



## **Development of a European Educational Toolkit for three Private Security Activities/Profiles:**

- 1. Mobile Patrolling**
- 2. Alarm Response Centres**
- 3. Airport Security**

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## Introduction

## Table of Contents

### **1. Educational Toolkit for Mobile Patrolling**

- I. Introduction
- II. The Programme
- III. Assessment
- IV. Roles and Responsibilities
- V. Documents
- VI. Quality Assurance
- VII. Learning Environment
- VIII. Certification
- IX. Learning Outcomes and examples of course content

- Module 1: General Vocational Guidance
- Module 2: Health and Safety
- Module 3: National Legislation and Regulations
- Module 4: Security Techniques
- Module 5: Fire Control Awareness
- Module 6: First Aid
- Module 7: Vehicle Operations
- Module 8: Security Systems
- Module 9: Conflict Management
- Module 10: Professional Conduct, Service and Quality

### **2. Educational Toolkit for Alarm Response Centres**

- I. Introduction
- II. The Programme
- III. Assessment
- IV. Roles and Responsibilities
- V. Documents
- VI. Quality Assurance
- VII. Learning Environment
- VIII. Certification
- IX. Learning Outcomes

- Module 1: MARC Operations Introduction
- Module 2: Health and Safety
- Module 3: Security of the MARC
- Module 4: Communications
- Module 5: Standard Operating Procedures
- Module 6: Equipment and Software
- Module 7: Stress Management

### **3. Educational Toolkit for Airport Security**

- I. Introduction
- II. The Programme
- III. Assessment
- IV. Roles and Responsibilities
- V. Documents
- VI. Quality Assurance
- VII. Learning Environment
- VIII. Certification
- IX. Learning Outcomes

#### 1: Basic Training (Level 1)

Part 1

Part 2

#### 2: Specialised Training

HBS Operators Training

Specialised Training

Security Guarding Aircraft

Searching Aircraft

Profiling Passengers

#### 3: Aviation Security Supervisors (Level 2)

#### 4: On-job Training

#### 5: Recurrent Training

## 1. Educational Toolkit for Mobile Patrolling

### **Contents:**

- X. Introduction
- XI. The Programme
- XII. Assessment
- XIII. Roles and Responsibilities
- XIV. Documents
- XV. Quality Assurance
- XVI. Learning Environment
- XVII. Certification
- XVIII. Learning Outcomes and examples of course content
  - Module 1: General Vocational Guidance
  - Module 2: Health and Safety
  - Module 3: National Legislation and Regulations
  - Module 4: Security Techniques
  - Module 5: Fire Control Awareness
  - Module 6: First Aid
  - Module 7: Vehicle Operations
  - Module 8: Security Systems
  - Module 9: Conflict Management
  - Module 10: Professional Conduct, Service and Quality

## **I. Introduction**

This course is an introduction to the Mobile Patrolling and Alarm Response, services and quality issues.

The course is aimed at newly trained, as well as experienced security guards, employed in private security companies active within the EU.

Concentrating on Mobile Patrolling and Alarm Response services, the course aims at developing the Learners' personal skills and knowledge as well as promoting the business prerequisites for being able to work within these services in the long term.

The course is aimed at private security company employees within the EU who have gone through the basic training as security guards and thus have the recommended prior training.

The basis of knowledge skills and experience this programme provides to the Learner will also be of great benefit to employers, who will benefit the rewards of having knowledgeable, skilful and competent employees. Employers should therefore consider this programme as a toolkit for development of their business and for future profitability.

## **II. The Programme**

The Mobile Patrolling and Alarm Response programme requires Learners to progress through a series of modules covering:

1. Vocational Guidance
2. Health and Safety
3. National Legislation and regulations
4. Security Techniques
5. Fire Control Awareness
6. First Aid
7. Vehicle Operations
8. Security Systems
9. Conflict Management
10. Professional Conduct, Service and Quality

Achievements will be assessed with the help of the modules' learning outcomes that can be mapped against European or National Occupational Standards, where available.

This programme can be delivered by employers and used as a stand-alone developmental tool or can be integrated into a wider personnel development strategy. Additionally, a qualification can be linked to this programme, the requirements of which will depend upon the Awarding Body or Qualification Regulator.

### ***III. Assessment***

The assessment is to be carried out against the learning outcomes, which are specified below. Assessment of the Learner's achievement should be when the Learner and the Assessor estimate that the Learner is ready for that assessment and that he has acquired the necessary skills and knowledge. Assessors will consider the evidence available to determine whether each learning outcome has been met. A record of the evidence considered and the assessment decisions should be maintained for quality assurance purposes, (these will vary and depend upon the involvement of Awarding Bodies or Qualification Regulatory Bodies) overall, a record of the assessment decision should include following elements: the author, the collected and considered evidence and the location.

### ***IV. Roles and Responsibilities***

For the Mobile Patrolling and Alarm Response Programme to have credibility, quality assurance arrangements have to be in place. This quality assurance should exist in both the learning and assessment processes, and the recognition of achievement, ie. certification. Therefore, some form of independent assessment or verification of the assessment process is necessary and this will normally be done by the Awarding Body or qualification regulator. However, should no Awarding Body or qualification regulator be involved, a robust system of quality assurance through internal verification should be put in place by the employer.

- **Learner** — the individual who is going through the Mobile Patrolling and Alarm Response Programme. The Learner's responsibility is to be active and work with his Trainer and Assessor, to take his / her own responsibility for the learning process and to provide evidence of his progress through the programme.
- **Trainer** — the individual who imparts the knowledge and skills to the Learner. The Trainer's responsibility is to determine appropriate teaching and learning methods in accordance with the requirements of the employer and, more importantly, of the Learner. The Trainer should be appropriately qualified to deliver learning by having a nationally recognised teaching/training qualification and should be occupationally competent.

- **Assessor** — the individual who takes the assessment decision of the evidence presented. The Assessor is responsible for determining whether the evidence gathered and presented by the Learner meets the requirements of the learning outcomes of the programme. The Assessor should use the most appropriate assessment methods to achieve this ie. multiple choice examination, written evidence, witness testimony, professional discussion, observation, naturally occurring evidence, etc. The choice of the assessment method will be influenced by the learning outcome in question, the learning environment and the specific needs of the Learner. The Assessor should be appropriately qualified to assess evidence of learning by having a nationally recognised Assessor qualification and should be occupationally competent.
- **Internal Quality Assurance Coordinator** — the individual who ensures that the assessment decisions made by the Assessor are clear, fair, accurate and standardised. The Internal Quality Assurance Coordinator would normally be an employee and is responsible for the quality assurance of the programme as it is delivered within the company. The involvement of Awarding Bodies or Qualification Regulators may result in this role being renamed, modified or removed to meet their quality assurance systems.
- **External Quality Assurance Coordinator** — the individual who ensures that the company or training provider is delivering the programme in line with the requirements laid down by the Awarding Bodies or Qualification Regulators. The External Quality Assurance Coordinator is generally appointed by the Awarding Body or Qualification Regulator and is responsible for quality assurance.

## V. Documents

A workbook should be developed and provided for giving the Learner the necessary information about the programme and covering the skills he / she should be able to do successfully. Additionally, this workbook should record the Learner's progress through the programme. For each module the workbook should:

- Identify the required learning outcomes
- Show any specific criteria that must be met for that learning outcome to be achieved
- Explain how that learning outcome is to be assessed
- Provide the opportunity for feedback to be given to the Learner
- Record the assessment decision

## VI. Quality Assurance

As stated above, for the Mobile Patrolling and Alarm Response Programme and any associated qualification to have credibility, quality assurance criteria for the delivery and the certification of the programme have to be met. In addition to these criteria, quality assurance measures have to be in place as well. The criteria relate to the competence of those people involved in delivering and assessing the programme and the measures relate to the systems and documentation that support assessment.



A balance must be found between too much bureaucracy for the sake of quality assurance and too little at the expense of rigour, validity and credibility. The Awarding Body or Qualification Regulator will have the ultimate responsibility for quality assurance if the programme should culminate in a nationally recognised qualification.

## ***VII. Learning Environment***

It is expected that a large amount of the knowledge-based aspects of this programme will be delivered 'off line' in a classroom environment which must be fit for the purpose, adequately resourced, conducive to learning and encouraging a supportive and participative environment. This supportive environment must be extended to those areas where the Learners are developing and demonstrating their practical skills.

## ***VIII. Certification***

Certification will be the responsibility of the Awarding Body or Qualification Regulator.

## ***IX. Learning Outcomes***

Following a completed training course, the guard shall know how to perform Mobile Patrolling and Alarm Response, understand the prerequisites for these services and know how to satisfy the client's and the private security industry's quality requirements regarding these services.

## **Module 1: General Vocational Guidance**

This module is to cover areas such as:

- Services in Mobile Patrolling and Alarm Response
- Mobile Patrolling: contribution to the business
- Technical Aids
- Working Methods and Financial Results

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Be familiar with the existing services within Mobile Patrolling and Alarm Response
- Know how Mobile Patrolling can contribute to additional business
- Be familiar with technical aids provided by the company
- Be aware of the link between the working method of the security guard and the financial results

### **Example of course content**

1. Various types of security duties
2. Laws and rules regulating the activities of security companies
  - 2.1 Security Companies Act
    - 2.1.1 Licensing
    - 2.1.2 Approval of personnel
  - 2.2 National Police Board regulations
    - 2.2.1 Training
    - 2.2.2 Equipment
    - 2.2.3 Identification
    - 2.2.4 Truncheon, handcuffs
3. Administration
  - 3.1 Collective agreements
  - 3.2 Revenue and expenses "Security guard hours"

## **Module 2: Health and safety**

This module is to cover areas such as:

- Health and Safety in general
- Existing risks in the working environment
- Risk control
- Effects of effective health and safety measures

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Know what is covered by the concept of Health and Safety
- Be aware of the existing risks in the security guard's own working environment
- Be able to prevent, reduce and eliminate risks in this environment
- Understand how effective Health and Safety measures can contribute to their success and to the success of the business

### **Example of course content**

1. Occupational Safety and Health Act
  - 1.1 Employer obligations
  - 1.2 Employee obligations
  - 1.3 Safety organisations
    - 1.3.1 Safety representative duties, authorities
2. Provisions from the Work Environment Authority
  - 2.1 Systematic work environment work
  - 2.2 Solitary work
  - 2.3 Violence and threats in the work environment
  - 2.4 Medical checkups and night shifts
  - 2.5 First aid and counselling
3. Ergonomics, in and out of the vehicle
4. Eating habits and work at night
5. Accident procedures
  - 5.1 Reporting work injuries
6. Rehabilitation
  - 6.1 Employer responsibilities
  - 6.2 The individual's responsibilities

