



### **Summer Independent Learning**

<b>Subject/Group</b>	BTEC Extended Diploma in Uniformed Protective Services
<b>Topics</b>	<b>2 – Behaviour and discipline 4 – Physical Preparation 5 teamwork and leadership</b>
<b>Timescale</b>	<b>Summer Independent learning - Time to complete 15 hours approx</b>
<b>To be completed by</b>	SIL needs to be completed and submitted to teams portal before the first lesson back in September

## **Unit 2 Behaviour and Discipline**

### **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	

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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?

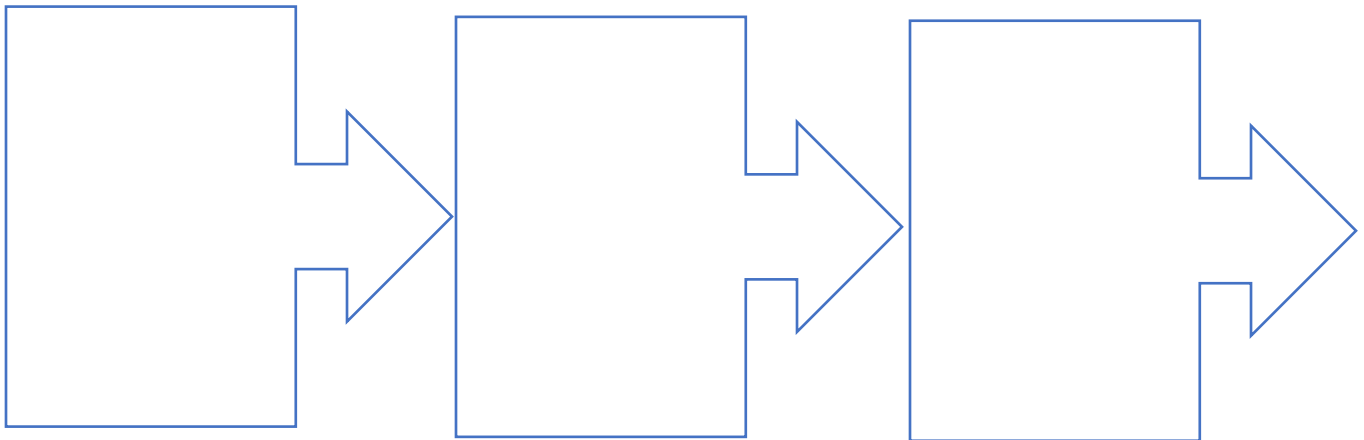
Provide definitions for the key vocabulary for the **Humanistic approach**:

