



INDEPENDENT SECURITY ADVISORS

DIGNITARY SECURITY SPECIALISTS

Dignitary and Executive Protection Specialist Program

ISA 101 Module One Basic Core Training Program

Law Enforcement and University Accredited

Ver; Jan 1, 2017

(7 Days) (80 hrs.)

48 Learning objectives

14 Practical exercises

3 facilitated discussions

live capstone

Faculty Information

Matthew C. Parker

Program Director

315-486-7854

mparker@inddps.com

Course Description

Provides specialized training to students who will conduct or support dignitary/executive protective service operations for elected officials, political appointees, members of the court, corporate executive level leaders and private individuals of wealth or other risk factors who are potential targets of terrorism and/or criminal acts.

Emphasis is placed on introducing the student to the critical, basic and advanced foundations of protection. The methodology is based on the US Secret Service concept of security in depth and further refined using the unique techniques and procedures of the US State Departments Diplomatic Security Service, and the US Military Protective Service Training Center.

Course History

This course is an advanced version of the basic introduction to dignitary protection program. Originally intended for federal, state, local and campus law enforcement, this course also includes an introduction to the unique operational methods of the military, and corporate security organizations. Designed to specifically address the skills, procedures and hands on training needs of protective service personal assigned to permanent or long term security details.

This course also provides additional training on terrorism awareness, work place violence and active shooter situations to further prepare local law enforcement and corporate security specialists, as well as to meet the required training of the Virginia Dept. of Criminal Justice Personal Protection Specialist program.

This course prepares the student to provide close protective services at all levels of threat and in accordance with all applicable international, federal, state and local laws and regulations.

Accreditation

The Maryland Police and Correctional Training Commissions (MPCTC) P27917 Dignitary & Executive Protection Specialist

Program: Police Status: Active Hours: 70.00 Date Approved: 3-04-2016 Approved Period: 1-26-2016 to 1-26-2019

Description: This course prepares the student to provide close protective services at all levels of threat and in accordance with all applicable international, federal, state, and local laws and regulations and meets or exceeds the training and course hours required by the federal law enforcement training center and individual state approved programs.

United Kingdom U.K.

This program has received recognition for prior learning towards the training requirements to earn the SIA Close Protection Badge

**South Carolina Criminal Justice Academy
Standards Unit
CJA Lesson Plan# 4537**

In-Service Hours 63.0

Date Approved: 1-5-2017

Approved Period: 1-5-2017 to 1-5-2019

Description: None

**Georgia
PEACE OFFICER STANDARDS AND TRAINING COUNCIL**

Course Title: Dignitary Protection

In-service Hours: 56 Hours

Course Number: NDE04G

Approved Period: 04-19-2014 to Current date

**New Hampshire
PEACE OFFICER STANDARDS AND TRAINING COUNCIL**

Course Title: Dignitary Protection

In-service Hours: 56 Hours

Course Number: None

Approved Period: 2014 to Current date

**Virginia
Department of Criminal Justice**

Course Title: Dignitary Protection

In-Service Category: Career Development: 34 Hours

Course Number: None

Approved: 12-05-2012 to Current date

**Virginia
Department of Criminal Justice**

Course Title: Personal Protection Specialist Program (PPS)

Approved 12-12-2014 to Current date

Pre-Approved Alternative Training: PERSONAL PROTECTION SPECIALIST – Entry Level- (32E)
PERSONAL PROTECTION SPECIALIST – In-Service - (32I)

SECTION II. ADMINISTRATIVE COURSE DATA

All Courses Including This Lesson	Course Number	Course Title
	ISA/2017	Dignitary Protection Training Course
	2015 /2016	Virginia DCJS Personal Protection Specialist (32E)
	2016	SIA accredited Level 3 Certificate in Close Protection (QCF)
College Credit Received for completion	Henley-Putnam University	PRO 494 Essentials of Executive Protection PRO 466 Advance Work

Admission requirements

1. Members and former members of law enforcement must be in good standing with their respective agencies and departments
 2. Current security clearance or criminal back ground check
 3. Valid state driver's license
 4. No physical limitations that would affect a student's ability to complete the capstone testing exercise.
 5. Military service members or veterans attending this program will need a current valid ID or if claiming veteran status a copy of the DD-214
 6. Recertification and In-service programs require evidence of prior close protection experience
 7. Current CPR/AED/First aid certification, (can be waived if attending the training during this course or not applying for DCJS credentials)
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Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment—

Nondiscrimination: It is the policy of ISA and our partners that no student or employee of ISA may discriminate on the basis of race, religion, color, creed, sex (including sexual harassment), marital status, age, national origin, political affiliation, mental or physical disability, or sexual orientation. Individuals who believe they have been discriminated against because of any factor protected under this policy may file a complaint of discrimination.

Students with Disabilities

The [Americans with Disabilities Act](#) (ADA) prohibits discrimination based on disability and requires the College to be physically and programmatically accessible. As required by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities.



This program is governed by the August 10, 2015 Virginia regulation 6VAC20-173-170. Private security services training session.

Training sessions will be conducted in accordance with requirements established in this chapter. Adherence to the administrative requirements, attendance, and standards of conduct are the responsibility of the training school, training school director, and instructor of the training session.

