

# Learner Assessment Pack

## HABC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (QCF)

Qualification Number: 601/6497/X

Learner Name:			
Date of Birth:		Learner ID:	
Centre Name:		Centre no:	
IQA Name:			
Tutor/Assessor Name:			
Assessment Date:		Course ID:	

ASSESSMENT SUMMARY			
Unit title	Assessment Method	PASS	REFER
Working as a Close Protection Operative	• Multiple Choice Exam	HABC Office Use Only	
	• Open Response (Q 1 – 13)		
	• Practical Tasks (P1)		
Planning, preparing and supporting a Close Protection Operation	• Multiple Choice Exam	HABC Office Use Only	
	• Open Response (Q 14 – 33)		
	• Practical Tasks (P2)		
Conflict Management within the Private Security Industry	• Multiple Choice Exam	HABC Office Use Only	

### Declarations

**Learner:** *I confirm that the work contained in this assessment pack is my own.*

**Tutor/assessor:** *I confirm I have read and abided by the assessment requirements of this qualification when assessing the learner's work and have checked the learner's identification.*

Learner signature:		Date:	
Tutor/Assessor signature:		Date:	
IQA signature:		Date:	

## Introduction

Welcome to the **HABC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (QCF)** Learner Pack. This qualification comprises of 3 mandatory units, which are assessed using a variety of formats, some of which are contained in this pack, whilst the others are taken as an exam:

Unit 1: Working as a Close Protection Operative

- Multiple-Choice Exam (not included in this pack);
- Open Response (included in this pack, questions 1 to 13); and
- Practical Tasks (included in this pack, practical 1).

Unit 2: Planning, preparing and supporting a Close Protection Operation

- Multiple-Choice Exam (not included in this pack);
- Open Response (included in this pack, questions 14 to 33); and
- Practical Tasks (included in this pack, practical 2).

Unit 3: Conflict Management within the Private Security Industry

- Multiple-Choice Exam (not included in this pack).

**Important note: Please note that this pack contains all assessments apart from the multiple choice exam, which should be sat separately in accordance with HABC examination procedures.**

This learner pack has been divided into 2 key sections. These are:

### 1. Working as a Close Protection Operative

This section includes a series of knowledge questions (Q1-13) that require learners to show coverage of the relevant assessment criteria in the unit. The remaining knowledge assessment criteria are assessed by a multiple-choice exam that is assessed by HABC.

This unit also requires learners to complete a series of practical exercises for learning outcome 7. A practical assessment template (P1) is provided to support learners and assessors to evidence coverage of the practical assessment criteria.

### 2. Planning, preparing and supporting a Close Protection Operation

This section includes a series of knowledge questions (Q14-33) that require learners to show coverage of the relevant assessment criteria in the unit. The remaining knowledge assessment criteria are assessed by a multiple-choice exam that is assessed by HABC.

This unit also requires learners to complete a series of practical exercises for learning outcomes 8 and 9. There are 2 practical assessment templates (P2A and P2B) provided to support learners and assessors to evidence coverage of the practical assessment criteria.

This assessment pack should be assessed and quality assured in line with the qualification requirements then retained for external quality assurance purposes.

## Further Guidance on Assessment

**Written work from the learner, e.g. developing an operational plan** – if they have worked in pairs or groups, please ensure that the EQS can clearly identify the input by each individual.

**Observation by the tutor** - this can be a written full account of what the tutor saw or it can be filmed or audio recorded during the exercise. The tutor feedback must include a statement as to why the tutor has decided the learner has met the assessment criteria.

**Witness testimony** – a written or recorded full account by the principal as to how each learner performed during foot formations etc.

**Videos and photographs** – a tutor explanation is required to support any photographs. All evidence must be authenticated by the learner. This includes signatures on written evidence (including typed). Filmed and photographic evidence can be authenticated by date and time stamps and comparison to a copy of the candidate identification sheet or other method of identification provided in the portfolio. The tutor and the learner must both sign the assessment documentation to confirm that the learner accepts the tutor decision for each learning outcome.