Self-actualisation	
Free will	
Self-esteem	

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

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

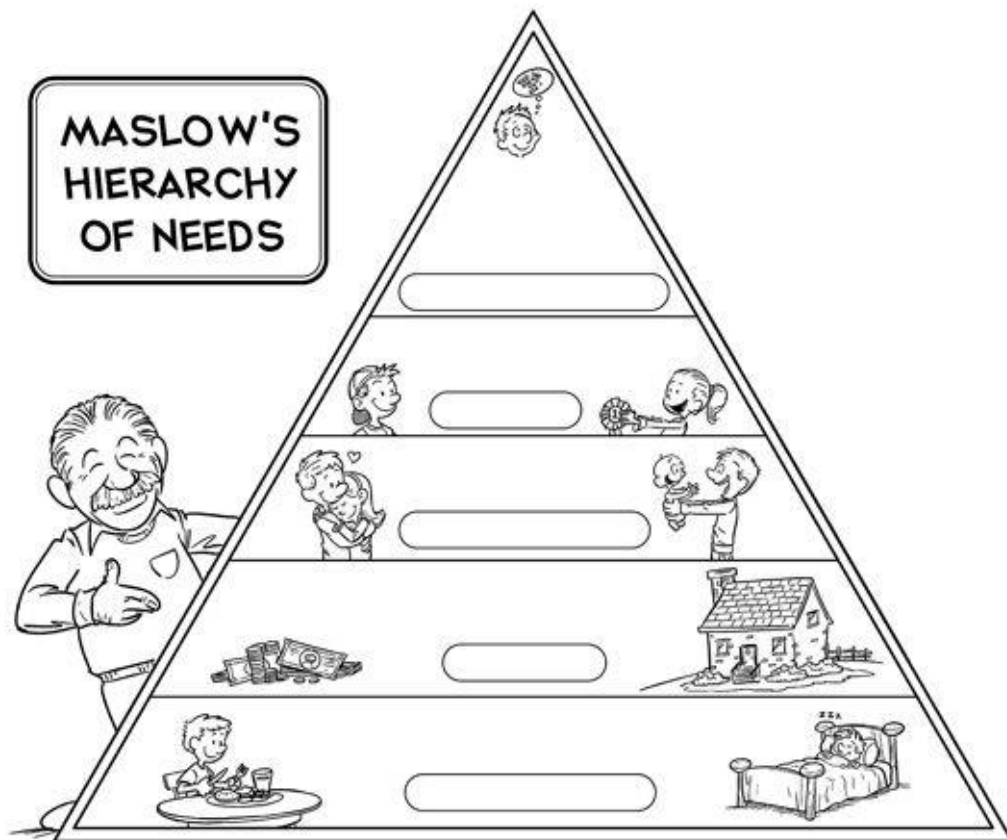
Label the diagram below for the information processing model:



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:

<b>Fire Service</b>	
<b>Paramedic</b>	
<b>Police</b>	



Armed Forces	
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### 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***

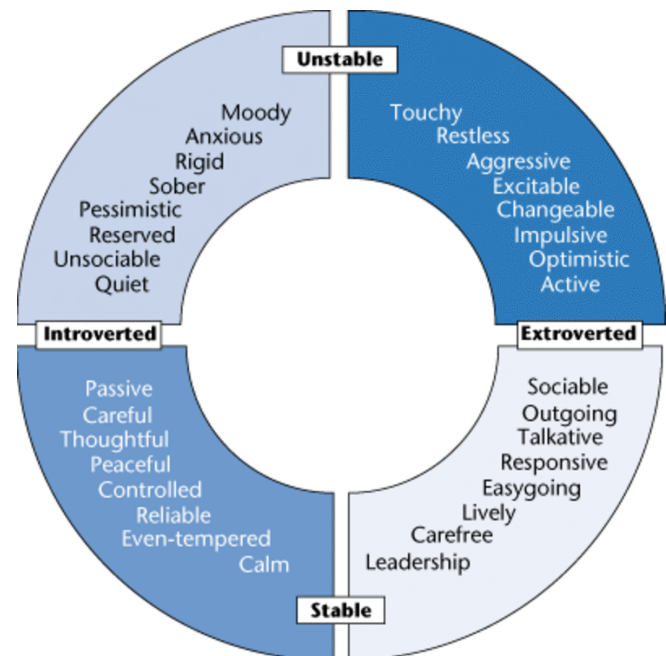
***Paramedic***

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

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

<b>Trait</b>	
<b>Introvert</b>	
<b>Extrovert</b>	

Eysenck has a questionnaire (called the **EPQ**) to test traits. Have a go for yourself and record your results <https://similarminds.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:

<b>Attitude towards the behaviour</b>	
<b>Subjective Norm</b>	
<b>Perceived behavioural</b>	

<b>control</b>	
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Define the key vocabulary:

<b>Behavioural intention</b>	
<b>Attitude</b>	
<b>Subjective norm</b>	
<b>Perceived behavioural control</b>	

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 4 – Physical Preparation – Section

### Understanding Components of Fitness

#### Task 1: What do you know?

Instructions: Complete the table below. Define each component of fitness, give 1 sport where it is important, and describe how it's used in that sport.