Course Outline

Course outline and training objectives must be approved by the department prior to offering a course of instruction for enrollment.

ISA Outline Description

Students will explore, discuss and demonstrate the skill sets, procedures and techniques required to provide protection to a designated principal/protectee as part of a protective service detail. The understanding of protective operations students develop through this course will enable them to operate as part of a protective service organization or to support those operations.

Working as a Close Protection Operative Orientation 10hrs / 10 hours on-line

<i>Training Pillar I Threat Assessments</i>	<i>10hrs</i>
<i>Training Pillar II Advance Work</i>	<i>20hrs</i>
<i>Training Pillar III Mission Planning</i>	<i>10hrs</i>
<i>Training Pillar IV Conduct Operations</i>	<i>20hrs</i>

ISA Curriculum Design

Course materials, methodology, topics of study and evaluation standards were voluntarily submitted for review and objective assessment to former instructors and course managers from the Federal Law Enforcement Training Centers, the US Army Protective Service Training Course and the United States Department of Homeland Security. All ISA courses are in compliance with applicable laws and regulations and found to follow the current doctrine and training standards of each of the training academies.

Training Completion Documentation

The training school director shall issue an original training completion form provided by the department to each student who satisfactorily completes a training session no later than five business days following the training completion date.

The training completion form shall include the following:

- a. The name, a unique identification number, and address of the individual;
- b. The name of the particular course that the individual completed;
- c. Dates of course completion;
- d. Name, address, telephone number, and license number of the training school; and e. Name and DCJS identification number of the school director and primary instructor.

ISA Transcripts

ISA will issue one free copy of an educational transcript for college credit evaluation on request. Additional copies will be issued with a processing fee of \$25.00 each.

Testing

A written examination shall be administered at the conclusion of each entry-level training session. The examination shall be based on the applicable learning objectives. The student must attain a minimum grade of 70% for all entry-level training examinations and pass any applicable practical exercises to satisfactorily complete the training session.

CPR/AED/First Aid Requirement

To receive the DCJS PPS credential all students submitting an application will have to have a current CPR certification. CPR training is available during this program to meet that requirement.

ISA Examination Policies

1. No student may remove an exam from the classroom under any circumstances.
2. Exams are timed; they must be completed within the stated time frame.
3. Students who arrive late for an exam will not receive extra time to complete the exam.
4. No credit will be given for questions left unanswered regardless of the reason.
5. Students are responsible for correctly completing all test answer sheets.
6. No credit will be given for incompletely erased answers or blanks.
7. All requests for make-up exams will be determined by the instructor, based upon the merits of the request, on a case-by-case basis.

Submitting a request for a make-up exam does not guarantee that permission will be granted.

ISA Academic Integrity

Academic dishonesty is a moral violation and can lead to the student being dropped from the program. Students are responsible for upholding the academic integrity of the program by not participating either directly or indirectly in acts of cheating and by discouraging others from doing so.

Students' responsibilities include, but are not limited to, the following.

No student shall:

1. Give or receive any assistance or communicate in any way with another student while an examination is in progress.
2. Use unauthorized notes, books or other materials during an examination.
3. Attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.
4. Procure or distribute answers to examinations in advance.
5. Students who engage in academic dishonesty will receive a grade of zero for assignments.

ISA Grading Criteria

Grading scales (A-F) and/or breakdown of grading percentages for course work (i.e. attendance, assignments, journals, papers, exams, etc.).

Threat Assessment P.E. 20%,

Advance work, security plan P.E. 20%,

Evaluated for participation P.E. 3-13 10%

Capstone 30%,

End of course test 20% Min score 70

A = 90-100

B = 80-90

C = 70-80

Retests can only receive a max score of 70 points

Accreditation agencies have different requirements for graduation, check with your training officer

Attendance.

Private security services business personnel enrolled in an approved training session are required to be present for the hours required for each training session unless they have been granted a partial exemption to training from the department.

ISA Attendance & Lateness Policy

1. All classes are mandatory.
 2. If a student is absent from more than 2 hours the student may be released from the course, or the instructor may lower the grade or fail the student for excess absences.
 3. Students are required to come to class on time.
 4. Three late reports may be counted as one absence from class.
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Partial Training Policy

Tardiness and absenteeism will not be permitted. Individuals violating these provisions will be required to make up any training missed. All training must be completed within the 12 months prior to application of a registration or certification. Individuals not completing the required training within this period are required to complete the entire training session.

Non Graduate Policy

Individuals who do not successfully complete the compulsory minimum training standards of the training session shall not be issued a training completion form or training certificate.

Expulsion Policy

Each individual attending an approved training session shall comply with the regulations promulgated by the board and any other rules within the authority of the training school. If the training school director or instructor considers a violation of the rules detrimental to the training of other students or to involve cheating on examinations, the training school director or instructor may expel the individual from the school. Notification of such action shall immediately be reported to the employing firms and the department.

Standards of Conduct

The training school, training school director, and instructor shall at all times conform to the application requirements, administrative requirements, and standards of conduct established for certification as a training school and instructor.

Training sessions will be conducted by certified instructors or other individuals authorized to provide instruction pursuant to this chapter and each of whom must be present for all periods of instruction unless otherwise authorized by the department.

