Unit 29: Security Procedures in the Public Services

Unit code: Y/600/6111

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to develop the knowledge and understanding of the public services that seek to maintain the security of people, premises and property and the roles, purpose and power of those engaged in the security duties. Learners will also develop the skills needed to plan and carry out security searches in a simulated environment.

● Unit introduction

Security threats are changing and so too is the type of response for which today's security worker in the public services has to be prepared. A secure working environment is essential for public service work to proceed efficiently and effectively. Learners will identify and gather information about the main risks and the threats that exist to the security of people, property and premises within the public services.

Learners will explore the purpose, roles and responsibilities of individuals engaged in public security work in sufficient detail for them to make informed choices on career goals or voluntary security work in the public services. The unit covers the main types of physical security measures and the technical equipment used in support of an effective security regime at a building or event secured by the public services.

Some public services will be involved in ensuring the safety and security of their colleagues and members of the public who are visitors to their organisations, as well as protecting the property and premises within their workplace. Security workers in the public services also have roles to perform at public events for example major sporting events. Learners will explore the basic principles of maintaining efficient and effective security, including situational crime prevention, looking after people's personal safety and security, the patrolling of premises and the control of entry and exits to premises.

Learners will be shown how to plan and conduct security searches of people, motor vehicles and buildings to look for prohibited items in a way that is thorough, systematic, safe and legal.

● Learning outcomes

On completion of this unit a learner should:

1   Know why public services seek to maintain the security of people, premises, and property.

2   Know the roles, purpose, powers and responsibilities of a person engaged in security duties in the public services

3   Understand the measures used in maintaining the physical security of people, premises and property

4   Be able to plan and carry out systematic security searches in a simulated environment in a thorough, safe and legal manner.

Unit content

1 Know why public services seek to maintain the security of people, premises, and property

Identify the security threats and risks to people, premises and property: from terrorism eg groups, objectives, tactics and targets; from crimes against property eg burglary, theft, arson and damage, commercial sabotage, product tampering, fraud; from crimes against people eg assaults, threatening behaviour, theft from the person, robbery, fraud

Identify the consequences of a failure in security: the consequences and effects eg loss of life, injury to people, damage to property, loss of use of facilities and amenities through theft or damage, loss of consumer confidence in the organisation, loss of income to commercial operations

2 Know the roles, purpose, powers and responsibilities of a person engaged in security duties in the public services

Understand a range of security roles within the public services: organisations eg police, military, judiciary health, HM Revenue & Customs, Maritime and Coastguard Agency, local government

Identify the type of personal qualities and skills required: qualities and skills eg courteous, alert, tactful, cooperative, honest, approachable, trustworthy, hospitable, inquisitive, fair; powers eg limit of authority, searches

Objectives of public service security worker and their roles, purpose and responsibilities: protection eg the protection of life, protection of property and premises, prevention of loss; prevention and detection of crime; maintaining security eg outline of main methods and equipment employed, patrolling of premises eg type, mobile, foot patrol, frequency, duration, pattern of patrol (night security, day security, perimeter patrol, internal patrol); limit of responsibility; checking persons, conforming to health and safety regulations; procedures eg keeping records, locking up of premises

3 Understand the measures used in maintaining the physical security of people, premises and property

Types of security measure: situational prevention measures eg perimeter fencing, lighting, door and window locks, key management procedures, physical patrolling of premises, control of entry and exits, CCTV surveillance, property marking, security surveys

Entry and exit control measures: reasons for having an entry control system eg ensuring access only for legitimate purposes, to maintain entry and exit records (of personnel, visitors, contractors), for use in case of emergency; main types of identification (ID) systems eg electronic cards and keypads, scanning systems (iris, palm and fingerprint), manual ID systems eg photo passes, signatures; control and reporting systems and documents used eg real-time entry and exit records, completion of visitors books, notification of visitors appointments; management of system eg reporting lost ID cards, checking numbers of personnel on premises, issue of passes, return of passes, detection of infringement

4 Be able to plan and carry out systematic security searches in a simulated environment in a thorough, safe and legal manner

Reasons for conducting searches: to find unauthorised and prohibited items eg illegal substances, alcohol, weapons, stolen property, explosive devices; to protect people, their property and premises, to deter illegal activity

Scope of searches: searches of eg people, possessions, vehicles, venues, buildings and boundaries

Considerations: ethics eg individuals and communities needs, respect for race, diversity, human rights