## **Module 3: National legislation, regulations**

This module is to cover areas such as:

- National Legal rights
- National Legal rules and regulations

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Be able to explain as well as apply his legal rights, powers and obligations
- Be familiar with the relevant parts of current legal rules and regulations

### **Example of course content**

1. Structure of the legal system
  - 1.1 Fundamental laws
  - 1.2 Codes (Judicial Procedure, Penal Code)
  - 1.3 Legislation
  - 1.4 Statutory orders
  - 1.5 Regulations
2. Crime definition
  - 2.1 Objective prerequisite
  - 2.2 Subjective prerequisite
  - 2.3 Criminal offence
    - 2.3.1 Crime with imprisonment
    - 2.3.2 Crime without imprisonment
3. Security Officers authority (applicable to Sweden)
  - 3.1 Citizen's arrest, Code of Judicial Procedure, part 24, section 7
  - 3.2 Supervised visitation, Police Act, ss 19 and 29
  - 3.3 Sequestration, Code of Judicial Procedure, part 27, s 1(4)
  - 3.4 Use of force
    - 3.4.1 Violence, Police Act s 10
    - 3.4.2 Legal authority, Penal Code 24:2
    - 3.4.3 Self-defence, Penal Code, part 24, s 1
    - 3.4.3 Distress, Penal Code, part 24, s 4
    - 3.4.5 Assistance to others, Penal Code 24(5)
  - 3.5 Reinforced legal protection, Security Companies Act s 7
    - 3.5.1 Violence/threats against an officer, attacks on an officer, violent resistance

## **Module 4: Security Techniques**

This module is to cover areas such as:

- Preventative fire control
- Principles of protection against harm to the person, property and equipment
- Mobile patrolling working methods
- Dynamic risk assessment
- Instructions and reporting routines

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Be familiar with the principles of preventative fire control
- Be familiar with the principles of protection against harm to the person, property and equipment
- Be familiar with the fundamental working methods for the services
- Be familiar with dynamic risk assessment
- Be able to explain the importance of instructions and reporting routines

### **Example of course content**

1. Mobile patrolling
  - 1.1 General information
  - 1.2 Special rounds instruction
  - 1.3 Preventative fire safety
  - 1.4 Preventative trespassing and security in case of burglary
  - 1.5 Other verification and measures
    - 1.5.1 Identity/property checks
  - 1.6 Measures to be taken when a burglary is detected
  - 1.7 Technical aids
    - 1.7.1 Handling of customer keys, access cards, codes
    - 1.7.2 Reporting aids
      - 1.7.2.1 Report forms
      - 1.7.2.2 Barcode scanners, handheld computers
    - 1.7.3 Communication radio, interviewing procedures, assault alarm
    - 1.7.4 Flashlight
2. Alarm response
  - 2.1 Instructions, keys, codes
  - 2.2 Traffic rules for turn-outs
  - 2.3 Measures at alarm location
    - 2.3.1 Outside inspection

- 2.3.2 Inside inspection
- 2.3.3 Causes of alarm
- 2.3.4 Official notes of observations
- 2.3.5 Cooperation with the police
- 2.4 First at the scene, measures
  - 2.4.1 Protection of the crime scene
  - 2.4.2 Taking a description
- 2.5 Reporting, turn-out report

## **Module 5: Fire control awareness**

This module is to cover areas such as:

- Causes of fire
- Preventative fire control measures
- Fire alarm systems
- Rescue services: working methods
- Fire-fighting aids

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Be able to explain the causes of a fire
- Be able to describe preventative fire control measures
- Be familiar with common fire alarm systems
- Be familiar with the working methods of the rescue services
- Be able to act immediately when discovering a fire and take first-hand measures
- Be able to employ the available fire-fighting aids

### **Example of course content**

1. Rescue services organisation
  - 1.1 Rescue Service Act
  - 1.2 Cooperation with the Security Officer and the rescue services
2. Causes of fire
  - 2.1 How a fire starts
  - 2.2 Spread of fire
3. Fire prevention
  - 3.1 Mobile Patrolling duties concerning fire prevention
4. In case of a fire
  - 4.1 Save lives, call, extinguish
  - 4.2 Emergency exits
  - 4.3 Various extinguishing methods
    - 4.3.1 Cooling
    - 4.3.2 Smothering
    - 4.3.3 Depletion
  - 4.4 Extinguishing material and equipment
    - 4.4.1 Various types of hand-held extinguishers, designations of areas of use

4.4.5 Indoor fire hydrant, sprinklers

4.5 After a fire

4.5.1 Residual value protection

5. Practical training

5.1 Extinguishing with different kinds of hand-held extinguishers

5.2 Extinguishing car fires, extinguishing fires of clothing



## **Module 6: First aid**

This module is to cover areas such as:

- First aid bases
- Cardiopulmonary resuscitation

### **Course content with emphasis on learning outcomes**

Recommendations of proper training in first aid according to national rules and legalisation; the Learner shall:

- Being able to provide first aid (situation, breathing, bleeding, shock)
- Being able to perform cardiopulmonary resuscitation

### **Example of course content**

1. Arriving at the scene of an accident
  
2. Situation, Breathing, Bleeding, Shock
  - 2.1 Dangerous situation measures
  - 2.2 Checking of respiration (free air passages)
  - 2.3 Stable side position
  - 2.4 Measures upon respiratory failure, mouth-to-mouth resuscitation
  - 2.5 Bleeding
    - 2.5.1 Elevation
    - 2.5.2 Large wounds
    - 2.5.3 Small wounds
  - 2.6 Shock-prevention measures
  
3. Measures for different types of injuries
  - 3.1 Burns
  - 3.2 Poisoning
  - 3.3 Eye injuries
  - 3.4 Dental injuries
  - 3.5 Head injuries
  
4. Medical diseases, symbols, symptoms, measures
  - 4.1 Aphasia
  - 4.2 Asthma/allergies
  - 4.3 Haemophilia
  - 4.4 Diabetes
  - 4.5 Epilepsy

- 5. First aid kit
  
- 6. Body's oxygen supply
  - 6.1 Heart function
  - 6.2 Lung function
  - 6.3 Causes of cardiac arrest and appropriate measures
  - 6.4 Cardiopulmonary resuscitation (CPR)
    - 6.4.1 CPR practice and examination

## **Module 7: Vehicle operations**

This module is to cover areas such as:

- Traffic policies
- Vehicle safety systems
- Driving in darkness
- Local climate and weather conditions

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Understand the importance of the fact that company vehicles should be driven in an exemplary and traffic safe way
- Be familiar with the function of the vehicle's anti-lock brake systems and traction control systems
- Be familiar with the practice of driving in darkness
- Be aware of the specific risks concerning the traffic environment depending on the local climate and weather conditions

### **Example of course content**

1. Driving: company- and branch-policy
2. Vehicle's safety system
  - 2.1 Vehicle's ABS system
  - 2.2 Vehicle's traction control system
  - 2.3 Airbags
    - 2.3.1 Special risks with airbags and radio communication
3. Driving in darkness, reasons
4. Driving on slippery surfaces, e.g. snow and ice

## **Module 8: Security systems**

This module is to cover areas such as:

- General structure of alarm systems
- Structure of burglar alarm systems
- The process from activation of alarm to action
- Access control systems
- CCTV-systems

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Be able to describe common types of alarms
- Be able to describe the system structure of common burglar alarm systems
- Be familiar with the principles of (self-) defence
- Be able to describe the process “from alarm to action”
- Be familiar with the functions of an access control system
- Be familiar with CCTV and other security systems

### **Example of course content**

1. Risks and safety measures
  - 1.1 Building safety
  - 1.2 Alarm protection
  - 1.3 Personnel safety
  - 1.4 Financial safety
2. Burglar alarm, system set-up
  - 2.1 Magnetic contacts
  - 2.2 Motion detectors
  - 2.3 Broken glass detectors
  - 2.4 Main control panel
  - 2.5 Control panel
  - 2.6 System keypads
  - 2.7 Alarm siren/sounder
  - 2.8 Alarm transfer methods
  - 2.9 Causes of errors in individual alarm components
  - 2.10 Principles of (self-) defence

3. Team work

3.1 Dynamic risk assessment

3.2 Projection of security by a customer, including:

3.2.1 Burglar alarm

3.2.2 CCTV system

3.2.3 Access control systems

3.2.4 Mechanical protection

3.3 Reporting team work

## **Module 9: Conflict management**

This module is to cover areas such as:

- Common causes of conflict
- Preventing conflict situations
- Handling of conflicts, practice
- Models for conflict management

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Be able to describe common causes of conflict
- Be able to avoid ending up in dangerous conflict situations
- Be able to demonstrate the correct handling in conflict situations which may arise on the job
- Be acquainted with models of conflict management and understand the factors that can affect the outcome of a conflict

### **Example of course content**

1. Usual types of conflicts
  - 1.1 Causes of conflict
  - 1.2 Methods to avoid conflicts
  - 1.3 Conflict scale
  - 1.4 Various conflict management patterns
2. Body language
  - 2.1 Conscious body language
  - 2.2 Unconscious body language
3. Rhetoric
  - 3.1 Conflict resolution talks
  - 3.2 Constructive talks
  - 3.3 Five-step model (conflict management model facilitating cooperation)
  - 3.4 "Teflon" words (parry insults)
4. Role play (4-5 scenes)
  - 4.1 Assessment of Learners' actions from a conflict-management perspective
  - 4.2 Feedback to the Learners

## **Module 10: Professional manner, service and quality**

This module is to cover areas such as:

- Professional manner based on trust, honesty and responsibility
- The customer's expectations of the security officer
- Codes of conduct in the private security industry
- How to manage a commission of trust

### **Course content with emphasis on learning outcomes**

The Learner shall:

- Through high trust, honesty, service and quality standards be able to take responsibility for himself, the team and the private security company
- Be able to act in a proper and correct way
- Know what consequences his actions and conduct may have for his company and the security industry from an ethical and commercial perspective.