Training sessions will be conducted utilizing lesson plans developed including at a minimum the compulsory minimum training standards established by the board as prescribed in 6VAC20-174.

Daily Training Policy

Instruction shall be provided in no less than 50-minute classes.

Training sessions shall not exceed nine hours of classroom instruction per day. Range qualification and practical exercises shall not be considered classroom instruction; however, total training, including the maximum allotment of nine hours classroom instruction and applicable range qualification and practical exercises, shall not exceed 12 hours per day. This does not include time allotted for breaks, meals, and testing.

All audiovisual training aids must be accompanied by a period of instruction where the instructor reviews the content of the presentation and the students are provided the opportunity to ask questions regarding the content.

Course Management

A training session must adhere to the minimum compulsory training standards as set forth by the board and must be presented in its entirety. Training school directors may require additional hours of instruction, testing, or evaluation procedures.

A training session must provide accurate and current information to the students.

Mandated training that is not conducted in accordance with the Code of Virginia, 6VAC20-174, and this chapter is null and void.

A duplicate set of instructor course materials, including all student materials, shall be made available to any department inspector during the training session, if requested.

Certifiable in-service training may include a maximum of one hour of instruction dedicated to the review of regulations unless otherwise authorized by the department.

Live ammunition, pyrotechnics, and explosives are not to be utilized or present in any firearms training environment except on a firing range approved by the department.

ISA Classroom Policies

1. Cell phones and beepers must be turned off or placed on "vibrate" mode when in the classroom.
2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
3. Unruly and/or disruptive behavior may be subject to removal from the course.
4. Students who interrupt the educational process will be dismissed from the class.

Pre-training Prerequisites

1. Students will review and sign the liability waiver
2. Students will sign the daily attendance sheet

Notice* Student transportation to training locations will be assisted by the use of company or rental vehicles, drivers will be held responsible for damages to vehicles caused by reckless driving or excessive speed.

Meals and Breaks

Students may be required to accomplish a specific task every day during lunch breaks. Meals are the responsibility of the student and **the time to eat a meal is not guaranteed**. Food and drink is authorized in the classroom but there will be no eating during classroom instruction. Breaks will be 10 minutes in length and will be managed by the instructor and class leader.

Physical Contact

Physical contact between cadre and students may take place during react to contact and scenario based training, each student will be expected to act appropriately and follow safety briefing instructions. All weapons must be secured during training.

Dress code

During class students are required to be in proper attire. Clothing is "business casual" which normally consists of a button down or polo shirt and slacks. T-shirts and tactical clothing is allowed during tactical exercises. Students will be in suit & tie during the capstone exercises.

Academic Instructions

Written Assignments

1. Written assignments must be the product of the student's own research. No student shall submit work that has been written by someone else or copied from an outside source.
 2. No student shall submit work that has been previously submitted in either whole or part for academic credit. This is termed "self-plagiarism."
 3. Late assignments may not be accepted; if accepted, points will be deducted.
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Project; Executive Briefing

This assignment consists of conducting detailed case study and analysis on a selected topic and giving an executive briefing report. Students will select a case study that addresses how pre-mission decisions affected the outcome of an operation. The following are a few sample topics:

- An analysis of the pie attack on Bill Gates.
- An analysis of the shooting of President Ronald Reagan.

Citations: Students are required to research and cite a minimum of three online sources and must give others credit for others' work by properly citing it.

Student Instructions

Student Responsibilities

1. Come to class on time.
 2. Perform all lesson objectives, activities and reading assignments.
 3. Complete and hand in all written assignments on or before their due date.
 4. Demonstrate proficiency with all homework and written assignments.
 5. Demonstrate a significant amount of critical thinking and analysis. Therefore, the student's quantity and quality of participation will be factored into the grade.
 6. No weapons are allowed during live training exercises
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Training Materials

1. Students will be issued a tablet for course work but are encouraged to bring their laptop or tablet with Microsoft office, PDF reader and media player installed
2. Students will need to open a temporary GMAIL account and have a working knowledge of Google play <https://play.google.com/store/apps?hl=en>
3. Laptops and printers will be available for group projects, research and preparing briefings.

Course Books

DHS, PSOTP Handout Book

Federal Law Enforcement Training Center Protective Operations quick reference guide

National Center for the Analysis of Violent Crime Academy, Workplace Violence Issues in Response

FBI Intelligence Requirements and Threat Assessment

FBI, Threat Assessment: Defining an Approach for Evaluating Risk of Targeted Violence

Restricted references for L.E. and military students only

US Dept. of State Diplomatic Security Guide

AR 190-58 Dept. of the Army Personal Security

FM 3-19.12 Dept. of the Army Protective Services Manual

Clearance Access

Restricted to cleared personnel only

Foreign Disclosure Restrictions

This product/publication has been reviewed and has been determined to be available in open source media. As such this product is releasable to students from foreign countries.

Restrictions: Military field manuals, regulations and other references covered by release restrictions will not be used by personnel unapproved for access.

