

# **N.I. Security Qualifications Ltd**



## **Qualification Specification**

### **NISQ Level 5 Diploma in Managing Close Protection Operations**

**Qualification Number**

**603/5431/8**

## FOREWORD

This document is the Qualification Specification for the NISQ Level 5 Diploma in Managing Close Protection Operations. It is primarily intended for use by Centres but will also be useful to prospective / registered learners.

The Qualification Specification is a live document and will be updated as required. The most up to date version will always be held on NISQ's website and Centres will be informed when a new version is posted. It is the responsibility of Centres to ensure that they are using the most up to date version.

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## VERSION CONTROL

Version No. and Date	Details of amendment(s)
1.0 October 2019	Original

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## **SECTION 1: THE QUALIFICATION**

### **1.1 Qualification Objective**

The NISQ Level 5 Diploma in Managing Close Protection Operations is aimed at recognising, developing and quantifying the competence of individuals who are either aspiring to or currently practising as managers (both frontline and desk) within the Close Protection security sector.

The NISQ Level 5 Diploma in Managing Close Protection Operations qualification combines specialised tradecraft and methodology practice with underpinning theoretical knowledge. The learner will develop the knowledge, understanding and skills needed to manage Close Protection operators and 'all conditions' operations.

### **1.2 Origin and Development**

The NISQ Level 5 Diploma in Managing Close Protection Operations has been developed by NISQ in consultation with Close Protection operators, employers and stakeholders who provided subject matter advice, evaluation and feedback. It is designed to meet the security industry needs within both the public and private sectors.

The NISQ Level 5 Diploma in Managing Close Protection Operations sits on the Regulated Qualifications Framework (RQF) and is regulated by CCEA Regulation. It is mapped to the National Occupational Standards on Security, Policing, Management and Leadership and is built on the strong ethical values enshrined in the European Convention on Human Rights (ECHR).

The NISQ Level 5 Diploma in Managing Close Protection Operations is part of a portfolio of NISQ security industry qualifications that take a fresh look at security solutions for the 21<sup>st</sup> Century within the context of evolving global threats and time/budget constraints. For information on other security industry qualifications offered by NISQ, visit [www.nisq.uk](http://www.nisq.uk)

### **1.3 Target Audience and Progression Opportunities**

The NISQ Level 5 Diploma in Managing Close Protection Operations is aimed at those within, or seeking promotion to, management roles within the Close Protection security sector. It will enable learners to progress within their careers and to move between sectors. It may also provide access to other higher-level qualifications. Potential users include:

- Public security services
- Private sector security companies
- Private sector companies with security needs
- Individuals, including public service leavers, entering or upskilling for the private security industry
- Foreign governments requiring new training, re-training or upskilling of staff

## 1.4 Qualification Structure

The NISQ Level 5 Diploma in Managing Close Protection Operations has 10 mandatory units.

Title	Level	GLH	TUT
Unit 1 Close Protection Tradecraft and Methodologies	5	16	25
Unit 2 Managing Close Protection Protocols	5	15	35
Unit 3 Mobile Close Protection Operations	5	12	30
Unit 4 Handling Threats in Mobile Close Protection	5	16	40
Unit 5 Managing Close Protection Search Operations	5	25	40
Unit 6 Close Protection in a Crowd Situation	5	16	40
Unit 7 Reconnaissance for Close Protection	5	16	45
Unit 8 Tactical Operational Solutions	5	20	45
Unit 9 Communication for Close Protection	4	16	48
Unit 10 Photography for Close Protection	5	20	35
		<b>172</b>	<b>383</b>

The **Total Qualification Time** is 383 with minimum **Guided Learning Hours** of 172.

Guided Learning Hours (GLH) is an estimate of the number of hours that a typical learner would spend being taught or assessed under the immediate guidance or supervision of a teacher/assessor.

Total Qualification Time (TQT) is an estimate of the number of hours that it would take an average learner to complete the qualification. It is made up of Guided Learning Hours together with hours spent in self-study and in completing unsupervised assessment tasks.