### **Example of course content**

1. Team work: interpretation of the concept "Professional manner"
  - 1.1 Reporting: trainer-led discussion
2. Video with scenes from real life
  - 2.1 Trainer-led group discussion about the events in the film
    - 2.1.1 Events and consequences
3. Private security company/ private security branch standards for security guard actions
  - 3.1 Development of the concept of honesty (zero threshold)
4. Obtaining and keeping the customer's trust

## **2. Educational toolkit for alarm response centres**

### ***Contents:***

- X. Introduction
- XI. The programme
- XII. Assessment
- XIII. Roles and responsibilities
- XIV. Documents
- XV. Quality assurance
- XVI. Learning environment
- XVII. Certification
- XVIII. Learning outcomes
  - Module 1: MARC Operations Introduction
  - Module 2: Health and safety
  - Module 3: Security of the MARC
  - Module 4: Communications
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## **I. Introduction**

The aim of the learning programme for the Monitoring & Alarm Receiving Centre (MARC) Operator is to provide a development programme for new and existing Operators in a MARC which would help them acquire the knowledge and skills to be recognised as valued and competent employees. This programme encourages flexible methods of learning, gaining experience and assessing achievement.

This programme is designed to be more than a process that all new employees have to go through before they can start operational activity. It is designed to be a learning development tool that will provide the necessary knowledge and skills for a new employee and help to develop the knowledge and skills of existing employees. The programme does not impose a fixed number of guided learning hours nor does it dictate how the programme is to be delivered. However, there should be a minimum period of training, appropriate to ensure the minimum competency to carry out the specific duties (e.g. intruder alarm handling, CCTV operation, etc.). It does specify the minimum outcomes of learning that a programme must provide Learners. The programme therefore encourages the provision of a sound foundation of knowledge, skills and experience that will help an individual to plan and follow a rewarding career in the Private Security Industry.

The sound basis of knowledge, skills and experience that this programme provides to the Learner will be of great benefit to employers, who will benefit the rewards of having knowledgeable, skilful and competent employees. Employers are therefore strongly encouraged to consider this programme to be best practice of investing in their employees.

## **II. The programme**

The MARC Operator programme requires Learners to progress through a series of modules of learning that start with knowledge about the National Private Security Industry, including relevant legislation and regulation, then gradually introduces the occupational skills required to become a competent MARC Operator. Assessment of achievement will be against the module's learning outcomes which can be mapped against European or National Occupational Standards where available. This programme can be delivered by employers and used as a stand-alone developmental tool or can be integrated into a wider personnel development strategy. Additionally, a qualification can be associated with this programme, the requirements of which will depend upon the Awarding Body or Qualification Regulator.

## **III. Assessment**

The assessment is to be carried out against the learning outcomes, which are specified below. Assessment of the Learner's achievement should be when the Learner and the Mentor believe the Learner is ready for that assessment and has acquired the necessary skills and knowledge. Mentors will consider the evidence available to determine whether each learning outcome has been met. A record of the evidence considered and the assessment decisions should be maintained for quality assurance purposes, (these will vary and depend upon the involvement of Awarding Bodies or Qualification Regulatory Bodies) but typically would

include a record of the assessment decision, who made it, what evidence has been considered and its location.

#### **IV. Roles and responsibilities**

For the MARC Operator Programme to have credibility, quality assurance arrangements have to be in place around the delivery of the programme, both the learning and assessment processes, and the recognition of achievement, i.e. certification. Therefore, some form of independent assessment or verification of the assessment process is necessary; this will normally be determined by the Awarding Body or qualification regulator. However, should no Awarding Body or qualification regulator be involved, a robust system of quality assurance through internal verification should be put in place by the employer.

- **Learner** — the individual who is going through the MARC Operator Programme. The Learner's responsibility is to work with their Trainer and Mentor to acquire the required knowledge and skills, and to identify, produce and record evidence of their progress through the programme.
- **Trainer** – the individual who imparts the knowledge and skills to the Learner. The Trainer's responsibility is to determine appropriate teaching and learning methods for the information to be delivered which meets the requirements of the employer and more importantly those of the Learner. The Trainer should be appropriately qualified to deliver learning by holding a nationally recognised teaching/training qualification and be occupationally competent.
- **Mentor** – the individual who makes the assessment decision of the evidence presented. The Mentor is responsible for determining whether the evidence gathered and presented by the Learner meets the requirements of the learning outcomes of the programme. The Mentor should use the most appropriate assessment methods to achieve this i.e. multiple choice examination, written evidence, witness testimony, professional discussion, observation, naturally occurring evidence, etc. The choice of the assessment method will be influenced by the learning outcome being assessed, the learning environment and not least by the needs of the Learner. The Mentor should be appropriately qualified to assess evidence of learning by holding a nationally recognised Mentor qualification and be occupationally competent.
- **Internal Quality Assurance Coordinator** – the individual who ensures that the assessment decisions made by the Mentor are clear, fair, accurate and standardised. The Internal Quality Assurance Coordinator would normally be an employee and is responsible for the quality assurance of the programme as it is delivered within the company. The involvement of Awarding Bodies or Qualification Regulators may result in this role being renamed, modified or removed to meet their quality assurance systems.
- **External Quality Assurance Coordinator** – the individual who ensures that the company or training provider is delivering the programme in line with the requirements laid down by Awarding Bodies or Qualification Regulators. The External Quality Assurance Coordinator is

generally appointed by the Awarding Body or Qualification Regulator and has the responsibility for quality assurance.

## **V. Documents**

A workbook should be developed and provided giving the Learner the necessary information about the programme and indicating the skills they need in order to be successful. Additionally, this workbook should provide for the recording of the Learner's progress through the programme. For each module the workbook should:

- Identify the required learning outcomes
- Show any specific criteria that must be met for that learning outcome to be achieved
- Explain how that learning outcome is to be assessed
- Provide the opportunity for feedback to be given to the Learner
- Record the assessment decision

## **VI. Quality assurance**

As stated above, for the MARC Operator Programme and any associated qualification to have credibility, quality assurance criteria around the delivery and the certification of the programme have to be met. In addition to these criteria, quality assurance measures have also to be in place. The criteria relate to the competence of those people involved in delivering and assessing the programme and the measures relate to the systems and documentation that support assessment.

A balance must be found between too much bureaucracy for the sake of quality assurance and too little at the expense of rigour, validity and credibility. The Awarding Body or Qualification Regulator will have the ultimate responsibility for quality assurance if the programme culminates in a nationally recognised qualification.

## **VII. Learning environment**

It is expected that a large amount of the knowledge-based aspects of this programme will be delivered 'off line' in a classroom environment which must be fit for the purpose, adequately resourced, conducive to learning and encouraging a supportive and participative environment. This supportive environment must be extended to those areas where the Learners are developing and demonstrating their practical skills.

## **VIII. Certification**

Certification will be the responsibility of the Employer or if involved the Awarding Body or Qualification Regulator.

## **IX. Learning outcomes**

### **Module 1 – MARC Operations Introduction**

This module is to cover areas such as:

- The Company background and history
- Company participation in different security sectors
- The Private Security Industry, how it is regulated and structured in the Learner's country.
- Public Bodies involved with the industry in the Learner's country
- Standards and Regulations relating to Alarm Monitoring Centres
- Industry Trade Bodies and Associations
- Emergency Services
- The Role of the MARC
- Management Structure of the MARC
- The Role of the MARC Operator

### **Course content with emphasis on learning outcomes**

On successful completion of this module the Learner should be able to:

- Outline the history of the company and the services it provides
- List the services the MARC provides
- Explain the role and function of the Private Security Industry and how it is regulated
- Interpret a range of common terms and definitions used within the MARC
- Explain the organisational structure of the MARC
- Describe the role of the MARC Operator

### **Example of course content (Ireland)**

#### **Company background and history (sample is the Omada Fire & Security Group and will be changed for each company)**

- Original Company (C.P. Security formed 1970) – Provides Manned Security guarding and Cash in Transit services in Dublin and Cork
- Electronics Company (Bell Communications formed 1981) – Provides Alarm Monitoring Services, radio alarm transmissions systems.
- 1997 Bell Communications acquires the alarm business of Securicor Ireland
- 2001 – Omada Fire & Security Group formed and acquires A1 Security Systems, Amber Fire Services, Mid West Security, Jaebrade Security Services, Axis/Symtech Integrated Systems and IT Partners (eSecurity).
- The company has an annual turnover of circa €30m and employs around 450 staff in Dublin, Cork, Limerick and Galway.

### **Company participation in different security sectors (sample is the Omada Fire & Security Group and will be changed for each company)**

- Services covered
- Alarm monitoring (Intruder, Fire and Personal Attack)
- Assistance Services
- Vehicle Tracking and Monitoring
- Remote CCTV Monitoring
- Plant Monitoring
- Security guarding including Mobile Patrolling and Alarm Response
- Cash In Transit Services and Secure Vaulting
- Fire Alarm Systems including FM200 and Fire Suppression Systems
- Electronic Security Systems including Intruder, CCTV and Access Control Systems
- Supply and Installation of Fire Extinguisher Systems
- The Private Security Industry, how it is regulated and structured in the Learner's country.

