



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Level 3 Diploma in Identifying and Mitigating the Effects of Terrorism

Specification (For Centres)

November 2018

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QIW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

## Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

## Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## **1.2 Employer Support for the Qualification Development**

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

## **1.3 Qualification Title and Code**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 3 Diploma in Identifying and Mitigating the Effects of Terrorism 603/1203/8

## **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Programme Purpose**

### **2.1 Reasons for the Qualification**

The qualification has been created to develop and reward those learners who are looking to or already have chosen a career in a business-related sector.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that your learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at Level 3 with a total equivalence of 60 credits. It is envisaged that learners completing the Level 3 Diploma will progress to the QUALIFI Level 4 Certificate in Business Management.

## 2.2 Rationale for the Diploma

The rationale of the programme is to provide a career path for learners who wish to develop their core capabilities within the business sector. The outcome of the Diploma, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

This qualification is especially designed for organisational executives and leaders who are tasked with responsibility for workplace safety and security. Often employees are responsible for colleagues and customers located across several time-zones and diverse business environments. This qualification will incorporate cross-cultural considerations critical for those leading and managing the protection of business people, assets and infrastructure.

The qualification will identify and evaluate practical ways to safely and securely risk-manage human resources and company assets from terrorism and its impacts. This will be done by accessing and researching a wide range of open-source information: websites, specialist books, journals, manuals, news articles, guidance, International Standards, court documents and other legal material.

The qualification's primary focus is to protect business communities, premises, executives, as well as business travelers.

## 2.3 Aims of the Diploma

The programme provides the opportunity for individuals to forge a career in a specific area of business by seeking a greater knowledge and understanding of the security industry, and to support the individual's development into senior positions. The course aims for the following:

1. To equip individuals with the knowledge, understanding and skills required for success in employment
2. To enable progression to the first year of a degree or related professional qualification

3. To provide specialist study relevant to individual vocations and environments in which learners are currently working, or to which learners are aiming to work within the business sector
4. To develop learners' ability to contribute positively to good practice in the business environment through effective use and combination of the knowledge and skills gained in the qualifications
5. To develop skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment.

## **2.4 Learning Outcomes of the Diploma**

Learners studying for the Diploma in Identifying and Mitigating the Effects of Terrorism will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognise the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business and service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists
6. Transferable skills and knowledge which will enable individuals to meet changing
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a Level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

## **3. Delivering the Qualification**

### **3.1 Quality Assurance Arrangements**

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

### **3.2 Access to Study**

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### **3.3 Entry Criteria**

#### **Qualifi Level 3 Diploma in Identifying and Mitigating the Effects of Terrorism**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 2 and/or;
- work experience in a business environment and demonstrate ambition with clear career goals;
- a Level 3 qualification in another discipline and want to develop their careers in business management.



In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Identifying and Mitigating the Effects of Terrorism is a Level 3 Qualification made up of 60 credits.

All units are 15 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours incorporating 90 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time

- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

There are mandatory and optional units for this Qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 15 credits.

Learners are required to complete 4 units to achieve the 60 credits required to gain the Level 3 Diploma in Identifying and Mitigating the Effects of Terrorism. Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

### **QUALIFI Level 3 Diploma in Identifying and Mitigating the Effects of Terrorism comprises 5 Units in total.**

The Diploma requires 3 Mandatory Units and a minimum of 1 Optional Units

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
CTBM301	History of Terrorism in Business Communities	3	150	15	90
CTBM302	Understanding Personnel Protection	3	150	15	90
CTBM303	Protecting Assets and Infrastructure	3	150	15	90
Unit Reference	Optional Units	Level	TQT	Credits	GLH
CTBM304	An Introduction to Cyber Security	3	150	15	90
CTBM305	Terrorism, Human Rights and Law	3	150	15	90

## 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 3 Diploma Identifying and Mitigating the Effects of Terrorism** will allow progress to:

- the QUALIFI Level 4 Certificate in Business Management, or
- the first year of undergraduate study in a related subject; or
- directly into employment in an associated profession.

