

Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Delivery guidance

This unit gives learners the opportunity to investigate factors that can affect behaviour and their impact on discipline (and obedience) of individuals and groups within the uniformed protective services. Learners will develop an understanding of a range of theories that underpin behaviour and how these are applied in the uniformed protective services. The uniformed protective service is defined as armed services, police, fire and rescue service, and custodial services. Learners will be able to understand how authority is used to benefit both the individual and society as a whole and you should be able to name examples of the key types of authority within their chosen sector.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

Approaching the unit

Learning aim, A requires formal teaching of the approaches to psychology and key theories (Topic A.1) around the factors affecting behaviour.

Learners should be given the opportunity to carry out research into the different psychological theories such as the principal psychological perspectives of behaviour, topics A1 and A2.

Class discussions will be useful for learners to be able to examine theories and relate them to uniformed protective service examples. Learners could discuss Dweck's mindset theory and focus on how beliefs about ability and talent impact on behaviour and how fixed versus growth mindsets can impact individuals and the roles they take on in the protective services (Topic A4).

This topic can be taught by allowing learners to experience practical sessions, for example carrying out command task type activities, problem solving tasks, which require their teamwork, cooperation and communication. This will allow them to put the theory into practise and experience mindset theory and gain insight to key behaviour influences.

For learning aim B learners need to know about the need for obedience and compliance in uniformed protective services.

You could use tutor led presentations to deliver information to the learners about the different types of obedience, the relationship between obedience and compliance and the importance of obeying orders and commands (topic B1). This topic can also be delivered through learners carrying out independent research and producing PowerPoint presentations, which they can deliver to the class.

The impact of obedience and disobedience could be explored by giving learners the opportunity to take part in group activities or team sports (topic B2).

For Learning aim C, you need to introduce learners to conformity and its role in uniformed protective services.

This topic lends itself to a visit to an appropriate uniformed protective service education centre where recruits are trained (such as a training school for a uniformed protective service). Learners will be able to make links between the theory of conformity and

practise or to see examples of how self-discipline is applied and be able to make links between theory and practise.

You could use tutor delivery to present information about the key features of research studies and their application to working in the uniformed protective services.

Class discussions can be used to identify activities, which demonstrate self-discipline and conformity.

For Learning aim D, you need to give learners plenty of opportunities to share what they know about discipline and its role within the uniformed protective services. You could use tutor led presentations to provide learners with information about the role of discipline in uniformed protective services and the need for discipline (topics D1 and D2).

This topic can be delivered by arranging a visit to an appropriate uniformed protective service location where learners will be able to see examples of discipline being applied and followed in that service and in different roles. Learners need to be able to make links between the theory and practise.

For Learning aim E, you need to give learners plenty of opportunities to ask about and explore the concept of stress and how this might manifest itself. Learners could be involved in class discussions and meet guest speakers who can talk to them about their experiences of working in stressful situations and mental health issues associated with prolonged exposure to stress.

Learning aim F lends itself to class discussions to allow learners to share examples from named uniformed protective services, for example identifying causes of high-tension situations (topic F1).

Tutor led presentations allow learners to be taught the theory which they can then apply to 'real life' scenarios. Coverage should include information about the attitude-behaviour cycle/Betari Box (Topic F2), how threat levels can escalate in a confrontation and how behaviour/actions can influence the outcome of a situation.

You can use role-play activities so that they can consider their body language, early signs of aggression, behaviours and how threat levels can escalate to confrontation (topic F3). Scenarios can be drawn from topic F1.

It will be useful for learners to gain understanding from first-hand experiences of others in the uniformed protective services. You could arrange for a guest speaker to discuss examples using communication in the de-escalation of potential conflict within different uniformed protective services (topic F4).

Learners must be allocated time in lessons to revise the topics covered in topic F. They should independently research and prepare notes for the assessment on this topic. You should allow learners to use the Sample Assessment Materials to practise preparing for an assessment.

Assessment guidance

This unit is externally assessed. It is assessed by a written examination set by Pearson. The examination will be two hours in length. The number of marks for the unit is 80 and the assessment availability is January and May/June each year.

To support a successful outcome, it will be beneficial for the learners to practise preparing for the assessment so that they are familiar with the assessment controls and what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 9: Sociological Perspectives
- Unit 13: Introduction to Criminology

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Uniform Protective Services. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Journals

Fire
Police Review
Soldier Magazine

Websites

Useful information about Maslow's hierarchy (topic A2) can be found at the Simply Psychology website.

The following websites provide useful information and case studies:

www.verywellmind.com
www.simplypsychology.org

The following websites provide useful information for learners to examine the training requirements and character traits required by applicants to the public services:

Ambulance Service Network NHS Confederation website

The British Army website

The Fire Service website

The HM Prison Service website

The HM Revenue and Customs website

The Police Service Information website (Home Office)

The Royal Air Force website

The Royal Navy/Royal Marines website

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.