



Level 3 certificate for working as a
Close Protection Operative
within the private security industry

Learner Workbook

Name

Date



Pearson BTEC Level 3 Certificate in Close Protection

Learner Workbook

COURSE SPECIFICS

Course Start Date:		Course End Date:	
Course Location:			
Course Instructor(s):			
Course Assessor:		Course IQA:	

LEARNER PERSONAL DETAILS

First Name(s) of Learner: (as shown in passport)			
Surname of Learner: (as shown in passport)			
Date of Birth:		Gender:	Male / Female
Email:		Contact Number(s):	
Emergency contact name:		Relationship:	
Emergency contact details:			
Address including postcode you would like certificate sent to:			

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Terms & Conditions Declaration / Disclaimer

I confirm that the following policies and have been explained to me and I have been informed of how to access them if required; Complains Policy, Appeals Policy and Malpractice and Maladministration Policy. Additionally, I confirm that I have read and understood Horizon's terms and conditions which are displayed on our website; <http://horizon.uk.com/terms-conditions-training-provider/>.

1. I fully understand and acknowledge that:
 - a. There are risks and dangers associated with participation in some of the course activities which could result in body injury partial and/or total disability, paralysis and death
 - b. The social and economic losses and/or damages, which could result from these risks and dangers described above, could be severe
 - c. These risks and dangers may be caused by the action, inaction or negligence of the participant or the action, inaction or negligence of others, including, but not limited to, the Releases named below
 - d. There may be other risks not known to us or are not reasonably foreseeable at this time.
2. I accept and assume such risks and responsibility for the losses and/or damages following such injury, disability, paralysis or death, however caused and whether caused in whole or in part by the negligence of the Releases named below.
3. I HEREBY RELEASE, WAIVE, DISCHARGE AND COVENANT NOT TO SUE for any activity used by the participant, including its owners, managers, instructors or premises used to conduct the course program, who give recommendations, directions or instructions to engage in risk evaluation or loss control activities regarding the training facility or events held at such facility and each of them, their directors, officers, agents, employees, all for the purpose herein referred to as "Releases"...From all liability to the undersigned, my personal representatives, assigns, executors, heirs and next to kin For any and all claims, demands, losses or damages and any claims or demands therefore on account of any injury, including but not limited to the death of the participant or damage to property, arising out of or relating to the events(s) caused alleged to be caused in whole or in part by the negligence of the release or otherwise.
4. I HEREBY acknowledge that THE ACTIVITIES OF THE EVENT(S) ARE POTENTIALLY DANGEROUS and involve the risk of serious injury and/or death and/or property damage. THE UNDERSIGNED also expressly acknowledges that INJURIES RECEIVED MAY BE COMPOUNDED OR INCREASED BY NEGLIGENT RESCUE OPERATIONS OR PROCEDURES OF THE RELEASEES.
5. I THE UNDERSIGNED further expressly agree that the foregoing release, waiver, and indemnity agreement is intended to be as broad and inclusive as is permitted by the law of the Country, Province, Region in which the training is conducted and that if any portion is held invalid, it is agreed that the balance shall, notwithstanding continue in full legal force and effect.
6. On behalf of the participant the undersigned partner(s) and/or legal guardian(s) for the minor participant executes this Waiver and Release. If, despite the release, the participant makes a claim against any of the Releases, the parents(s) and/or legal guardian(s) will reimburse the Releases for any money which they have paid to the participant, or on his behalf, and hold them harmless.

I HAVE READ THIS RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND HAVE SIGNED IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT, ASSURANCE, OR GUARANTEE BEING MADE TO ME AND INTEND MY SIGNATURE TO BE COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW.



Signature:

Date:

Data Protection and Your Rights

The information you provide to Horizon will be processed in accordance with the requirements of the EU General Data Protection Regulations and Data Protection Act 2018. In line with Awarding Body policy, Horizon will keep your information for a period of three years. From time to time, Horizon may contact you regarding opportunities we have, or training being provided. Please sign below to indicate your acceptance of this



Signature:

Date:

Pre-Exercise Medical Questionnaire

Please answer the following honestly and to the best of your knowledge. All information will remain confidential.

	Yes	No
Have you ever suffered from heart trouble?		
Are you presently taking any form of medication?		
Do you suffer from chest pains?		
Do you ever have spells of dizziness or feel faint?		
Have you ever had either high or low blood pressure, and/or high cholesterol?		
Have you ever had asthma, chronic bronchitis or any other chest ailments?		
Do you suffer from severe back pains or any other orthopedic problem?		
Do you suffer from severe headaches or migraines?		
Are you recuperating from a recent illness/operation or injury?		
Are you pregnant or have you given birth in the last 6 months?		
Do you have an existing bone or joint problem?		
Have you any medical condition to be aware of?		
Do you have any allergies?		
Is there any history of heart disease in your immediate family (under the age of 55)?		
Are you aware of any other reason why you should not participate in activities scheduled on the course?		

PLEASE NOTE:

If you have answered **YES** to any of the above questions you are advised to seek medical advice/approval before commencing any exercise session.

I have been informed that if I answer YES to any of the above questions, I should seek medical advice/approval before commencing an exercise session. If I choose to continue without such advise I do so entirely at my own risk.

I confirm that I have read, fully understand and answered the above questions honestly and understand it is my responsibility to inform the instructor(s) if there are any changes. I hereby assume all responsibility for my participation in the classes and I understand that the instructor cannot be held responsible for any injuries or ill health of any kind an arising following the attendance of these classes.