**Completion** – once the tutor is confident that all learning outcomes have been met and the portfolio is complete and auditable, the portfolio should be passed to the IQA. The IQA is not a second tutor. The IQA role is to audit the portfolio after the completion of the course to ensure that the learning has met all of the learning outcomes satisfactorily and that the learner and the tutor have completed all of the documentation fully and correctly. They should not be involved in the tutoring of the course.

Once the IQA is confident that the portfolio is complete and auditable, the NOC form should be sent to HABC. This will trigger the request for an EQS visit.

Centres that do not have direct claims status (DCS) require an EQS to sample and accept the portfolios prior to the certificates being issued by HABC. Please ensure that you tell your account manager when your course is being run and at what point the portfolios will be ready to present to the EQS. HABC can then ensure that an EQS is available to sample your portfolios, either at your Centre or remotely.

It is important to note that when completing this assessment pack, learners should include as much supporting evidence as necessary and should be encouraged to provide detailed written responses (which may exceed the text box or template space provided, if so please add additional pages and clearly reference these). It is then the responsibility of the tutor/assessor to ensure that all the evidence that is produced by learners provides full coverage of each assessment criteria.

## Unit 1: Working as a Close Protection Operative

### Assessment Summary *(for tutor/assessor use only)*

In order for learners to be assessed as successful, they are required to achieve the minimum standard for each learning outcome below:

1. Understand the roles and responsibilities of a close protection operative.
2. Understand basic surveillance, anti-surveillance and counter-surveillance techniques.
3. Understand legislation relevant to a close protection operative.
4. Understand the importance of interpersonal skills within a close protection environment.
5. Understand the importance of reconnaissance within a close protection environment.
6. Understand search procedures within a close protection environment.
7. Be able to establish and maintain secure environments.

1. In the table below is a list of roles within a close protection team. Give a brief description of each role and their responsibilities within the team:		AC (1.3) Outcome
<b>Team Leader</b>		
<b>Close Protection Operative (CPO)</b>		
<b>Personal Protection Officer (PPO)</b>		
<b>Security Advance Party (SAP)</b>		
<b>Residential Security Team (RST)</b>		

<b>Personal Escort Section (PES)</b>		
<b>Driver</b>		
<b>Medic</b>		
<b>Second in Command (2IC)</b>		
<b>Personal Security Detail (PSD), e.g. hostile environments</b>		

2. Explain differences between a client and a principal within the role of close protection:		AC (1.5) Outcome
<b><i>Client</i></b>	<b><i>Principal</i></b>	

3. There are certain tasks that a CPO could undertake whilst working alone. Give 3 examples and a brief explanation of each:	AC (1.9) Outcome

4. Give 3 examples each of factors that would indicate a successful or unsuccessful task:		AC (1.10) Outcome
<b><i>Successful task</i></b>	<b><i>Unsuccessful task</i></b>	

5. For each of the following types of surveillance, state its purpose and describe techniques used in each case:			AC (2.1, 2.2, 2.3, 2.4) Outcome
<i>Type of surveillance</i>	<i>Purpose</i>	<i>Techniques</i>	
<b>Surveillance</b>			
<b>Anti-Surveillance</b>			
<b>Counter-Surveillance</b>			

6. Whilst carrying out a surveillance operation, various types of equipment can be used. Give 3 examples of surveillance equipment and describe the capabilities and limitations of each:			AC (2.6) Outcome
<i>Equipment</i>	<i>Capabilities</i>	<i>Limitations</i>	

7. Explain the importance of communication with principals, clients and other individuals. Complete the sentences in the box below to develop full paragraphs:		AC (4.3) Outcome
<b>It is important to communicate effectively with principals because...</b>		
<b>It is important to communicate effectively with clients because...</b>		
<b>It is important to communicate effectively with other individuals because...</b>		

