Unit 14: Principles of Managing Security Threats

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to investigate key security roles, the key security threats faced by the UK and the strategies used by the protective services to manage them.

Learners will gain an understanding of the threats arising from terrorism and the use of counter terrorist measures by the protective services. For learning aim C learners must produce a plan for a protective services response to a security threat. It is very important that learners are guided through their research for the unit, and advice and guidance is provided on safeguarding when researching some of the unit content. It may be beneficial for centres to develop resources that can be housed on their virtual learning environment that contain a balanced and appropriate range of information in relation to terrorism. It is vital that learners are advised not to simply undertake internet searches as this may expose them to views or images that can place the learner at risk.

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).

Delivering the learning aims

Learning aim A

For learning aim A learners should be given the opportunity to investigate the main security threats facing the UK protective services, how these are managed and the impact of security failures. Class discussions can be used to allow learners to further explore the concepts of security threats and strategies designed to manage security threats.

Learners should be given the opportunity to carry out research on the impact of failure to stop a security threat.

Learning aim B

For learning aim B, it would be beneficial to use class discussions to enable learners to explore the context of terrorism and reasons for its continued significance as a threat to security. Learners should also be introduced to counter terrorist measures. They must develop an understanding of UK counter terrorist strategy and the role of the main agencies that have been set up to tackle the threat of terrorism.

Delivering learning aim B2 could be facilitated by external input. A guest speaker, who works within counter terrorism, could come in to discuss current tactics, techniques and strategies used against different types of threat. The speaker should also speak about the associated strengths, challenges and effectiveness of each of the strategies.

Learning aim C

For learning aim C, learners must plan a protective service response to a security threat. Learners must develop a knowledge of the personnel who are specifically employed by the uniformed protective services with security as the primary focus of their work. They must also understand the powers of a protective services worker when managing security threats. You could introduce the unit with tutor presentations to deliver the theory behind the protective service responses to a security threat and the tasks carried out by protective service workers.

Learners should be given the opportunity to explore and research the powers of different protective service workers when managing security threats.

Presentations or role-plays could be used by learners to enable them to research and collect information about planning an effective response to a threat before they go on to plan their own responses.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate the main security threats facing the UK protective services, how these are managed and the impact of security failures	**A1** Types of security threat **A2** Impact of failure to stop a security threat **A3** Strategies designed to manage security threats	A two-part report on a case study or article that: • evaluates security threats, the impact of failure, and the measures and strategies designed to manage these threats
B Understand the threats arising from terrorism, and the use of counter terrorist measures by the protective services	**B1** Contexts for terrorism and reasons for its continued significance as a threat to security **B2** Counter terrorist measures	• evaluates the effectiveness of counter terrorist measures with specific reference to how they enable the protective services and other agencies to combat terrorism
C Plan a protective services response to a security threat	**C1** Work of protective services workers **C2** Powers of a protective services worker when managing security threats **C3** Planning an effective response	A response plan to a given security threat scenario that: • reviews the roles played by protective services workers in manging security threats that evaluates factors and considerations before searching, justifying how these factors and considerations contribute to an effective search • sets out a response for two contrasting protective services in managing a security threat

Assessment guidance

The recommended assessment for this unit includes two assignments. The first assignment focuses on learning aims A and B, the second on learning aim C.

For the first assignment you could ask learners to produce a two-part report on a case study or article that evaluates security threats, the measures and strategies designed to manage these threats and the impact of failing to manage them. The report should evaluate the effectiveness of counter terrorist measures with specific reference to how they enable the protective services and other agencies to combat terrorism.

For the second assignment learners should produce a response plan to a given security threat scenario. The response should review the roles played by protective service workers in managing security threats. It should evaluate factors and considerations that must be borne in mind by workers investigating the threat and should justify how these factors and considerations contribute to an effective response to the threat. The response plan must also set out a response for two contrasting protective services in managing a security threat.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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Introduction

You should give learners the opportunity to investigate and gain an insight into the main security threats faced by the protective services in the UK and look at the consequences of security failures. Learners must explore the strategies employed to manage these threats, looking at the work of key security workers within the protective services to understand what they do in order to protect the public. They should consider current contexts for the threat of terrorism and the use of counter terrorist measures. Finally, learners will need to investigate protective service responses to security threats, and plan a protective service response to a security threat. Throughout the delivery of this unit, learners should be given examples which are current at time of teaching.