SECTION III. Terminal Learning Objectives/ Enabling Learning Objectives

Module 1. Basics of Protection 0800-1900	Topics
Enabling Learning Objective 001 - Identify key historical protective service organizations and describe the evolution of protection from 275 BC to Present	<p><i>A historical review of the first known examples of protective service organizations in the western world 275 BC to the Age of Generals 1775-1803</i></p> <ul style="list-style-type: none">• <i>Tactics</i>• <i>Organization</i>• <i>Personnel Selection</i>• <i>Equipment</i> <p><i>Review the early growing pains in Presidential Protection during and just after the US Civil War</i></p> <ul style="list-style-type: none">• <i>Death of Lincoln</i>• <i>Military Vs. Law Enforcement</i> <p><i>A historical review of the US Secret Service during the Era of Fallen Presidents 1865-1901-Present</i></p> <ul style="list-style-type: none">• <i>Tactics</i>• <i>Organization</i>• <i>Personnel Selection</i>• <i>Equipment</i>• <i>Technology</i>
Practical exercise 1. Review the tactics and procedures of historical protective organizations	<p>Key Points</p> <p>Research the evolution of tactics and procedures used by close protection organizations</p> <p>Determine what tactics, procedures and technology has survived from 275 BC to today</p> <ul style="list-style-type: none">- <i>What is the primary mission and purpose of the protective detail?</i>- <i>What are the four objectives for the protective detail?</i>- <i>What does success and failure look like?</i>- <i>Historical examples</i>
Enabling Learning Objective 002: Identify the mission and objectives for a protective service agent or detail	

<p>Enabling Learning Objective 003: Identify the types of protectee's, and the justification for a protective service detail</p> <p>Enabling Learning Objective 004: Identify the types, authority and jurisdictions of protective service organizations</p> <p>Enabling Learning Objective 005: Understand the common design and organization of a protective service detail</p> <p>Enabling Learning Objective 006: Describe the work environment, and career path considerations for an agent</p> <p>Enabling Learning Objective 007: Identify the duties and responsibilities of a protective service agent</p> <p>Enabling Learning Objective 008: Discuss the required and recommended education, training of a protective service agent</p>	<ul style="list-style-type: none"> - <i>The difference between a client and a principal</i> - <i>What is the role of the protectee in the close protection operation</i> - <i>What are the reasons and justification for providing protection</i> - <i>Four types of protective service organizations</i> - <i>Operational jurisdictions and authority of a protective service detail today</i> - <i>Organization and leadership chart of a full detail</i> - <i>Manpower chart of a standard detail</i> - <i>Equipment and MTOE chart of a standard detail</i> - <i>What is the Job description of a close protection agent?</i> - <i>Describe the work environment for a close protection agent.</i> - <i>What are some of the risks and rewards of providing close protection?</i> - <i>What are some of the career challenges and networking requirements for a protection agent?</i> - <i>What are the normal duties of an protective agent today</i> - <i>What specialized duties may be assigned to agents today</i> - <i>What is the agent's professional responsibility to the detail and the protectee</i> - <i>Basic agent education requirements</i> - <i>Basic agent training requirements</i> - <i>Continual professional development (CPD)</i>
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<p>Enabling Learning Objective 009: Identify the physical, mental and behavioral characteristics and attributes that best serve a protective service agent</p> <p>Enabling Learning Objective 009A: Conduct a self-assessment of your physical, mental and behavioral characteristics and attributes (Pre attendance)</p> <p>Enabling Learning Objective 010: Identify the attributes, duties, objectives, role and responsibilities of a close protection team and team leadership</p> <p>Enabling Learning Objective 011: Identify the duties, objectives, role and responsibilities of a single agent detail</p> <p>Enabling Learning Objective 012: Describe the basic legal concerns, restrictions and jurisdictional issues faced by a protective detail or agent (Legal 1) (Pre attendance)</p>	<ul style="list-style-type: none"> - Agent physical fitness and abilities as measured in strength, speed and stamina - Agent physical senses as measured by eye sight, hearing, taste and smell - Mental and emotional standards and characteristics - Temperament and behavior - Addictions and use of drugs and alcohol <ul style="list-style-type: none"> - Physical - Fitness test, 2 mi run, push-ups, sit ups, pull ups - Self-assess temperament or personality http://www.keirsey.com/sorter/register.aspx ; http://personality-testing.info/tests/IPIP-BFFM/ ; https://www.16personalities.com/free-personality-test ; https://www.truity.com/test/holland-code-career-test <ul style="list-style-type: none"> - What is the role and responsibilities of a close protection team? - Team building and the "unity of effort" for mission success - Team readiness - What are the team leader selection considerations? <ul style="list-style-type: none"> - What are the roles and daily duties and responsibilities for the agent on a single person detail? - What is the objective of single agent detail? <ul style="list-style-type: none"> - Licensing - Legal restrictions and liability - Authority to Protect, Jeopardy and Self Defense - Weapons and Concealed Carry - Use of Force - Legal protections, limitations and requirements as set forth under the US Constitution (Amendments) - Cooperation with Local Law Enforcement - Prevention of legal issues and suits
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<p>Enabling Learning Objective 013: Describe the critical importance of communication and the interpersonal and demographic evolution of a protective service detail and its effect on communication</p> <p>Enabling Learning Objective 014: Describe the methods and procedures to establish a working and trusted relationship with others</p> <p>PE / Discussion 2; Describe a situation where you believe your demographic status affected your interpersonal communication with another person or group</p> <p>PE / Discussion 3. What is the type of protective work you are best suited for? (Pre attendance)</p> <p>Enabling Learning Objective 015: Describe the standards of dress, conduct, protocol and etiquette for the protective service agent (On line pre attendance)</p>	<ul style="list-style-type: none"> - <i>Protection is about communicating</i> - <i>What is Interpersonal communication</i> - <i>Basic communication and problem solving skills</i> - <i>Interpersonal trust</i> - <i>The effects of interpersonal communication and trust on the evolution and organization of the protective service detail</i> - <i>Building interpersonal communication and trust with the protegee</i> - <i>Building a dependent relationship</i> - <i>Building interpersonal communication with peers and the public</i> - <i>Communication methods</i> - <i>Topics</i> - <i>Race</i> - <i>Employment</i> - <i>Discussion Question; Is there a difference between the typical civilian interpersonal relationship and that of members of law enforcement and the military.</i> - Topics - Pay - Threat / Danger - Future opportunity's - https://www.truity.com/test/holland-code-career-test - <i>Discuss the proper dress for a protective agent</i> - <i>Discuss the proper / improper conduct of a protective agent</i> - Understand the importance and basics of protocol and etiquette
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<p>Enabling Learning Objective 016: Describe the ethical and moral considerations and decisions that may influence your career.</p> <p>Practical Exercise 4. Given an ethical and moral dilemma discuss the considerations and decisions that you an agent may have to make during your career.</p>	<ul style="list-style-type: none"> - What are “ethical dilemmas” and how do we form an ethical bias - What is a moral code? - Identify your moral and ethical limits as established from your upbringing and respect for the law - Discuss the standards of ethical and moral behavior <p><i>The ethical and moral beliefs of your protegee may not be the same as the agents The upbringing of the agent can and will have a direct impact on their ability to serve on a detail and work for some people</i></p>
<p>Module 2. Threat Assessment and Risk Mitigation</p> <p>Enabling Learning Objective 017: Identify and describe the reasons, justifications, and current or resent threats posed to individuals and organizations</p>	<p>Key Topics</p> <ul style="list-style-type: none"> - What are historically the reasons and the justifications given for past threats or acts of violence? - Crime - Terrorism and Extremism - Religion - Politics - Racial - Sexual Orientation - Economic - Nationalism/ Patriotism - Cross over issues such as guns’ rights, environmental and abortion - What are “Lone wolfs” and what is a single-issue threat - What is cyber and mobile IT intrusion and the threat it poses to the agent and protegee - What is “Fake News” and the threat it poses today