Signature: Please insert your normal signature that will be used for verification. Keep within the box



Signature:

Date:

Learner Support Questionnaire

The Special Educational Needs and Disability Act (2001) requires companies to make reasonable adjustments and provide appropriate support for disabled students. Horizons UK's Equal Opportunities Policy indicates that all applicants should be treated equally, irrespective of any disability.

Please complete the following (circle as appropriate):

Do you have Dyslexia as a specific learning difficulty?	Yes	No
Do you have Dyspraxia as a specific learning difficulty?	Yes	No
Do you have ADHD as a specific learning difficulty?	Yes	No
Are you deaf or have hearing difficulties?	Yes	No
Do you have mobility issues (including inability to lift)?	Yes	No
You have a disability/special need not listed above?	Yes	No

If you have circled **Yes** to any of the above, please provide details including individual learning strategies used where appropriate:

Driver's Declaration

I Date of Birth
Driving Licence number valid from to

Hereby provide Horizon Security Solutions, Bonhill, Scotland, United Kingdom, G83 9HY and of any subsequent business address permission to undertake the following checks and course of action:

Horizon (hereafter known as the 'Business') have liabilities imposed under subsequent vehicle insurance policy obtained to facilitate the use of business vehicles. These include undertaking appropriate checks of licence validity with United Kingdom Driver Vehicle Licencing Authority (DVLA) utilising both national insurance and driving licence number of all candidates requiring driving business vehicle/s during their training course or employment with the business.

International candidate with an international (Non-UK) driving licence are under an obligation to provide a printout obtained from a relevant government authority providing the Business information on any driving endorsements whether nil or detailed.

No candidate will be permitted to utilise Business vehicles if he/she has more than the maximum amount of "counting" penalty points this being 5 points or less. Minimum driver age of 25 for all vehicles.

That no driver of any Horizon vehicle will be covered for the appropriate insurance policy whilst driving under the influence of Alcohol or Drugs (other than prescription drugs which do not compromise driver awareness). Should any candidate be utilising any types of prescribed medication then they should be declared prior to the commencement of the course attended. The business reserves the right to undertake a random Alcohol or Drugs impairment test to any candidate prior to driving any Business vehicle.

I hereby confirm that I am aware of the requirements and onus placed upon me as the driver of any Business vehicle or any vehicle as hired by the Business acting on Horizon Business to be fully aware of, and have checked prior to commencement of any journey, ensuring familiarity with the vehicles make, model, legal compliance with any maximum weight limitations, that all components comply with the relevant law, that all fluid levels, fuel, spare tyre (if fitted) and tyres are appropriately checked and marked as checked in company vehicle log book.

I further confirm that I am fully aware of my legal requirement to when on Business courses and operations that I comply with all appropriate laws, the Business do not accept responsibility for any legal infringements and will assist the appropriate authorities in identifying the appropriate driver at the alleged time of any alleged offence or incident. Should any candidate provide false or misleading information on any of the above requirements then he/she accepts that the Business has the right and will pursue the candidate for full recovery of all associated costs involved in any vehicle collision, legal costs and loss of business earnings through the courts utilising the jurisdiction of the law of Scotland.

By signing below I agree to all of the above.

Name:



Signature:

Date:

English Language Capability

I understand that to participate in the Horizon Level 3 Certificate in Close Protection, I must have an excellent command of English.

I hereby declare that I have an excellent command of English and that I possess knowledge of the English language allowing me to read, write, speak and understand specialised terminology in a manner which would enable me to successfully participate in the course.

Name:



Signature:

Date:

To be completed by Horizon:

I can confirm that during the ice breaker session on the first day of the course I witnessed
communicate in English. Their written work was also checked whilst carrying out initial course administration.

Witnessed by (Name) :

Capacity as:

Signed:

Dated:

Remarks if any:

Unit 1

Working as a Close Protection Operative

Unit title:	Unit 1 Working as a Close Protection Operative
Assignment title:	Understanding the roles, responsibilities, basic surveillance and legislation relevant to a close protection operative
Issue date:	
Submission date:	
Re-submission date(s):	

LEARNER DECLARATION

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.



Learner signature:

Date

ASSESSOR IQA DECLARATION AND SIGNATURE

I declare that the work submitted for assessment is entirely the learner's own work.



Signed (assessor):

Date



Signed (IQA):

Date

ASSIGNMENT CONTEXT

In your role as a Close Protection Operative, you will be required to conduct basic surveillance drills whilst complying with relevant legislation. The way you do this, and your understanding of the impact of its use, are very important for you, your colleagues, your employers and their customers. It is vital that within your role you understand the different roles and responsibilities, the different surveillance techniques that there are and the legislation applicable to you. To demonstrate adequate knowledge and understanding of this, you must complete all tasks in this assignment. You may use any appropriate resources at your disposal.

This assignment covers the assessment criteria listed on the assessor feedback sheet.

You must answer all tasks to demonstrate you have the knowledge required for these aspects of your close protection role.

Resources used by Student

	<input type="checkbox"/> <input type="checkbox"/>
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LEARNER OUTCOME 1 UNDERSTAND THE ROLES AND RESPONSIBILITIES OF A CLOSE PROTECTION OPERATIVE SECTION 1 (ACS 1.1 – 1.11)

Assessment Criteria 1.1, 1.2 and 1.11

Q1(i). State the purpose of the following:

Q1 (i)	Answer: Close Protection –	<input type="checkbox"/> <input type="checkbox"/>
	Answer: Training and Licencing -	<input type="checkbox"/> <input type="checkbox"/>

Q1(ii). Why is it necessary for a Close Protection Operative to maintain CPD?