### **The Role of the Private Security Authority (Licensing Authority)**

- Government Agency set up under the Private Security Services Act 2004
- Licensing Authority for all companies offering security services to consumers
- Sets licensing standards and ensures compliance through their own Inspectorate Body
- Ensures compliance by consumers by taking action against them if they use unlicensed contractors
- Works with other Government Agencies such as Revenue Commissioners, National Standards Authority of Ireland, Department of Health and Social Welfare and Garda Siochana (Police)
- Works in partnership with Industry Bodies and Trade Associations

### **Public Bodies involved with the industry**

- Electro-Technical Council of Ireland (ETCI) – Body that sets all technical standards in Ireland – Technical Committee 13 (TC13) sets the technical standards for the security industry and reports to TC79 in Europe for harmonisation of European standards.
- National Standards Authority of Ireland (NSAI) – publishes all agreed standards and offers certification schemes to those standards – takes action against any company stating compliance with a standard when not so compliant
- Advisory Committee Intruder Alarm Security Certification (ACIASC)– body consists of NSAI, industry, Gardai, Insurance and telecommunications providers to consider issues arising with Certification Scheme applicable for the Industry – Gardai will only respond to systems installed by certified installers

### **Standards and Regulations relating to Alarm Monitoring Centres**

- Irish Standard 228:1997 – Alarm Receiving Centres – Technical Standard dealing with the construction, equipping and manning of alarm receiving centres
- EN50131 – European Standard for the Installation of Alarm Systems
- Intruder Alarm Policy (An Garda Siochana) 2004

- CO PR I.S. 228:1997 – Certification Scheme for Alarm Receiving Centres in order to obtain Garda Siochana approval for monitored alarm systems.
- SR25 – Standards Recommendation dealing with the Filtering of alarm signals to reduce Nuisance or False Alarms
- SR41 – Standards Recommendation (now compulsory as a requirement of Licensing) dealing with customer interaction, staff recruitment and screening, and staff training

### Industry Trade Bodies and Associations

- Security Congress of Ireland (SCI) – Forum for all trade bodies and associations in the security industry in Ireland
- Alarm Association of Ireland (AAI) – trade association representing circa 20 independently owned intruder, cctv and access control system installers
- Irish Independent Security Companies (IISC) – trade association representing circa 12 small independently owned intruder, cctv and access control system installers – mostly 1 and 2 person companies
- Irish Security Industry Association (ISIA) – largest trade association covering all industry sectors and includes all the largest companies including multinationals – in existence for over 30 years
- National Monitoring Centres Forum (NMCF) – trade association representing all certified Alarm Receiving Centres – active on advisory committees and engages with Gardai in relation to their policy reviews.
- National Union of Security Employers (NUSE) – body representing independent private security companies
- Security Institute of Ireland (SII) – Training body that runs courses to FETAC awards – now required for licensing
- Irish Security Industry Training (ISIT) – training wing of ISIA set up to provide training to FETAC awards for member companies.

### Emergency Services

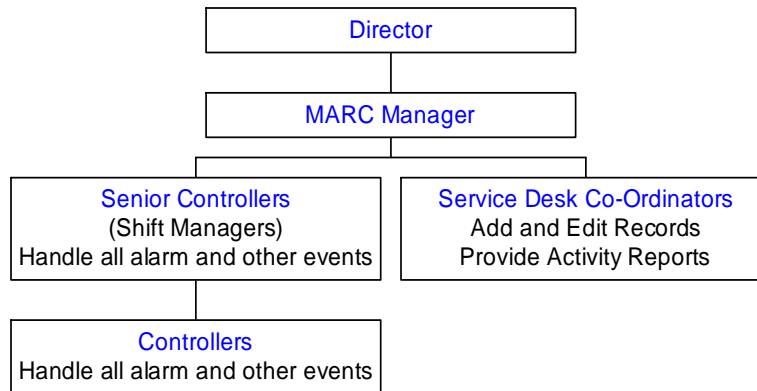
- Fire Brigade – use 999 telephone system throughout the country
- Ambulance – use 999 telephone system throughout the country
- Garda Siochana – use direct line system to local headquarters or use 999 system

### Role of the MARC

Throughout the day and the night, the MARC shall provide the monitoring services of the staff within the MARC and will pass on details of events received from the subscriber's equipment to the person, company, emergency authority or other body as designated in writing by the person availing of the service provided such nomination shall have been received in writing by the MARC.

### Management Structure (Sample)

The Management Structure shall be clearly defined and made known to all staff working in the MARC



### Role of the MARC Operator

- To implement practices and procedures that protects and prevents, as far as possible, loss and/or damage to life and property.
- To operate all alarm receiving equipment as set out by the manufacturer of the equipment.
- To operate all alarm receiving software systems as designed.
- To report failures of any equipment used in the MARC.
- To follow at all times the specific instructions as presented by an end user of the service.
- To follow all practices, policies and procedures as set out in any statutory regulation.
- To follow all company policies and procedures as described in the company's Standard Operating Procedures (SOP's).
- To adhere to and ensure compliance with health, safety and welfare at work regulations
- To comply with the law at all times

## **Module 2 – Health and Safety**

This module is to cover areas such as:

- National Health & Safety Legislation
- Knowledge of operations within the MARC and personal obligations
- Responsibilities to others and implications for those responding to alarms
- Bullying and Harassment Policies

### **Course Content with emphasis on Learning Outcomes**

On successful completion of this module the Learner should be able to:

- Outline the basic Health & Safety legislation
- Explain the operations and personal obligations within the MARC
- Describe the implications for those responding to Alarms
- State the problems of bullying and harassment within the workplace

### **Example of course content (UK)**

#### **Health & Safety Legislation**

- National Health & Safety legislation Country Relevant  
(Health & Safety at Work Act UK)

#### **The Operations of Health & Safety in Workplace**

- Duress procedures
- Personal obligations
- Evacuation procedures in the event of an emergency.
- Working within a confined environment

#### **Responsibilities to Others**

- Duress
- Personal Attack Alarms
- Lone Working
- Responding to alarms in dangerous situations

#### **Bullying and Harassment**

- Bullying and Harassment
- Stress related to working within a pressured environment.



## **Module 3 – Security of the MARC**

### **Course Content with emphasis on Learning Outcomes**

On successful completion of this module the Learner should be able to:

- Explain the security measures in place at the MARC
- Explain the security procedures in place at the MARC
- Perform the necessary actions during a system failure or malfunction in the MARC
- Demonstrate correct compliance with security measures and procedures in place at the MARC
- Explain how sensitive information and materials are controlled and accessed at the MARC
- Give examples of their individual responsibilities and how they contribute to the security of the MARC

### **Example of course content (Austria)**

#### **Physical security measures**

- Walls, windows, doors
- Access control system including high security pedestrian interlock
- Emergency opening of pedestrian interlock and the consequences
- Opening of tilting only windows, emergency opening and opening for service
- Importance of the privacy shield on windows
- Storage and handling of fire extinguishers
- CCTV

#### **Procedural security measures**

- Access to the MARC
- Leaving the MARC in a case of an emergency
- Who orders evacuation of the MARC in emergency?
- What happens immediately before/during/after an evacuation of the MARC?
- Authorisation and limits of access of employees, i.e. what systems and equipment are employees allowed to handle
- Necessity of 4-Eyes-Login
- Transmission of classified/sensitive information out of the MARC i.e. open lines of communication and secure lines of communication
- Operation of key-cabinet

#### **Security of operations**

- Which systems are redundant?
- Emergency backup telephone system
- How the operator recognises a breakdown of a system
- What checks are due after power outage or malfunction of a system?
- What systems and equipment have to be switched by hand to the backup system?

### Sensitive information and materials held or accessed at the MARC

- The “need-to-know” principle
- What information is allowed to leave the MARC, by whom and to whom?
- How will a third party identify himself and will he be accepted as the bona fide customer?
- How does the operator respond to inquiry or request from a government authority?
- Managing and safekeeping of keys

### Individual responsibilities

- Importance of each employee accepting his responsibility towards the customers and the company
- The company’s Ten Golden Rules of Security
- “Whistle blowing“ on faults or failings within the MARC
- When to inform a supervisor if an employee gets accidental knowledge of classified or sensitive information they are not supposed to know e.g. other person’s password, security codes, sensitive information of customers etc.

### Rules and Regulation

- Arbeitnehmerschutzgesetz / ASchG (Federal law for the protection of employees)
- Different TRVBs (Technical rules to prevent and fight fire)
- TRVE 38-1 (Technical rule for “Certified MARCs” in Austria)
- ÖZS Richtlinie BW-5 (Rule BW-5 on Training of Security Security guards including MARC)

## **Module 4 – Communications**

This module is to cover areas such as:

- Different types of communication
- Different types of report and their importance
- Techniques used in report writing
- Importance of hand-over procedures

### **Course Content with emphasis on Learning Outcomes**

On successful completion of this module, the Learner should be able to correctly handle:

- Verbal communications
- Face to face contact (with MARC colleagues and management/supervisors)
- Phonetic alphabet
- Radios (where applicable)
- Communicate via reports – hand written/electronic
- Customer care: understanding, awareness, familiarity with:
  - Telephone manner (telephone calls incoming/outgoing)
  - Distressed customers
  - Irate customers

By the end of the session the Learner will be able to:

- Explain different types of communication
- Describe the correct use of radios
- List the different types of reports and registers
- Explain the reasons for raising a report and the content required
- State the basic techniques to be used in report writing
- Explain the content and importance of a handover

### **TYPES OF COMMUNICATION**

#### **Definition of Communication**

Communication is a very important part of a MARC Operator's work on a regular basis: making information known by speech, writing, messages etc.

Communication is a two-way process, which involves a sender and receiver.

Four basic components:

- **The Transmission:** using speech, signals, writing etc.
- **The Reception:** listening, watching, reading
- **The Understanding:** the process does not work unless the information is understood
- **The Feedback:** this is the confirmation that the message has been received and understood

Communication is a fundamental skill. Everyone possesses it; it is used from birth, improved and adapted through school, training, learning, application etc.

### **Means of Communication**

How do we communicate?

- Verbal/oral
- Visual/written
- Non verbal (NVC) body language

#### **Verbal/Oral**

Verbal/oral communication must always be precise, accurate and clear and involves three types:

- Face to face
- Telephones
- Radio

#### **Face to face**

This could be on a handover/take-over, where information is passed between operators; this could then be confirmed verbally by asking the receiver to repeat the information. This is an important aspect of any professional security operation. It is essential to operational functionality that proper and correct handovers are completed.

#### **Telephones**

When answering the telephone it is important to:

- Speak clearly
- Identify yourself
- Listen carefully
- Write the message down
- Be polite
- Pass important messages on

Always remember to answer the telephone politely because you never know who is on the other end.

## **Radio**

Practically every professional private security company today is equipped with Radio Communications. It provides many advantages; not in the least flexibility and speedy deployment of private security personnel in their various fields of operation. It allows entire teams of staff to receive information and allows the proper co-ordination of response.

The Department of Trade and Industry carries out the licensing and control of radio communications systems within the United Kingdom.

### **CORRECT USE OF RADIO** (Where applicable)

Great care should be taken with items of radio equipment, particularly personal handsets, which may be easily damaged by carelessness or negligence.

The need for a uniform system of voice procedures for use by all private security personnel on company radios is necessary, for not only is it possible for every word said to be heard by the Radio Regulatory Division of the Department of Trade and Industry monitoring teams, but as with most radio systems, if two stations send at once, the result is chaos. It is essential, therefore, that all operators work to a common system to avoid the possibility of:

- Delay
- Misunderstanding
- Frustration
- Failure

at a time when speed of communication and clarity may be vital.