**Enabling Learning Objective 018:
Identify and describe the possible
methods or means of attack on a
protectee today**

- Define what a threat is or constitutes
- Gun
- Knife
- Explosive
- Poison
- Drone, with weapon, explosives or camera
- Vehicle, w/wo explosives
- Glitter / pies
- Bad press or media / violation of privacy / reputation or character assassination
- Hacking and mobile IT intrusion / violation of privacy / reputation or character assassination
- Physical assault
- Planned injury or death, I.E. Cut brake lines, remove a railing etc

**Enabling Learning Objective 019:
Identify the Types of Threat
Assessments And Describe The
Purpose And Critical Importance
Of The Threat Assessment
Process**

- What is the purpose of the threat assessment process?
- What are the types of threat and risk assessments
 - General
 - Venue/Location
 - Special Event
 - Personal

**Enabling Learning Objective 020:
Demonstrate How to Use Open
Source Intelligence to Complete A
Threat And Risk Assessment**

- Prepare the threat assessment packet
- Search and filter open source information and media for useful intelligence
- Identify hostile or fake media and those with a negative or harmful agenda
- Conduct proactive Intelligence gathering using blogs, newsletters and web joining
- Use psychological specialists for analysis of threat potential
- Build a threat profile of an organization or individual
- What is a demographic threat assessment and how does an agent use environmental factors and intelligence gathering to establish alert levels and security measures
- Determine the risk or threat using the threat matrix

Practical exercise 5. Instructor led preparation of a threat assessment packet

- *Key Points*
- *Importance of Demographic/Biographical information of the protectee*
- *How to use the threat determination matrix to determine threat levels*
- *How to use the threat source template to determine the likely location of a threat/attack*

**Enabling Learning Objective 021:
Discuss The Philosophy Of Protection In-depth And Demonstrate It's Practical Use**

- *Demonstrate the philosophy of protection in-depth and how it works with the threat assessment*
- *What are the three cordons of security?*
- *IRS and insurance regulations*

**Enabling Learning Objective 022:
Discuss the principles, techniques and standards for physical security**

- *What is a physical security inspection*
- *What are fixed site security measures?*
- *What are the common and advanced standardized procedures for the security of a location or fixed site?*
- *What systems and common physical security hardware in presently in use?*
- *How to prepare a physical security plan*

**Enabling Learning Objective 023:
Identify and demonstrate how to select the resources, equipment and security measures needed to address a given threat**

- *What is the current technology and preferred close protection equipment in use by protective organizations?*
- Vehicles
- Weapons
- Clothing
- Manpower
- Communications
- Transportation, non-vehicle
- Physical security, gates, alarms, safe rooms
- Personnel screening procedures
- TSCM
- CS/SD
- K-9,
- Cyber security & *how to use mobile IT such as cell phones, tablets and application programs to enhance operational capabilities*
- Explosive detection
- Medical response