Learning aim A Investigate the main security threats facing the UK protective services, how these are managed and the impact of security failures

Outline the nature of the topics and the type of assessment that learners will be expected to complete for this unit. This unit is assessed by two summative assignments. Learners must investigate the main security threats facing the UK protective services, how these threats are managed and the impact of failing to stop a security threat. They must develop an understanding of the threats arising from terrorism and the use of counter terrorist measures by the protective services.

You could start by introducing learners to the types of security threat. Use a class discussion to explore the main security threats and risks faced by the UK protective services.

Use a teacher led presentation to give learners an overview of the types of security threats faced by the UK and provide them with recent examples. You should cover the

following types of threat:
- Terrorism (groups, objectives of groups and why they are a threat, tactics)
- Weapons of mass destruction
- Cyberspace (hostile actors, cyber espionage, computer network attack)
- Espionage
- Instability and conflict overseas
- Serious and organised crime
- General threats and risks that affect the UK public (crimes against property, crimes against people, cyber-attacks, fraud)

You could ask learners to carry out individual research on a type of security threat. You could allocate these or allow learners to select their own.

Learners should research their selected threat type, what it is, its aims/purpose and tactics. Learners could produce a presentation based on their findings which they can share with the group.

You could use a tutor led presentation to provide learners with information about the impact of failing to stop a security threat. You should explain the impact of security failures on the protective services and wider society. During the presentation learners should make notes under the following headings: terrorism, loss of life, injury to people, damage to property, financial/economic loss and loss of public confidence.

You could use a formative assessment to check learners understanding by asking them to produce an essay about the impact of security failures on the protective services.

You could ask a guest speaker, who works in counter terrorism, to come in and discuss strategies designed to manage security threats. They should be able to explain the purpose and role of the main services responsible for the security and protection of the nation, its government and people. They could also discuss features of the key strategies used by the uniformed protective service in order to manage security threats. The guest speaker should be someone who currently works in, or has recent experience of working in, the uniformed protective service in a strategic role. They could be from the armed services, police or security services. Learners should take notes during the guest speaker's delivery about the strategies designed to manage security threats.

You could use a class discussion to further discuss the strategies employed to manage security threats and the management of the physical environment such as property, venues and public places.

Learners must develop a knowledge of the main agencies set up to manage security threats. They could work in small groups to research an agency and then share their findings with the rest of the group. They must consider: the armed services, police, security services, MI5, Secret Intelligence Service (SIS/MI6) and GCHQ.

Learners should be allowed time to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.)

Learning aim B Understand the threats arising from terrorism and the use of counter terrorist measures by the protective services

Before commencing delivery of this unit, learners should be provided with guidance about safeguarding themselves when researching material for this topic.
You could introduce this topic by leading a class discussion on the contexts for terrorism and reasons for its continued significance as a threat to security. You should

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help learners to understand that there are a range of different contexts for terrorism and groups that support it and for this reason terrorism can be a subjective term and its definition depends on the viewpoint of the individual.

Ask learners to work in pairs to produce a factsheet with information about the factors that can affect terrorist causes and the associated level of threat against a country. They should include information on the nature of threats from terrorism, changes to security threats over the past 20 years and the types of security threats.

You could ask a guest speaker to come in and discuss their experience of counter terrorism. They should be able to explain current tactics, techniques and strategies for dealing with different types of threat. They could also discuss techniques and strategies used by government, military and law enforcement agencies to combat terrorism or to prevent terrorist military tactics. The guest speaker should be someone who currently works in a uniformed protective service or has worked in the armed services, police or security services. Learners should make notes during the guest speaker's delivery about the current tactics, techniques and strategies used in counter terrorism for different types of threat.

You could lead a class discussion to draw upon the information learned from the guest speaker. You could use a tutor led presentation to complete any areas of learning which require strengthening. Learners should have a good understanding of the UK Counter-terrorism strategy (CONTEST), its aim, the limbs and the initiatives used to underpin the 4Ps of CONTEST (pursue, prevent, protect, prepare).

In pairs, learners could research the agencies and bodies who work within UK counter terrorism. Ask learners to research information about the following and to produce a booklet, presentation or report - National Cyber Security Centre (NCSC), National Crime Agency (NCA), Border Agency, multinational agencies (eg Interpol, Europol and the United Nations Counter-Terrorism Implementation Task Force (CTITF)). Include any other agencies in place at time of teaching. Learners should gather information about these bodies and agencies, their roles, purposes and significance.

