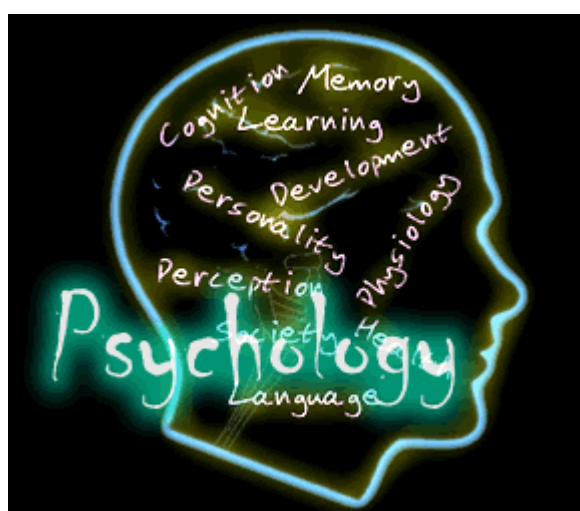


Unit 2 Behaviour and Discipline in Uniformed Protective Services



Name:

BTEC Level 3 Uniformed Protective Services

Psychological Perspectives

What is **Psychology**?

The main psychological perspectives you will look at in Unit 2 Learning Outcome A are:

Behaviourist

Psychodynamic

Humanistic

Cognitive

Provide a detailed explanation for **Behaviourist** perspective, what does it tell us and identify 2 theorists and the work they carried out:

Provide a definition for the key vocabulary for the **Behaviourist** perspective:

Classical Conditioning	
Operant Conditioning	
Positive reinforcement	
Negative reinforcement	
Stimulus	
Response	

Where do we see this type of conditioning in real life? List as many examples as you can:

Where might we see people being conditioned in UPS? Identify the positives and negatives of this.

Provide a detailed explanation for the **Psychodynamic** perspective. What does it tell us and identify 2 theorists and the work they carried out?

Provide definitions for the key vocabulary for the **Psychodynamic** perspective:

Conscious mind	
Preconscious mind	
Unconscious mind	
ID	
Ego	
Superego	

Provide a detailed explanation for the **Humanistic** perspective. What does it tell us and identify 2 theorists and the work they carried out?

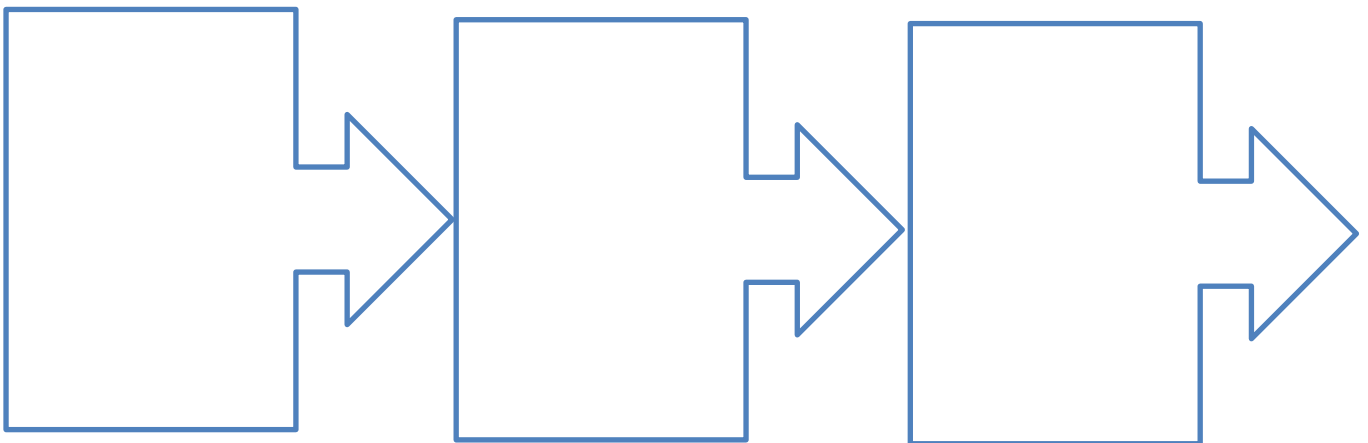
Provide definitions for the key vocabulary for the **Humanistic approach**:

Self-actualisation	
Free will	
Self-esteem	

Provide a detailed explanation for the **Cognitive** perspective.