Total Unit Time (TUT) is the number of TQT hours allocated to individual units.

## 1.5 Grading

The NISQ Level 5 Diploma in Managing Close Protection Operations is graded Pass/Fail. Learners must obtain a Pass in each unit to achieve the qualification.

## 1.6 Learner Entry Requirements

Learners must be at least 19 at registration.

Learners must hold a Level 3 Certificate in Close Protection (RQF or equivalent) or have 4 years' experience in Close Protection as an operator or manager (evidenced by CV).

Learners must be proficient in both oral and written English.

Due to the qualification content, learners must undertake an AccessNI criminal record check- basic disclosure security check. NISQ works with the charity NIACRO and has in place a policy and system that supports learners with previous convictions. For Admissions Policy and NIACRO link, visit [www.nisq.uk](http://www.nisq.uk)

Prospective learners are required to register directly with NISQ. NISQ may seek additional information to ensure that learners have the potential, including the necessary background knowledge, skills and experience, to successfully complete the qualification.

## SECTION 2: CENTRE REQUIREMENTS

### 2.1 Centre Approval

Only approved NISQ Centres can offer the NISQ Level 5 Diploma in Managing Close Protection Operations. For information on the Centre Approval and Qualification Approval processes, visit [www.nisq.uk](http://www.nisq.uk)

### 2.2 Centre Support

NISQ will provide the following support to Centres offering the NISQ Level 5 Diploma in Managing Close Protection Operations:

- Learner registration
- Assignment briefs for knowledge-based assessments with associated marking guides
- Scenario briefs and guidance for assessment of practical skills with associated recording templates
- Learner record templates
- Outline of indicative content and suggested teaching approach; some teaching material such as suggested pre-course material, role play scenarios etc

Further details are provided in the Centre Guide for Teaching/Assessing the NISQ Level 5 Diploma in Managing Close Protection Operations available to approved NISQ Centres.

### 2.3 Centre Staff Requirements

NISQ requires Centres to have the following staff in place in respect of each qualification cycle for the NISQ Level 5 Diploma in Managing Close Protection Operations:

- Qualification co-ordinator
- Teacher (s)
- Assessor (s)
- Internal Moderator

Staff may have more than one role but may not act as Internal Moderator for any unit that they have taught or assessed. Teachers may act as assessors provided that they meet the assessor criteria.

**Teachers** must have:

- Teaching /training qualification (minimum RQF Level 3 or equivalent)
- Minimum of three years' teaching / training experience
- Minimum of eight years' experience in the subject matter of the unit being taught
- Security clearance to Enhanced Level

**Assessors** must have:

- A recognised assessor qualification, such as Level 3 Certificate in Assessing Vocational Achievement, or must attend assessor training provided by NISQ
- Minimum of three years' assessment experience
- Minimum of five years' experience in the in the subject matter of the unit being assessed
- Security clearance to Enhanced Level

The **Internal Moderator** must have:

- A recognised internal quality assurance qualification, such as Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or must attend internal quality assurance training provided by NISQ
- Minimum of three years' teaching/training and/or assessment experience
- Minimum of five years' experience within the security industry
- Security clearance to Enhanced Level

## 2.4 Staff / Learner ratios

The NISQ Level 5 Diploma in Managing Close Protection Operations includes the teaching and assessing of practical specialist security skills. NISQ requires that the following minimum ratios are adhered to when teaching/assessing practical skills.

Number of Learners	Number of Teachers/Assessors (min)
5	1
10	2
15	3
20	4

## 2.5 Facilities

Centres must ensure that they have the facilities and equipment needed to deliver the NISQ Level 5 Diploma in Managing Close Protection Operations. This includes (but is not limited to) the following:

- A dedicated teaching space appropriate to the number of learners
- Access to a suitable environment / equipment for the teaching / assessing of practical skills
- Recording equipment such as body cameras for assessor observations
- Study space and IT / internet facilities for learners

## **2.6 Learner Induction**

NISQ recommends that Centres provide an induction session to provide information on the qualification and the Centre's delivery approach / timetable. Centres should ensure that learners fully understand what is expected of them and what they will be required to do to achieve the qualification.

