



Wath Sixth Form Subject Preparation Pack

PROTECTIVE SERVICES

World-class learning

World-class learning every lesson, every day

The highest expectations

Everyone can be successful; always expect the highest standards

No excuses

Create solutions not excuses; make positive thinking a habit

Growth mindset

Believe you can improve; work hard and value feedback

Never give up

Resilience is essential; be relentless in the pursuit of excellence

Everyone is valued

Diversity is celebrated; see the best in everyone

Integrity

Be trustworthy and honest; deliver on promises and walk the talk

A Level Protective Services Transition Pack

Contents

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Why should I study Protective Services?

This course will help you to develop your knowledge and understanding of the jobs available in the Protective Service sector.

If a career working for the Police, Fire, Ambulance, Prison Service, the RAF, British Army or Navy interests you; this course is ideal. It aims to develop the essential employability skills and personal qualities needed for a successful entry to Protective Services through a wide range of theoretical and practical activities. By the end of the course you will be better prepared for a successful entry to your chosen service or higher education.

What careers could Protective Services lead to?

As this is a vocational course, it is directly linked to entry into the Police, Fire, Ambulance, Prison Service, the RAF, British Army and Navy. However, each of these individual services have a range of roles available within them.

Please visit the following websites to find out more:

Police – <https://recruit.college.police.uk/Pages/home.aspx>

Fire – <http://www.syfire.gov.uk/find-a-job/firefighter-recruitment/>

Ambulance – <https://www.healthcareers.nhs.uk/explore-roles/ambulance-service-team/roles-ambulance-service>

Prison Service – <https://prisonandprobationjobs.gov.uk/>

RAF – <https://www.raf.mod.uk/recruitment/roles-in-the-raf>

British Army – <https://apply.army.mod.uk/roles>

Navy – <https://www.royalnavy.mod.uk/careers>

What will I study?

The Extended Certificate (1 A Level equivalent) will cover 4 units across two years:

- Unit 2: Understanding Discipline and Behaviour in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 13: Introduction to Criminology
- Unit 15: Police Powers and the Law

How will I be assessed?

There is one exam within the Extended Certificate course. You will be examined in the *Understanding Discipline and Behaviour in the Uniformed Protective Services*. This is a 2 hour paper, assessing your knowledge and understanding of a range of topic areas such as Authority, Conformity, Obedience, Discipline, Stress & High Tension Situations. The other identified units are assessed through coursework. This could be in the form of a written report, a presentation or a practical assessment.

Meet the Criminology Staff

Currently, Mr Barlow is the sole teacher of Protective Services. If you chose to study Protective Services at Wath as you will have 3 lessons a week both in week A and week B. First, the focus will be on the examined unit, to be sat in March. Mr Barlow is highly experienced teacher of Public Services (the old specification name) and now the new Protective Services course.

Mr M Barlow

Assistant Head of Sixth Form



Protective Services is a subject that students can relate to in a “real-world” context. Many will have had direct or indirect experience of dealing with many of the Protective Services we have in the UK. Gaining knowledge and understanding of the “background” work that services such as the Police, Fire & Rescue Service, the Armed Forces etc. can be pivotal in supporting students on to a career within the Protective Services

Recommended resources

Websites:

www.direct.gov.uk - This website has a wealth of information about ALL Public Services in the UK

www.dh.gov.uk – Advice on how to keep healthy and active in preparatory for, and throughout service

<https://www.gov.uk/government/organisations/ministry-of-defence> - All you need to know about the Armed Forces, including links to specific services

<https://www.app.college.police.uk/app-content/stop-and-search/> - College of Policing (2017) *Stop and Search*

<https://www.gov.uk/police-powers-to-stop-and-search-your-rights> - Gov.uk (2017) *Police powers to stop and search: your rights*

<https://www.gov.uk/police-powers-of-arrest-your-rights> - Information on the Powers of the Police and citizens' rights

<https://www.gov.uk/government/publications/police-crime-sentencing-and-courts-bill-2021-factsheets/police-crime-sentencing-and-courts-bill-2021-police-powers-factsheet> - Facts on different sentences for different types of crime

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

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

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

<https://www.crimesurvey.co.uk/en/index.html> Crime Survey for England and Wales

Articles

Campbell, G., (2017) '*Rough justice: who is looking out for the wrongfully convicted?*' 28th February 2017 *News Statesman* [online] accessed on 11th March 2020 available at:

<http://www.newstatesman.com/politics/uk/2017/02/rough-justice-who-looking-out-wrongfully-convicted>

Goldhill, G (2014) '*When innocent men to jail: miscarriages of justice in Britain*' 4th September 2014 *The Telegraph* [online] accessed on 11th March 2020 available at: <http://www.telegraph.co.uk/news/uknews/law-and-order/11075284/When-innocent-men-go-to-jail-miscarriages-of-justice-in-Britain.html>

Garrod, J (2019) Crime statistics – how much crime is there in society and where do the statistics come from? *Sociology Review*, Vol 28, Issue 3, February 2019, pp 32 – 33

Marsh, I (2016) The media and violent crime *Sociology Review*, Vol 25, Issue 4, April 2016, pp 26 – 27

Preparatory Task:

