

Learner Assessment Pack

E.C.P.O.. EUROPEAN CLOSE PROTECTION OFFICER

Learner Name:			
Date of Birth:		Learner ID:	
Centre Name:		Centre no:	
Assessment Date:		Course ID:	

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

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:	

Introduction

Welcome to the **SII Certificate for European Working as a Close Protection Operative within the Private Security Industry** Learner Pack. This qualification comprises of **3-mandatory** units, which are assessed using a variety of formats; some of which are contained within this pack, whilst others are taken a **multiple-choice 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 2A and 2B).

Important information:

Please note that this pack contains all assessments apart from the **multiple-choice exam**, which should be sat separately and in accordance with SII's 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)

This unit also requires learners to complete a series of practical exercises for learning outcome 7. A practical assessment document (Practical Assessment 1) is provided to support learners and tutors sign post supporting evidence of the practical assessment criteria.

2. Planning, Preparing and Supporting a Close Protection Operation

This section includes a series of knowledge questions (Q14-33) - learners are required record coverage of the relevant assessment criteria within the unit. The remaining knowledge assessment criteria are assessed by a multiple-choice exam and quality assured by SII.

This unit also requires learners to complete a series of practical exercises for learning outcomes 8 and 9.

There are two practical assessment documents (Practical Assessment 2A) and (Practical Assessment 2B) provided to support learners and tutors sign post supporting evidence of the practical assessment criteria.

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

Guidance on assessment

Group working - e.g. Developing an Operational Plan:

If learners have worked in groups and have been individually tasked/paired to gather component information as part of the wider operational plan, then please ensure that the External Support can clearly identify individual input from learners.

Important information

Learners must evidence that they have achieved each assessment criteria; therefore, it is strongly advised that tutors rotate learners' roles and responsibilities throughout the training programme.

Observation by the tutor can be

- in written form;
- filmed; or audio recorded.

Videos and photographs

Explanations are required to support any photographs.

Filmed and photographic evidence can be authenticated by date and time stamps which can be compared to candidate identification sheets or other methods of identification provided in the portfolio. When using video footage and or photographic evidence, please ensure that all images (still or moving) capture the learners' identity.

Assessment methods explained

It is the tutor's responsibility to apply the appropriate assessment method(s) according to the qualification assessment criteria and the requirements of the learner.

Observation	This is when evidence is generated through practical work activities. Observation is commonly used for competency-based programmes/assessment criteria.
Product Evidence	This refers to physical evidence generated as a result of carrying out real work/ exercise based activities .
Witness Testimony	This is a statement of confirmation from a colleague, supervisor or manager in support of a learner successfully demonstrating their competence.
Professional Discussion & Guided Discussion	A recorded discussion with a learner where by the learner may explain a specific situation, process, policy or procedure. Professional Discussion relates to a specific situation, piece of evidence or process, policy or procedure. These are structured and can focus on a particular area (for example, a tutor may require a learner to expand on a piece of work). Professional Discussions are most often planned in advance, allowing the learner to prepare. Guided Discussion relates to discussions that may occur more naturally during the assessment process within observations or questioning sessions.
Questioning	The learner is provided with questions where their responses will be used to prove their knowledge and understanding or prompt them to expand or clarify.

Unit 1: Working as a Close Protection Operative

Assessment Summary (for tutor use only)

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. Give a brief description of the **roles and responsibilities** of each of the below, that could be involved with a close protection unit (**AC 1.3**):

Team Leader	
Close Protection Operative (CPO)	
Personal Protection Officer (PPO)	
Security Advance Party (SAP)	
Residential Security Team (RST)	
Personal Escort Section (PES)	

Driver	
Medic	
Second in Command (2IC)	
Personal Security Detail (PSD), e.g. hostile environments	

2. Explain differences between a **client** and a **principal** within the role of close protection (**AC 1.5**):

<i>Client</i>	<i>Principal</i>

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**):

4. Give **3-examples** each of **factors** that would **indicate** a **successful** or **unsuccessful** task (**AC 1.10**):

<i>Successful task</i>	<i>Unsuccessful task</i>

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 and 2.4):

<i>Type of surveillance</i>	<i>Purpose</i>	<i>Techniques</i>
Surveillance		
Anti-Surveillance		
Counter-Surveillance		

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):

<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):

It is important to communicate effectively with principals because...