## 4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression

- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances

- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

## **8. Course Regulations**

### **8.1 Course Requirements**

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

### **8.2 Classification of Awards**

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

### **8.3. Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **8.4 Complaints**

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## 10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0)115 888 2323 or +44 (0)208 123 2946

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### Unit CTBM301: History of Terrorism in Business Communities

Unit code: H/615/5542

RQF level: 3

#### Aim

Much modern terrorism has focussed on targeting business infrastructure – such as transport, communications, multi-tenanted buildings and events. Such attacks and threats are sometimes referred to as ‘economic terrorism’. This unit focusses on the threats posed by terrorism upon business employees, customers and visitors. It provides a context for understanding public safety risks in business districts, as well as fully understanding the visible and invisible impacts from terrorism. This will include preparing executives to comprehensively embed business continuity and resilience measures, as well as embrace and secure strategies that anticipate and prevent terrorism in the future.

#### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand key business counter-terrorism approaches employed by public agencies, corporate security functions and other allied Parties	1.1 Research and describe major events and methods of terrorism that have clearly impacted business communities
2 Understand the challenges posed by the methods of terrorism, and how these challenges translate into necessary work-based, and business-community-based, counter-measures	2.1 Review open-source literature from a chosen global region and relate it to safety and security practices within a multinational enterprise
3 Identify the ‘psychology of terrorism’ and recognise why individuals might become at risk from a terrorist attack and involvement in violent political activity	3.1 Write an accurate, mainly descriptive report for a client in relation to terrorism risk in a designated region of the world

#### Indicative Content

- Terrorism targeted against business communities, commerce and the economy
- Modern terror groups and brands: methods, impacts and responses
- Policing and protective security initiatives; public/private partnerships



- Psychology of terrorism: perpetrators and target audience
- Case Studies in city centre attacks and crisis management: London (2005), New York (2001) and Tokyo (1995)
- Counter-terrorism strategy: Case Study - UK CONTEST counter-terrorism strategy
- Future trends and tactics: including technology, aviation, maritime and Weapons of Mass Destruction

### **Delivery Guidance:**

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by Qualifi to all centres to deliver. This learner-support information will be presented within clearly separated tabs, including:

*Unit Content:* Actual learning content broken down into weekly stages with a reflective learning end-section

*Video-shelf:* Unit content and additional information provided by the Course Leader via video

*E-library:* Access to electronic books, books produced by the Course Team, journals, data sources and news articles, as well as a recommended book and journals list

*Assignment Instructions:* Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing as well as making presentations

*Discussion Board:* Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor Question and Answer' sessions that can either be visual (via VOIP) or written (via feedback on the two-way Learner Journal).

### **Assessment Guidance**

Each unit will be worth **15 credits** and the qualification is designed to be flexible for learners who are already working and in demanding jobs. Every unit (i.e. four units: three core plus one elective) must be passed in order to achieve the Diploma.

Learners will be able to progress sequentially through each unit, accumulating credits, as they pass each unit assessment point.

During each of the four (15-credit) units, every learner will have the opportunity to 'practice' and hone their ability to undertake the final (formal) assessment. Such non-mandatory practice will be by way of completing a formative, informal exercise approximately half-way through the unit.

Suggested formative Assignment: Risk Report for an employer or familiar company, assessing the learner's home country environment

Suggested summative Assignment: Regional Risk Report for an imagined Multi National Enterprise (1,500 words)

### **Suggested Resources**

Bingley, R. (2015) *The Security Consultant's Handbook*, Ely: IT Governance Press

Hoffman, B. (2006) *Inside Terrorism*, New York: Columbia University Press

The Global Terrorism Database (Online), The National Consortium for the Study of Terrorism and Responses to Terrorism (START), University of Maryland, accessed at: <https://www.start.umd.edu/gtd/>

## Unit CTBM302: Understanding Personnel Protection

Unit code: K/615/5543

RQF level: 3

### Aim

Executives, visitors and higher-profile clients can often be targeted by terrorists who seek to gain maximum media impact. This unit focusses on protecting an organisation's people. Learners will be tasked to understand how and why individuals and organisations become targeted by terrorists. Learners will be taught how to assess risk and arrange proportionate security measures for executives and clients under their duty of care. This unit will also specifically address protective security measures for 'lone workers' and other types of executive groupings who are exposed to additional risks, perhaps due to technological, travel and other remote-working dependencies.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand and communicate the threat and risk posed to group business travellers, lone workers and VIPs	1.1 Identify and explain credible, direct risks and threats to group business travellers, VIPs and lone workers and threats to group business travellers, VIPs and lone workers
2 Calculate, encapsulate and prioritise risk treatments in the domain of personnel security and individuals who lead mobile and fast-paced executive life-styles	2.1 Empathise with such subjects by recording-keeping and developing an accurate personal portfolio relating to personal routines and risks
3 Apply risk assessment calculations and integrate contingency and project management planning into the delivery of safe and secure corporate events	3.1 Research and describe the discipline of events security in relation to contemporary counter-terrorism practices