Component of Fitness	Definition	Sport Example	Explanation of Use in Sport
Cardiovascular Endurance			
Muscular Strength			
Muscular Endurance			
Flexibility			
Speed			
Power			
Agility			

Balance			
Reaction Time			
Coordination			

### Task 2: Explain It

Instructions: In your own words, explain how the physical and skill-related components of fitness contribute to performance in any TWO sports of your choice.

- Sport 1:

- Physical & skill-related components used:

- How they contribute to performance:

Sport 2:

- Physical & skill-related components used:

- How they contribute to performance

## Training Methods & Effects on the Body

### Task 3: Match-Up

Instructions: Match the training method to the component of fitness it best develops.

Fartlek Training

Circuit Training

Static Stretching

Plyometric Training

Resistance Training

Interval Training

a) Flexibility

b) Strength

c) Cardiovascular Endurance

d) Power

e) Muscular Endurance

f) Speed

### Task 4: Effects on the Body

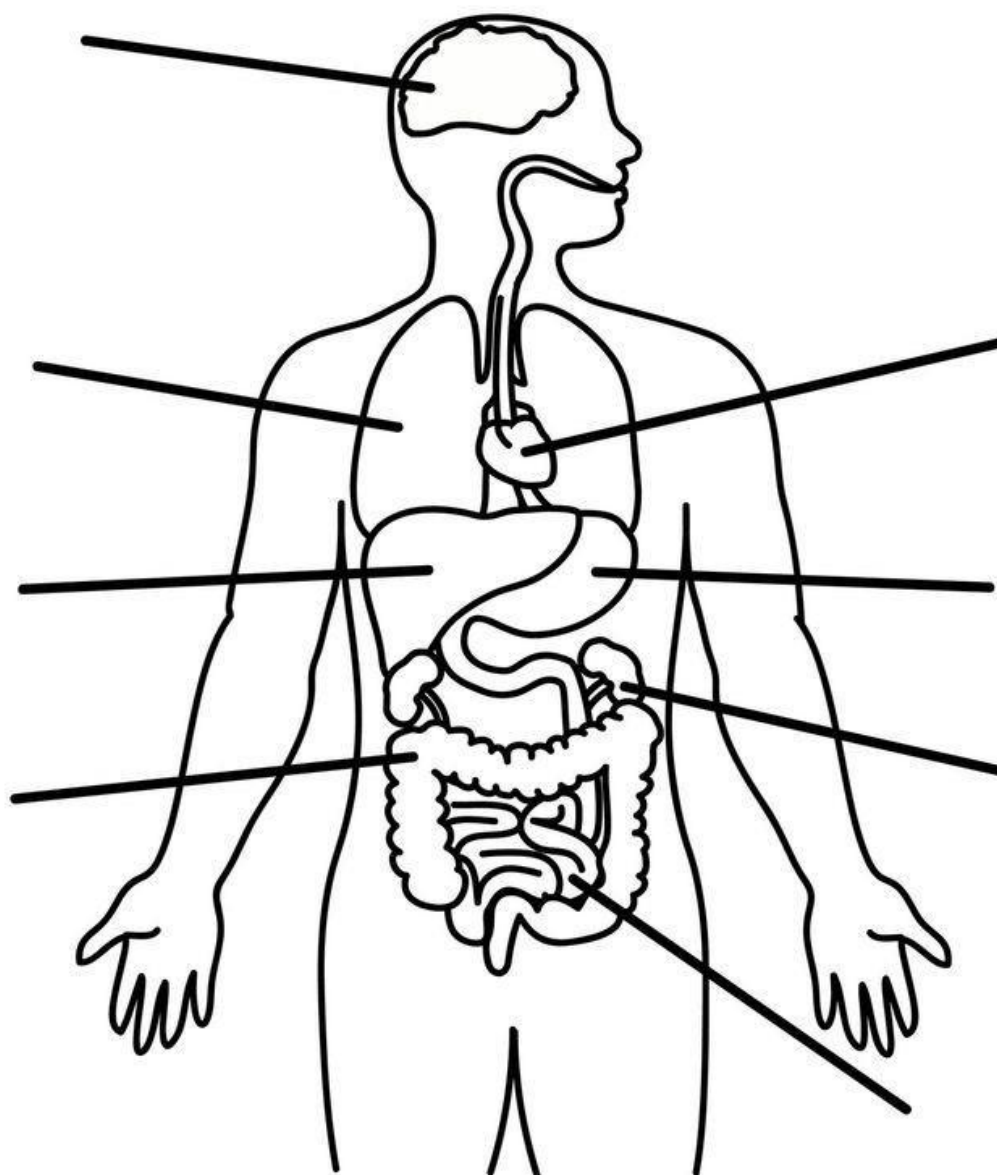
Instructions: Complete the following chart, linking training methods to their effects on the body systems.