## **2.7 Delivery**

The NISQ Level 5 Diploma in Managing Close Protection Operations requires the development of knowledge, understanding and practical skills. As such, NISQ expects that Centres will use a range of teaching methods which may include (but is not limited to):

- Teacher led classroom teaching
- Guest speakers
- Group activities and discussions
- Role plays
- Demonstrations and practical field work activities
- Independent research and study
- Presentations

In particular, NISQ encourages Centres to provide opportunities throughout delivery of the qualification for the sharing of knowledge, experiences and ideas among learners.

## **2.8 Learner Progress**

NISQ requires Centres to Closely monitor the progress of learners undertaking the NISQ Level 5 Diploma in Managing Close Protection Operations. This includes maintaining records on progress that should be made available for inspection by the NISQ External Centre Verifier.



## **SECTION 3: ASSESSMENT**

### **3.1 Overview of Assessment**

To obtain the NISQ Level 5 Diploma in Managing Close Protection Operations learners must pass each Unit by demonstrating achievement against all the Learning Outcomes and Assessment Criteria.

The assessment methodology for the NISQ Level 5 Diploma in Managing Close Protection Operations is specified by NISQ and consists of the following:

- Three written assignments covering specified assessment criteria
- Assessment of practical skills and underpinning theoretical knowledge covering specified assessment criteria
- Written invigilated final examination
- A learner reflective log for each unit

Each learner is required to produce a portfolio of evidence that holds the assessment records for the assignments, practical skills and reflective logs and the overall learner record of achievement.

### **3.2 Written Assignments**

There are three written assignments set by NISQ and internally assessed / moderated by Centres based on marking guides provided by NISQ. They cover specified assessment criteria (see Unit Details for further information).

All three assignments culminate in learners producing operational orders for a given Close Protection security scenario and are designed to enable learners to demonstrate the problem analysis and problem-solving skills appropriate to a Level 5 qualification. Learners will be required to explain and justify the approach set out in the operational order.

The indicative total word count for the assignments is 9,000 words.

### **3.3 Practical Skills Assessments**

The practical skills assessments are set by NISQ and internally assessed / moderated by Centres. They cover specified assessment criteria (see Unit Details for further information) including both skills-based criteria and related knowledge-based criteria. Learners are required to undertake practical tasks requiring the demonstration of Close Protection tradecraft and management skills. The primary assessment method for these tasks will be assessor observation however learners will also be required to answer written/oral questions to demonstrate understanding of underpinning theoretical knowledge. NISQ will provide, on request, a set of questions that can be used.

### **3.4 Written Invigilated Final Examination**

The Final Examination is set by and marked by NISQ who will provide an independent invigilator to ensure the Final Examination is conducted under the required conditions. The Final Examination is composed of a set of 20 questions taken over 80 minutes duration requiring written answers of varying length. The learner is required to achieve a Pass (70%) in the Final Examination.

### **3.5 Learner Reflective Log**

Learners are required to produce a reflective log for each unit that demonstrates their ability to analyse learning content and reflect on the implications for their role. The indicative word count for each unit is 300 words.

### **3.6 Reasonable Adjustments and Special Consideration**

NISQ is committed to complying with equalities legislation and providing access to its qualifications. At the same time, NISQ has a duty to ensure that the integrity of assessments is not compromised.

Applications for reasonable adjustments and special consideration will be considered in line with NISQ Reasonable Adjustments and Special Considerations policy (available at [www.nisq.uk](http://www.nisq.uk)).

### **3.7 Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is permitted for this qualification. An application for RPL should be made directly to NISQ and will be considered by the NISQ Approval Panel (see [www.nisq.uk](http://www.nisq.uk)).