## **Discipline**

As with any organisation, discipline on a radio network is essential. Radio discipline includes:

- Correct use of voice procedure
- The correct opening up, testing and closing down of stations
- A consistent and accurate watch maintained by all stations on the net.

Users must remember that only one station can speak at a time, therefore:

- All concerned must listen out before speaking to ensure that the radio frequency is clear
- Operators must not cut in on other transmissions, unless urgent
- Leave a short pause at the end of each transmission
- Operators should include short pauses during long transmissions to allow another operator with a more urgent message to cut in
- Answer all calls immediately and in correct order

Remember that control, or other operators, may need to write details of a message down, so speak clearly and slowly.

Operators should adhere to the prescribed procedure and the following practices are discouraged:

- Using a radio call when telephone contact with the person can be easily established
- Unofficial conversation between operators
- Excessive testing
- Transmitting information that would compromise the security
- Use of other pro-words than authorized
- Using profane, racist, inappropriate or obscene language
- Allowing unauthorized persons or the public to hear transmissions (Data Protection Act)

### **Pro-Words**

Easily pronounced words or phrases may be used to convey an exact meaning between operators, thus avoiding unnecessary repetition, e.g. RECEIVED is used to signify 'I have received and understood your last transmission'.

A list of common Pro-Words to be used are:

OVER	This is the end of my transmission to you and a response is necessary.
OUT	This is the end of my transmission to you and no reply is required or necessary.
OUT TO YOU	I am finished with you and am about to call another station. Do not reply.
RECEIVED	I have received and understood your last transmission. It will be acted upon where necessary.
SAY AGAIN	Repeat your last transmission.
WAIT	Indicates that you are unable to reply immediately and is normally followed by an indication of time, e.g. WAIT ONE = wait one minute.
STANDBY	Indicates that you are unable to reply immediately and is normally followed by an indication of time, e.g. STANDBY ONE = wait one minute.
ETA	Estimated time of arrival.
ETD	Estimated time of departure.

## Call Signs

For any radio transmission on the net, it is necessary for the transmitting station to identify itself and name the station with whom it wishes to communicate. Call signs are used primarily to establish a link between two or more stations of the net. When stations are answering an all-sequence call, they should do so in alphabetical sequence.

If a station fails to answer, the next in order answers after a pause. This pause is usually about 5 seconds but may differ depending on local arrangements. The defaulting station, if in a position to do so, will answer last.

## The Phonetic Alphabet

The phonetic alphabet was developed in the 1950's to be intelligible (and pronounceable) to all NATO allies in the heat of battle. The Phonetic Alphabet is used to spell out letters instead of just saying the letter itself.

By using a word for each letter there is less chance that the person listening will confuse letters. For instance, some letters that can be easily confused are 'D' and 'B'. Using the phonetic alphabet, 'Delta' and 'Bravo' can be easily distinguished. The phonetic alphabet is primarily used in two-way radio communications.

To assist in clarity during radio and telephone conversations, the following Standard Phonetic Alphabet should be used:

<b>A</b>	Alpha	<b>J</b>	Juliet	<b>S</b>	Sierra
<b>B</b>	Bravo	<b>K</b>	Kilo	<b>T</b>	Tango
<b>C</b>	Charlie	<b>L</b>	Lima	<b>U</b>	Uniform
<b>D</b>	Delta	<b>M</b>	Mike	<b>V</b>	Victor
<b>E</b>	Echo	<b>N</b>	November	<b>W</b>	Whisky
<b>F</b>	Foxtrot	<b>O</b>	Oscar	<b>X</b>	X-ray
<b>G</b>	Golf	<b>P</b>	Papa	<b>Y</b>	Yankee
<b>H</b>	Hotel	<b>Q</b>	Quebec	<b>Z</b>	Zulu
<b>I</b>	India				

To distinguish numerals from words similarly pronounced, the Pro-Word 'FIGURES' may be used preceding such numbers.

## WRITTEN COMMUNICATION

- Duty Sheets
- Incident Logs
- Time Sheets
- Handover Records
- Accident Reports
- Statements

Reports may include diagrams, as well as written word.

Points to remember:

- Reports must be legible and understandable. Use clear, simple English and, if necessary, print – do not use jargon or abbreviations
- Plan what to say before starting
- Do not use pencil as it smudges, it can be altered and does not photocopy well; preferably use a black ballpoint
- Do not use correcting fluids; put a line through errors and initial alterations.

**Advantages of written communication:**

- Facts can be clearly stated
- Permanent reference or record
- Can be planned
- Proof of communication
- Can be used as evidence in courts
- Proof that duties were carried out
- Paperwork can be sent to, or read by, third party

**Disadvantages of written communications:**

- More time-consuming and
- Lacks the spontaneity of an oral communication
- No immediate feedback
- Some people have problems reading and writing
- One cannot be sure the communication has been read/understood
- Paperwork can be read by third party
- Requires storage systems

**Writing Reports**

When writing a report, operators should use the following structure to ensure accuracy and clarity.

Give the report a:

- **Beginning**      Heading or title – should include, who the report is to, the subject, date and author's name
- **Middle**          Body – should contain the detailed information
- **End**              Sign off – should show who wrote the report by means of the author's signature and date.

Utilise your pocketbook entry, whenever possible.



## **CONTENT OF REPORT**

### **Planning a report**

When planning a report you must consider:

- Who the report is to be addressed to
- Who the author of the report is
- The subject heading and full date of the incident
- The content factual/chronological order/include names, vehicle registrations etc
- Do not use abbreviations
- Remember the ABC of communication
- Corrections – must be neatly ruled through and initialled ensuring that the erased word(s) is (are) still legible
- Sign, date and if necessary, number each page

## **HAND-OVER PROCEDURES**

The MARC operator should:

- Ensure that they are on duty in time to carry out a thorough handover

This will ensure that they or their colleague will be aware of any special requirements for the duration of the next shift.

- Ensure that any messages received for them or their colleagues are acted upon or passed on, as appropriate. It is a good idea to include these in the Daily Occurrence Book (DOB), just in case they forget to pass on the message.

Include them in their handover. Read back through the DOB to the last entry when they were previously on duty.

- Ensure that any deficiencies, such as outstanding keys, equipment or, indeed, on-going incidents are discussed.
- Complete all relevant documentation
- Finally, ensure they have control of any relevant keys etc. before their colleagues depart.

### **Example of course content (UK)**

- Definition of communication
- Means of communication
  - verbal/oral
  - visual/written

- Procedures using different types of verbal communication
  - face to face
  - telephones
  - radio (where applicable)
  
- Methods used to ensure communication continuity
  - phonetic alphabet
  - call signs
  - radio procedures (where applicable)
  
- Written communication
  - report types and importance
  - report writing/completion
  - advantages/disadvantages of reports
  - planning a report
  
- Handover procedures

### **NATIONAL OCCUPATIONAL STANDARDS (UK)**

SLP 2	Communicate effectively in the workplace – Skills for Security
SLP 2.1	Provide written information related to your work
SLP 2.2	Communicate effectively to work with others
SLP 2.3	Communicate using telecommunications
SLP 5	Produce documents manually
SLP 5.1	Record information
SLP 5.2	Produce written documents

## Module 5 – Standard Operating Procedures

On successful completion of this module the Learner should be able to:

- State the standard operating procedures relevant to their role in place within the MARC
- Explain the procedure for reporting and commencement of the duty
- State the procedure for handling transmission faults or interruptions
- Cite the procedure for handling alarms within the MARC
- Outline the contingency plans relevant to their role in place within the MARC
- Explain the procedure for reporting faults and damage within the MARC
- Outline the actions expected of the MARC operator during an emergency

### Example of course content (Hungary)

#### The Shift

Take up your duty	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <p>a) enter the service without influence of alcohol or drugs</p> <p>b) enter the service without influence of other disadvantageous medicines</p> <p>c) be relaxed</p> <p>d) wear an appropriate uniform</p>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <p>a) his organisation's health and safety regulation</p> <p>b) his organisation's regulations on uniform</p>

Beginning of the duty	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <p>a) get informed of the occurrences of the former shift</p> <p>b) check the electronic and hard logs</p> <p>c) check the operability of the communication's equipments</p> <p>d) check the operability of alarm receiving equipments</p> <p>d) check the other equipments needed for good functioning of the MARC</p> <p>e) record the process in the log</p>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <p>a) what sort of occurrences may happen in the course of service</p> <p>b) why it is important to keep a record of occurrence</p> <p>c) how to keep a record in the logs</p> <p>d) the importance of the operability of the communication equipment</p> <p>e) how to check the communication equipments</p> <p>f) the importance of the operability of alarm receiving equipments</p>

Development of a European Educational Toolkit for three private security activities/profiles:  
1) Mobile Patrolling, 2) Alarm Response Centres and 3) Airport Security.

- g) how to check the alarm receiving equipments
- h) what sort of equipments are necessary for a good functioning of the MARC
- i) how to check these equipments
- j) how to record the process in question in the log

### Signals

Transmission fault or transmission interruption	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) recognize the client/user identification, the nature of each signal, date and time of receipt of the signal</li> <li>b) recognize a transmission fault or transmission interruption</li> <li>c) endeavour to contact the protected premises and/or the user to establish the cause</li> <li>d) carry out the contractual agreement if the transmission fault has been sustained for more than 90 seconds</li> <li>e) record the action which has been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner+ must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) what sort of signals there are</li> <li>b) recognizing the client/user identification, the nature of signals, date and time of receipt of the signal</li> <li>c) the importance of recognizing the transmission fault</li> <li>d) the telephone number of the user and/or premises</li> <li>e) the importance of establishing the cause of the alarm signal</li> <li>f) the actions determined by the contractual agreement</li> <li>g) how to record the action which has been taken</li> </ul>

Signals which are not to be passed on to LEA or emergency services	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) find out how to cancel an alarm by an authorized user</li> <li>b) recognise alarm signals received from deliberately operated devices</li> <li>c) identify signals that are not to be passed on to the LEA and/or emergency services as agreed in writing with the client</li> <li>d) contact the user at the supervised premises and/or receive telephone calls from the user in order to ascertain the cause of the alarm and to designate it as real or false</li> <li>e) record the action which has been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) how to cancel an alarm signal by an authorized user</li> <li>b) the meaning of the deliberately operated devices</li> <li>c) which signals not to pass on to LEA and/or emergency services</li> <li>d) the telephone number of the user and/or premises</li> <li>e) the importance of defining the cause of the alarm</li> <li>f) the criteria determining whether an alarm is real or false</li> <li>g) how to record the action which has been taken</li> </ul>