Learners should be allowed time to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.)

Learning aim C Plan a protective services response to a security threat

You may introduce the topic by using a tutor-led presentation to deliver the theory behind the protective services responses to a security threat and the tasks carried out by protective service workers. Learners need to be aware that security is a key part of protective service work and that some personnel are specifically employed with security as the primary focus of their work.

If possible, it would be useful for learners to visit an armed services centre to gain an understanding of the work of security workers from the armed services (for example Royal Military Police detectives, military police bodyguards or Ministry of Defence Police). It would be useful for learners to observe personnel carrying out their different roles, such as searches, patrolling premises and providing risk management.

A centre visit to a police station, or a guest speaker from the police force visiting, would allow learners to gain first-hand experience of a police officer carrying out their duties in security. It would be useful for learners to gain an understanding of how the police investigate crimes and offences, respond to calls from the public and give advice to the public on personal safety and crime prevention.

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You could lead a class discussion to enable learners to identify and discuss occasions where non-uniformed civilians undertake security work within protective service organisations. For example, specialist work in IT/cyber-related cases, forensic investigations, monitoring internet/email communications and financial service investigations. Learners should make notes during the discussion.

Use a tutor-led presentation to deliver information about the powers of a protective service worker when managing security threats. Learners need to know how security workers in the protective services can access their powers through a range of key legislation.

In pairs, ask learners to produce a PowerPoint presentation which they will deliver to the class. They need to research the key legislation used by security workers in the protective services when managing security threats. Learners should include information about the different legislation, their aims/purpose and if possible, examples of their application. The following legislation are examples that could be covered: Regulation of Investigatory Powers Act 2000, Justice and Security Act 2013, Counterterrorism and Security Act 2015. For the police: PACE 1984, Police Act 1996, Terrorism Act 2000, Criminal Justice and Public Order Act 1994, Police (Northern Ireland) Act 2003. For the armed services: Military Lands Act 1976, Section 24 PACE 1984, Armed Forces Act 2006, Section 3 of the Criminal Law Act 1967. For the security services: Security Services Act 1989. Statutes and regulations current at the time of teaching should be used.

You could use a class discussion to discuss the ways that security services plan effective responses to security threats. You could follow this up with a tutor-led presentation to affirm learners' knowledge and understanding of how to plan an effective response for different types of threat. Your presentation could cover the different types of responses planned, the aim or objective of the response, the agencies and personnel resources involved in the response and their roles and responsibilities and resource and logistical considerations. You should also cover how to test the effectiveness of the plan.

You could also arrange for a guest speaker to come in and discuss their experience of planning effective responses to security threats. They should be able to explain their role and experience in a uniformed protective service, their role within security and how they have been involved in planning and testing the effectiveness of responses to security threats. The guest speaker should be someone who currently works in a uniformed protective service or has worked in a security role eg police service, armed services or security service.

You could ask learners to use role-play scenarios to enable them to research and collect information about planning an effective response to a threat.

Learners should be allowed time to write notes and to prepare for Assignment 2. (Assignment 2 covers learning aim C.)

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

Unit 3: Global Affairs, the Media and the Protective Services
Unit 8: Custodial Care
Unit 15: Police Powers and the Law
Unit 18: Criminal Investigation Procedures and Practice

Textbooks

Ronan K R and Johnston D M – Promoting Community Resilience in Disasters (Springer, 2005) ISBN 9780387238203

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

Edge

Fire

Firefighter magazine

Info 4 security

Navy News

Police

Prison Service Journal

Prison Service News

Professional Security Magazine

Quest

RAF News

Soldier

Websites

Health and Safety Executive has a good website that can be found by searching online for 'health and safety executive.gov'

The UK government emergency planning
https://www.gov.uk/government/publications/emergency-preparedness

National Counter Terrorism Office
https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

The MI5 – Security Service https://www.mi5.gov.uk/

The Ministry of Defence https://www.gov.uk/government/organisations/ministry-of-defence

The North Atlantic Treaty Organization https://www.nato.int/

The Royal United Services Institute https://rusi.org/

The United Nations https://www.un.org/en/