## **SECTION 4: QUALITY**

### **4.1 Quality Assurance**

Centres must pay close attention to the learning outcomes and assessment criteria set out for each unit in determining whether a learner has met the standard required to pass a unit. The delivery approach should take account of the minimum GLH determined for each unit and be designed to teach the knowledge and skills required to enable the learners to meet the assessment requirements. The needs of individual learners should be considered.

The Centre Internal Moderator has a critical role in quality assuring both the delivery and assessment of the qualification. The Centre Internal Moderator must not be involved in teaching or assessing any units that they are quality assuring. NISQ expect the Centre Internal Moderator to be closely involved in quality assuring the delivery and assessment of each delivery cycle of the qualification.

An External Centre Verifier will be appointed by NISQ. The External Centre Verifier will review the teaching and assessment of each delivery cycle of the qualification by a Centre. This will include observing teaching and practical assessments, reviewing learner progress reports, sampling assessment evidence and assessment decisions and reviewing the work of the Centre Internal Moderator.

### **4.2 Complaints and Appeals**

NISQ expects that most complaints and appeals from learners will be resolved within Centres. NISQ will only consider complaints or appeals from learners after a Centre's internal process has been completed. Policies and relevant forms can be found at [www.nisq.uk](http://www.nisq.uk).

### **4.3 Qualification Review**

NISQ is committed to the ongoing review of the NISQ Level 5 Diploma in Managing Close Protection Operations to ensure it remains fit for purpose. NISQ welcomes feedback from learners, Centres, employers and other stakeholders about any aspect of the design, delivery or assessment of the qualification. Formal reviews of the NISQ Level 5 Diploma in Managing Close Protection Operations will be conducted at least once every two years.

## **SECTION 5: UNIT DETAILS**

### **5.1 Unit Information**

The NISQ Level 5 Diploma in Managing Close Protection Operations has 10 mandatory units. The following information for each unit is set out in the pages that follow:

- Unit title
- Unit reference
- Level
- Guided Learning Hours (GLH)
- Total Unit Time (TUT)
- Unit Aim
- Learning Outcomes and Assessment Criteria
- Summary assessment methods

Further information on the teaching and assessment of each unit (including indicative content, mapping to NOS, suggested resources and assessment tasks) can be found in the Centre Guide for Teaching/Assessing the NISQ Level 5 Diploma in Managing Close Protection Operations available to approved NISQ Centres.

**SECTION 6: UNIT CONTENT**

<b>Unit Title</b>	<b>Unit 1: Close Protection Tradecraft and Methodologies</b>
<b>Unit Reference</b>	(NISQ Pδ5810/1)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>16</b>
<b>TUT</b>	<b>25</b>
<b>Unit Aim:</b> The unit will develop the learner's understanding of the roles and responsibilities of Close Protection operators and of Close Protection methodologies and tradecraft.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the roles and responsibilities of a Close Protection operator	1.1 Explain the roles and responsibilities of a Close Protection operator  1.2 Summarise the qualities and attributes of a Close Protection operator
2. Understand foot movements and formations for Close Protection	2.1 Compare overt and covert methodologies for Close Protection  2.2 Describe foot movements and formations (individual and team) for Close Protection  2.3 Analyse factors to be considered in choosing foot formations for Close Protection
3. Understand situational awareness	3.1 Explain situational awareness  3.2 Give examples of poor situational awareness  3.3 Analyse tradecraft to assist situational awareness
4. Understand risk in Close Protection operations	4.1 Describe risks (including risks presented by third parties) in Close Protection operations  4.2 Analyse responses to different types of risks  4.3 Analyse tradecraft and methodologies to counter risks presented by third parties
5. Understand Close Protection protocols at venues	5.1 Explain legal requirements relating to Close Protection at venues  5.2 Analyse tradecraft and methodologies for Close Protection at venues
<b>Assessment Overview:</b> <b>Unit 1 which focuses on underpinning knowledge should be assessed in conjunction with Unit 2.</b> Underpinning knowledge assessments: All ACs Written Examination: ACs 1.1, 1.2, 2.1, 2.2, 5.1 Learner reflective log 300 words	

