



Qualification Specification

# **ProQual Level 6 Diploma in Hostile Environment Operations**

# ProQual Level 6 Diploma in Hostile Environment Operations



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

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### 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.

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 6 Diploma in Hostile Environment Operations
<b>Qualification Number:</b>	603/3049/1
<b>Level:</b>	6
<b>Total Qualification Time (TQT):</b>	370
<b>Guided Learning Hours (GLH):</b>	165
<b>Assessment:</b>	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	19/03/2018
<b>Qualification Reviewed:</b>	08/05/2025
<b>Next Review Date:</b>	08/05/2028

### Learner Profile

There are no academic 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.				
R/616/9243	Hostile Environment Operations	6	370	165

### 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 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 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 Operations		<b>Level:</b>	6	
<b>Unit Number:</b>		R/616/9243	<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	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	Discuss the requirements for contingency planning.			
		1.4	Produce an 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	<i>Continued</i>	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	Discuss basic 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	Discuss the basics of mine awareness.
		8.2	Describe the process of mine detection.
		8.3	Demonstrate vehicle standard operating procedures for a mine strike.
9	Mitigate the escalation of civil unrest and demonstrations.	9.1	Demonstrate competence in confrontational situations.
		9.2	Mitigate threat and risks within the remit.

10	Understand Improvised Explosive Device generics and their mythology.	10.1	Describe the difference between an improvised explosive device and military ordinance.
		10.2	Define between an improvised explosive device and military ordinance.
		10.3	Describe common components and the generic make-up of an improvised explosive device.
		10.4	Mitigate threats from victim activated booby traps.
		10.5	Discuss improvised explosive devise incidents, and non-improvised explosive devise 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 mythology for conduct under capture/hostage taking.		Explain why hostages are taken.
			Demonstrate self-care in the given aspect
			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	Describe 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.
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	Demonstrate appropriate the use of different holsters.
		22.3	Identify 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	<i>Continued</i>	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.
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	<i>Continued</i>	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.

## 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.

## 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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