<b>Verified alarms</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) recognize an alarm to be regarded as sequentially verified on the grounds of MARC-Annex A-Scenario I</li> <li>b) recognize an alarm to be regarded as sequentially verified on the grounds of MARC-Annex A-Scenario II</li> <li>c) recognize an alarm to be regarded as sequentially verified on the grounds of MARC-Annex A-Scenario III</li> <li>d) verify an alarm visually</li> <li>e) verify an alarm audibly</li> <li>f) identify the client/user</li> <li>g) record the action which has been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the importance of verifying</li> <li>b) how to verify an alarm on the grounds of MARC-Annex A-Scenario I</li> <li>c) how to verify an alarm on the grounds of MARC-Annex A-Scenario II</li> <li>d) how to verify an alarm on the grounds of MARC-Annex A-Scenario III</li> <li>e) how to verify an alarm visually</li> <li>f) how to verify an alarm audibly</li> <li>g) how to verify the identity of the client/user</li> <li>h) how to record the action which has been taken</li> </ul>

<b>Actions that need to be taken</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) inform LEA and/or emergency services</li> <li>b) allocate the alarm response patrol nearest to the site/premises</li> <li>c) give appropriate information and instructions to the alarm response patrol</li> <li>d) deliver the keys of the premises to the alarm response patrol, if necessary</li> <li>d) inform the client/user</li> <li>e) record the action which has been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the telephone number of LEA and/or emergency services</li> <li>b) the information necessary for LEA and/or emergency services</li> <li>c) where the alarm response patrols allocate</li> <li>d) the city map where the site/premises is located</li> <li>e) the information necessary for the alarm response patrol</li> <li>f) how to hold and deliver the keys of the premises</li> <li>g) the telephone number of the client/user</li> <li>h) the information necessary to pass on to the client/user</li> <li>i) how to record the action which has been taken</li> </ul>

### Contingency plans

Actions which generally should be taken in case of a contingency	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) recognize, detect and prevent the contingency</li> <li>b) make contact to the emergency services</li> <li>c) give appropriate information for the emergency services</li> <li>d) attempt to take actions on elimination of the contingency</li> <li>e) report the contingency to the company's manager liable for MARC</li> <li>f) give appropriate information for the manager</li> <li>g) make contact with the local contractors and emergency services to enable the MARC monitoring function to be maintained whilst the emergency incident is investigated, while the damage is contained or repaired</li> <li>h) make contact with the users of the affected system</li> <li>i) make contact with the clients/users</li> <li>j) carry out the partial or full evacuation</li> <li>k) take actions for re-entry and/or recovery</li> <li>l) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) what the contingency is</li> <li>b) the importance of the contingency plan</li> <li>c) the means of informing the emergency services (telephone number, etc)</li> <li>d) what information is necessary for the emergency services</li> <li>e) the contingency plans</li> <li>f) the means of manning backup and/or redirection of signals</li> <li>g) what information is necessary for the company's manager liable for MARC</li> <li>h) the telephone number of the local contractors and emergency services</li> <li>i) what information is necessary for the local contractors and emergency services</li> <li>j) a means of informing users of the affected system</li> <li>k) what information is necessary for users of the affected system</li> <li>l) a means of informing clients/users (telephone number, etc)</li> <li>m) what information is necessary for clients/users</li> <li>n) the plan for partial or full evacuation</li> <li>o) the plan for re-entry and/or recovery</li> <li>p) how to record the contingency and the actions which have been taken</li> </ul>

**Possible hazards**

<b>Complete failure of the MARC processing capability (lack of power, also battery power, sickness, fainting, etc)</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) report the contingency to the company's manager liable for MARC</li> <li>b) give appropriate information to the manager</li> <li>c) make contact with the emergency services if necessary</li> <li>d) attempt to take actions to eliminate the contingency</li> <li>e) make contact with local contractors and emergency services to enable the MARC monitoring function to be maintained whilst the emergency incident is investigated, while the damage is contained or repaired</li> <li>f) make contact with the users of the affected system</li> <li>g) make contact with clients/users</li> <li>h) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the contingency plan</li> <li>b) what information is necessary for the company's manager liable for MARC</li> <li>c) the means of informing the emergency services (telephone number, etc)</li> <li>d) what information is necessary for the emergency services</li> <li>e) the means of manning backup and/or redirection of signals</li> <li>f) the means of informing users of the affected system</li> <li>g) what information is necessary for users of the affected system</li> <li>h) the means of informing clients/users (telephone number, etc)</li> <li>i) what information is necessary for clients/users</li> <li>j) how to record the contingency and the actions which have been taken</li> </ul>

<b>Faults or damage to utilities</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) report the contingency to the company's manager liable for MARC</li> <li>b) give appropriate information for the manager</li> <li>c) inform the maintenance of the fault or damage</li> <li>e) if necessary, to make contact with the local contractors and emergency services to enable the MARC monitoring function to be maintained whilst the emergency incident is investigated, while the damage is contained or repaired</li> <li>f) make contact with users of the affected system</li> <li>g) make contact with clients/users</li> <li>h) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the contingency plan</li> <li>b) what information is necessary for the company's manager liable for MARC</li> <li>c) the telephone number of the maintenance</li> <li>d) the means of manning backup and/or redirection of signals</li> <li>e) the means of informing the users of the affected system</li> <li>f) what information is necessary for the users of the affected system</li> <li>g) the means of informing clients/users (telephone number, etc)</li> <li>h) what information is necessary for clients/users</li> <li>i) how to record the contingency and the actions which have been taken</li> </ul>

<b>Fire, including exposure to fire in adjoining premises</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) contact the fire services</li> <li>b) give appropriate information to the fire services</li> <li>c) turn on the fire extinguishing system</li> <li>d) attempt to extinguish the fire</li> <li>e) use the fire extinguisher in the appropriate way</li> <li>f) report the contingency to the company's manager liable for MARC</li> <li>g) give appropriate information to the manager</li> <li>h) carry out the partial or full evacuation</li> <li>i) if necessary, to make contact with the local contractors and emergency services to enable the MARC monitoring function to be maintained whilst the emergency incident is investigated, while the damage is contained or repaired</li> <li>j) make contact with the users of the affected system</li> <li>k) make contact with the clients/users</li> <li>l) take actions for re-entry and/or recovery</li> <li>m) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the contingency plan</li> <li>b) the telephone number of the fire services</li> <li>c) what information is necessary for the fire services</li> <li>d) how to operate the fire extinguishing system</li> <li>e) how to operate the fire extinguisher</li> <li>f) what information is necessary for the company's manager liable for MARC</li> <li>g) the plan for partial or full evacuation</li> <li>h) the means of manning backup and/or redirection of signals</li> <li>i) the means of informing users of the affected system</li> <li>j) what information is necessary for the users of the affected system</li> <li>k) the means of informing clients/users (telephone number, etc)</li> <li>l) what information is necessary for clients/users</li> <li>m) the plan for re-entry and/or recovery</li> <li>n) how to record the contingency and the actions which have been taken</li> </ul>

<b>Flood or bursting of water pipes</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) report the contingency to the company's manager liable for MARC</li> <li>b) give appropriate information to the manager</li> <li>c) inform the maintenance service of the flood or bursting of water pipes</li> <li>h) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the contingency plan</li> <li>b) what information is necessary for the company's manager liable for MARC</li> <li>c) the telephone number of the maintenance service</li> <li>d) how to record the contingency and the actions which have been taken</li> </ul>



<b>Failure of communication's infrastructure</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) report the contingency to the company's manager liable for MARC</li> <li>b) give appropriate information to the manager</li> <li>c) inform the maintenance service of the failure of the communication system</li> <li>d) if necessary, to make contact with the local contractors and emergency services to enable the MARC monitoring function to be maintained whilst the emergency incident is investigated, while damage is contained or repaired</li> <li>e) make contact with the users of the affected system</li> <li>f) make contact with clients/users</li> <li>g) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) the contingency plan</li> <li>b) what information is necessary for the company's manager liable for MARC</li> <li>c) the telephone number of the maintenance service</li> <li>d) the means of manning backup and/or redirection of signals</li> <li>e) the means of informing the users of the affected system</li> <li>f) what information is necessary for the users of the affected system</li> <li>g) the means of informing the clients/users (telephone number, etc)</li> <li>h) what information is necessary for clients/users</li> <li>i) how to record the contingency and the actions which have been taken</li> </ul>

<b>Vehicle impact, including rail vehicles and aircraft</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) make contact with LEA and emergency services</li> <li>b) give appropriate information to the LEA and emergency services</li> <li>c) report the contingency to the company's manager liable for MARC</li> <li>d) give appropriate information to the manager</li> <li>e) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand=</b></p> <ul style="list-style-type: none"> <li>a) the contingency plan</li> <li>b) the telephone number of LEA and emergency services</li> <li>c) what information is necessary for the LEA and emergency services</li> <li>d) what information is necessary for the company's manager liable for MARC</li> <li>e) how to record the contingency and the actions which have been taken</li> </ul>

<b>Malicious damage</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) detect the malicious damage</li> <li>b) make contact with LEA</li> <li>c) give appropriate information to the LEA</li> <li>d) report the contingency to the company's manager liable for MARC</li> <li>e) give appropriate information to the manager</li> <li>f) make contact with the affected client/user</li> <li>g) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) what the malicious damage is</li> <li>b) the contingency plan</li> <li>c) the telephone number of LEA</li> <li>d) what information is necessary for the LEA</li> <li>e) what information is necessary for the company's manager liable for MARC</li> <li>f) the telephone number of the affected client/user</li> <li>g) what information is necessary for the affected client/user</li> <li>h) how to record the contingency and the actions which have been taken</li> </ul>

