Academic year 2021–22



SUBMISSION DEADLINE:
4 weeks after delivery is complete

BTEC LEVEL 2

Teamwork and Personal Development in the Community

UNIT 2 WORKBOOK

Developing Effective Communication Skills

Example copy only, not for use

LEARNER NAME:

EMAIL ADDRESS: (capital letters)

CVQO REF: **VQ**

GROUP OR UNIT NAME:

Affix label here (for CVQO use)

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:

.....

Edexcel approved centre. Centre number 01383

BTEC
Approved Centre from Pearson

Welcome to the workbook

for Unit 2

This workbook is for you to submit your answers for the written tasks required for Unit 2.

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 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, you must use quotation marks and name the source.

Glossary

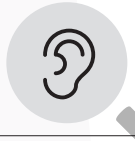
The following command verbs introduce the different tasks in this workbook and their meanings are given below:

Describe	Think of this as answering the question 'what is it?' Include a linked series of relevant points to 'paint a picture with words'.
Explain	Think of it as 'how does something work?' You need to provide an explanation first and then give your reasons for doing so. Using words such as 'because' or 'therefore' will help you to do this.
Identify	This usually tests your skill of remembering information. You might select from a list of options, point something out, or give a list of main features.
Review	Look back over the topic or activity to provide a detailed evaluation with conclusions and decide what was effective or not. Using specific examples will add strength to answers.
State	Recalling a fact or expressing your view point clearly and concisely.

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Icon key

Icon	Description
	**Learning outcome** Each unit has a series of learning outcomes which indicate the knowledge you are expected to demonstrate when you complete the accompanying tasks 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 (AC).
	**Activity** This requires you to complete a practical activity.

	**Learning** Learn the subject theory.
	**Doing** Put into practice what you have learnt.
	**Listening** Ask yourself how you performed. Listen to feedback from others, i.e. your tutor or peers.
	**Reflecting** Learn from the experience to improve next time.

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Unit 2

Developing Effective Communication Skills

Who taught this unit? ...

Task 1: To understand the role and importance of effective communication (AC 1.1 & 1.2)

There are two parts to this task.

Part a.

You need to **STATE three** reasons why *effective* communication is important.

As the command verb is **STATE** it is expected that you write a clear and concise answer for each reason.

1.
2.
3.

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Part b.

You need to now **DESCRIBE four** different methods of communication. You **must** give examples of the different methods of communication in your answers.

As the command verb is **DESCRIBE**, it is expected you will write a detailed sentence for each answer.

1.
2.
3.
4.

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Task 2: Explain the potential barriers to effective communication and consequences of poor communication (AC 1.3 & 1.4)

There are two parts to this task.

Part a.

Firstly you need to **EXPLAIN two** potential barriers to *effective* communication.

As the command verb is **EXPLAIN**, you must *identify* **two** potential barriers to effective communication and, for *each*, give reasons why.

Potential barrier 1:	
Reason 1	
Reason 2	

Potential barrier 2:	
Reason 1	
Reason 2	

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Part b.

You now need to **EXPLAIN two** potential consequences of *poor* communication.

As the command verb is **EXPLAIN**, you must *identify* **two** potential consequences of poor communication and, for *each*, give reasons why.

Potential consequence of poor communication 1:	
Reason 1	
Reason 2	

Potential consequence of poor communication 2:	
Reason 1	
Reason 2	

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Activity 1: Communicate effectively with others using verbal and non-verbal communication

(AC 2.1, 2.2, 2.3, 3.1 & 3.2)

To complete the next part of the unit, you need to show that you can:

- Use effective listening skills to fully understand the information given
- Use verbal and non-verbal communication techniques to effectively communicate with others
- Use language and terminology that is clear and concise, adapting it to meet the identified needs of others
- Review the effectiveness of own communication skills used
- Identify improvements that could be made to own communication skills based on review

You will need to take part in **two** different communication scenarios to demonstrate your verbal and non-verbal communication skills. You may use the activity you completed in Unit 1 (Effective Teamworking Skills) as evidence for one of the scenarios. The second scenario may be an activity that you take part in within your organisation.

