

N.I. Security Qualifications Ltd. (NISQ)



Qualification Specification

NISQ Level 5 Certificate in Managing Rural Security

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FOREWORD

Qualification Specification NISQ 21c



This document is the Qualification Specification for the NISQ Level 5 Certificate in Managing Rural Security. 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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SECTION 1: THE QUALIFICATION

1.1 Qualification Objective

The NISQ Level 5 Certificate in Managing Rural Security provides learners with an opportunity to combine the theory and practice of security within rural settings (farms / rural businesses/ rural industries / rural community locations). Learners will develop an advanced understanding of rural security methodologies and practices. Learners will have an opportunity to analyse rural locations from a security perspective and create rural security reports that identify risks and propose solutions. Learners will also examine the wider context, social aspects, and impact of rural crime.

1.2 Origin and Development

The NISQ Level 5 Certificate in Managing Rural Security has been developed by NISQ, in conjunction with specialist consultants and stakeholders, in response to demand from the security industry for higher level, security regulated qualifications. It is designed to meet the security industry needs within both the public and private sectors.

The NISQ Level 5 Certificate in Managing Rural Security takes a fresh look at security solutions for the 21st Century that recognises the context of evolving national rural crime and the need for a combined robust response. It is designed to reinforce the value of higher-level learning, promote the sharing of knowledge, experiences and ideas among learners and encourages research.

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

For information on other security industry qualifications offered by NISQ, visit www.nisq.uk

1.3 Target Audience and Progression Opportunities

The NISQ Level 5 Certificate in Managing Rural Security is aimed at those seeking to assess security risks and implement security solutions for rural locations including farms, rural businesses, and industries (including the food/water supply chain) and rural community facilities. 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:

- Individuals working within the rural farming/ business / industry /community sector (farm security advisors, farm/estate managers, food producers, farmers)
- Public security and safety services
- Private sector security companies providing security to the rural sector
- Private sector rural companies with security needs

• 1.4 Qualification Structure

The NISQ Level 5 Certificate in Managing Rural Security has 2 mandatory units.

Code	Title	Level	GLH	TQT
	Unit 1: Rural Crime	5	16	40
	Unit 2: Rural Security Risk Assessment and Planning	5	40	105
			56	145

The **Total Qualification Time** is 145 with minimum **Guided Learning Hours** of 56.

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.

1.5 Grading

The NISQ Level 5 Certificate in Managing Rural Security 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 RQF qualification (or equivalent) and have 4 years' experience either within the security sector or within the rural farming/ business / industry sector (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

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 Certificate in Managing Rural Security. For information on the Centre Approval and Qualification Approval processes, visit www.nisq.uk

2.2 Centre Support

NISQ will provide the following support to Centres offering the NISQ Level 5 Certificate in Managing Rural Security:

- Learner registration
- Assignment briefs with associated marking guides
- 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 Certificate in Managing Rural Security 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 Certificate in Managing Rural Security:

- 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 Disclosure 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 Disclosure 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 Disclosure Level

2.4 Staff / Learner ratios

The NISQ Level 5 Certificate in Managing Rural Security includes the teaching and assessing of practical security skills. NISQ requires that the following minimum ratios be adhered to when teaching/assessing practical skills.

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

2.5 Facilities

Centres must ensure that they have the facilities and equipment needed to deliver the NISQ Level 5 Certificate in Managing Rural Security. 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 Certificate in Managing Rural Security 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 Certificate in Managing Rural Security. 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 Certificate in Managing Rural Security learners must pass each Unit by demonstrating achievement against all the Learning Outcomes and Assessment Criteria.

The assessment methodology for the NISQ Level 5 Certificate in Managing Rural Security is specified by NISQ and consists of the following:

- Three written assignments covering specified assessment criteria
- Assessment of practical skills covering specified assessment criteria
- 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

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

The written assignments are designed to enable learners to demonstrate the higher-level thinking skills, such as critical analysis and problem solving appropriate to a Level 5 qualification. The assignments broadly fall into two categories:

- One assignment (unit 1) that requires learners to analyse relevant theory and then apply that theory to a given case-study scenario
- Two assignments (unit 2) culminating in learners producing security reports for two different rural security scenarios.

The indicative total word count for the assignments is 8,000 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). Learners are required to undertake practical tasks requiring the demonstration of security analysis and problem-solving skills. Learners will also be required to demonstrate presentation skills by presenting / responding to questions on the two security reports produced. The primary assessment method for these tasks will be assessor observation however other assessment methods such as oral and written question will be used to ensure that assessment criteria are fully covered.