<https://www.simplypsychology.org/information-processing.html>

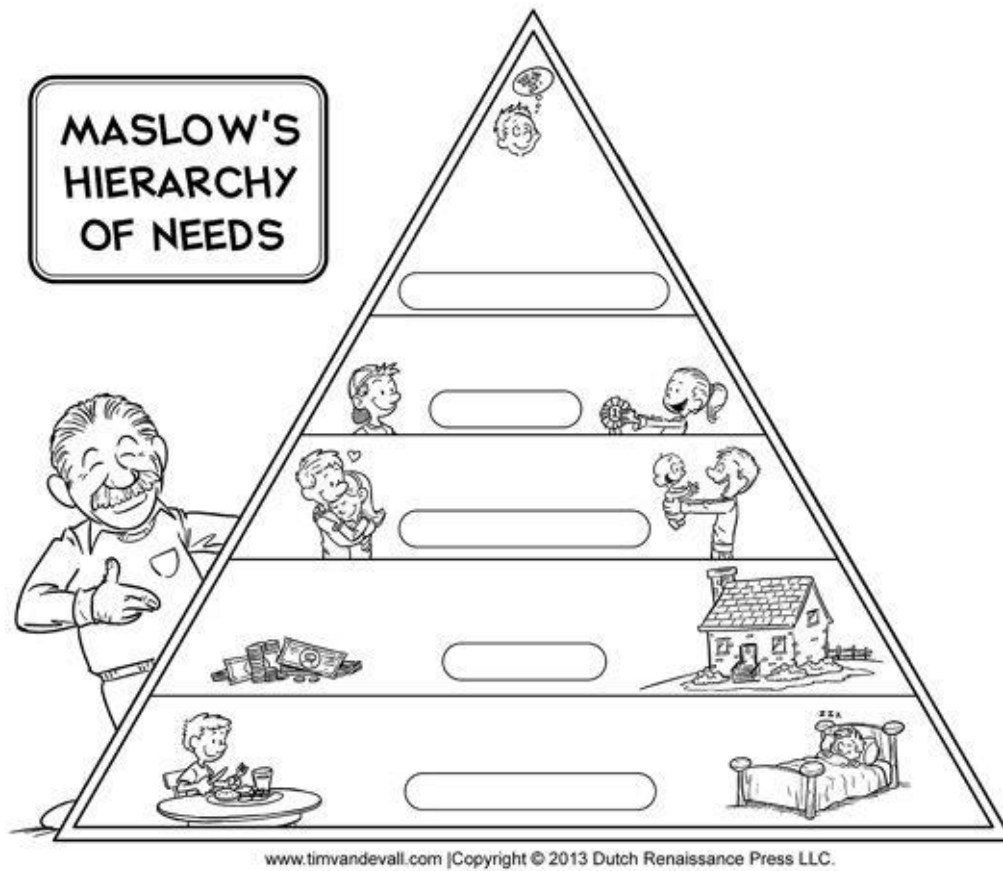
Label the diagram below for the information processing model:



How might PTSD affect someone working in the Uniformed Protective Services?

Looking at **Maslow's Hierarchy of Needs**, explain below in detail what this theory tells us.

Fill in the levels of the pyramid below:



How does this theory apply to the protective services? Explain how needs being met or not being met might impact on a person's behaviour for each of the protective services below:

<p>Fire Service</p>	
----------------------------	--

Paramedic	
Police	
Armed Forces	

Theories of Personality

Research Type A and Type B personality types and write up your research below:

<https://www.simplypsychology.org/personality-a.html>

Type A	Type B

How can this be applied to the protective services?