### Indicative Content

- Case studies in assassination and human target selection
- Considerations and risk assessing corporate business travel

- Executive Protection and Close Protection, including Risk Assessment calculation
- Protecting lone travelers and vulnerable individuals
- Designing and implementing safe events
- Designing and embedding a Personnel Protection strategy

### **Delivery Guidance:**

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by Qualifi to all centres to deliver. This learner-support information will be presented within clearly separated tabs, including:

*Unit Content:* Actual learning content broken down into weekly stages with a reflective learning end-section

*Video-shelf:* Unit content and additional information provided by the Course Leader via video

*E-library:* Access to electronic books, books produced by the Course Team, journals, data sources and news articles, as well as a recommended book and journals list

*Assignment Instructions:* Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing as well as making presentations

*Discussion Board:* Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor Question and Answer' sessions that can either be visual (via VOIP) or written (via feedback on the two-way Learner Journal).

## Assessment Guidance

Each unit will be worth **15 credits** and the qualification is designed to be flexible for learners who are already working and in demanding jobs. Every unit (i.e. four units: three core plus one elective) must be passed in order to achieve the Diploma.

Learners will be able to progress sequentially through each unit, accumulating credits, as they pass each unit assessment point.

During each of the four (15-credit) units, every learner will have the opportunity to 'practice' and hone their ability to undertake the final (formal) assessment. Such non-mandatory practice will be by way of completing a formative, informal exercise approximately half-way through the unit.

Suggested formative Assignment: Risk Assessment Report of a celebrity (500 words).

Suggested summative Assignment: Risk Assessment Report based upon personal portfolio (1,000 words).

## Suggested Resources

Aitch, R. (2012) *Close Protection: A Closer Observation of the Protection Equation*, Close Protection Publications

Padgham, G. (2006) *Close Protection: The Softer Skills*, Entertainment Technology Press

*The Purple Guide to Health, Safety and Welfare at Music and Other Events* (2014) accessed online at: <http://www.thepurpleguide.co.uk/>

## Unit CTB303: Protecting Assets and Infrastructure

Unit code: M/615/5544

RQF level: 3

### Aim

Organisations' can only achieve full productivity if their buildings, information and other assets are underpinned by safe and secure infrastructure. Perhaps the biggest challenge is to draw all of these security operations together into a fully-integrated, secure, business. This unit will provide executives with insights and tools to understand and measure risks and threats within their workplace. It will show how research and analysis can strengthen security planning. The unit will also provide tools to ensure that learners can develop sensible and proportionate risk assessments, both in a quantitative and qualitative format.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand and explain how to research and prioritise the information gathering process in relation to risk and threat identification	1.1 Develop and demonstrate a familiarisation with Open Source Intelligence (OSINT)
2 Identify and Research risks posed to property, infrastructure and people in a legal and ethical manner	2.1 Understand and explain how 'OSINT' can be created, collated, refined and used
3 Explain and effectively communicate such risks within a business environment by way of formal report writing and the creation of credible recommendations/ Courses of Action	3.1 Research and describe various legal frameworks to ensure ethical and compliant risk management research

## Indicative Content

- Case studies in site security vulnerabilities and breaches
- Integrating Information Security and Infrastructure Security
- Risk Assessment models
- Intelligence gathering: Intelligence Cycle, OSINT and report writing
- Legal Frameworks and Industry Standards relating to Property, Infrastructure, Information Security
- and Assurance

## Delivery Guidance:

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by Qualifi to all centres to deliver. This learner-support information will be presented within clearly separated tabs, including:

*Unit Content:* Actual learning content broken down into weekly stages with a reflective learning end-section

*Video-shelf:* Unit content and additional information provided by the Course Leader via video

*E-library:* Access to electronic books, books produced by the Course Team, journals, data sources and news articles, as well as a recommended book and journals list

*Assignment Instructions:* Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing as well as making presentations

*Discussion Board:* Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor Question and Answer' sessions that can either be visual (via VOIP) or written (via feedback on the two-way Learner Journal).

