



**Level 6 Diploma in Hostile
Environment Operations**

Qualification Specification

Contents

	Page
Introduction	3
Qualification profile	3
Qualification structure	4
Centre requirements	4
Support for candidates	5
Assessment	5
Internal quality assurance	5
Adjustments to assessment	6
Results enquiries and appeals	6
Certification	6
Learning Outcomes and Assessment Criteria	7

Introduction

The Level 6 Diploma in Hostile Environment Operations is aimed at personnel deploying within a complex/hostile environment. The qualification demonstrates that an individual has achieved knowledge, understanding and skills which contribute to their safety and survival when operating in a complex/hostile environment.

The awarding organisation for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification has been accredited onto the Regulated Qualification Framework (RQF).

Qualification Profile Level 6 Diploma in Hostile Environment Operations

Qualification title	ProQual Level 6 Diploma in Hostile Environment Operations
Ofqual qualification number	603/3049/1
Level	Level 6
Total qualification time	300 hours
Guided learning hours	100
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	19/3/2018
Qualification end date	
Age Ranges	18+

Entry Requirements

Candidates must be aged 18+.

Qualification Structure

Candidates must complete the Mandatory Unit.

Mandatory Unit		
Unit Reference Number	Unit Title	Unit Level
R/616/9243	Hostile environment operations	6

Assessment

The unit requires the assessment of knowledge, understanding and skills which can be demonstrated during a rigorous training programme undertaken in a purpose-built training environment.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

Centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

Assessors and IQA Verifiers are required to have had operational experience in a hostile environment.

Centres must demonstrate that they have appropriate training facilities and resources to be able to facilitate the delivery, assessment and internal quality assurance of this qualification.

Support for Candidates

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

Assessment

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

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

- Evidence can include:
- assignments/projects/reports
 - worksheets
 - portfolio of evidence
 - record of oral and/or written questioning
 - candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do. **Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes and assessment criteria for this qualification can be found from page 7 in this document.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

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.

Results Enquiries and Appeals

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

Certification

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

- A certificate listing the unit achieved, and
- A certificate giving the full qualification title -

ProQual Level 6 Diploma in Hostile Environment Operations

Claiming certificates

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

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 certificates.

Unit R/616/9243

Hostile Environment Operations

Learning outcome – The learner will	Assessment criterion – The learner can
1. Effectively plan and prepare for operating in a complex/hostile environment	1.1 Use context analysis to analyse the area of operation. 1.2 Assess the threats and risks posed against them. 1.3 Show an in-depth understanding of contingency planning. 1.4 Provide incident management analysis. 1.5 Analyse elements of an evacuation plan.
2. Competently operate within a crisis management team.	2.1 Evaluate and manage incidents. 2.2 Define a security incident. 2.3 Define a critical incident. 2.4 Analyse the principals of incident management.
3. Demonstrate personal security strategies.	3.1 Justify the importance of specific affects to be carried whilst on movements within a complex/hostile environment. 3.2 Demonstrate preparation for Health, Hygiene and personal medical care.
4. Demonstrate an understanding of foreign liaisons.	4.1 Mitigate threat and risks within liaisons, in foreign lands. 4.2 Analyse standard operating procedures for foreign liaison aspects. 4.3 Mitigate the threat and risks throughout checkpoint procedures. 4.4 Demonstrate checkpoint approach standard operating procedures. 4.5 Mitigate carjacking and show appropriate responses.
5. Understand the dynamics of radio procedures.	5.1 Grasp a basic understanding of radio procedures.
6. Be competent in incident management.	6.1 Identify procedures of managing incidents in the field. 6.2 Mitigate incidents in the field. 6.3 Devise a comprehensive vehicle check list.
7. Have a generic understanding of weapons and mines.	7.1 Define between hard and soft cover. 7.2 Demonstrate actions on for Gunfire when walking. 7.3 Demonstrate actions on for Gunfire when in a building. 7.4 Demonstrate actions on for Gunfire within a vehicle. 7.5 Demonstrate actions on for Artillery/Rocket fire. 7.6 Demonstrate actions on for a Grenade attack.
8. Understand the generic make-up and deployment of mines.	8.1 Demonstrate mine awareness. 8.2 Show an understanding of mine detection. 8.3 Demonstrate vehicle standard operating procedures for a mine strike.

