



**Year 11 - 12 Uniformed  
Protective Services Transition  
Work  
2022**

## **Welcome to Uniformed Protective Service**

This pack contains information regarding the course structure, equipment/ reading and website lists and transition work to prepare you to start your Year 12 course in September.



# Course Structure

What do I need to do in Uniformed Protective Services?

## Year 12

In **Year 12** pupils start their BTEC National level 3 qualification.

- They study 2 units throughout this year; **Behaviour and Discipline in the Uniformed Protective Services (Exam)** and **Teamwork, Leadership and Communication in the Uniformed Protective Services (Coursework)**
- Within year 12 you will develop a knowledge of leadership styles and an understanding of teams and teamwork activities within the public services. You will also gain the skills needed to communicate with, and lead, teams. You will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. You will explore how authority is used to benefit both the individual and society.

## Year 13

In **Year 13** pupils start their BTEC National level 3 qualification.

- They study 2 units throughout this year; **Expedition skills (Coursework)** and **Professional Development in the Uniformed Protective Services (Coursework)**
- Within year 13 you will develop a knowledge of expeditions and you will study the skills needed to plan and undertake an expedition and will be given the opportunity to demonstrate these skills by planning, undertaking, and reviewing your own expedition. You will research the different possible careers and the associated job roles in the protective services. The course also allows you to take part in application and interview assessment activities for a selected career pathway.

# Equipment List

Please find below a list of materials for Uniformed Protective Services

## Equipment required for course

- You will be expected to buy and use a folder for all your notes and resources given to you
- Attend all lessons and meet deadlines
- For practical lessons you will be expected to bring appropriate kit
- You will be given handouts with course and Assignment information and deadline dates on you must keep them and use them for every lesson.

## Reading lists

BTEC Nationals Uniformed Public Services Unit 2 Additional Guidance – Teacher will provide you with this when you start.

## Websites

### Leadership in the Royal Navy

<https://www.mckinsey.com/business-functions/organization/our-insights/leadership-lessons-from-the-royal-navy>

### Leadership theories

<https://www.mindtools.com/pages/article/leadership-theories.htm>

<https://www.verywellmind.com/leadership-theories-2795323>

### Leadership qualities

<https://www.brightnetwork.co.uk/career-path-guides/public-sector-government/top-skills-qualities-you-need-public-sector/>

### **Teamwork qualities**

[https://www.businesscoaching.co.uk/files/belbin\\_team\\_role\\_theories.pdf](https://www.businesscoaching.co.uk/files/belbin_team_role_theories.pdf)

<https://www.teambuilding.co.uk/theory/john-adair-team-theory.html>

<https://www.teambuilding.co.uk/theory/Forming-Storming-Norming-Performing.html>

### **Army communication equipment (including Bowman):**

<https://www.army.mod.uk/equipment/personal-equipment/>

<https://www.army.mod.uk/equipment/communication-and-surveillance/>

### **Morse code:**

<https://morsecode.world/international/translator.html>

<http://www.militaryspot.com/resources/morse-code>

### **NATO Flags:**

<https://www.crwflags.com/fotw/flags/xf-nsf.html>

### **NATO Phonetic Alphabet:**

<https://www.worldometers.info/languages/nato-phonetic-alphabet/>

### **Semaphore:**

[https://www.scoutresources.org.uk/SR/codes/codes\\_semaphore.html](https://www.scoutresources.org.uk/SR/codes/codes_semaphore.html)

### **Signalling at sea:**

<http://www.flaginstitute.org/pdfs/Barrie%20Kent.pdf>

### **360 Degree Appraisals**

<https://www.thebalancecareers.com/360-degree-feedback-information-1917537>

### **SMART Target setting**

<https://www.bbc.co.uk/bitesize/guides/z8byrdm/revision/2>

### **Team briefing**

<https://www.businessballs.com/team-management/team-briefing/>

# Transition Work

Over the holidays you will complete the following tasks and bring it with when you start in September. I would like this work completed either in written format or on a word document, this can then be saved and emailed to your teacher.

## Leadership

### Starter:

- Discuss and write down any people you thought were/are good leaders.
- You should also explain why?

## 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

## Theorists

**Complete the table below:**

Theorist	Topic (E.G. Conformity, obedience etc)	Key Features	What the Study showed (Use statistics)	PS Example
DWECK	Growth vs Fixed Mindset	Growth - allows for.....  Fixed Mindset.....		New recruit pushing themselves to learn and challenge themselves in new environments. Open to suggestion and learning. Looks at other ways of doing things
CARL ROGERS				
MILGRAM				
ZIMBARDO				

Theorist	Topic (E.G. Conformity, obedience etc)	Key Features	What the Study showed (Use statistics)	PS Example
HOFLING				
MASLOW				
FREUD				
PAVLOV				
SKINNER				
BANDURA				
ASCH				
BURGER				

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

Explain the mindset of Samantha and Mo....

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?

What is your mindset? How do you know this?

Samantha enjoys working as part of a firefighting team. From her very first day in training, and every day since, she enjoys putting her newly learned skills into action.

Maslow's hierarchy of needs identifies the different types of needs people have to meet.

**10** Explain how Samantha's role as a firefighter helps meet **three** of her needs, as identified by Maslow's hierarchy.

(6)

1 .....

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2 .....

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3 .....

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**(Total for Question 10 = 6 marks)**

What is **obedience**? Why is this important in protective services?

Identify 5 examples you have obeyed an order? Explain if you just obeyed or challenged the order and why?

Research the protective services and explain with pictures examples of the uniforms they wear and what they represent:

Ranks within the police force

Roles within the fire service

Roles in the ambulance service

Roles in the Army

Roles in the HM prison service

Roles in HM coastguard

Roles in HM revenue and customs

What laws promote discipline in the protective services? Explain the main points from 2 examples and how they ensure discipline.

What activities are performed in the protective services to evidence discipline?

What is good self-discipline and how would this be shown?

What impact does good self-discipline have?

Why do orders need to be followed?

What consequences could happen if orders aren't followed?