<b>Criminal attack, bomb threats or duress situation</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) detect the criminal attack, bomb threats or the duress situation</li> <li>b) make contact with LEA</li> <li>c) give the appropriate information to the LEA</li> <li>d) report the contingency to the company's manager liable for MARC</li> <li>e) give the appropriate information to the manager</li> <li>f) make contact with the affected client/user</li> <li>g) in case of bomb threats, carry out the partial or full evacuation</li> <li>h) if necessary, to make contact with the local contractors and emergency services to enable the MARC monitoring function to be maintained whilst the emergency incident is investigated, while the damage is contained or repaired</li> <li>i) if necessary, to make contact with the affected clients/users</li> <li>j) take actions for re-entry and/or recovery</li> <li>k) record the contingency and the actions which have been taken</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) what the criminal attack, bomb threats or duress situation are</li> <li>b) the contingency plan</li> <li>c) the telephone number of LEA</li> <li>d) what information is necessary for the LEA</li> <li>e) what information is necessary for the company's manager liable for MARC</li> <li>f) the telephone number of the local contractors and emergency services</li> <li>g) what information is necessary for the local contractors and emergency services</li> <li>f) the telephone number of the affected client/user</li> <li>g) the means of informing the clients/users (telephone number, etc)</li> <li>h) what information is necessary for the affected client/user</li> <li>i) the plan for partial or full evacuation</li> <li>j) the plan for re-entry and/or recovery</li> <li>k) how to record the contingency and the actions which have been taken</li> </ul>

<b>Abnormal activity or staff shortages</b>	
<b>Performance criteria</b>  <b>The Learner must be able to:</b>  a) detect the abnormal activity b) prevent the abnormal activity if possible c) report the abnormal activity or staff shortage to the company's manager liable for MARC e) give appropriate information to the manager f) if necessary, to make contact with the affected client/user g) record the contingency and the actions which have been taken	<b>Knowledge criteria</b>  <b>The Learner must know and understand:</b>  a) what the abnormal activity is b) the contingency plan c) what information is necessary for the company's manager liable for MARC d) the means of informing the clients/users (telephone number, etc) e) what information is necessary for clients/users f) how to record the contingency and the actions which have been taken

**Procedure to hand over an incident from one shift to another**

<b>The old shift</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify the new shift</li> <li>b) check that the new shift enters the service without influence of alcohol or drugs</li> <li>c) check that the new shift enters the service without influence of other disadvantageous medicines</li> <li>d) check that the new shift is/are relaxed</li> <li>e) check that the new shift wears/wear the appropriate uniform</li> <li>g) give the appropriate information about the incident in question</li> <li>h) give the appropriate information about the actions which have been taken</li> <li>i) give the appropriate information about what actions should be taken</li> <li>j) show the log to the new shift</li> <li>k) record the process in the log</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) his organisation's health and safety regulation</li> <li>b) his organisation's regulation on uniform</li> <li>c) what information is necessary for new shift</li> <li>d) how to record the process in question in the log</li> </ul>

<b>The new shift</b>	
<p><b>Performance criteria</b></p> <p><b>The Learner must be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify himself</li> <li>b) ask the appropriate information about the incident in question</li> <li>c) ask the appropriate information about the actions which have been taken</li> <li>d) ask the appropriate information about what actions should be taken</li> <li>e) check the incident in question in the log</li> <li>f) record the process in the log</li> </ul>	<p><b>Knowledge criteria</b></p> <p><b>The Learner must know and understand:</b></p> <ul style="list-style-type: none"> <li>a) how to identify himself</li> <li>b) the appropriate information about the incident in question</li> <li>c) the appropriate actions which have been and should be taken concerning the incident in question</li> <li>d) how to check the log</li> <li>e) how to record the process in question in the log</li> </ul>

## **Module 6 – Equipment and Software**

On successful completion of this module the Learner should be able to:

- Describe the communication systems in use within the MARC
- Demonstrate the correct operation of the communication systems in use within the MARC
- Explain how alarms are managed by the MARC systems
- Demonstrate the correct operation of the alarm handling systems
- Show how to carry out routine equipment checks to ensure it is functioning correctly
- Explain the correct fault reporting process in place within the MARC

### **Example of course content (Ireland)**

#### **Communication Systems Training**

(The following examples include equipment that may be used in a MARC).

Additional information can be seen in Module 4.

- Telephone Technique – it is advisable for an operator to attend a customer care training programme that outlines the quality aspect of call handling.
- Telephone system – the operator should be trained on the following aspects of telephone handling
  - Taking a call
  - Making a call
  - Putting a call on hold
  - Transferring a call
  - Ending a call
- Radio Network – the operator should be trained on the following aspects of radio communications
  - Transmitting to a radio
  - Receiving from a radio
  - Speech speed
  - What to do under poor signal conditions
  - The phonetic alphabet
- Paging System – the operator should be trained on how to send a page signal

#### **Alarm Handling Equipment**

(The following are examples of equipment that may be used in a MARC. Each MARC should list its own equipment.)

- Bold RX6000 DTMF/PSTN Receiver
- Seaboard FFSK Radio Network Receiver
- Bosch ZVEI 5 Tone Radio Signalling Receiver
- Dualcom GSM Receiver
- Various receiving modems covering I.P. signalling, vehicle tracking systems, and remote CCTV surveillance systems.

- Communication Controllers that interface the various receivers into the Alarm Handling Software

It is recommended that the MARC will have in place a block schematic diagram of the entire alarm-handling network including any back up network that may be used.

### **Alarm Handling Software**

(Each MARC may use a different software system and the following guidelines set out what should be included as a minimum in a training programme.)

- System Overview
  - Logging on and off
  - Menu overview
  - Finding a record
  - Viewing a record
  - Editing a record
  - Adding a record
  
- Signalling Definitions (As the type of alarms may differ in each MARC the following are some examples of what may be covered.)
  - Fire Alarms
  - Panic Alarms
  - Intruder Alarms
  - Arm/Disarm Alarms
  - Low battery and power supply failure
  - Tamper alarm
  - Missing 24 hour tests
  
- Signalling Formats (As the type of formats may differ in each MARC the following are some examples of what may be covered.)
  - DTMF Signalling (fast and slow)
  - Contact ID & SIA signalling
  - Variations to the above
  - FFSK Radio Signalling
  - ZVEI Radio Signalling
  - Any Direct line signalling
  
- Work Instructions/Standard Operating Procedures (The operator will be required to follow a programme of work instructions/standard operating procedures that sets out the following).
  - The screen display that will be presented for each event received.
  - The standard actions to be taken for each event received.
  - The location of any specific customer instructions to be followed.
  - The closing of an event.
  - The handling of any subsequent events
  - The final closing of the event

### **Standard checks to be undertaken by an operator**

(Each MARC will have in place a listing of checks to be made by an operator. The following are examples of what an operator may check. It should be understood that many alarm handling software systems are designed to show any communication failure to the receivers).

- All Receivers
- All Communication controllers
- All telephone lines including lines to LEA'S
- All radio receivers and transmitters.
- Workstations/PC's.
- Telephone Instruments & extensions
- Access Control to the MARC
- Internal CCTV systems employed in the MARC

### **Fault Reporting**

Each MARC will have in place a fault reporting system that sets out the procedures to be followed for any failure of any equipment used in the MARC.

## **Module 7 – Stress Management**

On successful completion of this module the Learner should be able to:

- Explain the main causes of stress in the workplace.
- Discuss reduction techniques that will help the MARC operator.
- Outline the potential for trauma from being exposed to extreme situations.
- Explain the importance of debriefing.

The social dialogue document on work-related stress “Framework Agreement on Work-related Stress” provides information on this subject.

[http://ec.europa.eu/employment\\_social/social\\_dialogue/docs/300\\_20041008\\_agreement\\_stress\\_en.pdf](http://ec.europa.eu/employment_social/social_dialogue/docs/300_20041008_agreement_stress_en.pdf)



### **3. Educational toolkit for airport security**

#### **Contents:**

- X. Introduction
- XI. The programme
- XII. Assessment
- XIII. Roles and responsibilities
- XIV. Documents
- XV. Quality assurance
- XVI. Learning environment
- XVII. Certification
- XVIII. Learning outcomes

- 1: Basic training (Level 1)
  - Part 1
  - Part 2
- 2: Specialised training
  - HBS operators training
  - Specialised training
    - a. Security guarding aircraft
    - b. Searching aircraft
    - c. Profiling passengers
- 3: Aviation security supervisors (Level 2)
- 4: On-job training
- 5: Recurrent training

## **I. Introduction**

This programme is designed for private security agents who will perform the duties in airport security. The programme is based on different regulations (international, European and national legislations).

The basis of knowledge skills and experience that this programme provides to the Learner, will be of great benefit to employers, who will benefit from having knowledgeable, skilful and competent employees. Employers should therefore consider this programme as a toolkit for development of business and future profitability.

## **II. The programme**

The Airport Security programme requires Learners to progress through a series of modules of learning that covers various aspects of airport and aviation security. The programme also gives the Learners a broad idea of the organisation of an airport and the legislation that comes with it.

This programme can be delivered by employers and used as a standalone development tool or be integrated into the country's educational programme. Additionally, a qualification can be associated with this programme, the requirements of which will depend upon the Awarding Body or Qualification Regulator.

## **III. Assessment**

The assessment is ongoing and at the result of passing all tests successfully and at the completion of the OJT checklists. This is to be carried out against the learning outcomes, which are specified below. Assessment of the Learner's achievement should be when the Mentor estimates the Learner is ready for that assessment and that he has acquired the necessary skills and knowledge. Mentors will consider the evidence available to determine whether each learning outcome has been met. A record of the evidence considered and the assessment decisions should be maintained for quality assurance purposes (these will vary and depend upon the involvement of Awarding Bodies or Qualification Regulatory Bodies) but typically would include a record of the assessment decision, who made it, what evidence has been considered and its location. There should be kept a written or electronic copy of all training including the tests, all assessments and all evaluations.

## **IV. Roles and responsibilities**

For the Airport Security Programme to have credibility, quality assurance arrangements have to be in place around the delivery of the programme, both the learning and assessment processes, and the recognition of achievement, ie. certification. Therefore, there needs to be some form of independent assessment or verification of the assessment process, this will normally be determined by the Awarding Body or qualification

regulator. However, should no Awarding Body or qualification regulator be involved, a robust system of quality assurance through internal verification should be put in place by the employer.