<p>Practical exercise 6. Students prepare a threat assessment packet</p> <p>Practical exercise 7. Prepare a resource cost benefit analysis and budget request based on the threat assessment</p>	<ul style="list-style-type: none"> - <i>Key Points</i> - <i>Importance of Demographic/Biographical information of the protee</i> - <i>How to use the threat determination matrix to determine threat levels</i> - <i>How to use the threat source template to determine the likely location of a threat/attack</i> - <i>Determine motive and previous operational methods and trends of a suspected person or organization</i> - <i>Determine procedures and methods to counter the threat</i> - <i>Key Points</i> - <i>Determine the three cordons of security required to address the identified threats</i> - <i>Prepare a resource request based on the threat</i> - <i>Manpower costs</i> - <i>One-time expenses</i> - <i>Recurring expenses</i>
<p>Module 3. Mission Planning</p> <p>Enabling Learning Objective 024: Discuss and demonstrate the mission planning process from warning order and information gathering to mission briefing and execution of operations</p>	<p>Key Points</p> <ul style="list-style-type: none"> - What is the mission planning process? - What is the decision making process (MDMP) - Importance of time and resource management - What is the mission brief & debrief - What is the purpose of mission rehearsals - Use of SOP's by the protective detail to streamline operations - Outside agency and logistical support coordination - How to successfully work with law enforcement and the media

<p>Enabling Learning Objective 025: Discuss the mission planning process and assignment of key tasks</p> <p>Enabling Learning Objective 026: Identify and describe the situations and or scenarios that may increase the success of an attacker</p> <p>Enabling Learning Objective 027: Describe the philosophy and operational differences between proactive and reactive security measures</p> <p>Practical exercise 8. Conduct a table top exercise demonstrating the Op-order format and mission planning based on the threat assessment</p>	<ul style="list-style-type: none"> - What are the planning check list and Operational Order (op-order) Formats - What are the critical information requirements <ul style="list-style-type: none"> • Threat and risk assessments • Travel and movement planning, vehicle, aircraft, ship, foot • Outside agency and logistical support coordination • Venue advance and site security plan • Arrival and departure planning • Surveillance plan, TSCM, SD/CS • Medical and emergency evacuation plan • Communications plan - <i>What is the cycle of attack?</i> - <i>What are some different scenarios and considerations that affect the security plan?</i> <ul style="list-style-type: none"> • Crowds / large events • Movement to and from home or work • Arrival and departure from home or work and other highly frequented locations • High risk behavior • Predictable; known time, location, schedule and access - <i>What is proactive planning?</i> - <i>What are the pros and cons of proactive planning?</i> - <i>What is reactive planning?</i> - <i>What are the pros and cons of reactive planning?</i> <p>Topics</p> <ul style="list-style-type: none"> - Receive mission and scenario - Determine threat and risk assessment - Use check lists and SOPs for initial planning and timeline - Prepare initial briefing
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Module 4. Advance Work and Site Surveys

Enabling Learning Objective 028:
Identify the purpose, roles and responsibilities of the advance team

- *What is the purpose and mission of the advance team?*
- *How does the advance team factor into the overall mission planning process?*
- *Critical mission planning considerations, movement, logistics, site security, communications*
- *What are the responsibilities' and challenges for the advance team?*

Enabling Learning Objective 029:
Demonstrate mission planning procedures using advance team survey information

- *Use of the threat and risk assessments*
- *Prepare travel and movement plan, vehicle, aircraft, ship, foot*
- *Outside agency and logistical support coordination*
- *Venue advance and site security plan*
- *Site security*
- *Arrival and departure planning*
- *Surveillance plan, TSCM, SD/CS*
- *Medical and emergency evacuation plan*
- *Communications plan*

Enabling Learning Objective 030:
Discuss and demonstrate how to conduct an advance and prepare the different types of security surveys and briefings

- *What is the advance site preparation planning cycle?*
- *What is the mission notice and the importance of the itinerary?*
- *What are the different types and procedures of advance work*
- *What are the different types of surveys and survey techniques?*
- *What are the correct search procedures for a venue or location and your authority to conduct a search*
- *Resources, manpower and equipment for the advance team*
- *How to successfully work with event staff, law enforcement and the media*
- *What are the critical information requirements*

Enabling Learning Objective 031:
Demonstrate how to plan,
emplace or conduct physical and
personal security measures for a
location, venue or the protectee

- Demonstrate the philosophy of protection in-depth and how it works with the threat assessment and advance report
- Conduct a physical security inspection
- Discuss and wargame the different scenarios and considerations that affect the security plan?
- Institute common and advanced standardized procedures for the security of a location or fixed site
- Prepare a physical security plan
- Emplace fixed site security measures
- Emplace the three cordons of security?
- Install systems or common physical security hardware presently in use

Enabling Learning Objective 032:
Discuss and demonstrate the
critical importance of proper
interpersonal communication by
the advance team with others

- Develop a rapport with venue employees and event staff, law enforcement and the media
- Proper communication and problem solving techniques for an advance agent
- Professional courtesy and granting of access to protective service organizations
- Long term relationships and communications with logistics and support organizations

Practical exercise 9. Instructor facilitated, student team led advance and site survey of an assigned location.

