



BTEC LEVEL 2 (SCQF Level 5)

Teamwork and Personal Development in the Community

Workbook **1**

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

SUBMISSION DEADLINE:

6 months from your enrolment date

NAME:

EMAIL ADDRESS:
(capital letters)

CVQO REF: **VQ**

CADET
UNIT:

ACADEMIC YEAR 2020-21

Learner Notes

This e-workbook is for electronic completion only.

When completed, it must be submitted by uploading into your Moodle account. It can only be accepted this way as this will be the learner declaration that the submission is your own work.

This replaces the requirement for signatures.

Tutor Notes

This version is for the learner's work only. CVQO assessment forms are included in the workbook for information only.

If a CVQO assessment is to be used, the tutor or assessor must use the relevant form by downloading from the tutor area in Moodle, or from the tutor resource memory stick, or from the Downloads area of CVQO Online.

Fully completed assessment forms are to be retained at the unit for verification by the CVQO Regional Manager. Achievements should be entered for the learner's record in CVQO Online.

This workbook is for you to submit your answers for the written tasks required for Unit 1. Further instructions are contained in the Learning Guide, which you should use to help you learn and understand how to complete the tasks. If you feel that you may need support or assistance with completing the workbook please ask your tutor.

REFERENCING

Although you should try to use your own words throughout this workbook, there may be some answers where a quote from elsewhere is acceptable. If you do this, the quote must be written in quotation marks, together with its source.

GLOSSARY

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

Command Verbs	Description
Describe	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
Explain	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing - so it can help if you give an example to show what you mean.
Identify	Point out or choose the right one or give a list of the main features.
List	Provide the information in a list rather than in continuous writing.
Report	Make an official or formal statement by putting information together for other people.
Review	Look back over the topic or activity.
Use	Take or apply an item, resource or piece of information as required.
Outline	Write a clear description but not a detailed one.

ICONS

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.
	Literacy - this will assess your understanding of the task and demonstrate the quality of your English skills, particularly your use of correct spelling, punctuation and grammar.
	Task - this requires a written response which links to each assessment criteria or AC.
	Activity - this requires you to complete a practical activity.

TEAMWORK AND COMMUNICATION SKILLS

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



Learning Outcome 1

Know the purpose and importance of teamwork and communication skills.



U1 Task 1

AC 1.1 Identify teamwork and communication skills.

There are many different teamwork and communication skills that contribute towards the effectiveness of uniformed organisations. For this task, you should think about the teamwork and communication skills that would be important for a paramedic and a firefighter. There are two paragraphs, below, relating to the roles of a paramedic and a firefighter; each paragraph contains six different teamwork and communication skills that a paramedic should display and a further six that a firefighter should display.

a. Teamwork and communication skills - paramedic

Paramedics need to show a great deal of commitment and discipline while performing their jobs. Often the job will involve listening carefully to patients, as well as displaying a degree of amiability to put the patients at ease. Body language is important as well, as this can send out positive signals that will give the patients reassurance. Paramedics often have to work in very testing situations, and in such circumstances co-operation with each other and with any other emergency teams that might be present will be vital.

From the above paragraph, **identify** four teamwork and communication skills that would be important for a paramedic to display when working as part of a team.

1.
2.
3.

4.

b. Teamwork and communication skills - firefighter

When **firefighters** have to deal with a major fire or road traffic accident, punctuality is very important as any delay in arriving at the scene could cost lives. Firefighters often need to display problem-solving skills to deal with the different types of situation they might face. Their behaviour needs to be professional at all times and when communicating with each other there needs to be clarity in the instructions being given. Respect for the general public is a necessity, as is a degree of open-mindedness given the way in which members of the public might react when under emotional strain.

From the above paragraph, **identify** four teamwork and communication skills that would be important for a firefighter to display when working as part of a team.

1.

2.

3.

4.

**U1 Task 2**

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

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

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

1. **Problem solving:**

2. **Listening:**

Imagine you are a police officer who has been called to assist at the scene of a burglary and you find a very distressed elderly lady who is in a complete state of shock as her home has been ransacked.

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

1. **Respect:**

2. **Body language:**



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.

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

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

1st quality:

How and why it is effective:

2nd quality:

How and why it is effective:

3rd quality:

How and why it is effective:



U1 Activity 1

AC 2.2 Demonstrate effective instruction skills.

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

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

Recognised assessments	
Pass	Qualification or proficiency
SCC	Leading Cadet or above/Peer educator/RMC Corporal or above/PT3 or above/Cadet Drill Instructor or Leader/Rowing Coxswain/PD03 Presentation skills
ACF	JCIC
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.

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

1st team-building activity:	
2nd team-building activity:	
3rd team-building activity:	

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

Overall, how well did you communicate with the other team members?	
Overall, what particular skills did you bring to the team?	

<p>Overall, how would you describe your attitude as part of the team?</p>	
<p>Overall, how would you judge your effectiveness in the team?</p>	



U1 Task 5

AC 3.2 Use appropriate terminology within a given scenario.

