



Qualification Specification

# **ProQual Level 3 Award in Hostile Environment Awareness**

# ProQual Level 3 Award in Hostile Environment Awareness



This qualification is part of ProQual's broad offer of qualifications in the Hostile Environment Sector.

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## Introduction

The Level 3 Award in Hostile Environment Awareness aims to raise the level of knowledge and understanding for individuals working or planning to work in hostile or potentially hostile environments. Topics include identifying risks, planning for incidents and reacting in crises situations in hostile environments.

The aims of this qualification are:

- To equip candidates with the skills to identify and assess potential threats and risks in hostile or unstable environments.
- To develop candidate's ability to plan effectively for incidents, including contingency measures and personal safety strategies.

This qualification is a knowledge only qualification that is suitable for distance and blended learning, and perfect for those who do not yet work in the field to develop their knowledge ready for a career the close protection or hostile environment sector.

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 3 Award in Hostile Environment Awareness
<b>Qualification Number:</b>	603/4254/7
<b>Level:</b>	3
<b>Total Qualification Time (TQT):</b>	20
<b>Guided Learning Hours (GLH):</b>	15
<b>Assessment:</b>	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	18/03/2019
<b>Qualification Reviewed:</b>	07/05/2025
<b>Next Review Date:</b>	07/05/2028

### Learner Profile

There are no formal entry requirements for this 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 **1 mandatory unit**. 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.				
K/617/5047	Hostile Environment Awareness	3	20	15

### 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 3 Award in Hostile Environment Awareness

#### 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>		Hostile Environment Awareness		<b>Level:</b>		3	
<b>Unit Number:</b>		K/617/5047		<b>TQT:</b>		20	
				<b>GLH:</b>		15	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>					
1	Understand the context of working in a hostile environment	1.1	Explain the results of a context analysis.				
		1.2	Identify external and local sources of information.				
2	Understand the potential risks of working in a hostile environment	2.1	Identify the nature of risks in terms of: <ul style="list-style-type: none"> <li>• Personal risk.</li> <li>• Organisational risk.</li> </ul>				
		2.2	Conduct a risk analysis, identifying threats and vulnerabilities.				
		2.3	Discuss contingency planning, including an evacuation plan.				
		2.4	Discuss planning for incidents, including: <ul style="list-style-type: none"> <li>• The role of an Incident Management Team.</li> <li>• Medical incidents.</li> <li>• Personal security.</li> </ul>				
3	Understand security risks when working in a hostile environment	3.1	Describe how to prepare for and respond to risks when meeting others and travelling, including: <ul style="list-style-type: none"> <li>• Meeting/leasing.</li> <li>• Car jacking.</li> <li>• Communications.</li> <li>• Vehicles.</li> <li>• Weapons and mines.</li> <li>• IED.</li> <li>• Civil unrest and demonstrations.</li> </ul>				

3	<i>Continued</i>	3.2	<p>Explain how to manage and minimise risks, including:</p> <ul style="list-style-type: none"> <li>• Meeting/leasing.</li> <li>• Car jacking.</li> <li>• Communications.</li> <li>• Vehicles.</li> <li>• Weapons and mines.</li> <li>• IED.</li> <li>• Civil unrest and demonstrations.</li> </ul>
		3.3	<p>Discuss difference types of kidnap, including avoidance and survival.</p>
4	Understand how to react and respond in a crisis situation in a hostile environment	4.1	Identify typical crisis situations.
		4.2	Explain how to respond in an active shooter situation, including when law enforcement arrives at the scene.
		4.3	Prepare an Emergency Action Plan (EAP).
		4.4	Describe how to analyse the effectiveness of an EAP.

### Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may produce their own assignments and assessment materials, provided each assessment criteria is assessed.

## 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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