 5 and again an example is included.

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

Three local and three national cultural problems must be identified – and the problems must relate to communities within the UK.

Each of the six problems should have a brief explanation of three or four words, for example:

### Local cultural problems

1. *Language – different languages can cause misunderstanding between groups of people.*

The task will not be achieved if six problems have not been identified or if the problems are not cultural problems, for example: mental illness.

### U11 Task 7 AC 4.3: Investigate the impact of social and cultural problems on the UK

It is expected that the learner will have carefully considered the impact of social and cultural problems on the UK public services before answering this Task.

*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.*

The two answers must contain good explanations of both social and cultural problems and they must relate to the UK public services. The two answers may be in sentence form or written as bulleted text, for example:

#### Social problem:

*Poverty*

**Impact:** *Added pressure is placed on the limited amount of rentable housing stock that is available and food banks become more important.*

The task will not be achieved if either section is left blank, is incorrect, or if a proper explanation has not been included.

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**Intentionally blank**



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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).

## Diploma in Music for Practical Performance

### ENROL

You've made the fantastic decision to enrol on a BTEC Level 2 Diploma in Music for Practical Performance in the Community. Well done!



### RESOURCES



Look out for a letter from CVQO, along with your nifty workbooks and resource book that will be sent to your home address.



### ONLINE / BY HAND

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



### UNITS



You must complete all the units in the workbooks to attain 60 credits, but most practical work is accredited through your music activities.

### SEND

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



### 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 music activities, including rehearsal and performance skills. Check the CVQO Music Exemption Matrix that you will be sent and ensure your unit tutor informs CVQO of your exemptions.

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

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CVQO, 3 Archipelago, Lyon Way, Camberley, Surrey GU16 7ER

01276 601701 | [admin@cvqo.org](mailto:admin@cvqo.org) | [www.cvqo.org](http://www.cvqo.org)

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