

Exemplar Assignment Brief

2017

**Pearson BTEC Level 3 Certificate for
Working as a Close Protection
Operative within the Private Security
Industry**

**Unit 2: Planning, Preparing and
Supporting a Close Protection
Operation**

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Introduction

Assignment Title: Understanding how to plan, prepare and support a Close Protection Operation

This assignment has been written for centres:

- to assess learners knowledge and understanding
- to comply with the SIA license linked qualification requirements

This assignment has been set as an exemplar and should be internally marked and made available for standards verification; this assignment can be altered and amended as necessary. If you have made any amendments to this assignment brief, it must be internally verified before being issued to learners.

Please be aware that:

- Learners can complete this assignment in the classroom, as part of distance learning or under the supervision of a tutor/Assessor.
- Learners must achieve a pass for all Assessment Criteria.
- Learners must achieve all Learning Outcomes and Assessment Criteria stipulated in this assignment.
- A record of assessment materials, learners' answers and additional evidence must be kept securely to allow Standards Verification to take place.
- **All assessment and verification records must be retained for a minimum of three years after certification has been issued.**

Assignment Cover Sheet

| | | |
|------------------|---|-----------------------|
| Centre | | |
| Learner name | | |
| Course | Pearson BTEC Level 3 Certificate Working as a Close Protection Operative within the Private Security Industry | |
| Unit title | Unit 2 Planning, Preparing and Supporting a Close Protection Operation | |
| Assignment title | Understanding how to plan, prepare and support a Close Protection Operation | |
| Tutor name | | |
| Issue date | Submission date | Re-submission date(s) |
| | | |

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Signed (learner) _____ Date _____

Assessor declaration

I declare that the work for submitted for assessment is entirely the learner's own work.

Signed (assessor) _____ Date _____

Assignment Context

In your role as a close protection operative you will be required to help plan and prepare for an operation. The way you do this and your understanding of the impact of its use are very important for you, your colleagues, your employers and their customers. It is vital that within your role you understand the importance of threat and risk management, the importance of teamwork and the use of foot drills to maintain a secure environment around your principal.

In order to demonstrate adequate knowledge and understanding of this, you must complete all tasks in this assignment. You may use any appropriate resources at your disposal.

This assignment covers the assessment criteria listed on the assessor feedback sheet.

Knowledge Workbook

(Learning Outcomes 1, 2, 3, 4, 5, 6 and 7)

You must answer all question to demonstrate you have the knowledge required for these aspects of your close protection role

Q1: Define the following. AC 1.1/1.2

A threat to a principal:

A risk to a principal:

Q2: State **two** purposes of operational planning. AC 1.3

1)

2)

Q3: Identify **two** examples of a **threat** to a principal. AC 1.5

1)

2)

Q4: Explain the need to conduct a threat and risk assessment. AC 1.6

For a principal

For a venue

Q5: State the importance of threat profiling. AC 1.7

Q6:
 1.4 Explain the types of threat and risk assessment
 1.8 Describe techniques used in threat and risk assessment process and their importance

Use the Principal Profile below show how you would assess threat and risk and what techniques you could use to deal with these threats and risks and why these techniques are important

| Principal Profile | |
|--------------------------------|--|
| 1) People | Long established footballer in mid 30s with wife and 3 young children |
| 2) Places | Lives in secure property on own estate which is well protected Visits club for training and matches Takes kids to school Wife goes to gym Known to go out with friends when wife is on holiday with kids |
| 3) Personality | Friendly and outgoing Enjoys using social media |
| 4) Prejudices | All football clubs except his own Press and media |
| 5) Personal History | Was an international star but now coming to the end of his playing career |
| 6) Political / religious views | None known Was raised as Catholic |
| 7) Private Lifestyle | Close to family Most friends are footballers Likes to gamble |

1) Your principal is concerned he is being followed by the media when taking his children to school. Explain how you might **risk assessments** this threat and describe **techniques** you could employ to ensure your principal and his children are safe.

2) Your principal has received a death threat via social media which he is taking seriously. Explain how you might **risk assessment** this threat and describe **techniques** you could employ to ensure your principal's safety

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|---|
| Q7: Explain the differences between threat assessment and risk management to a principal when arriving at or leaving a location. AC 1.9 |
| Threat assessment – |
| Risk management - |
| Q8: Explain the need for dynamic risk assessment, response and contingency planning. AC 1.10 |
| Dynamic risk assessment - |
| Response - |
| Contingency planning - |
| Q9: Identify three examples of how a close protection operative could gather intelligence for operational purposes and three examples of 3rd parties that could be contacted during operational planning. AC 1.11/1.15 |
| Examples of intelligence gathering 1) 2) 3) |