Procedures for searches: preparation and planning, location, resources and equipment, dialogue with persons eg obtaining permission to search, legal limitations of search; use of witnesses; documentation; conduct of searcher; search methods eg equipment and/or rummage; reacting to finding something, confidentiality requirements, health and safety eg type of threats, risks and safety hazards

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 identify the main threats to the security of people, property and premises in a chosen public service [IE, CT, SM, RL]	**M1** explain the consequences of each of the threats to the security of people, property and premises in a chosen public service	**D1** evaluate one of these threats by the use of an example
P2 outline the roles, purpose, powers and responsibilities of security workers in two contrasting public services organisations [IE, CT, SM, RL]	**M2** explain the roles, purpose and responsibilities of security workers in two contrasting public services organisations	
P3 describe the types of security measures used in maintaining the security of people, premises and property in the public services for a specific building [IE, CT, SM, RL]	**M3** explain how each of the types of security measures operate together to contribute to the maintenance of the security of people and property for the specific building	
P4 demonstrate a method of searching either people, vehicles or premises for prohibited items as conducted by a security worker in the public services using an appropriate method. [EP, IE, CT, RL, SM, TW]	**M4** explain the pre-planning, execution and outcomes of searching, including any constraints that might apply.	**D2** evaluate the effectiveness of the search in maintaining security of people, premises and property in a specific public service.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key			
	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit is an introduction to security procedures in the public services and its primary purpose is to help learners identify the skills required for a career in maintaining security in the public services. It is not intended that learners should have an in-depth knowledge of security procedures but they should gain a broad understanding of why delivering security is a necessary component of today's public services. Roles and responsibilities and the type of personal skills and qualities a person needs to become involved in security work form an important part of this unit. Contact with staff from the security sectors of the public services is therefore essential for successful delivery of this unit. This can be achieved through visiting speakers and learners can make site visits. So that learners understand the purpose, role and responsibilities of security workers in the public services it is important to introduce them to people employed in this area.

Tutor input should initially focus on the background to security and why it is increasingly important in view of the threat from crime and terrorism. There is no requirement for an in-depth study of terrorism or indeed criminality as long as the subject is sufficiently covered to allow learners to understand where the provision of security fits in with the delivery of public services. The consequences of what could happen when security fails with its potential impact on individuals, businesses our public services and the wider community should be explored. The use of archived media material of local, national and international events can enhance understanding with the tutor facilitating discussions on the balance of the risks and the financial costs of providing efficient security.

The specialist nature of this unit requires input from subject specialists and host visits to public events and public buildings with embedded security. Outside visits and visiting speakers would allow learners and tutors to maximise the learning time which could be lost if learners were expected to research the subjects on their own. Learners need opportunities to think about situational crime prevention issues and to complete a security audit or survey of premises. There are online resources available that can assist tutors and any building, for example part of an educational establishment, can be used as a venue for completing a security survey. Completed as a group exercise or individually this work can be assessed through a written report or a presentation to fellow learners, a security manager or industry-specific visitors. Personal research can be carried out through the use of integrated learning technology for example public service internet sites and those specifically for the security industry. There are many government websites with references to crime prevention, terrorism and security.

The subject matter in this unit lends itself to role play and learners can practise and develop appropriate skills using case studies and role play. Video recordings would help in debriefing sessions and as feedback on learner performance. To prepare for the role play it might be helpful for learners to watch public services security workers engaged in their roles for example interacting with people and searching people and premises.

