

# Security Directives and Regulations

## Competency Development Activities

### Competency Definition

Applies knowledge of TSA transportation security policies, directives, and regulations, including on-going regulations and new or emerging directives, as well as understanding of how to implement the policies, directives and regulations in local TSA airport and/or FAMS operations.

### 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

**H** 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

**H** Stay abreast of new and emerging trends in security policies, directives and regulations by

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reading a publication such as Homeland Security Research Newsletter.

**H** 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.

**H** Meet with inspectors to keep up to date on how they are implementing security directives and regulations with air carriers and what types of issues they are discovering and addressing in their inspections

**H** Charge inspectors with providing summary reports of inspection and investigation activity and results so that you can monitor patterns and changes over time

**H** Elicit feedback from inspectors on potential issues or problems with TSA security regulations and directives and how they are being implemented, based on their experiences and interactions with airport, air operator and indirect air carrier personnel

### Coaching Suggestions for Managers

**H** Ask your inspectors to keep you up to date when they become aware of new issues and developments from their airport and air carrier inspections that have potential for improving your airport security operations. Discuss ideas and support experiments, to the extent possible within the Standard Operating Procedures, with new technologies, procedures or approaches.

**H** Organize reviews with your inspector team to examine implementation of TSA security directives and regulations. Use these sessions to compare notes and find potential flaws before they have serious impact on aviation security.

**H** Rotate your inspector 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.