3.4 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 350 words.

3.5 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).

3.6 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).

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 integrally 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.

4.3 Qualification Review

NISQ is committed to the ongoing review of NISQ Level 5 Certificate in Managing Rural Security 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 Certificate in Managing Rural Security will be conducted at least once every two years.

SECTION 5: UNIT DETAILS

5.1 The NISQ Level 5 Certificate in Managing Rural Security has 3 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 Qualification Time (TQT)
- 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 Certificate in Managing Rural Security available to approved NISQ Centres.

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Unit Title	Unit 1: Rural Crime
Unit Reference	(NISQ Pδ
Level	5
GLH	16
TQT	40
Unit Aim: This unit will develop a learner's understanding of rural crime, including incident handling and victim support.	
Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Know organisations and agencies working to promote safety and wellbeing in rural communities	1.1 Explain the roles of different organisations and agencies promoting safety and wellbeing in the rural communities
2. Understand rural crime	<p>2.1 Analyse the nature of rural crime,</p> <ul style="list-style-type: none"> • Theft • Burglary • Violent Crime <ul style="list-style-type: none"> • Robbery • Firearms • Organised crime • Criminal damage, fly tipping • Domestic abuse • Online rural crime • Deliberate contamination of supplies/produce • Fuel laundering <p>2.2 Analyse the incidents of rural crime including trends</p> <ul style="list-style-type: none"> • By Geographical area • By Crime <p>2.3 Analyse the reporting and clear up rates for rural crime</p> <ul style="list-style-type: none"> • Statistics for rural crime
3. Understand criminal behaviour	<p>3.1 Analyse theories of criminality</p> <p>3.2 Analyse the behavioural traits of modern criminals (individuals and organised groups)</p> <p>3.3 Analyse the reasons why rural crime is attractive to criminals</p>
4. Understand roles and responsibilities of criminal incident handling agencies	<p>4.1 Identify relevant agencies that might be involved in criminal incident handling</p> <p>4.2 Explain the M/ETHANE incident reporting model</p> <p>4.3 Analyse from a victim's perspective actions following reporting of a crime</p>

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	<p>4.4 Analyse the importance of dealing with victim/offender trauma</p> <p>4.5 Research support offered by victim support services/agencies</p>
<p>Assessment Overview: Written assignments covering all ACs Learner reflective log 350 words</p>	

Unit Title	Unit 2: Rural Security Risk Assessment and Planning
Unit Reference	(NISQ Pδ
Level	5
GLH	40
TQT	105
Unit Aim: This unit will develop a learner's understanding of rural security risk assessment and planning; the learner will carry out detailed rural security risk assessments and produce and present two security reports.	
Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand rural security risk assessment and planning	1.1 Explain the purpose of security risk assessment and planning 1.2 Explain the stages for carrying out a rural security risk assessment and plan 1.3 Explain the importance of maintaining personal security while conducting rural risk assessments and planning
2. Be able to carry out a rural security risk assessment	2.1 Analyse the goals of the security risk assessment 2.2 Assess the security of a rural location <ul style="list-style-type: none"> • Buildings • Boundaries • Equipment 2.3 Incorporate the results of the risk assessment in a rural security report
3. Understand security solutions for rural locations	3.1 Analyse buildings security solutions <ul style="list-style-type: none"> • Physical security measures • Technical security measures 3.2 Analyse boundary security solutions <ul style="list-style-type: none"> • Physical security measures • Technical security measures 3.3 Analyse Equipment security solutions <ul style="list-style-type: none"> • Physical security measures • Technical security measures 3.4 Analyse security solutions for food/water supply chain <ul style="list-style-type: none"> • Linear line of supply • Human element • Adulteration
4. Be able to develop a rural security report	4.1 Develop security solutions to address identified risks 4.2 Analyse factors influencing the choice of security solutions 4.3 Incorporate security solutions in a rural security report

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5. Be able to present a rural security report	5.1 Present a rural security report including the risk assessment and security solutions 5.2 Respond to questions on a security report 5.3 Evaluate own performance and identify lessons learned
Assessment Overview: Written assignments: ACs 1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3 Practical skills assessment: ACs 2.2, 4.1, 5.1-5.3 Learner reflective log 350	

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