Pick one example for either type A or Type B and explain what characteristics each might have, explain the positive and negative impact these can have. You may want to relate these to different types of anxiety/ stress encountered. For example how might different personality types react to a terrorist attack?

Army

Firefighter

Police

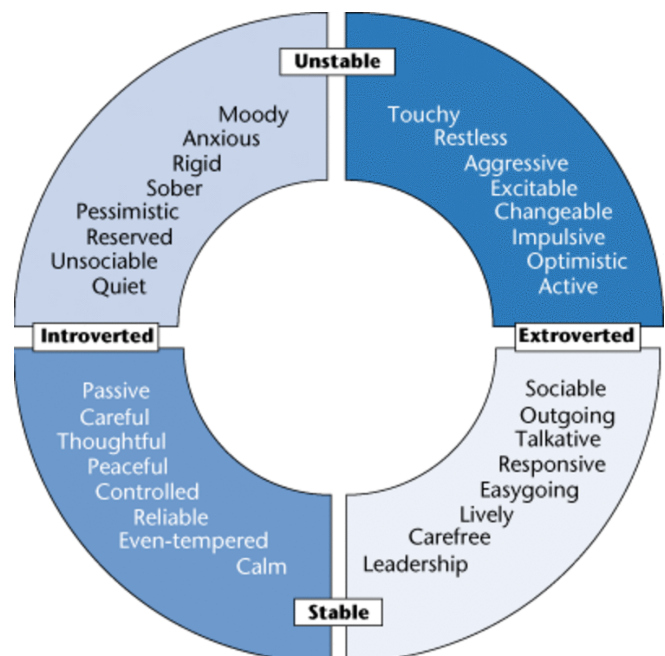
Paramedic

What is **Trait theory**? What are the key features and the advantages and disadvantages?

Define the key vocabulary needed for **Trait theory**:

Trait	
Introvert	
Extrovert	

Eysenck has a questionnaire (called the **EPQ**) to test traits. Have a go for yourself and record your results <https://similar minds.com/eysenck.html>



What is **Social Learning Theory**?

<https://www.simplypsychology.org/bandura.html>

How could this apply to personality? Can personality be learnt?

What is **situational theory**? What does it tell us? What theorists can you find and what did they discover?

Looking at **trait theories**, how can these be applied to people working in the protective services? Are there particular personality types that will be more successful in protective services. Provide 2 examples:

We are now going to look at **attitude theories** and how attitude may impact behaviour.

What is the theory based on? Explain the following statements:

Attitude towards the behaviour	
Subjective Norm	
Perceived behavioural control	

Define the key vocabulary:

Behavioural intention	
Attitude	
Subjective norm	

<p>Perceived behavioural control</p>	
---	--

What are **development attitudes**? How can they influence a person's behaviour?

What is Dweck's **mindset theory**? What are the advantages and disadvantages of this theory?



Explain the mindset of Samantha and Mo below:

Samantha is keen to progress and develop her career by challenging herself to develop new skills and improve. Mo has decided that he is not suited to the frontline duties and is not prepared to challenge himself any further.

What could they both do differently?

Unit 10 – Summer Independent Learning



**Skills for Outdoor Activities and the
Uniformed Protective Services**

Learning Outcomes



Learning aim	Key content areas	Recommended assessment approach
<p>A Examine the requirements and personal skills needed for participation in outdoor activities</p>	<p>A1 Activities in the outdoor sector A2 Activity requirements A3 Personal skills required to take part in outdoor activities</p>	<p>A practical demonstration of the personal skills and techniques and safety requirements for participation in two different outdoor activities. A personal log of participation</p>
<p>B Develop skills and in the selected activities, techniques and apply safety requirements for participation in outdoor activities</p>	<p>B1 Safety requirements for participation in outdoor activities B2 Safe and appropriate participation in outdoor activities</p>	
<p>C Reflect on own practical performance in selected outdoor activities and how this will support own future career</p>	<p>C1 Reviewing the personal skills and techniques learned through participation in outdoor activities C2 Developments to improve personal skills and techniques in outdoor activities C3 The importance of outdoor activities for a career in the uniformed protective services.</p>	<p>A report that reflects on strengths and areas for improvement using video analysis and other appropriate assessment methods to improve participation in outdoor activities. The review/report will also look at how outdoor activities are relevant to a career in the protective services.</p>