- Key Points
- *Using the threat assessment during the advance and site survey planning*
- How to conduct a remote advance and site survey
- *How to conduct a detailed advance and site survey*
- *How to conduct a physical security inspection of locations or venues*
- *How to prepare a transportation plan*
- *Mode of transportation, Vehicle and aircraft selection*
- *Motorcade Planning*
- *How to prepare a route analysis/ route selection*
- *How to select arrival and departure location*
- *How to prepare the staging area*
- *How to plan arrival and departures to include Interior movement plan, green room, rest rooms, evacuation, agent placement, vehicle placement, formations, communication procedures and techniques*
- *How to prepare the physical security, event security, communications, TSCM, K-9, CS/SD, medical and evacuation plan*
- *How to use security force multiplier, strengths and weaknesses of each*
- *How to prepare and present an advance briefing*
- *How interpersonal communication skills affect the advance teams mission and success*

Module 5. Capstone Evaluation Part 1.**Basic Protection Knowledge; Threat Assessments and Risk Mitigation, Mission Planning, Advance work and Site Surveys.**

<p>Practical exercise 10. Student team led, advance and site survey of an assigned location, prepare a mission briefing for a given scenario</p>	<p><i>0800-1500 Training Site</i></p> <p>Evaluated</p> <ul style="list-style-type: none">- Proper use of the threat and risk assessment process- Conduct an advance and site survey- Determine the three cordons of security required to address the identified threats- Prepare a resource request based on the threat- Vehicles; Weapons; Clothing; Manpower; Communications; Transportation, Physical security- Prepare a threat based SOP that addresses; Physical security, Personnel screening procedures; TSCM; CS/SD; K-9; Cyber security & mobile I; Explosive detection; Medical response- Identify different scenarios and considerations that affect your mission plan- Prepare a physical security plan; Emplace fixed site security measures- Plan arrival and departures to include Interior movement plan, green room, rest rooms, evacuation, agent placement, vehicle placement, formations, communication procedures and techniques- Mission Briefing Key Topics- Protectee itinerary- Threat assessment- Transportation plan; route selection and recon- Communication plan- Medical response plan- Arrival plan- Event security planning / Physical security plan and emergency procedures- Departure plan- Media plan- Prepare a mission briefing- Conduct a mission briefing
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1430 Classroom

Enabling Learning Objective 033:
Discuss and demonstrate the mission command and emergency operation decision making process

- Design of the command post, location and staffing
- Mobile command procedures
- Communications and situational awareness methods and procedures
- FRAGO and emergency procedures
- Proactive planning and resource management

Practical exercise 11. *Student team led, instructor facilitated command center training operation*

- Key Topics
- Mission pre-planning
- Accountability of agents and equipment
- Situational awareness and communications
- Emergency procedures
- Medical
- Traffic
- Protestors
- Controlling event security operations

Enabling Learning Objective 034:
Complete a case study and security analysis of an historical event

- How to develop a critical analysis of historical attacks on protected individuals
- How to identify operational lessons learned

Practical exercise 12. *Conduct a case study of an historical attack by an organization or person to determine their justifications/reasoning and analyze its success*

- Topics
- What was the justification for the attack or incident?
- Identify mistakes by the protective service detail that led to the success of past attacks?

Module 4. Principles of Close Protection Movement	Key points
<p>Enabling Learning Objective 035: Demonstrate the principles, techniques and standards of arrival and departure procedures IAW the risk assessment</p> <p>Practical exercise 13: Conduct arrival and dismounted movement drills with a react to attack/emergency scenario</p>	<ul style="list-style-type: none"> - Completion of the risk assessment matrix - How to conduct arrival and departure procedures to include agent placement, vehicle placement, formations, communication procedures and techniques - Key Topics - Proper formation selection - Proper agent placement - Proper agent communications - Proper arrival procedures - Proper dismounted movement
<p>Enabling Learning Objective 036: Identify the principles, techniques and standards for dismounted movement based on the threat</p>	<ul style="list-style-type: none"> - Agent responsibilities - Agent positioning techniques and procedures - What are the different types of formations? - Proper transition procedures from vehicles to fixed sites - Proper foot movement techniques to include formations, team communication procedures and techniques
<p>Enabling Learning Objective 037: Discuss the criteria and the techniques for action on principle and cover or evacuation drills</p> <p>Enabling Learning Objective 038: Identify the principles, techniques and standards of De-escalation techniques</p>	<ul style="list-style-type: none"> - Attack on principle procedures and drill, what is the Tueller Drill? - What is the 3 foot reactionary gap and arms reach principle - What is the evacuation decision making process? - Communication Techniques - Negotiation skills, the need for being assertive - Non-Lethal Technologies - How to bypass, use diversion and the redirect decision making process to avoid conflict