8. Using the scenarios below, give a brief explanation why assertiveness in your role as a CPO is key to dealing with the situation:		AC (4.4) Outcome
<b>Scenario</b>	<b><i>It is important to show assertiveness in this situation because:</i></b>	
<b>Your principal wishes to take an unexpected detour on the way to a restaurant.</b>		
<b>A client insists that the principal always uses a particular type of transport that you do not feel is suitable for the journey.</b>		
<b>During an evening with their family in a restaurant, your principal is interrupted by a persistent fan asking for autographs.</b>		



9. Explain the importance of etiquette, dress code and protocol within a close protection environment. Complete the sentences in the box below to develop full paragraphs:		AC (4.5) Outcome
It is important to have standards of etiquette within a CP environment because...		
It is important to have dress codes within a CP environment because...		
It is important to adhere to protocols within a CP environment because...		

10. Explain the difference between covert, overt and low profile reconnaissance:		AC (5.4) Outcome
<b>Reconnaissance methods</b>	<b>The definition</b>	
<b>Covert</b>		
<b>Overt</b>		
<b>Low Profile</b>		

11. Describe the implications of searching buildings, vehicles and people:	AC (6.4) Outcome
<b>Buildings:</b>	
<b>Vehicles:</b>	
<b>People:</b>	

12. Describe the process for sanitising and securing a location prior to use:	AC (6.6) Outcome

13. Explain the importance of post-search security:	AC (6.8) Outcome

### Practical Observation One *(for tutor/assessor use only)*

The following observation template is used to assess your practical ability to **establish and maintain secure environments**. This form is for your tutor/assessor to use only.

#### Key

- **Assessment Components (AC):** The requirement that is to be observed;
- **Outcome:** Indication of the assessment outcome of learner performance against the AC; and
- **Assessor Notes & Supporting Evidence:** Requires some assessment annotation of the observation and links to any supporting evidence.

Assessment components (AC)	Outcome (Pass / Refer)	Assessor Notes & Supporting Evidence
7.1 Carry out basic search techniques for people, vehicles and property		
7.2 Carry out a room search		
7.3 Complete a reconnaissance activity		
7.4 Use basic surveillance, anti-surveillance and counter surveillance techniques		
7.5 Use basic negotiation skills		

Feedback:

Action Plan (SMART):

Learner signature:

Date:

Tutor/assessor signature:

Date:

## Unit 2: Planning, preparing and supporting a Close Protection Operation

### Assessment Summary *(for tutor/assessor use only)*

In order for learners to be assessed as successful, they are required to achieve the minimum standard for each learning outcome below:

1. Understand the importance of threat assessment, risk management and operational planning.
2. Understand the importance of teamwork and operational briefing within a close protection environment.
3. Understand close protection foot drills.
4. Understand the importance of planning for route selection.
5. Understand the importance of transport management within the close protection environment.
6. Understand incident management within a close protection environment.
7. Understand venue security operations.
8. Be able to plan and prepare to carry out a close protection operation.
9. Be able to provide close protection of a principal.

14. Give 3 examples of types of threat and risk assessment and explain their uses:		AC (1.4) Outcome
Threat	Risk assessment	

15. Explain the need to conduct a threat and risk assessment for a principal and a venue:	AC (1.6) Outcome

16. Describe the techniques used in the threat and risk assessment process and their importance:	AC (1.8) Outcome

17. Explain the difference between threat assessment and risk management when a principal is arriving and leaving a location:		AC (1.9) Outcome
<b><i>Arriving at a location</i></b>	<b><i>Departing from a location</i></b>	

18. Explain the need for dynamic risk assessment, response and contingency plans:		AC (1.10) Outcome
<b><i>Dynamic risk assessment</i></b>		
<b><i>Response</i></b>		
<b><i>Contingency plans</i></b>		

19. Describe how a decision-making model could be used within the threat and risk assessment process. Diagrams can be used to support your answer:	AC (1.13) Outcome