<b>Unit Title</b>	<b>Unit 2: Managing Close Protection Protocols</b>
<b>Unit Reference</b>	(NISQ Pδ5810/2)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>15</b>
<b>TUT</b>	<b>35</b>
<b>Unit Aim:</b> This unit will develop a learner's understanding of Close Protection protocols and planning / managing Close Protection operations. Assuming a management role, learners will develop an operational order and then manage and review a Close Protection operation.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand Close Protection protocols	1.1 Explain the roles within a Close Protection team 1.2 Explain the Command and Control (C2) mode of Close Protection operations 1.3 Analyse protocols used in Close Protection operations
2. Be able to plan a Close Protection operation	2.1 Obtain information from Principal and develop operational goals 2.2 Develop an operational order that meets operational goals 2.3 Analyse factors considered in developing the operational order
3. Be able to manage a Close Protection operation	3.1 Brief a Close Protection team 3.2 Direct a Close Protection operation 3.3 Demonstrate situational awareness 3.4 Evaluate live feedback from the operation 3.5 Dynamically risk assess changes needed to the operation 3.6 Justify actions and decisions taken
4. Be able to review a Close Protection operation	4.1 Debrief a Close Protection team 4.2 Evaluate a Close Protection operation including own performance
<b>Assessment Overview:</b> Written assignment: ACs 1.1-1.3, 2.1-2.3 Practical skills / underpinning knowledge assessments: ACs 1.1, 3.1-3.6, 4.1-4.2 + all ACs Unit 1 Written Examination: ACs 1.1, 1.2 Learner reflective log 300 words	

<b>Unit Title</b>	<b>Unit 3: Mobile Close Protection Operations</b>
<b>Unit Reference</b>	(NISQ P85810/3)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>12</b>
<b>TUT</b>	<b>30</b>
<b>Unit Aim:</b> This unit will develop a learner's practical skills in planning, managing and reviewing mobile Close Protection operations	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan a route for a mobile Close Protection operation	1.1 Read and translate topography from 2D and 3D maps (electronic and conventional) 1.2 Analyse the terrain for a mobile Close Protection operation 1.3 Produce a plan for a mobile Close Protection operation based on analysis of the terrain
2. Be able to manage a mobile Close Protection operation	2.1 Brief a Close Protection team 2.2 Direct a mobile Close Protection team navigating a pre-planned route while (a) static (b) mobile 2.3 Evaluate live feedback from the mobile Close Protection team 2.4 Dynamically risk assess changes to pre-planned route in response to feedback 2.5 Direct a mobile Close Protection team to make changes to pre-planned route 2.6 Justify actions and decisions taken
3. Be able to review a mobile Close Protection operation	3.1 Debrief a mobile Close Protection team 3.2 Evaluate a mobile Close Protection operation including own performance
<b>Assessment Overview:</b> Written assignments: ACs 1.2, 1.3 Practical skills / underpinning knowledge assessments: ACs 1.1, 2.1-2.6, 3.1-3.2 Written examination: ACs 1.1,1.2 Learner reflective log 300 words	

