



Qualification Specification
The NISQ Level 2 Award in Safer Environments
Qualification Number

FOREWORD

This document is the Qualification Specification for the NISQ Level 2 Award in Safer Environments. 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 the 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 2 Award in Safer Environments provides learners with an introduction to the principles of safer security awareness with the aim of encouraging development of safer security solutions (habits) among those living, travelling, or working across a range of environments and conditions.

1.2 Origin and Development

The NISQ Level 2 Award in Safer Environments has been developed in consultation with specialist security operators, employers and stakeholders who provided current subject matter advice, evaluation, and feedback. The NISQ Level 2 Award in Safer Environments complies with the National Counter Terrorism Centre UK guidelines. The Qualification is built on strong ethical values based firmly on the European Convention on Human Rights (ECHR).

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

1.3 Target Audience and Progression Opportunities

The NISQ Level 2 Award in Safer Environments Qualification is aimed at learners (living, travelling, or working across a range of environments and conditions) seeking to improve their personal security through safer security solutions and improved security situational awareness. By adapting these solutions, the safety and security of others across a range of environments and workplaces will improve. This qualification will enable learners to enter, progress or move between sectors. It may also provide access to other higher-level qualifications.

Potential users include:

- Young people including school pupils, school leavers, those in third level education.
- Lone (vulnerable) Workers, NHS community services, Carers.
- Delivery drivers, Service providers working remotely.
- Hospitality Employees, Bar Staff, House Keeping, including part time staff.
- Members of the wider community including ethnic minorities/immigrants/asylum-seekers.
- Those working in a paid or voluntary capacity with the above groups.

1.4 Qualification Structure

The NISQ Level 2 Award in Safer Environments requires successful completion of 1 mandatory unit,

Title	Level	GLH	TQT
Unit 1. Safer Environments	2	8	28
	Required	8	28

The **Total Qualification Time** is **28** with minimum **Guided Learning Hours** of **8**.



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 2 Award in Safer Environments is graded Pass/Fail. The Qualification contains one unit which the Learners must obtain a Pass in to achieve the qualification.

1.6 Learner Entry Requirements

Learners must be at least 16 at registration.

Learners must hold an entry Level RQF qualification for example:

- entry level award
- entry level certificate (ELC)
- entry level diploma
- entry level essential skills
- entry level functional skills
- Skills for Life

The entry level qualification does not have to be related to this discipline or qualification subject.

Learners must understand oral, reading, and written English, for example:

- entry level English for speakers of other languages (ESOL)
- entry level certificate (ELC)

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

REQUIREMENTS

2.1 Centre Approval

Only approved NISQ Centres can offer the NISQ Level 2 Award in Safer Environments. 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 2 Award in Safer Environments:

- Learner registration
- Assignment brief for assessment
- Learner record templates
- Outline of indicative content and suggested teaching approach

Further details are provided in the Centre Guide for Teaching/Assessing the NISQ Level 2 Award in Safer Environments 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 2 Award in Safer Environments:

- 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 if 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 Certificate 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 Facilities

Centres must ensure that they have the facilities and equipment needed to deliver the NISQ Level 2 Award in Safer Environments. This includes (but is not limited to) the following:

- A dedicated teaching space appropriate to the number of learners

2.5 Delivery

The NISQ Level 2 Award in Safer Environments requires the development of knowledge and understanding. It is important that throughout learners have an opportunity to consider how the knowledge / understanding gained can be applied in practice to develop safer living (for self or others). 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 including role plays and discussions.
- Scenario training (explanation, demonstration, imitation, and practice)

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

SECTION 3: ASSESSMENT

3.1 Overview of Assessment

To obtain the NISQ Level 2 Award in Safer Environments learners must pass the unit by demonstrating achievement against all the Learning Outcomes and Assessment Criteria.

The assessment methodology for the NISQ Level 2 Award in Safer Environments is specified by NISQ and consists of the following:

- One written assignment incorporating a personal security report. The written assignment is set by NISQ and internally assessed / moderated by Centres based on a marking guide provided by NISQ. The indicative total word count for the assignment is 1,000 words.

3.2 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).

3.3 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is not permitted for this qualification.

SECTION 4: QUALITY

4.1 Quality Assurance

Centres must pay close attention to the learning outcomes and assessment criteria set out in determining whether a learner has met the standard required to pass the unit. The delivery approach should take account of the minimum GLH determined 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 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 2 Award in Safer Environments 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 2 Award in Safer Environments will be conducted at least once every two years.



SECTION 5: UNIT DETAILS

5.1 The NISQ Level 2 Award in Safer Environments has 1 mandatory unit. The following information for the 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 (including indicative content, mapping to NOS, suggested resources, and assessment tasks) can be found in the Centre Guide for Teaching/Assessing the NISQ Level 2 Award in Safer Environments available to approved NISQ Centres.

SECTION 6: UNIT CONTENT

Unit Title	Safer Environments
Unit Reference	(NISQ Pδ5818)
Level	2
GLH	8
TQT	28
Unit Aim: This unit provides learners with the methods and tradecraft to improve personal security and make better informed security decisions, with the aim of encouraging development of safer security habits among those living, travelling, or working across a range of environments and conditions. Learners will be required to consider how the methods and tradecraft can be applied in practice to develop safer security solutions (for self or others) culminating in learners producing a personal security report.	
Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand types of crime	1.1 Describe types of crime: <ul style="list-style-type: none"> • Person • Property 1.2 Identify the incidences of crime including trends: <ul style="list-style-type: none"> • Crime statistics
2. Understand how to reduce the risk of crimes against property	2.1 Describe the nature of crimes against property: <ul style="list-style-type: none"> ○ Criminal damage (including arson) ○ Theft ○ Burglary ○ Robbery ○ Contamination/adulteration ○ On-line Scammers 2.2 Describe actions that can be taken to reduce the risk of property crime: <ul style="list-style-type: none"> • Physical measures • Technical measures (including on-line)
3. Understand how to increase personal security	3.1 Describe the nature of personal crime: <ul style="list-style-type: none"> ○ Theft ○ Robbery ○ Stalking, Kidnapping ○ Assault, including Domestic violence/abuse. ○ Child abuse ○ Racially motivated/hate crime ○ Online crime ○ Rape ○ Terrorism/Radicalisation ○ Knife Crime ○ Drug Crime



	<p>3.2 Describe actions that can be taken to increase personal security</p> <ul style="list-style-type: none"> • Situational Awareness • Physical measures • Technical measures
4. Understand how to report crime	<p>4.1 Describe how to report crime.</p> <p>4.2 Describe from a victim’s perspective reporting crime.</p> <p>4.3 Identify victim support agencies.</p>
5. Understand Counter Terrorism	<p>5.1 Describe Counter Terrorism</p> <p>5.2 Explain counter terrorism measures that improve security</p>
6. Be able to analyse personal security risks	<p>6.1 Analyse personal and situational security risks</p> <p>6.2 Produce a report summarising personal security risks and actions that can be taken, Security Solutions including counter terrorism measures.</p>
<p>Assessment Overview: Written assignment: All ACs</p>	



Creating Scientific Practitioners
To
Ensure Evidence Based
Practice.