

Summer Independent Learning

Subject/Group	BTEC Extended Certificate in Uniformed Protective Services (Y11-Y12)
Topic	Behaviour and Discipline and Skills for Outdoor Activities
Timescale	5 hours
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term.

Background Information/Context - Behaviour and Discipline

In this unit, you will explore the factors that influence behaviour and how these impact discipline within the uniformed protective services, including the armed forces, police, fire and rescue, and custodial services.

You will investigate key theories of behaviour and how they apply in real-life situations, as well as examine the relationship between behaviour, performance and discipline. You will also explore how authority is used within the public sector and how it supports both individuals and wider society.

This unit will help you understand how professionals maintain standards, manage behaviour and work effectively in demanding environments, supporting progression into further study and careers within the uniformed protective services.

This unit will be externally assessed through a 2-hour exam in May 2027.

****If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

Use reliable and valid sources for your research – *DO NOT use AI and DO NOT copy information directly from a website – this is plagiarism.*

Psychological Perspectives

Psychology is the science of mind and behaviour, and you need to understand how the different perspectives can be applied to understanding behaviour.

The main psychological perspectives that you will study in this unit are:

Behaviourist
Psychodynamic
Humanistic
Cognitive

Task 1: Behaviourist Approach

Using research, find out about:

- The key features of the behaviourist perspective
- What the behaviourist approach tells us about behaviour
- Two behaviourist psychologists / theorists and the work they carried out

Present your findings in either, a written report (500 - 800 words), a PowerPoint (10–15 slides) or detailed leaflet/poster.

Complete the table below with the definitions of the key vocabulary that you will need to learn:

Key term	Definition
Classical conditioning	
Operant conditioning	
Positive reinforcement	
Negative reinforcement	
Stimulus	
Response	

Where might we see examples of classical and operant conditioning in real-life? Jot down your examples below:

Examples of classical conditioning in real-life	Examples of operant conditioning in real-life

Where might we see people being conditioned in the uniformed protective services?

What are the benefits of this?

What are the problems with this?

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Task 2: Psychodynamic Approach

Using research, find out about:

- The key features of the psychodynamic perspective
- What the psychodynamic approach tells us about behaviour
- Two psychodynamic psychologists / theorists and the work they carried out

Present your findings in either, a written report (500 - 800 words), a PowerPoint (10–15 slides) or detailed leaflet/poster.

Complete the table below with the definitions of the key vocabulary that you will need to learn:

Key term	Definition
Conscious mind	
Preconscious mind	
Unconscious mind	
Id	
Ego	
Superego	

Task 3: Humanistic Approach

Using research, find out about:

- The key features of the humanistic perspective
- What the humanistic approach tells us about behaviour

Present your findings in either, a written report (500 - 800 words), a PowerPoint (10–15 slides) or detailed leaflet/poster.

Complete the table below with the definitions of the key vocabulary that you will need to learn:

Key term	Definition
Self-actualisation	
Free will	
Self-esteem	

Maslow's Hierarchy of Needs

Draw and label Maslow's hierarchy of needs in the space below:

How might this theory be applied to the uniformed protective services? Think about how needs not being met could impact on an individual's behaviour:

Service	Impact of needs not being met
Fire Service	
Paramedic	
Police	
Armed Forces	

Task 4: Cognitive Approach

Using research, find out about:

- The key features of the cognitive perspective
- What the cognitive approach tells us about behaviour
- Two cognitive psychologists / theorists and the work they carried out

Present your findings in either, a written report (500 - 800 words), a PowerPoint (10–15 slides) or detailed leaflet/poster.

Draw an information processing model diagram in the space below:

How might PTSD affect someone working in the uniformed protective services?

Self-Discipline

You need to understand why self-discipline is important in the uniformed protective services and what the positive and negative impacts of this could be.

Task 1: Reflection

Reflect on how self-discipline can have both positive and negative impacts on your life.