<b>Unit Title</b>	<b>Unit 4: Handling Threats in Mobile Close Protection</b>
<b>Unit Reference</b>	(NISQ Pδ5810/4)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>16</b>
<b>TUT</b>	<b>40</b>
<b>Unit Aim:</b> This unit will develop the learner's understanding of choosing and deploying vehicles for Close Protection across a range of conditions and threat levels.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand vehicle selection for Close Protection operations	1.1 Describe methods for protecting vehicles 1.2 Explain the matrix system for grading armoured vehicles 1.3 Analyse factors to be considered in selecting a vehicle for a Close Protection operation
2. Be able to manage embus and debus foot formations across a range of conditions	2.1 Explain embus and debus foot formations 2.2 Demonstrate embus and debus foot formations 2.3 Direct a Close Protection team during embus and debus
3. Understand Close Protection vehicle convoy formations	3.1 Analyse Close Protection vehicle formations to meet all conditions demands 3.2 Analyse ambush threats and the stages of ambush 3.3 Analyse responses to ambush threats
4. Be able to manage a Close Protection team responding to an ambush	4.1 Direct a mobile Close Protection team using a suitable vehicle formation 4.2 Evaluate live feedback from the team alerting an ambush situation 4.3 Dynamically risk assess responses for the removal of the Principal from ambush. 4.4 Direct the removal of the Principal from the kill zone 4.5 Justify actions and decisions taken
5. Be able to review an ambush situation	5.1 Debrief a Close Protection team following an ambush 5.2 Evaluate response to ambush including own performance
<b>Assessment Overview:</b> Written assignment: ACs 1.2,1.3,3.1-3.3 Practical skills / underpinning knowledge assessments: ACs 2.1-2.3,3.1-3.3,4.1-4.5,5.1-5.2 Written Examination: ACs 1.1,1.3,3.2 Learner reflective log 300 words	



<b>Unit Title</b>	<b>Unit 5: Managing Close Protection Search Operations</b>
<b>Unit Reference</b>	(NISQ P85810/4)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>25</b>
<b>TUT</b>	<b>40</b>
<b>Unit Aim:</b> This unit will develop a learner's understanding of search methodologies and tradecraft. Assuming a management role, learners will manage and review Close Protection search operations covering search of persons, vehicles, and buildings. The learner will be required to analyse and dynamically resolve issues typically encountered in this situation.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the law relating to search operations	1.1 Summarise legislation, regulations and protocols relating to searching public and private areas
2. Understand how to conduct different types of search	2.1 Analyse the factors to be considered when searching for different types of items 2.2 Analyse the factors to be considered when conducting different types of search
3. Be able to prepare a Close Protection operational plan involving person, vehicle and building search	3.1 Analyse the operational goals of a Close Protection operation involving person, vehicle and building search. 3.2 Develop a Close Protection operational order that meets operational goals 3.3 Analyse factors considered in developing the operational order
4. Be able to manage the search of a person	4.1 Brief a Close Protection team about a person search 4.2 Lead the search of a person 4.3 Justify the search methodology and procedures used
5. Be able to manage the search of a vehicle	5.1 Brief a Close Protection team about a vehicle search 5.2 Lead the search of a vehicle 5.3 Justify the search methodology and procedures used
6. Be able to manage the search of a building/area	6.1 Brief a Close Protection team about a building/area search 6.2 Lead the search of a building/area 6.3 Justify the search methodology and procedures used

<p>7. Be able to manage a response to threats from explosive devices</p>	<p>7.1 Evaluate the threats from:                      (a) explosive devices                      (b) suicide bombers</p> <p>7.2 Direct the response to the discovery of an explosive device</p> <p>7.3 Direct the response to a suicide bomber threat</p> <p>7.4 Justify the actions and decisions taken</p>
<p>8. Be able to close a Close Protection search operation</p>	<p>8.1. Explain the importance of a post security search</p> <p>8.2. Lead a post security Close Protection search operation</p>
<p>9. Be able to review a Close Protection operation involving person, vehicle and building search</p>	<p>9.1 Debrief a Close Protection team</p> <p>9.2 Evaluate a Close Protection operation including own performance</p>
<p><b>Assessment Overview:</b>                      Written assignment: ACs 1.1, 2.1-2.2,3.1-3.3,                      Practical skills / underpinning knowledge assessments: ACs 3.1-3.3, 4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.4 ,8.1– 8.2, 9.1-9.2                      Written examination: ACs 1.1,2.1,7.1                      Learner reflective log 300 words</p>	