Q1 (ii)	Answer:	<input type="checkbox"/> <input type="checkbox"/>
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Assessment Criteria 1.3

Q2. Complete the following table to describe the different roles and responsibilities within the close protection environment:

	Role	Responsibility	
Q2	Team Leader (TL)		<input type="checkbox"/> <input checked="" type="checkbox"/>
	Second in Command (2IC)		<input type="checkbox"/> <input checked="" type="checkbox"/>
	Personal Protection Officer (PPO)		<input type="checkbox"/> <input checked="" type="checkbox"/>
	Security Advance Party (SAP)		<input type="checkbox"/> <input checked="" type="checkbox"/>
	Security Driver (SD)		<input type="checkbox"/> <input checked="" type="checkbox"/>
	Medic		<input type="checkbox"/> <input checked="" type="checkbox"/>

Assessment Criteria 1.3 (cont.)

Q2. Complete the following table to describe the different roles and responsibilities within the close protection environment:

Role	Responsibility
Residential Security team (RST)	
Personal Escort Section (PES)	



Assessment Criteria 1.4

Q3. Identify five professional attributes required of a close protection operative:

Q3	Answer 1:
	Answer 2:
	Answer 3:
	Answer 4:
	Answer 5:



Assessment Criteria 1.5

Q4. Explain the difference between a client and a principal within the role of close protection:

Q4	Answer: Client -
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Assessment Criteria 1.6

Q5. Identify four types of clients who may require close protection:

Q5	Answer 1:
	Answer 2:
	Answer 3:
	Answer 4:



Assessment Criteria 1.7

Why is it important to communicate within a close protection environment? And with whom?

Q6	Answer: Why –	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer: With Whom –	<input type="checkbox"/>
		<input type="checkbox"/>

Assessment Criteria 1.8

Q7. Identify four different types of equipment available to a close protection operative:

Q7	Answer 1:	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer 4:	<input type="checkbox"/>
		<input type="checkbox"/>

Assessment Criteria 1.9

Q8. Describe four different tasks a lone working close protection operative may have to do:

Q8

Answer 1:



Answer 2:



Answer 3:



Assessment Criteria 1.9

Q8. Describe four different tasks a lone working close protection operative may have to do:

Answer 4:



Assessment Criteria 1.10

Q9. Explain the differences between a successful and unsuccessful close protection task:

Q9 Answer: Successful -

Answer: Unsuccessful -



LEARNER OUTCOME 2

UNDERSTAND BASIC SURVEILLANCE, ANTI-SURVEILLANCE AND COUNTER SURVEILLANCE TECHNIQUES

SECTION 2 (ACS 2.1 – 2.6)

Assessment Criteria 2.1, 2.2 and 2.3

Q10. State the purpose of the following:

Q10	Answer: Surveillance – Purpose:	<input type="checkbox"/>
	Techniques:	<input type="checkbox"/>
	Answer: Answer: Counter surveillance – Purpose:	<input type="checkbox"/>
	Techniques:	<input type="checkbox"/>
	Answer: Anti-surveillance – Purpose:	<input type="checkbox"/>
	Techniques:	<input type="checkbox"/>

Assessment Criteria 2.4

Q11. Describe the basics of the following:

Q11	Answer: Surveillance –	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer: Answer: Anti-surveillance –	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer: Counter surveillance –	<input type="checkbox"/>
		<input type="checkbox"/>

Assessment Criteria 2.5

Q12. Surveillance - Identify **four** examples of where sources of unwanted attention could come from:

Q12	Answer 1:	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>
		<input type="checkbox"/>
	Answer 4:	<input type="checkbox"/>
		<input type="checkbox"/>

Assessment Criteria 2.6

Q13. Describe the capabilities and limitations of a key piece of surveillance equipment:

Q13	Answer: Capabilities –	<input type="checkbox"/>
	Answer: Limitations –	<input type="checkbox"/>



LEARNER OUTCOME 3
UNDERSTAND LEGISLATION RELEVANT TO A
CLOSE PROTECTION OPERATIVE
SECTION 3 (ACS 3.1 – 3.4)

Assessment Criteria 3.1

Q14. State three main aims of the Private Security Industry Act:

Q14	Answer 1:	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>



Assessment Criteria 3.2

Q15. Identify three functions of the SIA:

Q15	Answer 1:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 3.3

Q16. Complete the following table. In your descriptions, give examples:

		Type of Law	Description		
Q16	Civil			<input type="checkbox"/>	<input type="checkbox"/>
	Criminal			<input type="checkbox"/>	<input type="checkbox"/>
	Common			<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 3.4

Q17. State six different pieces of current legislation that could impact on the role of a close protection operative:

Q17

Answer 1:



Answer 2:



Answer 3:



Answer 4:



Answer 5:



Answer 6:



LEARNER OUTCOME 4

UNDERSTAND THE IMPORTANCE OF INTERPERSONAL SKILLS WITHIN A CLOSE PROTECTION ENVIRONMENT

SECTION 4 (ACS 4.1 – 4.5)

Assessment Criteria 4.1

Q18. State the definition of interpersonal skills:

Q18 Answer 1: Interpersonal skills -



Assessment Criteria 4.2

Q19. Identify **four** different interpersonal skills required in a close protection environment:

Q19 Answer 1:

Answer 2:

Answer 3:

Answer 4:



Assessment Criteria 4.3, 4.4 and 4.5

Q20. Explain the importance of the following:

Q20	Answer: Communication with principal, clients and other individuals –	<input type="checkbox"/>
	Answer: Assertiveness in the role of a Close Protection Operative –	<input type="checkbox"/>
	Answer: Etiquette, dress code and protocol –	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

LEARNER OUTCOME 5
UNDERSTAND THE IMPORTANCE OF RECONNAISSANCE WITHIN
A CLOSE PROTECTION ENVIRONMENT
SECTION 5 (ACS 5.1 – 5.4)

Assessment Criteria 5.1

Q21. State the purpose of reconnaissance:

Q21	Answer: Reconnaissance -	<input type="checkbox"/>
		<input type="checkbox"/>

Assessment Criteria 5.2

Q22. Identify four factors to be considered when conducting a reconnaissance:

Q22	Answer 1:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer 3:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer 4:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Assessment Criteria 5.3

Q23. State the role of Security Advance Party:

Q23	Answer: Role of Security Advance Party -	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Assessment Criteria 5.4

Q24. Explain the difference between the following:

Q24	Answer: Covert Reconnaissance –	
	Answer: Overt Reconnaissance –	
	Answer: Low Profile Reconnaissance –	



LEARNER OUTCOME 6

UNDERSTAND INCIDENT MANAGEMENT WITHIN A CLOSE PROTECTION ENVIRONMENT

SECTION 6

Assessment Criteria 6.1

Q25. State **three** reasons for searches:

Q25	Answer: Reason for searches: Answer 1.	<input type="checkbox"/>
	Answer 2.	<input type="checkbox"/>
	Answer 3.	<input type="checkbox"/>

Assessment Criteria 6.2

Q26. State how to deal with unauthorised/dangerous items:

Q26	Answer: how to deal with unauthorised/dangerous items -	<input type="checkbox"/>
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Assessment Criteria 6.3

Q27. Identify two pieces of legislations and two other powers of search and access control and access control as applied to the close protection operative:

Q27	Legislation Answer 1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer 2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other powers / access control Answer 1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer 2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Assessment Criteria 6.4, 6.5

Q28. Describe the implications of searching and the resources needed to carry out a search:

Q28	Answer: Buildings – Implications:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer: Buildings – Resources:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer: Vehicles – Implications:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer: Vehicles – Resources:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer: People – Implications:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Answer: People – Resources:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Assessment Criteria 6.6

Q29. Describe the process for sanitising and securing a location prior to use:

Q29	Answer: Process for sanitising and securing a location --
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Assessment Criteria 6.7

Q30. Identify four methods for securing a vehicle, building and location:

Q30	Answer 1.
	Answer 2.
	Answer 3.
	Answer 4.



Assessment Criteria 6.8

Q31.Explain the importance of post search security:

Q31	Answer: Importance of post search security –
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Unit 2

Planning, Preparing and Supporting a Close Protection Operation

Unit title:	Unit 2 Planning, Preparing and Supporting a Close Protection Operation
Assignment title:	Understanding how to plan, prepare and support a Close Protection Operation
Issue date:	
Submission date:	
Re-submission date(s):	

LEARNER DECLARATION

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.



Learner signature:

Date

ASSESSOR IQA DECLARATION AND SIGNATURE

I declare that the work submitted for assessment is entirely the learner's own work.



Signed (assessor):

Date



Signed (IQA):

Date

ASSIGNMENT CONTEXT

In your role as a Close Protection Operative, you will be required to conduct basic surveillance drills whilst complying with relevant legislation. The way you do this, and your understanding of the impact of its use, are very important for you, your colleagues, your employers and their customers. It is vital that within your role you understand the different roles and responsibilities, the different surveillance techniques that there are and the legislation applicable to you. To demonstrate adequate knowledge and understanding of this, you must complete all tasks in this assignment. You may use any appropriate resources at your disposal.

This assignment covers the assessment criteria listed on the assessor feedback sheet.

You must answer all tasks to demonstrate you have the knowledge required for these aspects of your close protection role.

Assessment Criteria 1.4

Q3. Complete the risk assessment below

Q3	1. Your principal is concerned he is being followed by the media when taking his children to school. Explain how you might manage this threat and describe techniques you could employ to ensure your principal and his children are safe.	<input type="checkbox"/>	<input type="checkbox"/>
	2. Your principal has received a death threat via social media which he is taking seriously. Explain how you might risk assessment this threat and describe techniques you could employ to ensure your principal's safety	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 1.4, 1.8

Q3. Explain the 7p's of principal threat profiling:

Q3	Answer 1. People -	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2. Places -	<input type="checkbox"/>	<input type="checkbox"/>
	Answer3. Personality -	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 4. Prejudices -	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 1.4, 1.8 (cont.)

Q3. Explain the 7p's of principal threat profiling:

Q3	Answer 5. Personal History -	<input checked="" type="checkbox"/>
	Answer 6. Political/religious views -	<input type="checkbox"/>
	Answer 7. Private Lifestyle -	<input checked="" type="checkbox"/>
		<input type="checkbox"/>

(ii) Explain types of risk assessment:

Answer:	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

(iii) Describe techniques used in the threat and risk assessment process and their importance:

Answer:	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

Assessment Criteria 1.5

Q4. Identify two examples of a threat to a principal

Q4	Answer 1.	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2.	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 1.6

Q5. Explain the need to conduct a threat and risk assessment

Q5	Answer: For a principle -	<input type="checkbox"/>	<input type="checkbox"/>
	Answer: For a venue -	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 1.7

Q6. State the importance of threat profiling

Q6	Answer:	<input type="checkbox"/>	<input type="checkbox"/>
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Assessment Criteria 1.9

Q7. Explain the differences between threats assessment and risk management to a principal when arriving or leaving a location

Q7	Answer: Threat Assessment:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer: Risk Management:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 1.10

Q8. Explain the need for dynamic risk assessment and contingency planning:

Q8	Answer: Dynamic Risk assessment -	<input type="checkbox"/>	<input type="checkbox"/>
	Answer: Contingency planning -	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 1.11 and 1.15

Q9 (i). Identify three examples of how a close protection operative could gather intelligence for operational purpose?