Learners are not expected to know any legislation in depth but they do need to know that there are ethical and legal constraints on searching people and their property. These are primarily concerned with respecting the rights and dignity of the individual. Tutors will have to ensure that body searches performed during role play conform with current standards, for example requirement for consent (unless empowered by law to conduct without consent searches), only same sex searches, restriction to outer clothing only. The guidance relating to the searching of students and pupils for offensive weapons issued by the Department for Education can be an appropriate benchmark for tutors. Where centres have qualified and trained security managers or staff they may be in a position to help with techniques and advice.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
After tutor input, learners choose a public service organisation and look at why they protect their premises. Visiting speakers, visits to a public service and individual research.
A case study can be an ideal way to point out to learners the consequences of failures in security arrangements. Syndicates or individual learners could then present findings to class. Ideally this activity could be followed by an early visit to an event or premises to see security measures in progress, eg high-profile sports event, concert, local magistrates' court premises, local authority CCTV control room.
Assignment 1: Identify the Threats and the Consequences of a Failure in Security (P1, M1, D1) Includes learner-initiated private study.
A series of short role-play exercises could be designed and developed to bring out the personal qualities and skills required of an individual in the public services when carrying out a security role. This can either be scripted or rehearsed as part of a wider presentation or taken as things develop. Tutor debriefing session to emphasise the positive and negative qualities and skills displayed. Assessment is based on individual performance and input into role play.
Tutor input and visits to public service security operations.
Visiting speaker from the public services with a security role who can talk about their own skill base or employers requirements can be helpful. Learners can then be asked to create a job description or list of objectives for a person engaged in a public service security role.
Assignment 2: The Roles, Purpose and Responsibilities of a Security Worker in the Public Services (P2, M2) Includes learner-initiated private study.
Tutor input and a talk by the local police crime reduction officer on the typical types of security that might be considered for public buildings.
In groups or individually learners look at the security of a building and with a fictitious VIP visit in mind identify the security procedures that could be implemented. Visits to a CCTV control room, locksmith or alarm installer.
Assessment via presentation or assignment.
The entry and exit controls are usually the most visible security deterrent to a visitor to an event or premises secured by a public service worker. Learners could view procedures at various locations. This activity can also partially encompass P4. Learners put together a plan outlining the procedures for the secure entry and exit of persons to a building.
Assignment 3: Types of Security Measures Used in Maintaining the Security of People, Premises and Property (P3, M3) Includes learner-initiated private study.
Visit to observe searches being carried out within a public service organisation. Talks by the police, HM Revenue & Customs or others engaged in searches of people and their property, with an emphasis of what is being looked for and why.
Learners carry out searches and role-play scenarios involving security searches.
Assignment 4: Security Searching (P4, M4, D2) Includes learner-initiated private study.
Unit and assessment overview.

Assessment

A number of different strategies can be employed to measure the achievement of learning outcomes in this unit. For example, assignments, research projects, presentations, and role-play scenarios. Suitable assignments might include using the practical skills that a security worker in the public services might use in their everyday duties such as keeping a pocket book or diary. Learners can use a diary to record outside visits or a resumé of what had been covered that session and this can form part of their portfolio of evidence.

Some guided research will have to be conducted by learners either in groups or individually for P1. Learners should focus on an actual event that is the subject of security provided by a public service organisation. Alternatively, premises with security provided by a public service workforce can be the focus of study. Learners will have to provide evidence that they have understood the reason for the security being provided, ie the threat and the consequences of the security failing for M1. A case study of a failure in security can enhance learners' understanding.

Evidence for M1 and D1 is an extension of P1. To achieve M1, learners need to explain the consequences of the threats identified in P1, for example the consequences of crime or terrorist threats on the service. Learners can then select one of these threats and (using examples) evaluate the threat faced by the particular person, premises or property.

For P2, learners should clearly outline the roles, purpose and responsibilities of a security worker in the public services. This can be assessed by tutor and peer observation in the role-play scenarios that can be developed around everyday personal interactions. Video recordings would help in debriefing sessions and as feedback on learner performance. Evidence from learners should show that they understand the roles, purpose, powers and responsibilities of a security worker in the public services. Evidence may be obtained by learners being asked to complete a written assignment in the form of a job description for a fictitious security post in a public service.

M2 is a development of P2, requiring learners to take the outline produced for P2, and develop this, explaining the main purposes, roles and responsibilities of security workers in two chosen public service organisations.

For P3, learners need to demonstrate that they have a good understanding of the various types of everyday security measures that can be used to secure premises or a public event. Evidence of being able to apply situational crime prevention measures to a building will be required. After learning about situational crime prevention measures as applied to a building, from tutor input, visiting speakers and self research, learners could conduct their own security survey. A detailed description of security measures they have identified as in place or required should be provided by the learner as evidence that they have met this learning outcome. The entry and exit controls on a building are usually the most visible security deterrent to a visitor to an event or premises secured by a public service worker. For this reason, learners should be able to view procedures at various locations then, as an assignment, design their own secure controls on people entering and exiting a building. Learners must show that they understand physical measures that can be applied and procedures to achieve a pass.

M3 expands on P3, and requires learners to explain security measures and how these work together to maintain security.

For P4, learners must conduct a search of a person in a thorough, systematic, safe and legal manner. Learners should be asked to think about an entry to premises where persons and their belongings are subject to search. To achieve a pass, learners must show that they have planned the search in terms of their environment, persons assisting, witnesses, dialogue as well as demonstrating the practical skills of searching. This lends itself to role play and is especially suited to assessing learners' understanding of the subject as well as determining their practical application of the learning material.