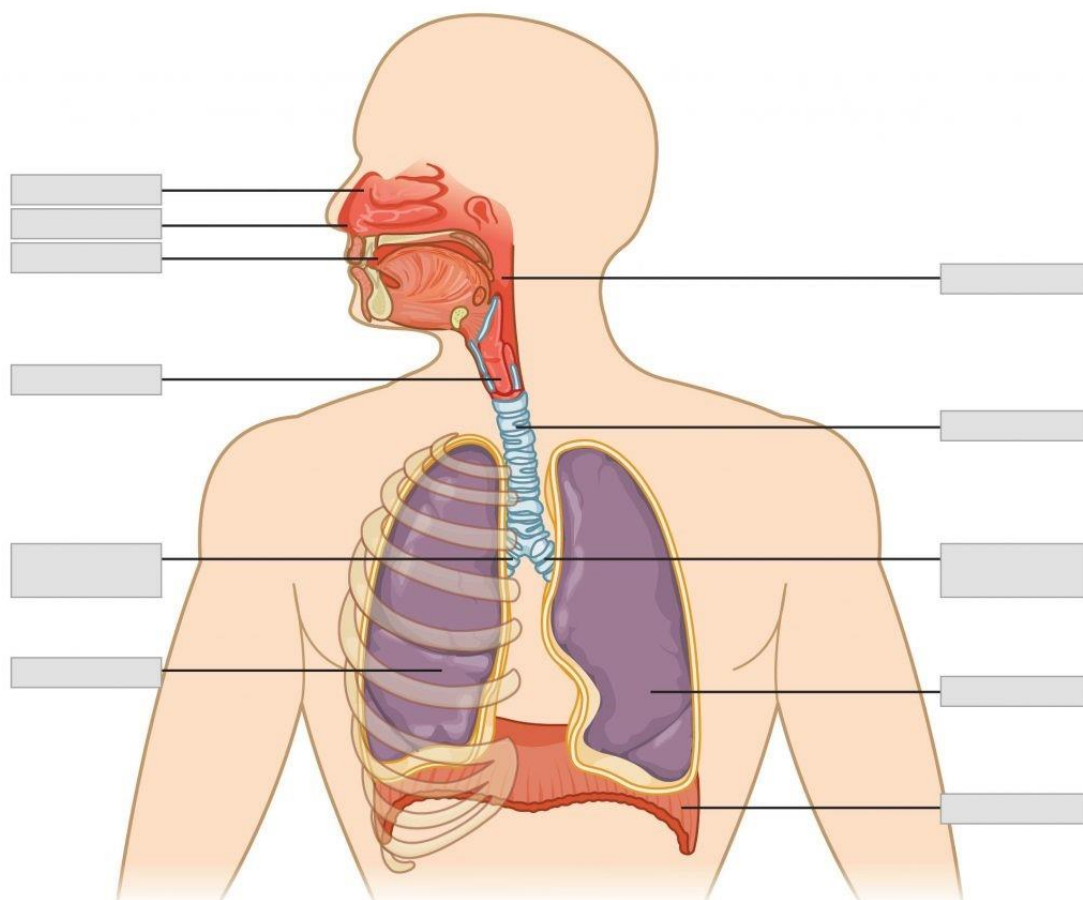


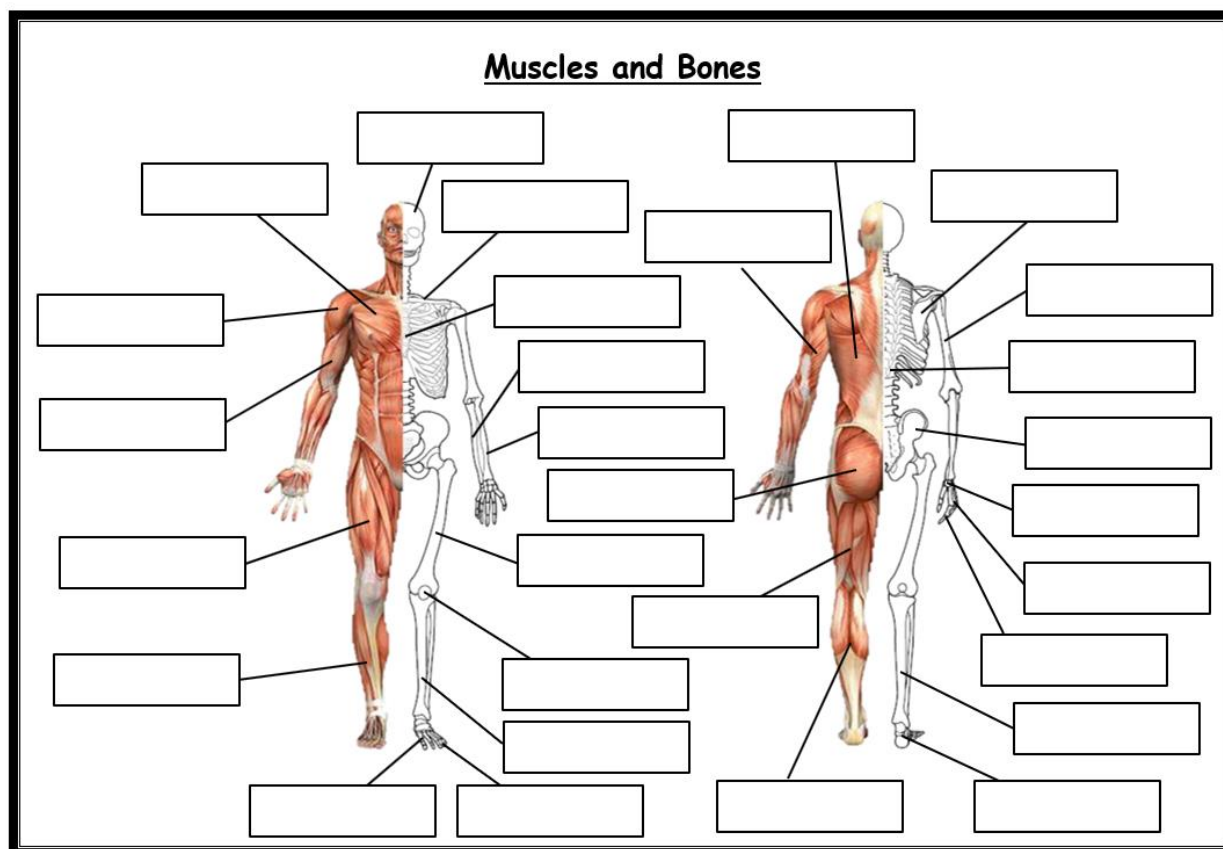
Training Method	Body Systems Affected	Short-term Effect on the body	Long-term Adaptation in the body
Resistance Training			
Continuous Training			
Plyometric Training			
Interval Training			

### Task 5: Label the Body

Instructions: Draw a simple outline of the human body. Label key areas that improve through different training methods (e.g., lungs, heart, muscles, joints). Use colors to show different systems (muscular, cardiovascular, respiratory).