<b>Unit Title</b>	<b>Unit 6: Close Protection in a Crowd Situation</b>
<b>Unit Reference</b>	(NI6Q Pδ5810/6)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>16</b>
<b>TUT</b>	<b>40</b>
<b>Unit Aim:</b> This unit will develop a learner's understanding of policed assemblies and crowd dynamics. The learner will be able to make better informed decisions regarding the Principal's safety when faced with the evolving nature, types and dynamics created by crowds.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand policed assemblies and crowd dynamics	1.1 Explain command structures for policed assemblies 1.2 Explain the importance of communication between the Close Protection team and command structures 1.3 Explain crowd dynamics and implications for Close Protection operations 1.4 Describe threatening crowd situations and tactical responses
2. Be able to prepare a Close Protection operational plan involving a crowd situation	2.1 Analyse the operational goals of a Close Protection operation involving a crowd situation 2.2 Develop a Close Protection operational order that meets operational goals 2.3 Analyse factors considered in developing the operational order
3. Be able to manage a Close Protection operation involving a crowd situation	3.1 Brief a Close Protection team 3.2 Direct a Close Protection team 3.3 Evaluate live feedback from the team 3.4 Direct the removal of the Principal from a threatening crowd situation 3.5 Justify actions and decisions taken
4. Be able to review a Close Protection operation involving a crowd situation	4.1 Debrief a Close Protection team 4.2 Evaluate a Close Protection operation including own performance
<b>Assessment Overview:</b>	
Written assignment: ACs 1.1, 1.2, 2.1-2.3	
Practical skills / underpinning knowledge assessments: ACs 1.3, 1.4, 3.1-3.5, 4.1-4.2	
Written Examination: ACs 1.1,1.2,1.3,3.1	
Learner reflective log 300 word	

<b>Unit Title</b>	<b>Unit 7: Reconnaissance for Close Protection</b>
<b>Unit Reference</b>	(NI6Q Pδ5810/7)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>16</b>
<b>TUT</b>	<b>45</b>
<b>Unit Aim:</b> This unit provides the learner with an understanding of the methodology and tradecraft relevant to reconnaissance (RECCE). With this understanding, the learner will plan and direct a RECCE.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan a RECCE	1.1 Explain the phases of a RECCE 1.2 Develop a plan for a RECCE 1.3 Analyse factors considered in developing the plan 1.4 Explain HUMINT protection of intelligence
2. Be able to carry out a RECCE to inform a Close Protection operation	2.1 Undertake a RECCE 2.2 Analyse information obtained from a RECCE 2.3 Evaluate results and own performance
3. Be able to direct a Close Protection team to carry out a RECCE to inform a Close Protection operation	3.1 Brief a Close Protection team 3.2 Direct a Close Protection team during a RECCE 3.3 Evaluate live feedback from the RECCE and respond appropriately 3.4 Justify actions and decisions taken 3.5 Debrief a Close Protection team following a RECCE 3.6 Evaluate results and own performance
<b>Assessment Overview:</b> Written assignment: 1.1-1.4 Practical skills assessments: 2.1-2.3, 3.1-3.6 Written Examination: ACs 1.1, 1.4 Learner reflective log 300 words	