Examples of 3rd parties

1)

2)

3)

Q10: Complete the table to identify UK government threat levels. AC 1.12

| Threat Level |
|--|
| Low – attack is unlikely |
| |
| |
| |
| |
| Critical – attack is expected imminently |

Q11: State why time and resource management are important within an operational planning context. AC 1.14

Time management -

Resource management -

Q12: Describe how a decision-making model could be used within the threat and risk assessment process. AC 1.13

Q17: What is the role of a close protection operative whilst on foot? AC 3.1

| |
|--|
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|--|

Q18: What are the roles within a close protection team while on foot? AC 3.2

| |
|----|
| 1) |
| 2) |
| 3) |
| 4) |

Q19: Why is it important to have a flexible approach whilst providing protection on foot? AC 3.3

| |
|--|
| |
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Q20: What is the purpose of body protection for a principal? AC 3.4

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|--|

Q21: What is the purpose of extracting a principal whilst on foot?
AC 3.5

Q23: Give **two factors** the close protection operative has to consider when selecting the following modes of transport. AC 4.2

Road –

Sea -

Air -

Rail -

Q24: Identify (a) **three** types of technological tools and (b) the advantages and disadvantages of technology in route planning AC 4.3/ 4.4

(a) **three types** of technological tools

(b) the **advantages** and **disadvantages** of technology in route planning

Q22: What is the purpose of route selection and planning?
AC 4.1

| |
|--|
| |
|--|

Q25: Identify the **advantages** and **disadvantages** of using non-electronic maps in route planning. AC 4.5

Advantages -

Disadvantages -

Q26: State **three factors** that must be considered when planning and timing a route? AC 4.6

Q27: Explain the need for security during transit of a principal. AC 5.1

| |
|---|
| Q28: Explain the importance of selecting an appropriate mode of transport AC 5.2 |
| |

| | | | |
|--|------------|------------|-------------|
| Q29: Identify three risks associated with each of these modes of transport. AC 5.3 | | | |
| Road | Sea | Air | Rail |
| 1) | | | |
| 2) | | | |
| 3) | | | |

| |
|--|
| Q30: Explain the purpose of contingency transport plans. AC 5.4 |
| |

| |
|--|
| Q31: Describe the impact on the close protection operative and security teams for the following transport arrangements. AC 5.5 |
| Chauffeur driven |
| Self Drive |

Q32: What is the difference between an incident and a dilemma?

AC 6.1

Q33: Describe **two** incidents that a close protection operative could encounter.

AC 6.2

1)

2)

Q34: Explain **two responsibilities** of a close protection operative when dealing with an incident. AC 6.3

Q35: Explain, with an example, how you would manage a close protection incident.
AC 6.4

| |
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| <p>Q36: Identify three venue related security operations. AC 7.1</p> |
| <p>1)</p> <p>2)</p> <p>3)</p> |
| <p>Q37: Explain how team work and communication creates a professional relationship between close protection operatives at a venue. AC 7.2</p> |
| |
| <p>Q38: Identify three factors that could influence operational procedures at a venue. AC 7.3</p> |
| <p>1)</p> <p>2)</p> <p>3)</p> |
| <p>Q39: Identify three methods of communication which are appropriate to use at a venue. AC 7.4</p> |
| <p>1)</p> <p>2)</p> <p>3)</p> |
| <p>Q40: Explain how communication equipment and other technology is used and maintained in venue-based close protection? AC 7.5</p> |
| <p>Use -</p> |
| <p>Maintenance -</p> |

| |
|--|
| Q41: Why is it important to recognise communication black spots within a venue? AC 7.6 |
| |
| Q42: Give two examples of countermeasures used in venue-based close protection operations. AC 7.7 |
| 1) |
| 2) |
| Q43: What are two benefits of using in-house resources to support venue security? AC 7.8 |
| 1) |
| 2) |
| Q44: Identify two contingencies that could be used in venue-based close protection operations. AC 7.9 |
| 1) |
| 2) |