## Assessment Guidance

Each unit will be worth **15 credits** and the qualification is designed to be flexible for learners who are already working and in demanding jobs. Every unit (i.e. four units: three core plus one elective) must be passed in order to achieve the Diploma.

Learners will be able to progress sequentially through each unit, accumulating credits, as they pass each unit assessment point.

During each of the four (15-credit) units, every learner will have the opportunity to 'practice' and hone their ability to undertake the final (formal) assessment. Such non-mandatory practice will be by way of completing a formative, informal exercise approximately half-way through the unit.

Suggested formative Assignment: Produce a summary of a major security breach carried out by terrorists, and recommend Courses of Action for a new incoming CEO (750 words).

Suggested summative Assignment: Produce a secret intelligence report for an Executive Board with three recommended Courses of Action; furthermore, explain how one might contradict another (1,500 words).

### **Suggested Resources**

Bingley, R. (2015) *The Security Consultant's Handbook*, Ely: IT Governance Press

Blake, W.F (2011) *Basic Private Investigation: A Guide to Business Organization, Management, and Basic Investigative Skills for the Private Investigator*, London: Charles C. Pubs Ltd

Sennewald, C. (2011) *Effective Security Management*, Oxford, Elsevier



## Unit CTBM304: An Introduction to Cyber Security

Unit code: T/615/5545

RQF level: 3

### Aim

Cyber security is now critical for every business that has a dependency on computer networks, as well as firms who generate customers from the internet. This unit will help executives to understand the risks and threats posed to any business from the internet across network and Wi-Fi-enabled domains. The unit will provide and explain business management tools to enable safer business operations. It will include recommendations for the improvement of staff awareness as well as provide advice and routes into various business accreditations and cyber-support guidance. Finally, the unit will describe and explain incident response approaches and case studies.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Demonstrate a basic knowledge and understanding of threats and risks to cyber domains and dependencies	1.1 Develop knowledge of key cyber security lapses and breaches in multinational environments, and understand how these relate to counter-terrorism
2 Identify and calculate cyber security risks in a quantitative and qualitative manner, and prioritise risk treatments	2.1 Research and describe useful risk assessment processes for IT Systems and vulnerable Cyber Security domains
3 Understand and apply the correct legal, ethical and International Standards to cyber security controls whilst taking into account the functionality of the business	3.1 Understand how to prioritise cyber risks and explain the methodical treatment for such risks for an Executive Board (of non-technical specialists)
4 Describe how firms respond to major incidents related to cyber security attacks/breaches	4.1 Research, describe and explain the costings and 'business case' for investing in cyber security

## Indicative Content

- Case studies in information lapses and breaches
- Network security: Technical principles and concepts
- Mobile Data: Conducting 360 data use reviews
- Disruptive technology
- Risk Management methods
- Legal Frameworks and Industry Standards relating to Cyber Security
- Future trends and tactics
- Crisis Management and responding to major incidents

## Delivery Guidance:

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by Qualifi to all centres to deliver. This learner-support information will be presented within clearly separated tabs, including:

*Unit Content:* Actual learning content broken down into weekly stages with a reflective learning end-section

*Video-shelf:* Unit content and additional information provided by the Course Leader via video

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*Assignment Instructions:* Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing as well as making presentations

*Discussion Board:* Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor Question and Answer' sessions that can either be visual (via VOIP) or written (via feedback on the two-way Learner Journal).

## Assessment Guidance

Each unit will be worth **15 credits** and the qualification is designed to be flexible for learners who are already working and in demanding jobs. Every unit (i.e. four units: three core plus one elective) must be passed in order to achieve the Diploma.

Learners will be able to progress sequentially through each unit, accumulating credits, as they pass each unit assessment point.

During each of the four (15-credit) units, every learner will have the opportunity to 'practice' and hone their ability to undertake the final (formal) assessment. Such non-mandatory practice will be by way of completing a formative, informal exercise approximately half-way through the unit.

Suggested formative Assignment: by writing a 'news' article, explain the cyber vulnerabilities, and how they were exploited, at the case study of a major multinational company (750 words).