M4 requires learners to explain the search method in detail providing reasons for its use, clearly setting out what is being used for and what constraints may apply to the search. To achieve D2, the learners should be able to evaluate whether the search was effective in maintaining the level of security.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	The Threats and the Consequences of a Failure in Security	You are working in security as a member of a public service and have been asked to identify the threat against a particular event or building.	Tutor observations. Diary of outside visits. Presentation. Written submission.
P2, M2,	The Roles, Purpose and Responsibilities of a Security Worker in the Public Services	You and your group are working on a role-play exercise to show new security officers how to behave and act, bringing out the required skills and qualities.	Tutor observations. Diary of outside visits. Role-play observations and DVD recordings.
P3, M3	The Types of Security Measures Used in Maintaining the Security of People, Premises and Property	You and your group have been asked to complete a security survey of a particular building and a plan for the secure control of people entering and leaving.	Tutor observations. Diary of outside visits. Presentation and DVD recording. Written submission.
P4, M4, D2	Security Searching	You and your group have been asked to plan and prepare a search area to search people and their possessions entering a secure place and then conduct searches for prohibited items.	Tutor observations. Diary of outside visits. Presentation and DVD recording. Written submission.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit is linked to National Occupational Standards relevant to the Security Industry.

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Introduction to Security Work in the Public Services	Security Procedures in the Public Services	Understand the Impact of War, Conflict and Terrorism on Public Services
Public Services Incidents		Responding to Emergency Service Incidents
		Planning and Management of Major Incidents

Essential resources

Learners should have access to the most up-to-date reference material, for example access to newspapers and relevant trade journals and internet facilities.

Websites

British Security Industry Association	www.bsia.co.uk
EC Community Study Situational Crime Prevention	www.costsofcrime.org
HM Revenue and Customs Security	www.hmrc.gov.uk/security
Joint Security Industry Council	www.jsic.org.uk
Ministry of Defence	www.mod.uk
National Counter Terrorism Security Office	www.nactso.gov.uk
The Secret Intelligence Service (MI6)	www.sis.gov.uk
Security Industry Authority	www.sia.homeoffice.gov.uk
The Security Service (MI5)	www.mi5.gov.uk
Skills for Security	www.skillsforsecurity.org.uk

Indicative reading for learners

Textbooks

Bolz F et al – *The Counter terrorism Handbook: Tactics, Procedures and Techniques* (CRC Press, 2005) ISBN 978-0849309649

Clarke R V – *Situational Crime Prevention: Successful Case Studies* (Harrow and Heston, 1997) ISBN 9780911577389

Kozlow C and Sullivan J – *Jane's Facility Security Handbook* (Jane's Information Group, 2000) ISBN 9780710622884

Journals

Info 4 security	www.info4security.com
Professional Security Magazine	www.professionalsecurity.co.uk
Quest	www.questonline.co.uk

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	researching security in the public services questioning visiting speakers demonstrating security skills during role-play exercises
Creative thinkers	practically working on ideas and preparing and rehearsing for role-play exercises
Reflective learners	demonstrating security skills in the role-play exercises and in the situational crime surveying
Team workers	working with other learners to role-play and complete security surveying
Self-managers	performing a role in role play exercises
Effective participators	using the security skills to describe and demonstrate methods of searching people.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Independent enquirers	carrying out own practical research exploring own stimulus materials
Creative thinkers	adapting own ideas and stimuli for role-play and written assignments
Reflective learners	inviting feedback on own work and dealing positively with praise, setbacks and constructive criticism
Team workers	taking responsibility for own work when working in a group, managing discussions to reach agreements and achieve results
Self-managers	seeking out challenges or new responsibilities and showing flexibility over own priorities dealing with competing pressures, including personal and work related demands responding positively to change, seeking advice and support
Effective participators	engaging with a group and participating in outside visits.

Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching security in the public services
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for role play and for search exercises
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	creating and finding resources and ideas for role play and adapting them for use
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	planning for role play and presentations
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	producing group presentational material, presenting the results of the security survey
Evaluate the selection and use of ICT tools and facilities used to present information	producing group presentational material, presenting the results of the security survey
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with the other members of their group when collaborating on work
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving presentations, reacting with visiting speakers and representatives of outside agencies on visits, working with other group members
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching from books and websites and selecting appropriate material
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing assignment reports, making notes of security survey findings, keeping a diary of outside visits, evaluating other group members' role play.