## Applying, Evaluating, and Assessing Training Methods

### Task 6: Sports Analysis

Instructions: Choose 3 different sports (e.g., football, swimming, gymnastics). For each one:

- Identify the key components of fitness needed.
- Identify the most effective training method for each.
- Justify your choice.

Sport	Components of Fitness	Training Method	Justification (Why it's most effective)

### Task 7: Evaluate & Assess

Instructions: Write an extended response (approx. 300 words):

Title: "Evaluating the Most Effective Training Methods for Each Component of Fitness in Sport and Exercise"

Include:

- Examples of training methods
- How effective they are for developing specific components
- The suitability for different sports/athletes
- Consider limitations or drawbacks

### Research Extension

Research one professional athlete. Identify:

- Their sport and key fitness components

- The training methods they use

- How these impact their performance

### Checklist Before You Finish:

- ☐ Have you completed all tables and charts?

- ☐ Have you written in full sentences when needed?

- ☐ Have you explained your answers with examples?

- ☐ Have you used keywords like evaluate, assess, justify, body systems?



## Unit 5 Leadership, Teamwork & Communication

## Styles of leadership

A leadership style is the manner and approach of providing direction for a team, implementing plans and motivating people to complete a task. In the Uniformed Protective Services there are 8 styles of leadership that are commonly used. Each style has its own advantages and drawbacks depending on the operational situation. The best leaders can switch between styles seamlessly as the situation dictates. In the space below complete research to answer the questions.

In this space describe the key concepts of People orientated leadership

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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages

In this space describe the key concepts of Task orientated leadership
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Now go on the research the advantaged and dis advantages of the leadership style
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Advantages	Dis-advantages

In this space describe the key concepts of Laissez-faire leadership
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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages

In this space describe the key concepts of Transformational leadership
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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages

In this space describe the key concepts of Tranactional leadership
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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages

In this space describe the key concepts of Bureaucratic leadership
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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages

In this space describe the key concepts of Authoritarian leadership
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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages

In this space describe the key concepts of Democratic leadership
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Now go on the research the advantaged and dis advantages of the leadership style

Advantages	Dis-advantages



Skills and  
qualities of a leader.

An effective leader must possess the skills and quality to lead in highly volatile situations. Use the space below to outline some skills and qualities the=at YOU think are required from an effective leader.

Skill or Quality	Reason




## Communication

Every Protective Services uses both formal and informal written communications, and there are no exceptions. If you join a uniformed protective service, whether as a uniformed member of staff or as part of the support staff team, you will need to be able to complete a range of written communication. For the final part of you SIL you must take on the role of a police officer and you must write an incident report on the following crime:

Fictitious Incident: Theft of a Bicycle on School Grounds

Date of Incident: Tuesday, 13 May 2025

Time of Incident: Between 3:30 PM and 4:15 PM

Location: Bicycle rack near the main entrance of Greenfield Secondary School

### Description of Incident:

On Tuesday afternoon, after school had ended, a Year 10 student named Jamie Patel discovered that their bicycle had been stolen from the school's bike rack. Jamie had locked the bike at 8:15 AM before classes began. When they returned to the rack at approximately 4:15 PM, the bike and the lock were both missing.

Jamie reported seeing a suspicious individual loitering near the bike racks during lunch break. The person was not wearing a school uniform and appeared to be in their early twenties, wearing a black hoodie, jeans, and carrying a dark green backpack. Jamie did not recognize the individual as a student or staff member.

The school's security camera near the entrance may have captured footage of the theft. Jamie reported the incident to the school office, and the school contacted the local police to file a report.

### Item Stolen:

Black and red mountain bike, brand: Trek, with a silver water bottle holder and a sticker that says "Ride On"  
Estimated value: £350