

# Security Screening Policies and Procedures

## Competency Development Activities

### Competency Definition

Knowledge of permitted and prohibited items, knowledge of current Standardized Operating Procedures (SOP) including security breach, knowledge of current performance protocols (e.g., hand wand techniques and special search methods), knowledge of information on travel documents. Knowledge of procedures for reporting equipment failure.

### Developmental Activity Levels

#### All (A)

*Applies to all competency levels*

#### Beginner-Basic Knowledge (B)

*A person at the Beginner-Basic Knowledge level has limited experience applying the competency. He/she applies general knowledge in common situations but has limited practical experience in applying the competency in a work environment presenting more complex situations.*

#### Mid-level (M)

*A person with mid-level proficiency has applied the competency repeatedly and successfully in the performance of his/her job but still has much to learn about the advanced aspects or behaviors associated with the competency. A person at this level can usually apply the competency on his/her own.*

#### High (H)

A person at the High level has extensive knowledge of and experience with this competency and can apply the competency exceptionally well on the job without assistance. At this level one is an expert and has enough experience to teach the competency to others.

### Articles, Books, and Websites

A Sweet, Kathleen, Terrorism and Airport Security, Edwin Mellen Press, 2002.

This comprehensive book offers a complete but concise reference guide to the latest security issues and constantly changing law related to airport security. It is a highly informative reference tool for quickly accessing the Federal Aviation Regulations, corresponding clarifications and historical perspectives. It presents and analyses the current status of aviation law pertaining to terrorism, air rage, search and seizure and impending changes.

### Activities

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**A** Stay abreast of new and emerging trends in security polices and procedures by reading a publication such as Homeland Security Research Newsletter.

**A** Stay abreast of the following: Title 49 Code of Federal Regulations, Sections 1520, 1540, 1542, 1544, 1546, 1548, current Security Directives (SDs) and Emergency Amendments (EAs), applicable Airport Security Programs (ASPs), the Aircraft Operator Standard Security Program (AOSSP), the Private Charter Standard Security Program (PCSSP), the Twelve-five Standard Security Program (TFSSP), the Indirect Air Carrier Standard Security Program (IACSSP), current Information Circulars (ICs), guidance documents (e.g. the 1540 and 1542 Policy and Guidance Handbook), applicable Aviation Operations Directives (AVOs), etc.

**B** Volunteer to be a trainer on SOPs. You can learn more about the SOPs and share your knowledge with your colleagues.

**B** Volunteer for an assignment to write an SOP, to learn through the process of researching them and drafting them.

**B** Attend guest lectures or brown bag lunches that are designed to inform employees of trends and developments in the aviation security field. Use these as opportunities to learn more about TSA policies. You can ask the speaker questions about issues of which you are unsure.

**B** Find TSA colleagues who have SOP knowledge that you are weak in. Ask to observe, work with, and get feedback from them. Use them as a resource when you need additional information about SOPs.

**B** Keep a log of the technical questions and problems that others ask you for assistance with. Analyze what you were able to help with to determine what your strengths and weaknesses are.

**B** Prepare and deliver a presentation on a critical aspect of the SOPs during a daily briefing.

**B** Review websites that address security policies and procedures (e.g., CaliberPress, a trade website for law enforcement personnel which is particularly useful for learning how people conceal things).

**H** Read the Standard Operating Procedures (SOPs). Make sure that you keep up-to-date on any changes or updates to the SOPs.

**H** Observe security checkpoints, both passenger and baggage to see how TSA policies are implemented on a practical level.

**H** Talk about the news with your colleagues. Discuss headlines and their implications for TSA. What news items should you be aware of because of the potential relevance to aviation security?

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### Coaching Suggestions for Managers

**B** Create a quiz on the SOPs. Make it a competition among the supervisors, screeners or other appropriate audiences.

**H** Organize reviews with your team to rigorously test your enforcement of the SOPs. Use these sessions to compare notes and find potential flaws before they have serious impact on aviation security.

**H** Organize technical knowledge and skills forums in which each team member takes a turn at educating his/her peers about a new approach, tool, process or technique.

**H** Rotate your staff. Assign your team members to a project or assignment in which they do not have technical expertise to provide them with opportunities to learn from others' expertise and ideas.

**H** Ask your team members to keep you up to date when they become aware of new developments that have potential for improving your operations. Discuss ideas and support experiments, to the extent possible within the SOPs, with new technologies, procedures or approaches.

**H** Together with your team members, discuss and identify 10 emerging developments most likely to impact TSA security policies. Develop a plan for gathering information on these advances and determining and addressing their implications for your group.