



Qualification Specification

# **ProQual Level 4 Award in Close Protection in a Hostile Environment – Firearms and Tactics**

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### Introduction

This qualification is appropriate for individuals working in the security sector specialising in close protection. It demonstrates that a candidate has displayed the knowledge, understanding and skills learners need to be employed in a hostile country, armed.

It allows opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life along with the safe operation and understanding of weapon systems.

This qualification is assessed through a combination of knowledge and competency assessment, and centres must ensure they have appropriate facilities to carry out valid and authentic assessment.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 4 Award in Close Protection in a Hostile Environment – Firearms and Tactics
<b>Qualification Number:</b>	610/5736/8
<b>Level:</b>	4
<b>Total Qualification Time (TQT):</b>	100
<b>Guided Learning Hours (GLH):</b>	60
<b>Assessment:</b>	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	01/07/2025
<b>Qualification Review Date:</b>	01/07/2028

### Learner Profile

Candidates for this qualification **must** hold the ProQual Level 3 Award in Hostile Environment Awareness, or an equivalent qualification. Centres should carry out an initial assessment of candidate knowledge and skills, in order to develop the training and assessment plan.

Candidates for this qualification **must** be at least **18 years old** on the day that they are registered for the qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates who complete this qualification may progress onto other qualifications within the ProQual Hostile Environment suite.

## Qualification Structure

This qualification consists of **3 mandatory units**. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
T/615/4234	Foot Tactics	4	30	20
A/615/4235	Vehicle Tactics	4	30	20
D/651/6055	Weapon Tactics	4	40	20

### Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 4 Award in Close Protection in a Hostile Environment – Firearms and Tactics

#### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

## Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment. *(Suitable for assessment taking place in a working salon only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement. *(Suitable for assessment taking place in a simulated training environment only.)*

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## **Enquiries, Appeals and Adjustments**

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>		Foot Tactics		<b>Level:</b>		4	
<b>Unit Number:</b>		T/615/4234		<b>TQT:</b>		30	
				<b>GLH:</b>		20	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>					
1	Be able to differentiate between and deal with aggressive/non aggressive subjects.	1.1	Carry out appropriate actions taken when dealing with: <ul style="list-style-type: none"> <li>• Non-aggressive subjects.</li> <li>• Aggressive subjects.</li> </ul>				
2	Be able to carry out foot formations in a hostile environment	2.1	Adopt closed and open v, box and diamond foot formations.				
		2.2	Adapt the profile of the formation suitable for the situation.				
		2.3	Provide cover when moving a VIP on foot.				
3	Be able to adopt multiple firing positions and stances and shoot from cover.	3.1	Adopt recognised positions that are appropriate to the cover and ground available, such as:: <ul style="list-style-type: none"> <li>• Prone.</li> <li>• Kneeling unsupported.</li> <li>• Kneeling supported.</li> <li>• Crouching.</li> <li>• Sitting.</li> <li>• Standing.</li> </ul>				

3	Continued	3.2	Adopt recognised stances to aid the marksmanship principles with any weapon, including: <ul style="list-style-type: none"> <li>• Weaver.</li> <li>• Modified weaver.</li> <li>• Isosceles.</li> <li>• Modified Isosceles.</li> </ul>
		3.3	Identify manmade and natural obstacles that can be used to aid the cover and support fire position.
4	Be able to extract and support someone in danger.	4.1	Remove a principle from a direct threat via the safest route.
		4.2	Remove a casualty from the scene of an incident via the safest means.
		4.3	Provide emergency evacuation drills to team members and casualties during these incidents.
5	Be able to react to attacks from different areas	5.1	Recognise enemy contact from all angles
		5.2	React to enemy fire
		5.3	Suppress the enemy by returning fire and extract the VIP via the quickest and safest means
6	Be able to demonstrate the ability to provide body cover to a VIP	6.1	Identify a substantial threat that requires immediate action.
		6.2	Demonstrate techniques to move and provide vital cover to a VIP in the following positions: <ul style="list-style-type: none"> <li>• Standing.</li> <li>• Kneeling.</li> <li>• Lying.</li> </ul>
7	Be able to disable armed aggressors and how to retain a weapon.	7.1	Demonstrate how to disable an armed aggressor using taught hand to hand combat methods
		7.2	Demonstrate taught hand to hand combat techniques to retain their personal weapon system from a potential aggressor.

## Additional Assessment Information

This unit is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may assess this unit in a simulated environment.