- **Learner** — the individual who is going through the Airport Security Programme. The Learner's responsibility is to be active and work with their Trainer and Mentor and to take own responsibility for the learning process and record evidence of their progress through the programme.
- **Trainer** — the individual who imparts the knowledge and skills to the Learner. The Trainer's responsibility is to determine appropriate teaching and learning methods for the information to be delivered meeting the requirements of the employer and more importantly those of the Learner. The Trainer should be appropriately qualified to deliver learning by holding a nationally recognised teaching/training qualification and should be occupationally competent. The Trainer is also responsible for the testing of the Learner. This testing could include: multiple-choice exam, written test or oral testing.
- **Mentor** — the individual who makes the assessment decision of the evidence presented. The Mentor is responsible for determining whether the evidence gathered and presented by the Learner meets the requirements of the learning outcomes of the programme. The Mentor should use the most appropriate assessment methods to achieve this ie. professional discussion, observation, naturally occurring evidence, etc. The choice of the assessment method will be influenced by the learning outcome being assessed, the learning environment and not in the least by the needs of the Learner. The Mentor should be appropriately qualified to assess evidence of learning by holding a nationally recognised Mentor qualification and be occupationally competent. (See 4. On-job Training "task of the mentor")
- **Internal Quality Assurance Coordinator** — the individual who ensures that the assessment decisions made by the Assessor are clear, fair, accurate and standardised. The Internal Quality Assurance Coordinator would normally be an employee and is responsible for the quality assurance of the programme as it is delivered within the company. The involvement of Awarding Bodies or Qualification Regulators may result in this role being renamed, modified or removed to meet their quality assurance systems.
- **External Quality Assurance Coordinator** — the individual who ensures that the company or training provider is delivering the programme in line with the requirements laid down by the Awarding Bodies or Qualification Regulator. The External Quality Assurance Coordinator is generally appointed by the Awarding Body or Qualification Regulator and has the responsibility for quality assurance.

## V. Documents

A workbook should be developed and provided giving the Learner the necessary information about the programme and the skills they need to possess in order to be successful. Additionally, this workbook should provide for the recording of the Learner's progress through the programme. For each module the workbook should:

- Identify the required learning outcomes
- Show any specific criteria that must be met for that learning outcome to be achieved
- Explain how that learning outcome is to be assessed
- Provide the opportunity for feedback to be given to the Learner
- Record the assessment decision

## **VI. Quality assurance**

As stated above, for the Airport Security Programme and any associated qualification to have credibility, quality assurance criteria around the delivery and the certification of the programme have to be met. In addition to these criteria, quality assurance measures also have to be in place. The criteria relate to the competence of those people involved in delivering and assessing the programme and the measures relate to the systems and documentation that support assessment.

A balance must be found between too much bureaucracy for the sake of quality assurance and too little at the expense of rigour, validity and credibility. The Awarding Body or Qualification Regulator will have the ultimate responsibility for quality assurance if the programme culminates in a nationally recognised qualification.

## **VII. Learning environment**

It is expected that a large amount of the knowledge-based aspects of this programme will be delivered 'off line' in a classroom environment which must be fit for the purpose, adequately resourced, conducive to learning and encouraging a supportive and participative environment. This supportive environment must be extended to those areas where the Learners are developing and demonstrating their practical skills.

## **VIII. Certification**

Certification will be in accordance with the national certification programme.

## **IX. Learning outcomes**

Following a completed training course, the Learner shall know how to perform the Airport Security tasks, understand the prerequisites for these services and know how the security guard can satisfy the client's and the security industry's quality requirements regarding these services.

### **1. Basic training (Level 1)**

This training programme is designed for private security agents who will perform the duties in aviation security. The programme needs to be completed successfully in order to be a qualified private security agent.

This programme contains 2 parts. Part 1 is the standard package for the private security agent to operate the security checkpoint and to perform access control. Part 2 is to authorize the private security agent in x-ray operations. Before starting the part 2 training, it is recommended that the private security agent should have a minimum of 2 months experience and the training should also be provided within the year. The recommendation for the 2 months is to get the agent acquainted with the terrain and give him some experience in the field before becoming an x-ray operator. The Basic training programme must include – at least – the following topics:

#### **Part 1:**

- The Threat to Aviation
  - Why do we need aviation security?
  - Where does the threat come from?
  - Lessons from the past
  - What is terrorism?
    - a. Definition
    - b. Organisations
    - c. Categories
- Objectives and Organisation of aviation security
  - Prevention
  - Different duties
  - Different tasks
- Security Communication procedures and tools
  - Radio, trunking system and cell phone
  - Radio communication codes
  - NATO alphabet

- Personal safety and safety on tarmac
  - Health and safety of staff
  - Protected gear
- Response to Security Incidents (incl. emergencies)
  - Behaviour in case of incriminating findings and emergencies and the involvement of local authorities
- Fire assessment
  - Dangerous goods labels
  - Different kind of fires
  - Different kind of extinguishers
- Reporting of Incidents
  - What is a report?
  - What should be included in a report?
- Legal Framework
  - Legal aspects of searching passengers and their belongings
- Conflict resolution
  - Dealing with crowds and difficult passengers
  - Introduction to passenger types and communication with passengers
  - Dealing with different cultures
  - Equalities
- General Security Awareness
  - Risk analyses
  - What are the risks?
  - How do we minimize the risks?
- Airport Security Programme
  - International organizations
    - a. ICAO
    - b. IATA
    - c. ECAC
    - d. TSA
  - National organizations
- Airport passes and ID's verification
  - Fraudulent documents

- Points of attention
- Restricted Zone Access Control Procedures
  - What are the restricted zones?
  - Who has access?
  - What are the procedures before granting access?
- Weapons & Explosives: basic elements of know-how
  - What is an Improvised Explosive Device?
  - How to recognize an IED?
  - Different kind of explosives
  - Different types of weapons
    - a. Concealed weapons
    - b. Illegal weapons
- The structure of the check-point operation and the task of its various components
- The logistic elements of the check-point operation
  - Some technical aspects of the check-point equipment
  - Operational checks on equipment
- Operating check-point equipment
  - Using hand-held metal detectors
- Organizing the check-point operation
  - Different positions
- Baggage search and inspections focusing on finding weapons and explosives
  - Different types of baggage
- Elements of passenger profiling & observing the passenger
  - Passenger profiles
  - Passenger types
- Testing + assessment + certification

## Part 2:

- General introduction to weapons and explosives
  - Concealment methods and techniques
- Dangerous goods and prohibited items
  - What are they?
  - How to handle them

- Baggage search
  - Practice
- X-ray principles
  - What is an x-ray?
- Different colours
  - What do they stand for?
- Recognition
  - What can an IED look like?
  - What are the different components to look for?
  - What are the different parts of a weapon?
  - How do you recognize them?
- Using conventional x-ray equipment and interpreting x-ray images
  - Practice
  - Use of Computer Based Training (Simfox, Tutor,...)
- Using explosive detection systems (EDS) and explosive trace detection systems (ETD) – an introduction
- Test + assessment + certification



## **2. Specialised training**

Private security agents authorized to operate x-ray equipment designed for screening hold-luggage will receive a specialized hold- baggage screening (HBS) training.

### **HBS Operators Training**

Further to the x-ray skills, HBS operators will have to acquire the necessary expertise – at least – in the following subjects:

- The structure of the HBS system and the task of its various components
- The logistic elements of HBS operation
- Some technical elements of HBS operation
- Using the special features of the various HBS system components and interpreting images and other indications (incl. EDS and ETD systems, where applicable)
- Baggage searches and inspections
- Behaviour in case of incriminating findings and emergencies and the involvement of local authorities
- Test + assessment + certification

### **Specialised training**

#### **a. Security guarding aircraft**

- Apron Regulations
- Airside Safety
- Basic Procedures
- Locking / Sealing Aircraft
- Test + assessment + certification

#### **b. Searching aircraft**

- Search Procedures
- Aircraft Safety
- Dangerous Goods
- Test + assessment + certification

### c. Profiling passengers

- Legal Powers
- Questioning
- Psychological Body Language
- Observation
- Visa ID + Documents
- Immigration
- Cultural Awareness
- Customer Care
- Test + assessment + certification

### **3. Aviation security supervisors**

(A minimum of 3 months experience as a qualified private security agent is recommended)

Before being entrusted with the responsibility and decision making (such as lead agents, team leader, supervisors) within Aviation Security, these individuals must have successfully completed a “Basic training program” prior to undertaking the “Supervisor’s Training”.

#### **Course content:**

- The role of Supervisor.
- Leadership and Management Skills
  - Equalities
  - Dealing with different cultures and genders
- Communication skills
- Employee evaluations
- Training skills: coaching and on-the-job training
- Conflict management
- Customer service and relationships
- Knowledge of relevant technology
- Responding to a security incident and emergencies
- Legal aspects
  - Social rights
  - Labour rights
  - Internal regulations of the security company
- Supervisory Assessment Skills
- Test + assessment + certification

#### 4. On-job training

On-job training (OJT) is a critical phase in every private security agent's career, as it aims to translate theoretical knowledge into practical implementation, to develop team attitudes and to enhance the feeling of belonging and loyalty.

A mentor will monitor OJT. The mentor must be carefully chosen, and should possess the following qualities:

- Thoroughly knowledgeable and authoritative
- Proven record of experience (a minimum of 6 months experience as a qualified private security agent is recommended)
- Open, positive personality
- Good communicator
- Trained for mentoring

The mentor-training programme should focus on role-plays. The mentor needs to be trained further in the communication skills. It is of utmost importance that the information given by the mentor is fully comprehended by the Learner.

OJT will be thoroughly and continuously documented on appropriate checklists and assessment forms, so as to reflect the trainee's progress and level of expertise. The parameters of assessment will be based mainly on the elements of:

- Compliance with procedures
- Functioning in the real environment and pressure
- Customer service
- Open, positive personality

The mentoring process of the OJT will include:

- Observation
- Exercises
- Feed-back to and from trainees
- Instructions & corrections
- Assessment in agreement with the supervisor

## **5. Recurrent training**

Each employer should have a genuine commitment to invest in staff training and development.

### **Main purpose**

The main purpose of the continuous and recurrent training is:

- To maintain a high level of alertness and security awareness
- To refresh and review knowledge
- To review and learn from past events
- To adapt skills to changed requirements and conditions
- To maintain a high level of expertise and alertness

### **Requirements**

Recurrent training has to meet the following requirements:

- All recurrent training must follow a yearly plan which takes into consideration any new relevant material issued by the regulators' or by the clients
- The mentioned training must include theoretical enrichment of know-how, as well as practice
- Recurrent training may also include elements of testing (exams, role play, practical testing, drills etc.)
- All recurrent trainings must be given by skilled and qualified trainers
- All recurrent training should be undertaken within 13 months of completion of each training level and thereafter every 12 months
- The performance of recurrent training will apply to all private security agents and supervisors