Suggested summative Assignment: VIDEO BLOG PRESENTATION – explaining cyber risk and counter-measures to an imagined global executive board, as well as presenting the 'business case' for investing in cyber security, via a secure conferencing facility – 10 minutes.

## Suggested Resources

Krebs on Security (Online) accessed at: <https://krebsonsecurity.com/>

SANS (Online), Information Security Research and Training Institute, accessed at: <https://www.sans.org/>

Whitman, M.E. & Mattord, H.J. (2009) *Principles of Information Security*, Boston: Cengage

## Unit CTBM305: Terrorism, Human Rights and Law

Unit code: A/615/5546

RQF level: 3

### Aim

Identifying, monitoring and reporting upon suspected extremism can be a significant challenge for organisational leaders and executives. This unit provides learners with case examples of workplace-based extremism activity. It describes and introduces various approaches to identifying and countering extremist behaviour in a proportionate and legal manner. Various support and sources of guidance are provided to learners. Finally, an exercise involving a 'manager's dilemma' is introduced towards the end of the unit which will assist learners to prepare for their end-of-unit assessment.

### Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Demonstrate a business-functional knowledge and understanding of human resource policy and approaches in suspected cases of 'insider threat'	1.1 Develop knowledge of key internal security dilemmas and setting a considered, proportionate balance between an open workplace and a safe one
2 Understand and assess the legal and regulatory environment in relation to extreme violence and conflict within the workplace	2.1 Research and describe useful risk assessment processes that would gain 'buy in' from both security and HR functions with a multinational enterprise
3 Research and identify necessary governmental and non-governmental support organisations that can assist in the countering or responding to workplace terrorism	3.1 Understand how to prioritise legal risks relating to internal security processes and explain the methodical and proportionate treatment for such risks for an Executive Board (of non-HR and Security specialists)
4 Describe how firms respond to major incidents related to physical terrorist attacks/breaches	4.1 Research, describe and explain the costings and 'business case' for investing in a lawful internal system of staff security

## Indicative Content

- Legal case studies in 'Insider Threat', terrorism court defences and other Employment Law
- Case studies in terrorism financing – deliberate and inadvertent
- Radicalisation, de-radicalisation; legal and human rights considerations
- Cross-cultural considerations and management. Corporate Social Responsibility
- Role of NGOs and international human-rights agencies/bodies
- International human rights legal frameworks, civil liberties and policing
- Political and policy approaches - trends, philosophies and projections
- Crisis Management and responding to major incidents

## Delivery Guidance:

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by Qualifi to all centres to deliver. This learner-support information will be presented within clearly separated tabs, including:

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*Assignment Instructions:* Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing as well as making presentations

*Discussion Board:* Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor Question and Answer' sessions that can either be visual (via VOIP) or written (via feedback on the two-way Learner Journal).

## Assessment Guidance

Each unit will be worth **15 credits** and the qualification is designed to be flexible for learners who are already working and in demanding jobs. Every unit (i.e. four units: three core plus one elective) must be passed in order to achieve the Diploma.

Learners will be able to progress sequentially through each unit, accumulating credits, as they pass each unit assessment point.

During each of the four (15-credit) units, every learner will have the opportunity to 'practice' and hone their ability to undertake the final (formal) assessment. Such non-mandatory practice will be by way of completing a formative, informal exercise approximately half-way through the unit.

**Suggested formative Assignment:** by writing a 'news' article, explain the vulnerabilities posed by an insider threat to your chosen business organisation. Suggest how inside terrorists can attack staff and customers and describe what company managers and human resource planners can do to lessen the risk (750 words).

**Suggested summative Assignment:** VIDEO BLOG PRESENTATION – explaining the concept of 'insider threat' as well as proportionate HR counter-measures to an imagined global executive board, as well as presenting the 'business case' for investing in preventative HR-related security, via a secure conferencing facility – 10 minutes.

## Suggested Resources

Law Society Practice Notes, Human Rights Agency reports, Court Case notes and reports of the Independent Reviewer of Terrorism (UK)

HR Magazine (2016), HR's Role in Dealing with Terror Threats, accessed at: <http://hrmagazine.co.uk/article-details/hrs-role-in-dealing-with-terror-threats>

Sageman, M. (2008), *Leaderless Jihad: Terror Networks in the 21<sup>st</sup> Century*, University of Pennsylvania Press