Q9 (i)	Answer 1:	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>

Q9 (ii). Identify three examples of third parties that could be contacted during operational planning?

Q9 (ii)	Answer 1:	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>

Assessment Criteria 1.12

Q10. Complete the table to identify UK government threat levels from lowest to highest

Q10	Answer:	Low – Attack is Unlikely Threat Level	
			<input type="checkbox"/>
	Critical – Attack is		<input type="checkbox"/>
			<input type="checkbox"/>

Assessment Criteria 1.13 and 1.14

Q11(i). State why time and resource management are important within an operational planning context

Q11 (i)	Answer:		<input type="checkbox"/>
			<input type="checkbox"/>
	Resource Management:		<input type="checkbox"/>
			<input type="checkbox"/>

Assessment Criteria 1.13 and 1.14 (cont.)

Q11(ii). Describe how a decision model could be used within the threat and risk assessment process?

Q11 (ii)	Answer: Time:
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LEARNER OUTCOME 2
UNDERSTAND THE IMPORTANCE OF TEAMWORK AND OPERATIONAL BRIEFING WITHIN A CLOSE PROTECTION ENVIRONMENT

Section 2 (ACs 2.1 – 2.5)

Assessment Criteria 2.1

Q12. Identify four attributes required of a CP team?

Q12	Answer 1:
	Answer 2:
	Answer 3:
	Answer 4:



Assessment Criteria 2.2

Q13. Explain the benefit of knowing and utilising other team members' abilities and skills

Q13	Answer:
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Assessment Criteria 2.3

Q14. Explain the benefit of personal and team preparation?

Q14	Answer:
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Assessment Criteria 2.4

Q15. State the importance of Standard Operating Procedures (SOP's)?

Q15	Answer:
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Assessment Criteria 2.5

Q15. Describe the differences between operational briefings and debriefings?

Q15	Answer: Briefings-	<input type="checkbox"/>
	Answer: Debriefings-	<input type="checkbox"/>



LEARNER OUTCOME 3
UNDERSTAND CLOSE PROTECTION FOOT DRILLS
Section 3 (ACs 3.1 – 3.5)

Assessment Criteria 3.1

Q17. State the main role of close protection operatives whilst on foot?

Q17	Answer 1:	<input type="checkbox"/>
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Assessment Criteria 3.2

Q18. Identify three roles within a close protection team while on foot?

Q18	Answer 1:	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>



Assessment Criteria 3.3

Q19. Explain the importance of a flexible approach whilst providing protection on foot?

Q19	Answer :
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Assessment Criteria 3.4

Q20. Explain the purpose of body protection for a principal?

Q20	Answer:
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Assessment Criteria 3.5

Q21. Explain the purpose of extracting a principal whilst on foot?

Q21	Answer :
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LEARNER OUTCOME 4

UNDERSTAND THE IMPORTANCE OF PLANNING FOR ROUTE SELECTION

Section 4 (ACs 4.1 – 4.6)

Assessment Criteria 4.1

Q22. State the purpose of route selection and planning?

Q22	Answer:
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Assessment Criteria 4.2

Q23. State the factors to be considered when selecting modes of transport?

Q23	Road -
	Sea -
	Air -
	Rail -



Assessment Criteria 4.3

Q24. Identify three types of technological tools used in route planning with examples?

Q24	Answer 1:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 4.4

Q25. Identify the advantages and disadvantages of using technological tools in route planning

Q25	Answer: Advantages –	<input type="checkbox"/>	<input type="checkbox"/>
	Answer: Disadvantages –	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 4.5

Q26. Identify the advantages and disadvantages of using non-electronic maps in route planning

Q26	Answer: Advantages –	<input type="checkbox"/>
	Answer: Disadvantages -	<input type="checkbox"/>

Assessment Criteria 4.6

Q27. State the factors to be considered when planning and timing a route?

Q27	Answer :	<input type="checkbox"/>
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LEARNER OUTCOME 5

UNDERSTAND THE IMPORTANCE OF TRANSPORT MANAGEMENT WITHIN THE CLOSE PROTECTION ENVIRONMENT

Section 4 (ACs 5.1 – 4.5)

Assessment Criteria 5.1

Q28. Explain the need for security during transit of a principal?

Q28	Answer:
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Assessment Criteria 5.2

Q29. Explain the importance of selecting an appropriate mode of transport?

Q29	Answer :
-----	----------



Assessment Criteria 5.3

Q30. Identify **three** risks associated with different modes of transport?

Q30	Road 1:
	Road 2:
	Road 3:



Assessment Criteria 5.3(cont.)

Q30. Identify three risks associated with different modes of transport?

Q30	Sea 1:		
	Sea 2:		
	Sea 3:		
		<input type="checkbox"/>	<input type="checkbox"/>
	Air 1:		
	Air 2:		
	Air 3:		
		<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 5.3(cont.)