Learning outcome – the learner will	Assessment criterion – the learner can
9. Mitigate the escalation of civil unrest and demonstrations.	9.1 Be competent within confrontational situations. 9.2 Mitigate threat and risks within the remit.
10. Understand Improvised explosive device generics and their methodology	10.1 Define between an improvised explosive device and military ordinance. 10.2 Categorise improvised explosive device types. 10.3 Show an understanding of common components and the generic make-up of an improvised explosive device. 10.4 Mitigate threats from victim activated booby traps. 10.5 Show a comprehensive understanding of improvised explosive device incidents, and non-improvised explosive device incidents. 10.6 Clearly define an improvised explosive device.
11. Conduct vehicle search.	11.1 Follow vehicle search standard operating procedures. 11.2 Define the four (4) C's. 11.3 Effectively liaise with the emergency services.
12. Provide crisis management within an active shooter scenario.	12.1 Quickly determine the most reasonable way to protect life. 12.2 Provide correct information to the emergency services operator. 12.3 Respond correctly to the authorities on their arrival. 12.4 Devise an emergency action plan. 12.5 Manage the consequences of an active shooter scenario.
13. Follow methodology for conduct under capture/hostage taking.	13.1 Define why hostages are taken. 13.2 Demonstrate self-care in the given aspect. 13.3 Identify the effects of deprivation on sensory stimuli.
14. Be competent in escape and evasion techniques.	14.1 Demonstrate escape techniques from restraints. 14.2 Always follow the four (4) A's. 14.3 Evaluate the importance of a support network. 14.4 Understand the effects of deprivation within the captive aspect. 14.5 Demonstrate a level of map reading. 14.6 Analyse evasion techniques. 14.7 Define movement techniques.
15. Show techniques to sustain life.	15.1 Show fire lighting skills. 15.2 Demonstrate water collection techniques. 15.3 Show appropriate shelter building methodology to climatic conditions. 15.4 Demonstrate food preparation and cooking methods. 15.5 Show methods of trapping quarry. 15.6 Demonstrate coastal survival techniques. 15.7 Demonstrate off-shore survival techniques.

Learner outcome – The learner will	Assessment criterion – The learner can
16. Be able to plan safe routes of passage.	16.1 Analyse the importance of route planning. 16.2 Define how geography and timings affect safe route planning. 16.3 Designate safe havens and communications within route contingency planning.
17. Conduct vehicle ambush drills.	17.1 Adhere to standard operating procedures for soft skinned or armoured vehicles. 17.2 Demonstrate the use of cover in specific firearms related situations. 17.3 Deploy anti ambush drills for a contact front. 17.4 Deploy anti ambush drills for a contact left. 17.5 Deploy anti ambush drills for a contact right.
18. Conduct vehicle mine strike drills.	18.1 Follow extraction procedures. 18.2 Assess situation and respond accordingly (upwards reporting)
19. Demonstrate vehicle breakdown techniques in remote locations.	19.1 Apply rope techniques and methods to self-rescue a multitude of vehicle emergencies. 19.2 Wheel change using limited equipment.
20. Understand ballistics and their capabilities.	20.1 Define the reasons for different levels of protective armour. 20.2 Assess the generic make-up and structure of a building and its best ballistic safe havens.
21. Show an understanding of firearm characteristics and manipulation.	21.1 Demonstrate normal safety procedures proficiently. 21.2 Identify the dangers of firearms within a vehicle during travel. 21.3 Identify the procedures – procurement and laws within areas of operation. 21.4 Identify the reasons for maintenance. 21.5 Demonstrate firing positions. 21.6 Deploy small team tactics.
22. Identify the reasons for the covert carry of a firearm.	22.1 Demonstrate covert carry techniques. 22.2 Appropriate the use of different holsters. 22.3 Define the reasons for covert carry.
23. Gain close quarter combat skills (CQC – Self Defence).	23.1 Perform restraint of a subject. 23.2 Demonstrate the use of the nerve's system within a non-strength aspect. 23.3 Utilize common objects for self defence. 23.4 Perform break away techniques. 23.5 Demonstrate defence against a bladed implement. 23.6 Demonstrate defence against a baton/bat attack. 23.7 Demonstrate weapons disarm techniques (pistol – rifle). 23.8 Demonstrate a variety of strike techniques. 23.9 Utilize the use of hand cuffs/zip ties for control of a subject.

Learner outcome – The learner will	Assessment criterion – The learner can
24. Be able to conduct surveillance within a complex/hostile environment.	24.1 Mitigate the reasons for the deployments of concealed equipment or operatives. 24.2 Define hostile surveillance locations and the severity of the threat they pose. 24.3 Deploy counter measures. 24.4 Analyse infill – exfill methods and drop off techniques. 24.5 Prepare a vehicle for infill – exfill. 24.6 Analyse a plan for observation post (O.P) placement, defined by the geography threat and risk. 24.7 Define the uses of different concealment methods. 24.8 Devise and carry out a RIPA style log book. 24.9 Deploy within a rural/urban surveillance role within an intelligence gathering operation.
25. Be able to conduct Building/Venue reconnaissance.	25.1 Devise mapping of zones one (1) to three (3). 25.2 Analyse contingency plans for building/venue compromise on foot/vehicle – R.V's F.R.V's. 25.3 Mitigate threat through deployment of necessary building/venue security aspects. 25.4 Dedicate a medical room. 25.5 Identify a suitable location of a panic/safe room. 25.6 Identify a suitable location for an Operations room. 25.7 Instigate operational security. 25.8 Identify local safe havens. 25.9 Analyse the generic make-up of a building/venue for strong/weak points. 25.10 Control building/venue access. 25.11 Assess resources for hibernation timeframes (food and water). 25.12 Evaluate casualty evacuation procedures. 25.13 Demonstrate the use of hard cover for movements within the location/complex within siege aspects. 25.14 Analyse the building/venue for an over watch/high vantage point.



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