Criteria for unit 10 SIL

Pass	Merit	Distinction
<p>Learning aim A: Examine the requirements and personal skills needed for participation in outdoor activities</p>		
<p>AP1 Explain the activity requirements for participation in two different outdoor activities. A.P2 Explain how participants use personal skills in two different outdoor activities.</p>	<p>A.M1 Assess the specific activity requirements of two different outdoor activities.</p>	<p>A.D1 Evaluate how activity requirements and personal skills impact on participation in two different outdoor activities.</p>



What evidence do you need to produce for this section


For this section of the SIL you will need to create a presentation and a written report the report can either be on Power Point or on hand-written posters/reports. Your presentation must include 4 different outdoor activities and your report must contain information about the skills required to take part in your 4 activities and how outdoor activities can reduce stress in the Protective Services. You must go on to say what is good and bad about the ability to take part in outdoor activities. The outdoor activities you choose can be anything that is completed in an outside environment, sports, sea based, land based, Air based, try to use activities that would be used in the UPS.

PowerPoint

Part 1 and 2 –
Handed in the first
day of term after
summer



Outdoor Activities



Consider the different types of outdoor activities the protective services take part in. These could be split into recreation and work based activities



All the Protective Services, but particularly the military services, place a big emphasis on getting its personnel away on outdoor activities . Here are some of the benefits to the services

Outdoor Activities

- Developing teamwork
- Controlled exposure to fear
- Enhancing team cohesion
- Improves fitness levels
- Reduces stress levels
- Improves retention and recruitment

Outcome

A

Examine the requirements and personal skills needed for participation in outdoor activities

★ Research task ★

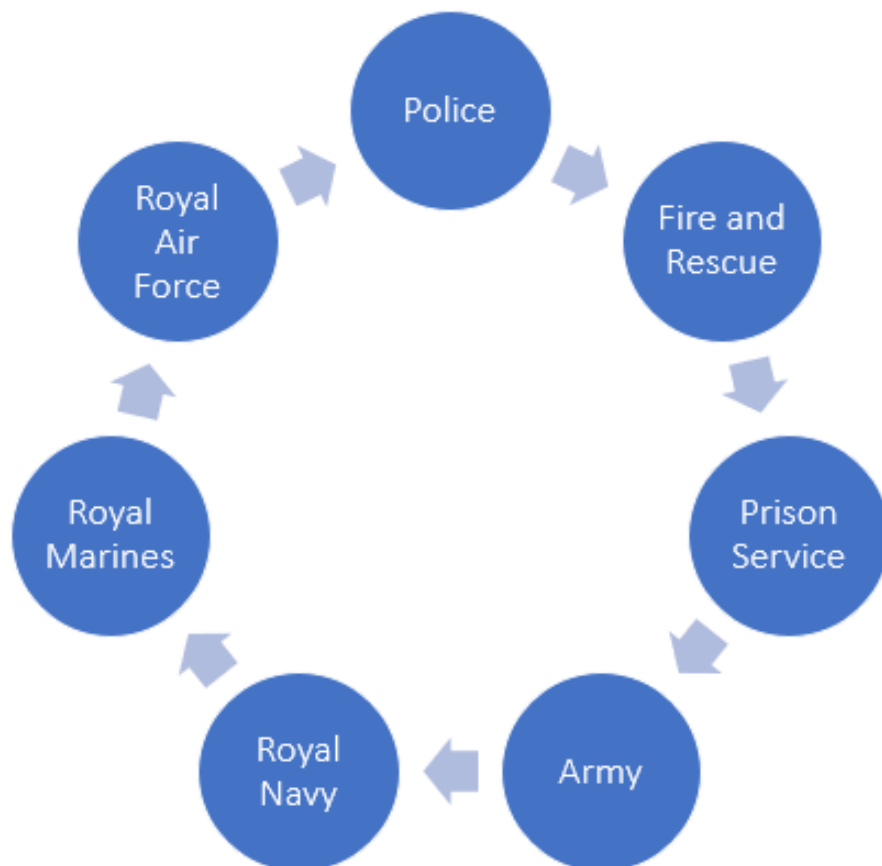
You should research **4 outdoor activities** that are used by the Uniformed Protective Services, you should choose