Assessor Observation Record

| | | | |
|---|--|---|---------------------------------|
| Qualification | Pearson BTEC Level 3 Certificate Working as a Close Protection Operative within the Private Security Industry | Assessor name | |
| Unit 2: | Planning, Preparing and Supporting a CP operation | Learner name | |
| | | Internal Verifier name | |
| LO 8: Be able to plan and prepare to carry out a close protection operation | | Assessor Comments Please provide details of how the learner has met each Assessment Criterion | Achieved? Tick if yes |
| 8.1 Conduct a team briefing, handover & debrief Varying threat levels, risk Roles, responsibilities Intelligence update, observations, communication, resource, positive outcomes, negative outcomes, feedback, performance, client/principal update <i>Additional evidence expected - briefing notes / powerpoint presentation of team brief</i> | | | |
| 8.2 Complete a threat and risk assessment using a decision-making model People, venues, environment Threat, risk, source, intelligence, policy, procedures, legal implications Planning, contingency measures, action, review, evaluate <i>Additional evidence expected - threat and risk assessment</i> | | | |
| 8.3 Develop an operational plan Working, independently, teamwork Threat, risk, client/principal profile, assets Duration, location, travel, residence <i>Additional evidence expected - operational plan.</i> | | | |

| | | |
|--|--|--|
| <p>8.4 Produce primary and secondary route plans using paper based and technology based resources</p> <p>Paper-based (Atlas, A-Z) Technological (Satnav, GPS, mobile phone) Distance, time, location, terrain, environment, group, vehicle, safe havens, comfort stops</p> <p><i>Additional evidence expected - primary and secondary route plans.</i></p> | | |
| <p>8.5 Implement an operational plan</p> <p>Working independently, teamwork Threat, risk, client/principal profile, assets Duration, location, travel, residential</p> <p><i>Additional evidence expected - video or photographic evidence to confirm implementation of operational plan.</i></p> | | |
| <p>LO 9: Be able to provide close protection of a principal</p> | | |
| <p>9.1 Use a flexible approach to protection while on foot</p> <p>Adaptability, flexibility Observation positions (PPO, PES, Surveillance) Security, safety, 360 body cover, escort from debus to embus point, between locations to and from venues</p> <p><i>Additional evidence expected - video or photographic evidence to confirm foot drills.</i></p> | | |
| <p>9.2 Use a range of communication techniques while on foot</p> <p>Oral, non-verbal Overt, covert Team, principal, client operations, report (relayed in briefing/debriefing)</p> | | |
| <p>9.3 Carry out body protection of a principal</p> <p>Position, flexibility, clear Organised, teamwork, role, responsibility</p> <p><i>Additional evidence expected - video or photographic evidence to confirm body protection of principal.</i></p> | | |
| <p>9.4 Carry out extraction of a principal while on foot</p> <p>Attack, suspected attack Unwanted attention Change in threat level, verbal, physical</p> <p><i>Additional evidence expected - video or photographic evidence to confirm extractions on foot.</i></p> | | |

| | | | |
|---|--|------|--|
| 9.5 Carry out embus and debus techniques Embus, debus, arrival, departure Locations, venue, modes of transport Role, responsibility, teamwork Principal/client requirements, protocol, etiquette <i>Additional evidence expected- video or photographic evidence to confirm embus/debus techniques</i> | | | |
| 9.6 Manage an incident during a close protection operation Vehicle incidents, environmental conditions Conflict (dealing with conflict within the team, with the protected person and third parties), managing unexpected illness Attack on principal (verbal and physical), loss of property, breach of security, trespass (residence) <i>Additional evidence expected - video or photographic evidence to confirm management of incident.</i> | | | |
| Assessor summative comments | | | |
| Learner signature | | Date | |
| Assessor signature | | Date | |
| IV signature | | Date | |

Assessor Summative Feedback Report

| | | | |
|--|--|---------------------------------|--|
| Qualification | Pearson BTEC Level 3 Certificate Working as a Close Protection Operative within the Private Security Industry | Assessor name | |
| Unit title | Unit 1 – Working as a Close Protection Operative | Learner name | |
| | | Internal Verifier | |
| Learning Outcome | Evidence Required | Achieved? Tick if yes | |
| LO1 Understand the importance of threat assessment, risk management and operational planning (AC1.1 – AC1.15) | Assessed workbook questions 1-45 | | |
| LO2 Understand the importance of teamwork and operational briefing within a close protection environment (AC2.1 – AC2.5) | | | |
| LO3 Understand close protection foot drills (AC3.1 – AC3.5) | | | |
| LO4 Understand the importance of planning four route selection (AC4.1 – AC4.6) | | | |
| LO5 Understand the importance of transport management within the close protection environment (AC5.1 – AC5.5) | | | |
| LO6 Understand incident management within a close protection environment (AC6.1 – AC6.4) | | | |
| LO7 Understand venue security operations (AC7.1 – AC7.9) | | | |
| LO8 Be able to plan and prepare to carry out a close protection operation (AC8.1 – AC8.5) | Assessor observation and additional evidence identified on observation record | | |
| LO9 Be able to provide close protection of a principal (AC9.1 – AC9.6) | | | |
| Assessor summative feedback | | | |
| Learner signature | | Date | |
| Assessor signature | | Date | |
| IV signature | | Date | |