Q30. Identify three risks associated with different modes of transport?

Q30	Rail 1:
	Rail 2:
	Rail 3:



Assessment Criteria 5.4

Q31. Explain the purpose for contingency transport plans?

Q31	Answer :
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Assessment Criteria 5.5

Q32. Describe different transport arrangements and the impact on the close protection operative and security teams

Q32	Answer: Chauffeur driven -	<input type="checkbox"/>
	Answer: Self Drive -	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

LEARNER OUTCOME 6
UNDERSTAND INCIDENT MANAGEMENT WITHIN A CLOSE PROTECTION ENVIRONMENT
Section 6 (ACs 6.1 – 6.4)

Assessment Criteria 6.1

Q33. State the differences between an incident and a dilemma?

Q33	Answer: Incident -	<input type="checkbox"/>
	Answer: Dilemma -	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Assessment Criteria 6.2

Q34. Describe incidents that a close protection operative could encounter?

Q34 Answer :



Assessment Criteria 6.3

Q35. Explain **two** of the responsibilities of a close protection operative when dealing with an incident

Q35 Answer 1:



Answer 2:



Assessment Criteria 3.1

Q36. Explain with an example how to manage an incident that could arise during a close protection incident

Q36	Answer:
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LEARNER OUTCOME 7
UNDERSTAND VENUE SECURITY OPERATIONS
Section 7 (ACs 7.1 – 7.9)

Assessment Criteria 7.1

Q37. Identify three venue related security operations

Q37	Answer 1:
	Answer 2:
	Answer 3:

Assessment Criteria 7.2

Q38. Explain the professional relationship between close protection operatives at a venue

Q38	Answer:
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Assessment Criteria 7.3

Q39. Identify three factors that could influence operational procedures at a venue?

Q39	Answer 1:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 7.4

Q40. Identify three appropriate methods of communication for use at a venue?

Q40	Answer 1:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 3:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 7.5

Q41. Explain the use and maintenance of communication equipment and other technology that could be used in venue-base close protection

Q41	Answer: Use -	
	Answer: Maintenance -	



Assessment Criteria 7.6

Q42. State the importance of recognising communication black spots within a venue

Q42	Answer:	
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Assessment Criteria 7.7

Q43. Identify two common countermeasures that could be used in venue-based close protection operations?

Q43	Answer 1:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 7.8

Identify two benefits of in-house resources used to support venue security

Q44	Answer 1:	<input type="checkbox"/>	<input type="checkbox"/>
	Answer 2:	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Criteria 7.9

Q45. Identify two contingencies that could be used in venue-based close protection operations

Q45

Answer 1:

Answer 2:



Exemplar Conflict Management Scenarios

The Conflict Management unit covers several security roles performed in a diverse range of environments. Although the environments may contrast, there are common elements to most security roles in terms of communication and conflict management and these can be defined in the generic core of learning objectives set out below.

Delivery of this unit to Security Guards and Close Protection Officers the below scenarios must be covered:

- **Enforcement Scenario:**

A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as, access control and identity checks.

- **Defusing Scenario:**

A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.

- **Confronting Scenario:**

A situation that requires non-aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.

- **High Risk Scenario:**

An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

TRAINER DECLARATION

During delivery of the Conflict Management for the Private Security Industry unit on

I can confirm that the relevant scenarios were delivered to the group.

All learners on the course participated and contributed to these scenarios to a satisfactory level.

Scenarios:

- 1.Enforcement Scenario:
- 2.Defusing Scenario
- 3.Confronting Scenario
- 4.High Risk Scenario

Trainers Name:



Trainers Signature:

Date:

This declaration will be checked by the SV during the quality assurance process.

Assignment 3

Exercise Riverside (Venue Recce)

Unit title:	Unit 1 Working as a Close Protection Operative Unit 2 Planning Preparing and supporting a Close Protection operation
Assignment title:	Assignment 3 - Exercise Riverside (Venue Recce)
Issue date:	
Submission date:	
Re-submission date(s):	

LEARNER DECLARATION

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.



Learner signature:

Date

ASSESSOR DECLARATION

I declare that the work submitted for assessment is entirely the learner's own work.



Signed (assessor):

Date



Signed :

Date

ABOUT THIS ASSIGNMENT

This assignment covers the following assessment criteria:

Unit:	Learning outcome	Assessment criteria	Assessor: Pass/ Referral/ Remarks
1	7.3	Complete a reconnaissance activity	
1	7.5	Use basic negotiation skills	
2	8.1	Conduct a team briefing	

GUIDELINES FOR THE PREPARATION AND SUBMISSION OF ASSIGNMENT

- Unless otherwise notified, assignments will be collected at the beginning of session on the published submission date. Assignments not available at this time will be considered late unless an extension has been previously agreed and the centre policy on late submission of work will be followed
- Check that you have the necessary evidence for each assessment criterion, as stated in the Evidence Required table
- Complete the assignment cover sheet and attach it to all the evidence that you have collected for this assignment (or complete electronically and email in with your work).
- You should present all of the evidence in hard or soft copy for marking
- It is your responsibility to ensure that your assignment is handed in on time to your tutor
- You should also keep a copy of all your evidence for personal reference and as back up.

ASSIGNMENT INSTRUCTIONS

Introduction

This exercise takes place in an area around the training centre and involves the team conducting reconnaissance and completing a venue security plan of a local venue.

Activity 1

Working as a team you are to conduct reconnaissance of given locations to be visited (*location details to be provided separately*) **(7.3)**.