<b>Title:</b>	Vehicle Tactics		<b>Level:</b>	4	
<b>Unit Number:</b>	A/615/4235	<b>TQT:</b>	30	<b>GLH:</b>	20
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to carry out embus and debus drills.	1.1	Adapt the profile of embus and debus dependant on the environment and operatives.		
		1.2	Provide body cover when entering and exiting vehicles.		
		1.3	Deal with potential aggressors when getting in and out of the vehicle.		
2	Be able to carry out vehicle movements.	2.1	Demonstrate the ability to react to enemy fire with the use of the vehicle.		
		2.2	Demonstrate how to evade enemy road blocks/check points.		
		2.3	Demonstrate manoeuvring a vehicle whilst under enemy fire to act as cover and support to other team members.		
3	Be able to carry out vehicle extraction.	3.1	Evacuate a casualty from a vehicle to a safe place.		
		3.2	Evacuate a casualty from a vehicle to a safe place		
4	Be able to store weapons inside a vehicle.	4.1	Store (conceal) a weapon so as to not arouse suspicion at check points.		
		4.2	Demonstrate successfully reacting to fire whilst weapons are stored.		
5	Be able to react to attack whilst driving.	5.1	Recognise enemy fire from all angles.		
		5.2	React to enemy fire when static.		
		5.3	React to enemy fire whilst in transit.		
		5.4	Extract in the vehicle via the safest route		

## Additional Assessment Information

This unit is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

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Centres may assess this unit in a simulated environment.



<b>Title:</b>	Weapons Tactics		<b>Level:</b>	4	
<b>Unit Number:</b>	D/651/6055	<b>TQT:</b>	40	<b>GLH:</b>	20
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to use a weapon safely.	1.1	Demonstrate the safe use of the weapon system, including: <ul style="list-style-type: none"> <li>• Safety mechanisms.</li> <li>• Safe direction and aspects of range safety.</li> <li>• Misfires / breaches.</li> <li>• Safe loading and unloading.</li> </ul>		
2	Be able to maintain a weapon system.	2.1	Demonstrate the ability to correctly disassemble the weapon system using correct methods and tools, where applicable.		
		2.2	Demonstrate the correct method of cleaning to ensure the weapon functions correctly.		
		2.3	Demonstrate the correct method of re assembly including weapon safety and function checks.		
3	Be able to complete firing techniques at long range, close range and behind cover.	3.1	Demonstrate the safe identification of: <ul style="list-style-type: none"> <li>• Long range targets only.</li> <li>• Close range targets only.</li> <li>• Long and close range targets.</li> </ul>		
		3.2	Identify the safety aspects of firing at: <ul style="list-style-type: none"> <li>• Long range targets only.</li> <li>• Close range targets only.</li> <li>• Long and close range targets.</li> <li>• Behind cover.</li> </ul>		
		3.3	Fire a weapon at centre mass of the target at short and long range.		
		3.4	Adopt varied stances to effectively shoot at a distance, including: <ul style="list-style-type: none"> <li>• Prone.</li> <li>• Kneeling.</li> <li>• Standing.</li> </ul>		

3	<i>Continued</i>	3.5	Adopt varied stances to effectively shoot in confined spaces.
		3.6	Demonstrate engagement of targets from behind cover.
4	Be able to carry out tactical reloads.	4.1	Demonstrate safe weapon handling whilst on the range.
		4.2	Adopt a variety of methods to aid in effective reload for tactical and speed purposes.
5	Demonstrate how to give body cover to a VIP whilst firing.	5.1	Carry out all relevant drills to remove a VIP from danger so the candidate can accurately and safely engage the target.
		5.2	Adopt all the following different methods to aid in the effective protection of the VIP: <ul style="list-style-type: none"> <li>• Linking.</li> <li>• Hipping.</li> <li>• Collar grab.</li> </ul>
		5.3	React to enemy fire whilst in transit.
		5.4	Extract in the vehicle via the safest route.
6	Be able to tactically withdraw from contact.	6.1	Adopt varied positions, stances and tactical turns in order to safely and accurately return fire.
		6.2	Retreat back to safe area successfully.
7	Be able to switch from a primary to a secondary weapon.	7.1	Identify which fire position is best for the environment and distance
		7.2	Adopt and accurately acquire targets and shoot with a damaging effect
		7.3	Demonstrate the ability to holster or sling the primary and safely draw the pistol and carry on engaging the target

## Additional Assessment Information

This unit is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

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- Expert witness testimony.
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Centres may assess this unit in a simulated environment.

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



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