Following severe gales, a large tree has blown down in the street where you live. The tree is completely blocking the road and all of the emergency services are in attendance. There is a cyclist, awake, but lying on the pavement being attended by paramedics. The cyclist, who is deaf, has swerved to miss the falling tree, hit the kerb and fallen from his bicycle. The Fire and Rescue Service is organising specialist assistance to help remove the tree and there is a reporter from the local newspaper interviewing some of the crowd. The police are controlling the growing number of spectators, some of whom are keen to know when the road will be unblocked so they can get to work or go shopping.

Having read the scenario, consider each of the following statements. For each group of three statements, select the one that you believe is the most appropriate use of terminology in this particular situation.

The Fire and Rescue Service (to each other)

	a. We need to make sure that no more damage is done, the road is clear and that everyone is safe.
	b. This is a real nuisance being here as I was due to end my shift two hours ago. I'm missing the football.
	c. I just think we should cut the tree up and if it falls on another car or two, it won't really matter.

The paramedics (to the cyclist and to each other)

	a. Just get up and walk around a bit and see where it hurts. That will soon sort you out.
	b. We must try and keep him as still as possible until we can properly assess his injuries.
	c. If I shout really loudly perhaps the guy will hear me. We've got to make him understand what we're trying to do.

The newspaper reporter (to the crowd of spectators)

	a. Can anyone tell me if they saw what happened? The cyclist looks quite badly injured.
	b. Does anyone know any gossip about the cyclist? I'm prepared to pay £25 for a good story.
	c. If you want to get your picture in the paper, start shouting and being noisy. You could even sit down and block the road.

The police (to the crowd of spectators and to each other)

	a. We'll keep the spectators here for as long as we can just to be awkward. If we need to, we can always arrest a couple of them.
	b. It's a shame about the cars that've been crushed. I just hope they've got insurance as some of the cars look to be quite expensive.
	c. Please try and keep calm and we'll sort this out as quickly as we can. You'll soon be able to get to work or go shopping.



U1 Task 6

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

Having considered the appropriate terminology that the different people involved in the scenario would be expected to use, you should now show that you understand the most appropriate interpersonal skills for them to use when communicating. This will entirely depend on the particular situations in which they find themselves.

In the table below, **outline** the appropriate interpersonal **communication** skills that might be used by those involved in their different situations.

	Most appropriate interpersonal <u>communication</u> skills that could be used
The Fire and Rescue Service trying to organise the removal of the tree	
The paramedics dealing with the injured, deaf cyclist	
The newspaper reporter interviewing some of the crowd	
The police controlling the growing number of spectators	



U1 Task 7

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

The answers to the crossword in the Learning Guide should have given you information on a variety of interpersonal communication skills. These may be verbal, non-verbal, written or listening skills. **List** any **four** interpersonal communication skills and methods, and then **report** on a situation in which each might be used. You need to say how effective you believe the method would be in that particular situation.

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

Communication skill and method, e.g. verbal - talking	Example of how and when the method can be used	Effectiveness of this method in this particular situation
1.		
2.		

3.

4.

ACTIVITY 1 (AC 2.2) - INSTRUCTION PRACTICAL ASSESSMENT FORM
FOR COMPLETION BY THE TUTOR/VQ OFFICER OR APPROPRIATE ASSESSOR

CVQO registration number:	VQ
Learner name (CAPS):	

Type of instruction: Lesson/Presentation/Briefing

Subject:

Number of lessons observed:

Learner must achieve at least six of the following points:

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

Tutor - Comments and feedback:

FOR INFORMATION ONLY

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

The following optional units can be used with Unit 1 towards achieving an extended certificate or towards a diploma. There are no workbook tasks for these units.



UNIT 6 LAND NAVIGATION BY MAP AND COMPASS

The aim of Unit 6 is to allow you to acquire knowledge in relation to land navigation with map, compass and route card. Additionally, you should be able to demonstrate these skills practically and in a safe manner.

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.



UNIT 7 EXPEDITION SKILLS

The aim of Unit 7 is to develop your knowledge and understanding of the skills needed in planning for an expedition, including the equipment required. You will also have to plan and carry-out an expedition as part of the uniformed organisation to which you belong.

This unit 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.



UNIT 8 FUNDAMENTALS OF NAUTICAL STUDIES

The aim of Unit 8 is to give you some of the knowledge and practical skills necessary to undertake short passages in inshore waters. The unit supports the development of skills in navigation and practical seamanship, weather forecasting and an awareness of the maritime emergency services.

The unit can be gained from practical achievements, full details of which are given in the Unit-mapping matrix, available from your tutor/VQ officer. There is also a CVQO Practical Boat Handling assessment (VQF635), which can be used to complete learning outcome 3 of this unit.



ARE YOU READY TO SUBMIT YOUR WORKBOOK?

YOUR CHECKLIST

- Have you completed all of the tasks that you need in Unit 1? Remember that this is a mandatory unit.

When completed, it must be submitted by uploading into your Moodle account.

It can only be accepted this way as this will be the learner declaration that the submission is your own work.



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