A full venue security plan is required which may require you to liaise and negotiate with the venue manager or other relevant staff **(7.5)**.

Activity 2

All the information needs to be collated into a security plan and given out as a team briefing **(8.1)**.

A team leader will be allocated by your instructor. The team leader will lead the brief, calling on members of the team for input in their allocated duties.

Assignment 4

Exercise Long Walk

Unit title:	Unit 1 Working as a Close Protection Operative Unit 2 Planning Preparing and supporting a Close Protection operation
Assignment title:	Assignment 4 - Exercise Long Walk
Issue date:	
Submission date:	
Re-submission date(s):	

LEARNER DECLARATION

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.



Learner signature:

Date

ASSESSOR DECLARATION

I declare that the work submitted for assessment is entirely the learner's own work.



Signed (assessor):

Date



Signed :

Date

ABOUT THIS ASSIGNMENT

This assignment covers the following assessment criteria:

Unit:	Learning outcome	Assessment criteria	Assessor: Pass/ Referral/ Remarks
1	7.1	Carry out basic search techniques (people, vehicles and property)	
1	7.3	Conduct a reconnaissance	
2	8.1	Conduct a team briefing	
2	8.2	Carry out a threat and risk assessment	
2	8.3	Develop an operational plan	

ABOUT THIS ASSIGNMENT(CONT.)

This assignment covers the following assessment criteria:

Unit:	Learning outcome	Assessment criteria	Assessor: Pass/ Referral/ Remarks
2	8.4	Produce primary and secondary route plans	
2	8.5	Implement an operational plan	
2	9.1	Use a flexible approach to protection whilst on foot	
2	9.2	Use a range of communication techniques whilst on foot	
2	9.3	Carry out body protection of a principal	
2	9.5	Carry out embus/debus drills	

GUIDELINES FOR THE PREPARATION AND SUBMISSION OF ASSIGNMENT

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- Check that you have the necessary evidence for each assessment criterion, as stated in the Evidence Required table
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- You should present all of the evidence in hard or soft copy for marking
- It is your responsibility to ensure that your assignment is handed in on time to your tutor
- You should also keep a copy of all your evidence for personal reference and as back up.

ASSIGNMENT INSTRUCTIONS

Introduction

This exercise takes place in local area and involves the team picking a VIP up from a venue and providing close protection over the course of that day. The exercise culminates in a drop off at the VIP residence.

Activity 1

Before picking up your principal, you are to conduct necessary vehicle checks and reconnaissance of given locations to be visited (location details to be provided separately) **(7.1, 7.3)**

Working as a team route plans must be drawn up using local maps or via the internet, identifying primary and secondary routes **(8.4)** to and from the specified venues.

A full venue security plan is required which may require you to liaise with the venue manager **(7.5)** as is a threat and risk assessment for the principal **(8.2)** in order for you to offer appropriate levels of protection (you will need to find out key information by talking to the principal and your instructor).

All the information needs to be collated into an operational plan **(8.3)** and given out as a team briefing **(8.1)**. A team leader will be allocated by your instructor. The team leader will lead the brief, calling on members of the team for input in their allocated duties.

Activity 2

Based upon the timings that will be given to you by your client, the principal is to be collected from the airport and taken to numerous venues by vehicle **(9.5)** and on foot **(9.1,9.2,9.3)**.

When arriving and leaving planned site/location visits, effective debus/embus procedures must be demonstrated **(9.5)**.

Reflective Learning Journal

A reflective learning journal is recommended to be completed after each theory / practical assessment task (eg task 1, task 2 etc) and / or each session attended throughout the Close Protection programme. Candidates are permitted to use their own journal format or use this pro-forma.

Candidate Name:

Assignment / Assessment Name:

Ex Longwalk

The main points that I have learnt from this session / assessment are:

How I could develop my practical skills from this session / assessment are:

How I could develop my knowledge and understanding as a result of this session / assessment:



Candidate Signature:

Date

Assignment 5

Exercise CP Warrior

Unit title:	Unit 1 Working as a Close Protection Operative
Assignment title:	Assignment 6 – Exercise CP Warrior
Issue date:	
Submission date:	
Re-submission date(s):	

LEARNER DECLARATION

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.



Learner signature:

Date

ASSESSOR DECLARATION

I declare that the work submitted for assessment is entirely the learner's own work.



Signed (assessor):

Date



Signed :

Date

ABOUT THIS ASSIGNMENT

This assignment covers the following assessment criteria:

Unit:	Learning outcome	Assessment criteria	Assessor: Pass/ Referral/ Remarks
2	8.2	Carry out a threat and risk assessment	
2	8.2	Produce a plan for venue security	
2	8.3	Design and implement an operational plan	
2	8.1	Conduct a team briefing	
2	8.1	Demonstrate effective negotiation skills	

ABOUT THIS ASSIGNMENT(CONT.)

This assignment covers the following assessment criteria:

Unit:	Learning outcome	Assessment criteria	Assessor: Pass/ Referral/ Remarks
2	8.1	Demonstrate team working skills	
1	7.3	Conduct a reconnaissance	
2	9.1	Demonstrate close protection foot techniques	
2	9.3	Carry out body protection of a principle	
2	9.3	Interpret information from maps	
2	8.4	Produce primary and secondary route plans	
2	9.5	Carry out embus/debus drills	
2	9.5	Carry out convoy drills	
1	7.1	Demonstrate basic search techniques	
1	7.4	Demonstrate effective counter surveillance techniques	
2	9.6	Manage an incident during a close protection operation	

GUIDELINES FOR THE PREPARATION AND SUBMISSION OF ASSIGNMENT

- Unless otherwise notified, assignments will be collected at the beginning of session on the published submission date. Assignments not available at this time will be considered late unless an extension has been previously agreed and the centre policy on late submission of work will be followed
- Check that you have the necessary evidence for each assessment criterion, as stated in the Evidence Required table
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- You should present all of the evidence in hard or soft copy for marking
- It is your responsibility to ensure that your assignment is handed in on time to your tutor
- You should also keep a copy of all your evidence for personal reference and as back up.