<b>Unit Title</b>	<b>Unit 8: Tactical Operational Solutions</b>
<b>Unit Reference</b>	(NI6Q Pδ5810/8)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>20</b>
<b>TUT</b>	<b>45</b>
<b>Unit Aim:</b> This Unit will develop the learner's understanding of specialist tactical methodologies and tradecraft focussing on anti and counter surveillance methods and use of observation platforms.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand anti and counter surveillance	1.1 Analyse methodologies and tradecraft for anti and counter surveillance  1.2 Analyse techniques used to discover / disrupt surveillance methods
2. Be able to use anti and counter surveillance methodologies and tradecraft	2.1 Choose appropriate anti and counter surveillance tactics for a given situation  2.2 Demonstrate the use of anti and counter surveillance tactics  2.3 Direct a team deploying anti and counter surveillance tactics  2.4 Evaluate the tactics used in AC 2.2 and 2.3
3. Understand the use of observation platforms in Close Protection operations	3.1 Explain the use of observations platforms for Close Protection  3.2 Analyse observation platform options (static and mobile) for Close Protection.
4. Be able to use observation platforms in Close Protection operations	4.1 Demonstrate using an observation platform  4.2 Direct a team using an observation platform  4.3 Evaluate the use of an observation platform (AC 4.1 and 4.2)
<b>Assessment Overview:</b> Written assignment: ACs 1.1-1.2, 2.1 Practical skills / underpinning knowledge assessments: ACs 2.1-2.4, 3.1-3.2, 4.1-4.3 Written Examination: ACs 1.1, 1.2, 3.1 Learner reflective log 300 words	

<b>Unit Title</b>	<b>Unit 9: Communication for Close Protection</b>
<b>Unit Reference</b>	(NI6Q Pδ5809/9)
<b>Level</b>	<b>4</b>
<b>GLH</b>	<b>16</b>
<b>TUT</b>	<b>48</b>
<b>Unit Aim:</b> This Unit will develop the learners understanding of organisational protocols for communication. Learners will also prepare and deliver a briefing using presentational aids.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand communication protocols	1.1 Analyse organisational protocols for communication 1.2 Analyse technical equipment for communication
2. Be able to use appropriate communication protocols for Close Protection operations	2.1 Use appropriate communication protocols to direct a Close Protection operation 2.2 Obtain appropriate information to maintain operational logs for a Close Protection operation 2.3 Use non-verbal communication techniques to obtain information
3. Be able to deliver briefings using presentational aids	3.1 Describe presentational aids and their advantages and disadvantages 3.2 Prepare a structured briefing from source information 3.3 Deliver a structured briefing making use of presentational aids 3.4 Respond appropriately to questions on briefing delivered in AC 3.2 3.5 Evaluate own performance identifying areas for improvement
<b>Assessment Overview:</b> Practical skills / underpinning knowledge assessments: All ACs Written Examination: ACs 1.1,2.1,2.2 Learner reflective log 300 words	

<b>Unit Title</b>	<b>Unit 10: Photography for Close Protection</b>
<b>Unit Reference</b>	(NI6Q Pδ5806/2)
<b>Level</b>	<b>5</b>
<b>GLH</b>	<b>20</b>
<b>TUT</b>	<b>35</b>
<b>Unit Aim:</b> This unit provides the learner with an understanding of the methodology and tradecraft relevant to photography for Close Protection. With this understanding, the learner will be able to take photographs and manage their storage and disposal.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the basic principles of digital photography	1.1 Describe the working principles of a digital camera 1.2 Describe software that can be used in conjunction with a digital camera 1.3 Identify factors that contribute to the quality of an image 1.4 Describe external factors (elements and conditions) that need to be considered when taking digital images
2. Be able to take digital images	2.1 Demonstrate use of a camera 2.2 Demonstrate how to adjust settings for different conditions 2.3 Take a digital image for use in a Close Protection operation including adjusting settings for weather and the surrounding environment.
3. Understand restrictions relating to the taking and storing of digital images	3.1 Explain legislation that governs the taking / storing of digital images 3.2 Explain organisational protocols for taking / storing digital images
4. Be able to process images to create master and copy images	4.1 Explain the difference between master and copy images 4.2 Explain the protocols for enhancing images 4.3 Process camera images to create a master image 4.4 Create enhanced copy images
5. Be able to resolve basic faults or problems with camera equipment and software	5.1 Diagnose basic faults in camera equipment and software 5.2 Resolve basic faults or problems with camera equipment and software
<b>Assessment Overview:</b>	
Practical skills / underpinning knowledge assessments: All ACs	
Written Examination: 1.3, 1.4, 3.1, 3.2, 4.1, 4.2	
Learner reflective log 300 words	

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To  
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