- 1 Land-based activity
- 1 Sea-based activity
- 1 Air-based activity
- And a final one of your choosing

This is an example of the police and fire services



Protective Services that use outdoor activities



Types of outdoor activities

There are many different types of outdoor activities, that can be for recreational purposes and fall into sports and hobbies. Also work themed training exercises with a protective services, all are covered by the following categories:-



Sports



Sea based



Land based



Air Based

Requirements for taking part



Using the 4 activities you have researched you should now make a list of all the requirements needed to take part in them.



Think of things like, where can the activity take place, does it need a specific area, what equipment needed to take part in that activity, what safety requirements are needed, what should be included in the risk assessments.



Requirements

- Example: To parachute the following is required:
- A parachute
- A qualified Instructor
- A plane and pilot
- Air space
- Altimeter
- Helmet and jump suit
- Insurance
- A risk assessment
- Ground Training

Presentations

Your 4 chosen activities must be contained within your presentations using images to illustrate the outdoor activity. You must include the following:

What the activity is?

Where you can take part in it?

The equipment required for it?

What safety requirements are needed?

Written Report

•Part 2



Personal Skills Report

What is a skill



Taking part in outdoor and adventurous activities gives the opportunity to learn new skills and develop existing ones.

Skills

Outdoor activities are, by their very nature challenging and arduous to the team and to individuals. For those taking part in them it will call for the use of many skills such as: fitness, self-reliance, physical and moral courage, initiative, powers of endurance and interdependence. These skills are an addition to the many benefits that outdoor activities bring to the individual and the organisation. A well-planned outdoor activity will be designed to both test and develop skills & qualities.



Skills

Using the 4 activities you have already researched find out what skills are required to take part in each. Use the example below to help with your research

Name your activities here

Skills	Activity 1	Activity 2	Activity 3	Activity 4
Problem solving	✓.		✓.	

Skills – Written report format

- You must complete a skills table and then give examples of how this skill can benefit a protective service.
- EG Problem Solving - This is a vitally important skill for the Police because
.....
- You must do this for each of your 4 activities.

REDUCING STRESS

- The final part of this task is to add into your report how taking part in outdoor activities can reduce stress levels and how this benefits the protective services.
- You should find current research suggesting how stress levels are reduced by taking part in outdoor activities

Personal skills required to take part in outdoor activities

These are the personal skills required in specific outdoor activities for effective participation.

- Demonstrate soft skills, e.g.:
 - o communication,
 - o decision making,
 - o patience, motivation,
 - o determination,
 - o adaptability, problem solving, cooperation,
 - o teamwork, leadership skills, time-management skills.
- Demonstrate physical skills, e.g.:
 - o endurance, agility,
 - o power, balance, strength,
 - o coordination, physical fitness, appropriate skills for selected uniformed protective services.



Evaluate

When you **Evaluate** you should review the information then bring it together to form a conclusion. Give evidence for each of your views or statements. Look at what you think are the benefits or plus points and then identify the bad or negatives points and then draw them together in a conclusion.

This conclusion section can be at the end of your report in a summary paragraph/ section

