Cadet Vocational College

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SUBMISSION DEADLINE: 4 weeks after delivery is complete

BTEC L2

Teamwork and Personal Development in the Community

UNIT 2 WORKBOOK

Developing Effective Communication Skills

LEARNER NAME:	REFERENCE: VQ
EMAIL ADDRESS:	GROUP OR UNIT NAME:

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Affix label here
(for Cadet Vocational College use)

LEARNER DECLARATION

I certify that the evidence submitted for this assessment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.

SIGNED:

DATE:

VERSION 3.2

Pearson Approved Centre. Centre number 01383

Welcome to the workbook

for Unit 2

This workbook is for you to submit your answers for the written tasks to complete 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 VQO, your tutor or email tpd@cvcollege.org and we will get back to you.

Using resources and referencing

You **must** use your own words to answer the tasks.

There may be an occasion when a quote from a resource (e.g. a website or a Cadet Vocational College learning resource) can be used to *support* your written answer. If you do this, you **must** use quotation marks, name the source and if applicable, state a page number. For example, "Having team members you trust is key to the success of any team." (Learning Guide, page 5).

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 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	Give the main points in brief but clear sentences.

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Icon key

Icon	Description
	**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 of the assessment criteria (AC).
	**Activity** This requires you to complete a practical activity.

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

Teaching and learning

There are a number of teaching sessions for Unit 2. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.

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Unit 2

Developing Effective Communication Skills

Who delivered 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.

STATE in **three** brief but clear sentences **why** *effective* communication is important.

1.
2.
3.

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Part b.

DESCRIBE four different methods of communication.

As the command verb is **DESCRIBE**, you **must** include relevant points and an example within your answer. You *may* wish to consider the benefits and drawbacks of each method to help you provide the level of detail required.

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)



IDENTIFY two barriers to effective communication.

For each barrier you must:

- give **one** reason to **OUTLINE why** it is a barrier to effective communication
- give **one** reason to **OUTLINE** the consequences of that barrier

Potential barrier 1:	
Why is this a barrier?	
What is the consequence?	

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Potential barrier 2:	
Why is this a barrier?	
What is the consequence?	

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

(AC 2.1, 2.2, & 2.3)

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

You 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.

Option 1

Tick one of the recognised activities below that you have completed. Evidence of activities marked with an asterisk (*) **MUST** be submitted with your assessment. For example this could be screenshots, copies of certificates, etc. This evidence **MUST** show your name.

	Activity	✓
Sea Cadet Corps (SCC) / Royal Marine Cadets (RMC)	Basic Peer Educator	
	PD03 Presentation skills	
	Rowing instructor	
Royal Air Force Air Cadets (RAFAC)	*MOI	
	*Basic Leadership BRONZE badge (or higher)	
Army Cadets (ACF) and CCF (Army)	MOI / JCIC / SCIC	
	2 Star CIS (or higher) (ACS)	
Combined Cadet Force (CCF)	CCF RAF: MOI / Instructor Cadet	
Nursing Cadets	*Working in the health sector	

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	Activity	✓
St John Ambulance (SJA)	*Demonstrator	
Fire Cadets	*Award 1	
Coaching / instructor type qualifications	*Level 2 Community Sports Leadership	
	*Level 1 Sports Leadership (or higher)	
	*BCU/RYA instructor qualification	
Scouts	*Explorer Scout: Explorer Belt (10 day exped)	
	*Explorer Scout: Young Leader / Belt Buckle (completion of)	
Other	*Girl Guides: Young Leader	

Correct at time of print

If you **have** been able to tick one of the recognised activities on pages 8-9, you **do not** need to complete any further tasks. Please submit your work for assessment!

If you **have not** been able to tick one of the recognised activities on pages 8-9, you **must** now evidence your communication skills by completing Option 2 **or** Option 3 on the next page.

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Option 2

Below is a list of recognised activities that can evidence your communication skills. Choose **one** that you have completed and would like to review.

	Activity	✓
Royal Air Force Air Cadets (RAFAC)	*Essential First Aid (Blue) (or higher)	
	*Radio Operator (Bronze) (or higher)	
Army Cadets (ACF) and CCF (Army)	1 Star CIS (or higher) (ACS)	
	2 Star First Aid (or higher) (ACS)	
Sea Cadet Corps (SCC)	Basic CIS Radio (or higher)	
	Rowing Coxswain	
	Drill Instructor	
Royal Marine Cadets (RMC)	Lance Corporal	
St John Ambulance (SJA)	*Community First Aid	
Boys Brigade	*Stage 3 (or higher)	
	*First Aid Stage 4	
	*Health and Fitness Stage 4	
Combined Cadet Force (CCF)	CCF Army (Phase 1 MOI)	
	CCF RM (Phase 1 MOI)	
	CCF Navy (Able Cadet or higher)	
Scouts	*Platinum Award (or higher)	
	*First Response Training	
Police Cadets	*Emergency / Basic First Aid Certificate	
Other	*Bronze Duke of Edinburgh Expedition (or higher)	
	ILM Level 3 (Unit 307)	
	*NCFE Level 3 Diploma for Entry to the Uniformed Services: Unit 3	

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Evidence of the activities will need to be checked, either from Westminster / Bader (if applicable) or by you uploading evidence for those marked with an asterisk (*). For example this could be screenshots, copies of certificates, etc. This evidence **MUST** show your name.

If you **have** been able to tick one of the recognised activities above then **you will now need to complete Task 3** in your workbook.

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Option 3 for all organisations

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 we cannot gain evidence of this achievement, you will need to ask a tutor to complete a witness statement on pages 15-16 in your workbook.

You will also need to collect peer feedback on your performance, this will support you with completing the next written Task 3.

Scan here for a full and updated version of our Recognised Prior Learning activities (RPL)

If you have evidence of communication skills that you wish to be considered for RPL, please contact tpd@cvcollege.org

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Remember you **do not** need to complete this **if** you have completed a recognised activity listed on pages 8-9.

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 pages 8-9 and the practical teamworking activity you completed in Unit 1.

Describe **two** aspects of **your** communication skills that **went well**

Describe **two** aspects of **your** communication skills that **you** could **improve**

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Overall, how well did you communicate during the activities?
You must include a reason to support your answer

Congratulations - you have now completed all of the tasks in this unit.

Check your work before submitting for assessment!

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

Witness statement - for completion by the VQ Officer or an appropriate assessor

Reference:	**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.

Continued over the page...

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Did they use 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:*

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

Learner comment:			
Learner signature:		Date:	

When completed, this witness statement must be passed to the learner. The learner should then sign, date and comment on your feedback. The completed form must be submitted at the same time as the learner's work.

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