- a. Jot down:
 - 3 examples of when you have shown good self-discipline (e.g. revising, exercising, meeting deadlines)
 - 2 examples of when you struggled with self-discipline
- b. Answer the following in full sentences:
 - What were the positive impacts of your self-discipline in your examples?
 - How did a lack of self-discipline negatively affect you or others?
- c. Can self-discipline ever have negative effects? (e.g. stress, burnout, lack of balance)
Explain your view.
- d. Which area of your life could benefit from improved self-discipline, and why?
- e. Write a short paragraph with your own personal target for self-discipline:
 - One specific goal to improve your self-discipline this week
 - One action you will take to achieve it
 - How you will know if you have been successful

Background Information / Context – Skills for Outdoor Activities

In this unit, you will develop the skills and knowledge needed to safely participate in outdoor activities. You will explore a range of activities and build your practical skills, improving your confidence, physical ability and teamwork.

You will learn about best practice in the outdoor sector, including how to manage risk, understand the environment, and ensure activities are carried out safely and effectively. As part of the unit, you will review your own performance and reflect on how to improve both individually and as part of a group.

This unit supports the development of key skills such as resilience, leadership and independence, and provides a strong foundation for progression into further study, apprenticeships or careers in the outdoor sector and uniformed protective services.

This unit will be assessed through a series of coursework and practical tasks.

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Task 1: Outdoor Activities

Choose 4 outdoor activities e.g. hill walking, rock climbing

For each activity, complete the columns in the table below:

Activity	Description of the activity	Environment	List of equipment needed	Risks	Skills required

Think about the 4 activities you have included in your table:

- Which one is the most physically demanding? Explain your reasons.

- Which activity has the highest risk level? Explain your reasons.

Task 2: Planning an Outdoor Activity

Scenario: You are an expedition leader, and you are preparing for a group kayaking trip.

Complete your plan below:

ACTIVITY PLAN

What equipment will be required? Minimum 6 different items.

What are the clothing requirements?

What are the environmental considerations e.g. weather, water conditions

What are the health and fitness requirements?

Next, answer the following questions:

Explain why it is important to carry out risk assessments?

What is the role of the instructors / leaders?

Identify 3 potential hazards that could occur on the kayaking trip. How could you control these and minimise the risk?

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Task 3: Personal Skills

Complete the definitions of key skills in the table below and then rate your level of each skill (1 = low, 5 = high)

Skill	Definition	My rating
Communication		
Teamwork		
Leadership		
Problem-solving		
Resilience		

Write a short paragraph (maximum 300 words) to explain why you think the skills you possess will make you an effective student in uniformed protective services. You should also include your career aspirations.

Task 4: Local Walk

Follow the checklist below to complete your walk safely:

3-Mile Walk Planning & Completion Checklist

Planning Your Walk

- ☐ I have chosen a safe local route (streets, park, trail, etc.)
- ☐ My route is approximately **3 miles (around 5 km)**
- ☐ I have checked the route using a map/app (e.g. Google Maps)
- ☐ I know where I will **start and finish**
- ☐ I have considered **road crossings and traffic safety**
- ☐ I have identified any **rest points or safe stopping areas**

Safety Preparation

- ☐ I have told someone (parent/carer) my plan
- ☐ I am walking with a friend
- ☐ I will follow **road safety rules** (use pavements, crossings, etc.)
- ☐ I have checked the **weather forecast**
- ☐ I am wearing suitable clothing (comfortable, weather-appropriate)
- ☐ I have suitable footwear (trainers/walking shoes)

What to Bring

- ☐ Water bottle
- ☐ Phone (fully charged) or contact method
- ☐ Small snack (if needed)
- ☐ Map or route details
- ☐ Emergency contact information

During the Walk

- ☐ I followed my planned route
- ☐ I stayed aware of my surroundings
- ☐ I walked at a steady, safe pace
- ☐ I took breaks if needed
- ☐ I followed all safety rules

☒ Completion & Reflection

- ☐ I completed the full **3 miles**
- ☐ I recorded how long it took me
- ☐ I noted how I felt before, during, and after the walk
- ☐ I identified anything that went well
- ☐ I identified any challenges I faced
- ☐ I thought about how I could improve next time

Optional Challenge

- ☐ I tracked my walk (steps, time, distance)
- ☐ I included hills or varied terrain
- ☐ I walked with others for motivation
- ☐ I took photos or notes about my surroundings

You can download an activity app such as Strava to record your time and distance accurately.