Module 5. Basics of Surveillance	Key points
<p>Enabling Learning Objective 039: Identify the purpose of surveillance, surveillance detection and counter surveillance as used or conducted by, or against protective service agents or details</p>	<ul style="list-style-type: none"> - What is the cycle of attack? - What is the purpose of surveillance operations? - What are the types and purpose of anti and counter surveillance operations
<p>Enabling Learning Objective 040: Analyze case studies of surveillance operations conducted against the protectee, and security organizations and discuss the types of surveillance threats</p>	<ul style="list-style-type: none"> - <i>Case study selected operations</i> - <i>Stalkers</i> - <i>Criminal</i> - <i>Media and paparazzi</i> - <i>Private investigators</i>
<p>Enabling Learning Objective 041: Identify the principles and techniques of surveillance operations used or conducted against protective service details or protected persons</p>	<ul style="list-style-type: none"> - <i>What surveillance measures are commonly used to determine target viability?</i> - <i>What are the indicators of surveillance and attack rehearsals</i> - <i>Surveillance and the cycle of attack</i>
<p>Enabling Learning Objective 042: Identify the principles and techniques of surveillance detection and counter surveillance used or conducted by or against protective service details</p>	<ul style="list-style-type: none"> - <i>How to prepare a step by step surveillance detection plan</i> - <i>How does the "red cell" planning process work</i> - <i>What are the surveillance prevention & counter surveillance techniques most successfully used by the detail?</i> - <i>What is the role of the surveillance detection team?</i>
<p>Enabling Learning Objective 043: Identify and describe the types, strengths and weaknesses of the standard equipment used in the detection of surveillance devices</p>	<ul style="list-style-type: none"> - Cameras and video - Scopes and optics - GPS - Electronic signature detection - Laser detection - Radio and cell phone - Land line

<p>Practical exercise 14: Conduct counter-surveillance surveys, evaluations and prepare a CS/SD plan</p>	<ul style="list-style-type: none"> - Key Points - Visibility lanes & HUMIT collection efforts - Electronic surveillance detection - CS/SD Planning - Detect threat surveillance
<p>Module 6. Legal authority and civil law</p> <p>Enabling Learning Objective 044: Understand the sections of the Code of Virginia which relate to the duties and responsibilities of a personal protection specialist (PPS) in the Commonwealth of Virginia;</p> <p>Enabling Learning Objective 045: Understand the sections of the Regulations Relating to Private Security Services which relate to Private Security Services Businesses and the duties and responsibilities of a Personal Protection Specialist</p>	<p>Key points</p> <p>Review § 9.1-138 through § 9.1-150 of the Code of Virginia</p> <p>Review 6 VAC 20-171, <i>Regulations Relating to Private Security Services</i></p>

Terminal Learning Objective: Basic Agent Medical Knowledge

A student on completion of this module will have successfully demonstrated the ability to render medical assistance to an assigned protectee IAW applicable laws and regulations as part of a protective service detail

Enabling Learning Objective 046: Demonstrate the ability to properly render emergency medical assistance to a protectee as part of a protective service detail

Topics:

React to medical emergency/Triage/Alert/React

Drug interaction; Over the counter and prescription drugs

10 minute medicine; Allergy reaction, common cold, flu and illness or injury.

Heart Attack & Stroke

Orthopedic injury: Soft tissue and muscle injury

Cold or warm weather injury's

Nutrition, hygiene

Agent physical fitness

Enabling Learning Objective 047: Successfully complete required training for national certification IAW Red Cross or another accredited program.

CPR: National certification

AED: National certification

First Aid: National certification

Evaluation Exercise

Enabling Learning Objective 048: Demonstrate the ability to properly prepare for, and conduct protective operations as part of a protective service detail

Receive mission brief with protectee itinerary

- Start the mission planning process
- Threat Assessment Procedures
- Proper Risk Mitigation Planning
- Proper Resource Management

MAIC

- Pre-Mission;
- Initial Briefing
- Team Selection

MSIC

- Delegation of responsibilities
- Advance Team
- Close Protection Team
- Special assignments, communications, TSCM, K-9 , Physical Security, medical, SRT, Transportation

Advance Team

- Prepare and give advance briefing

MAIC

- Prepare and give protectee brief

Mission

- Dispatch advance team with site security and special teams
- Secure & Prepare site
- Departure P1
- Movement P1
- Arrival P1
- Transition to site P1
- Facilitate protectee itinerary
- Static security operations
- Transition
- Departure P1
- Movement P1
- Arrive / End of mission
- End of mission brief

MAIC

- Prepare and give mission briefing
- Start pre-mission preparations
- Begin PCC-PCI Operations
- Search and secure vehicles
- Weapon and equipment maintenance
- Communications preparation and testing
- Rehearsals
- Dispatch advance team with site security and special teams
- Secure & Prepare site
- Departure P1
- Movement P1
- Arrival P1
- Transition to site P1
- Facilitate protectee itinerary
- Static security inspections
- Transition
- Departure P1
- Movement P1
- Arrive / End of mission
- End of mission brief

Command & Control

- React to protectee itinerary change
- React to operations plan change
- React to mechanical breakdown
- React to medical emergency
- React to loss of communication and accountability of team members
- React to loss of team members
- React to increase to threat assessment
- Conduct arrival and departure procedures
- Conduct meeting or event
- React to surveillance
- React to non-lethal or embarrassment scenario
- React to hostile crowd
- React to lethal scenario

Mobile post procedures, crowd & event security, press conference, tours and unplanned movements

Program Endorsements



32 E / 32 I
Personal Protective
Specialist (PPS)
Alternate Training Provider
Approved



Henley-Putnam University™

INTELLIGENCE
COUNTERTERRORISM
PROTECTION