Aim: The aim of these tasks is to develop your understanding of key terms to ease the transition into the study of a new subject at A Level standard. As a new subject/course you will be exposed to a lot of key terms – some of which can be quite daunting especially when you have not studied the content previously. By completing the tasks below, you will come to understand key terms which will raise confidence when study begins in September. They are all related to the first unit studied; Understanding Discipline and Behaviour in the Uniformed Protective Services

Key terms

The below box has a number of key terms that you will need to have a thorough grasp of in order to support your understanding within the examined unit **Understanding Discipline and Behaviour in the Uniformed Protective Services**

Key term	Definition
Classical Conditioning	
Operant Conditioning	
Positive Reinforcement	
Negative Reinforcement	
Stimulus	
Conscious Mind	
Subconscious Mind	
Unconscious Mind	
Self-actualisation	
Free-will	
Trait	
Extrovert	
Introvert	
Behavioural Intention	
Attitude	
Subjective Norm	
Perceived behavioural control	
Fixed Mindset	
Growth Mindset	
Obedience	
Conformity	
Compliance	
Authority Figure	

Biological Vulnerability	
Stress	

Key Studies:

Complete the tables below:

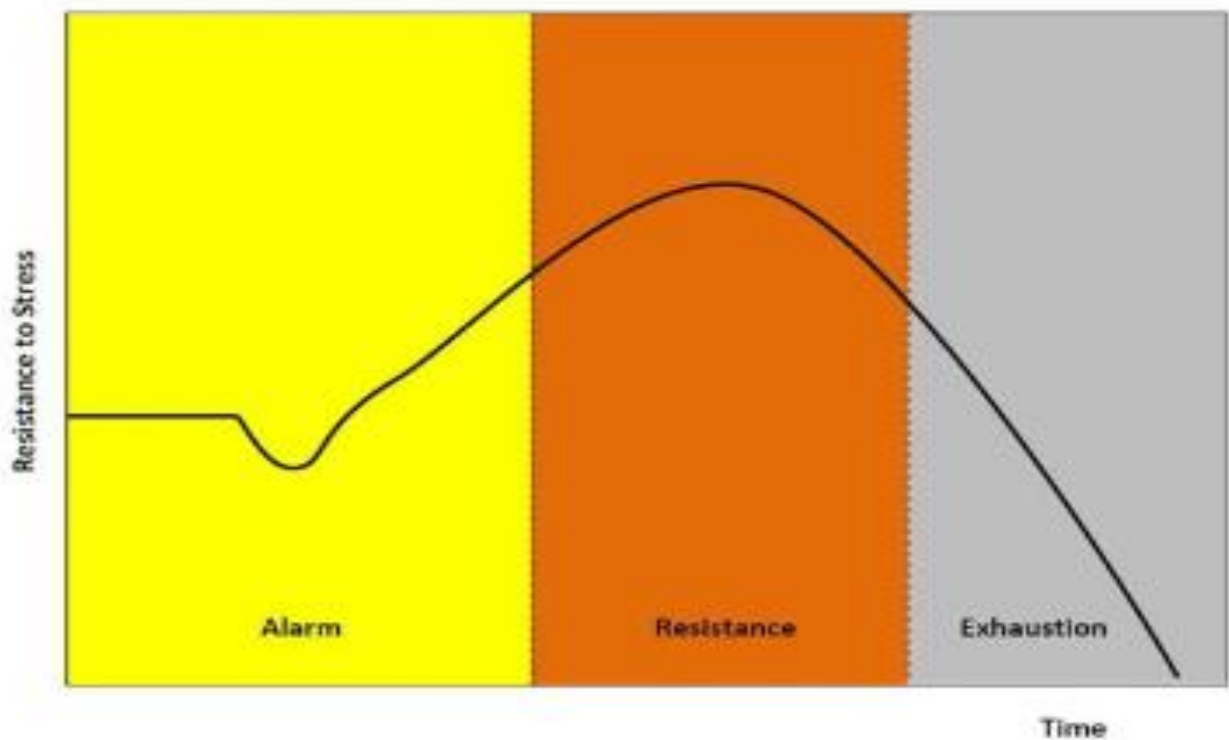
Ivan Pavlov – Classical Conditioning (1890s)

Give an overview of the experiment conducted by Pavlov	
What were his findings?	
How could this theory be applied to a working member of the Protective Services?	

Burrhus Frederick Skinner – Operant Conditioning (1948)

Give an overview of the experiment conducted by Skinner	
What were his findings?	
How could this theory be applied to a working member of the Protective Services?	

Working in the Protective Services is a high pressure job. Whether working with the Police, in the Armed Forces or as a Paramedic, you can often be faced with stressful situations. Stress can arise from a number of sources; external factors such as traumatic events; internal factors such as anxieties and self-esteem and general day-to-day pressures. It is important that these stress-factors are managed well. One explanation of how individuals cope with stress is the



General Adaption Syndrome.

Explain this diagram of the GAS model in no more than 4 sentences

If individuals cannot cope with stress in their job, it is conceivable that they may suffer with a mental health illness, such as:

- Anxiety
- Social isolation
- Depression
- Suicide risk
- Phobias
- Panic anxiety disorder
- Post-traumatic stress disorder (PTSD).

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.