It is important to communicate effectively with clients because...

It is important to communicate effectively with other individuals because...

8. Explain why assertiveness in your role as a CPO is **key** to dealing with the following **scenarios** (AC 4.4):

Scenario 1: Your principal wishes to take an unexpected detour on the way to a restaurant	
Scenario 2: A client insists that the principal always uses a particular type of transport that you do not feel is suitable for the journey	
Scenario 3: During an evening with their family in a restaurant, your principal is interrupted by a persistent fan asking for autographs	

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**):

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**):

<i>Reconnaissance methods</i>	<i>The definition</i>
Covert	
Overt	
Low Profile	

11. Describe the implications of searching **buildings, vehicles** and **people** (AC 6.4):

Buildings:

Vehicles:

People:

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

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

Unit 1: Feedback - Open Response Questions

Tutor Feedback

Learners Comments

Practical Assessment 1 (*for tutor use only*)

The following template is used to document the learner's ability to **establish and maintain secure environments**.

Key

- **Assessment Criteria (AC):** The requirement that is to be **assessed** (see **assessment methods** explained on page 4);
- **Outcome:** Indication of the assessment outcome of learner performance against the AC

Assessment components (AC)	Outcome (Pass / Refer)	Supporting Evidence Location
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):

Unit 2: Planning, Preparing and Supporting a Close Protection Operation Assessment

Summary (for tutor use only)

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 the types of **threat** and **risk assessment** (AC 1.4):

Threat	Risk assessment

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

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

17. Explain the difference between **threat assessment** and **risk management** when a principal is arriving and leaving a location (**AC 1.9**):

Arriving at a location

Departing from a location

18. Explain the need for **dynamic risk assessment, response** and **contingency plan** (AC 1.10):

Dynamic risk assessment	
Response	
Contingency plans	

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):

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

21. Explain the **benefits** of personal and **team** preparation (AC 2.3):

<i>Personal preparation</i>	<i>Team preparation</i>

22. Give a brief description of **operational briefings** and **debriefings** to show the differences between them (AC 2.5):

<i>Difference between:</i>	
<i>Operational Briefings</i>	<i>De-briefings</i>

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

(This section is a large empty box for writing the answer to question 23.)

24. Explain the **purpose** of **body protection** of a principal (**AC 3.4**):

25. Explain the **purpose** of **extracting** a principal while on **foot** (**AC 3.5**):

26. Explain the **need** for **security** during **transit** of a principal (**AC 5.1**):

27. Explain the **importance** of **selecting** an **appropriate mode of transport** (**AC 5.2**):

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

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

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

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 and 6.4):

<p>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...</p>	
<p>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...</p>	
<p>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...</p>	

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

33. Explain the **use** and **maintenance** of communication equipment and other **technology** that could be used in venue-based close protection (AC 7.5):

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

Unit 2: Feedback - Open Response Questions

Tutor Feedback

Learners Comments

Practical Assessment 2A (*for tutor use only*)

The following template is used to document the learner's ability to be able to **Plan and Prepare to Carry out a Close Protection Operation**.

Key

- **Assessment Criteria (AC):** The requirement that is to be assessed (see **assessment methods** explained on page 4);
- **Outcome:** Indication of the assessment outcome of learner performance against the AC; and
- **Supporting Evidence Location:** Requires links to any supporting evidence.

Assessment components (AC)	Outcome (Pass / Refer)	Supporting Evidence Location
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):

Practical Assessment 2B (*for tutor use only*)

The following template is used to document the learner's ability to be able to **Provide Close Protection of a Principal**.

Key

- **Assessment Criteria (AC):** The requirement that is to be assessed (see **assessment methods** explained on page 4);
- **Outcome:** Indication of the assessment outcome of learner performance against the AC

Assessment components (AC)	Outcome (Pass / Refer)	Assessor Notes
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):

Further Evidence Sheet (*for tutor and learner use –if required*)

This further evidence sheet may be useful in supporting the:

- learner who requires more space to record answers
- tutor when conducting further questioning of a learner
- tutor who requires more space to record observations

Learner name (CAPITALS):	
Unit No. AC Page No.	Evidence

Learner signature:		Date:	
Tutor signature:		Date:	