20. Explain the benefits of knowing and utilising other team members' abilities and skills:	AC (2.2) Outcome

21. Explain the benefits of personal and team preparation:		AC (2.3) Outcome
<b><i>Personal preparation</i></b>	<b><i>Team preparation</i></b>	

22. Give a brief description of operational briefings and debriefings to show the differences between them:		AC (2.5) Outcome
<b><i>Difference between:</i></b>		
<b><i>Operational Briefings</i></b>	<b><i>De-briefings</i></b>	

23. Explain the importance of a flexible approach to protection while on foot:	AC (3.3) Outcome

24. Explain the purpose of body protection of a principal:	AC (3.4) Outcome
25. Explain the purpose of extracting a principal while on foot:	AC (3.5) Outcome
26. Explain the need for security during transit of a principal:	AC (5.1) Outcome
27. Explain the importance of selecting an appropriate mode of transport:	AC (5.2) Outcome



28. Explain the purpose for contingency transport plans:	AC (5.4) Outcome

29. Describe different transport arrangement, and the impact on the close protection operative and security teams:	AC (5.5) Outcome

30. Describe 3 types of incidents that a close protection operative could encounter:	AC (6.2) Outcome

31. The 3 scenarios below detail incidents that a CPO might encounter. Explain key responsibilities of a CPO in dealing with these incidents and explain how to manage each incident:		AC (6.3, 6.4) Outcome
<p><b>Whilst you are on foot as part of your principal's personal escort section, a man jogging along the pavement suddenly veers towards your Principal...</b></p>		
<p><b>You are driving to a London hotel for a charity dinner. The current government threat level is 'Severe' meaning that there will be extra security checks before you are allowed to enter the hotel...</b></p>		
<p><b>Whilst you are working alone with your principal at a book signing, fans begin to surge forward and the security guards are unable to keep them back...</b></p>		

32. Explain the professional relationship between close protection operatives at a venue:		AC (7.2) Outcome

33. Explain the use and maintenance of communication equipment and other technology that could be used in venue-based close protection:

AC (7.5)  
Outcome

<i>Type of equipment</i>	<i>How it may be used in a venue</i>	<i>Maintenance required</i>	

## Practical Observation Two (A) *(for tutor/assessor use only)*

The following observation template is used to assess your practical ability to **establish and maintain secure environments**. This form is for your tutor/assessor to use only.

### Key

- **Assessment Components (AC):** The requirement that is to be observed;
- **Outcome:** Indication of the assessment outcome of learner performance against the AC; and
- **Assessor Notes & Supporting Evidence:** Requires some assessment annotation of the observation and links to any supporting evidence.

Assessment components (AC)	Outcome (Pass / Refer)	Assessor Notes & Supporting Evidence
8.1 Conduct a team briefing, handover and debrief		
8.2 Complete a threat and risk assessment using a decision making model		
8.3 Develop an operational plan		
8.4 Produce primary and secondary route plans using paper-based and technology-based resources		
8.5 Implement an operational plan		

Feedback:

Action Plan (SMART):

Learner signature:

Date:

Tutor/assessor signature:

Date:

**Practical Observation Two (B)** *(for tutor/assessor use only)*

Assessment components (AC)	Outcome (Pass / Refer)	Assessor Notes & Supporting Evidence
9.1 Use a flexible approach to protection while on foot		
9.2 Use a range of communication techniques while on foot		
9.3 Carry out body protection of a principal		
9.4 Carry out extraction of a principal while on foot		
9.5 Carry out embus and debus techniques		
9.6 Manage an incident during a close protection operation		

Feedback:

Action Plan (SMART):

Learner signature:

Date:

Tutor/assessor signature:

Date:

**Further discussion form** *(for tutor/assessor use only)*

<b>Learner name:</b>	
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<b>Question/criteria</b>	<b>Tutor/assessor notes</b>

<b>Learner signature:</b>		<b>Date:</b>	
<b>Tutor/assessor signature:</b>		<b>Date:</b>	