ASSIGNMENT INSTRUCTIONS

Introduction

This exercise takes place in local area and involves the team picking a VIP up from a train station/ airport or similar and providing close protection over the course of that evening and the following day. The exercise culminates in a drop off back at the train station.

Activity 1

Before picking up your principal, you are to conduct necessary vehicle checks and reconnaissance of given locations to be visited (location details to be provided separately).

Working as a team, route plans must be drawn up using local maps or via the internet, identifying primary and secondary routes to and from the specified venues.

A full venue security plan is required which may require you to liaise with the venue manager as is a threat and risk assessment for the principal in order for you to offer appropriate levels of protection (you will need to find out key information by talking to the principal and your instructor).

All the information needs to be collated into an operational plan and given out as a team briefing.

A team leader will be allocated by your instructor. The team leader will lead the brief, calling on members of the team for input in their allocated duties.

Activity 2

Based upon the timings that will be given to you by your client, the principal is to be collected from the station and taken to numerous venues by vehicle and on foot.

Appropriate foot techniques must be used to ensure the safety of the principal at all times. Effective and appropriate surveillance techniques must be maintained throughout this task.

When arriving and leaving planned site/location visits, effective debus/embus procedures must be demonstrated.

Reflective Learning Journal

A reflective learning journal is recommended to be completed after each theory / practical assessment task (eg task 1, task 2 etc) and / or each session attended throughout the Close Protection programme. Candidates are permitted to use their own journal format or use this pro-forma.

Candidate Name:

Assignment / Assessment Name:

Ex CP Warrior

The main points that I have learnt from this session / assessment are:

How I could develop my practical skills from this session / assessment are:

How I could develop my knowledge and understanding as a result of this session / assessment:



Candidate Signature:

Date

Learner Feedback Questionnaire

Thank you for attending our Horizon Level 3 Certificate in Close Protection course. We are always striving to improve the standards and relevance of the course. To help in this, your immediate impression will be most helpful so that we can continually improve the experience for future attendees.

Please kindly take a few minutes to complete this questionnaire to give us your honest opinion.

How did you hear about us?

Facebook LinkedIn Word of mouth Internet search Attended a previous course Magazine (please specify)

Other (please specify)

1. Course Content	Excellent	Good	Fair	Poor	Very Poor
1.1 - General content of the course	<input type="checkbox"/>				
1.2 - Quality of visuals and handouts (if applicable)	<input type="checkbox"/>				
1.3 - Amount of material covered	<input type="checkbox"/>				
1.4 - Was the course in line with expectations?	<input type="checkbox"/>				
1.5 - Was the assessment, if any, clearly defined and fair?	<input type="checkbox"/>				
1.6 - What were the best parts of the course?					
1.7 - What subjects could be improved or covered in more detail?					

1.8 - What subjects could be left out or covered in less detail?

1.9 – The course could be improved by:

2. Course Presentation

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
2.1 - Instructor knowledge of subject matter was excellent	<input type="checkbox"/>				
2.2 - Instructor style and delivery was conducive to learning	<input type="checkbox"/>				
2.3 - I think the course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical's etc.)	<input type="checkbox"/>				
2.4 - Questions were answered to everyone's satisfaction?	<input type="checkbox"/>				
2.5 - I was kept fully informed throughout the course?	<input type="checkbox"/>				
2.6 - The pace of the course was appropriate	<input type="checkbox"/>				
2.7 - The course stimulated my interest and thought on the subject area	<input type="checkbox"/>				
2.8 - At the end of the course the instructor(s) provided me with constructive feedback	<input type="checkbox"/>				

3. Course Venue / Resources

	Excellent	Good	Fair	Poor	Very Poor
3.1 - Training room(s)	<input type="checkbox"/>				
3.2 - Equipment and materials used throughout the course	<input type="checkbox"/>				
3.3 - Facilities; gym, kitchen, bar (if relevant)	<input type="checkbox"/>				
3.4 - Quality of food (if relevant)	<input type="checkbox"/>				
3.5 - Quality of accommodation (if relevant)	<input type="checkbox"/>				

4. General

	Excellent	Good	Fair	Poor	Very Poor
4.1 - Information received prior to the course	<input type="checkbox"/>				
4.2 - Administration of the course	<input type="checkbox"/>				
4.3 - Was your personal preparation for the course adequate?	<input type="checkbox"/>				
4.4 - Considering the course as a whole how would you rate it?	<input type="checkbox"/>				
4.5 - Would you attend another training course with Horizon in the future? Yes <input type="checkbox"/> No <input type="checkbox"/>					
4.6 - Would you recommend Horizon Security Solutions Ltd to others? Yes <input type="checkbox"/> No <input type="checkbox"/>					

Workbook Version Control

Rev	Date	Change Description	Prepared by	Checked by	Authorised by
01	31/01/2020	The changes mentioned within this email trail		Tom Watts	Chris Campbell

INSTRUCTORS NARRATIVE



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