Below is a list of recognised activities that evidence your communication skills and a personal review. Please read through and tick one activity that you have completed. Evidence of activities marked with an * MUST be submitted with your workbook (i.e. screenshots, copies of certificates, etc.) This evidence will be verified by CVQO.

	Activity	✓
SCC / RMC	Basic Peer Educator	
	PD03 Presentation skills	
	Rowing Instructor	
RAFAC	MOI	
	Bronze Leadership	
ACF	CFIT	
CCF	ARMY (Phase 1 MOI)	
	RAF (as above)	
	NAVY (Able Cadet 3 Star)	
	RM (Phase 1 MOI)	
St John Ambulance	*Cadet Demonstrator	
Fire Cadets	*Award 1	
Coaching / instructor type qualifications	*CSLA	
	*Sport Leader L1	
	*BCU/RYA instructor qualification	
Scouts	*Explorer Scout Young Leaders	

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If you **have** been able to tick one of the recognised activities on page 8 then you **do not** need to complete any further tasks in this workbook.

If you **have not** been able to tick one of the recognised activities on page 8 then there are two other options for you to complete this unit.

Option 1

Below is a list of recognised activities that can evidence your communication skills. Please read through and tick **one** activity that you have completed.

Other activities	✓
*Cadet Operational First Aid certificate (SJA)	
*Bronze Duke of Edinburgh Expedition	
ILM Young Leaders Award	
ILM L3 (Unit 307)	
Rowing Coxswain (SCC)	
Drill Instructor (SCC)	

Evidence of activities marked with an * **MUST** be submitted with your workbook (i.e. screenshots, copies of certificates, etc.) This evidence will be verified by CVQO.

You will now need to **complete Task 3** to review your communication skills.

Option 2

You can use another experience that demonstrates your **ability to communicate effectively** with others, for example being involved in a fundraising activity, delivering a presentation or mentoring others. This may have been **within** your own organisation **or** elsewhere, for example, at school.

As CVQO cannot gain evidence of this achievement you will need to ask a tutor to complete a witness statement and also gain peer feedback on your performance. Once you have that evidence you **will need to complete Task 3** in the workbook to review your communication skills.

Further information can be found in your learning guide.

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Task 3: Review and develop own communication skills (AC 3.1 & 3.2)



You should now complete the questions below to **REVIEW** the effectiveness of **your** communication skills. You should reflect on the activity that you identified and completed as part of activity 1 on page 8 and the practical teamworking activity you completed in Unit 1.

Detail **two** aspects of your communication skills that **went well**	
1.	
2.	

Detail **two** aspects of your communication skills that **you** could **improve** on	
1.	
2.	

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Overall, how well did you do with your communication during the activity?
You must include a reason to support your answer

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BTEC Level 2 Teamwork and Personal Development in the Community
Unit 2: Developing Effective Communication Skills

For completion by the VQ Officer or an appropriate assessor

CVQO registration number:	**VQ**
Learner name(CAPS):	

This form can provide evidence that the learner has completed Activity 1 and has:

- Used effective listening skills to fully understand the information given
- Used verbal and non-verbal communication techniques to effectively communicate with others
- Used language/terminology that is clear and concise, adapting it to meet identified needs of others

Please provide details of a scenario or situation where the learner has been able to communicate effectively with others.

Did they used effective listening skills? Did they use verbal and non-verbal communication techniques to effectively communicate with others? Did they use appropriate language/terminology?
Please provide details:

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Learner comment:			
Learner signature:		Date:	

Tutor signature:	*"I confirm that this is a true and accurate account"*		
Tutor name (CAPS):			
Job role:		Date:	

When completed this tutor testimony must be passed to the learner. The learner can then sign, date and comment on your feedback and submit it with their work.

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