

# Guidance on the Establishment of a Corporate Training Continuum for Ship Security Services

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This standard is intended to provide guidance and advance for companies intending to set up a training continuum with respect to the provision of maritime security services on board vessels. Companies and others using this standard are advised that training requirements should align with the outcomes of an appropriately-conducted risk assessment that takes into account the threat, operating and regulatory requirements of the environment in which operations are going to take place.



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## Foreword

7. This foreword is considered an introduction to the IAMSP and is not considered to be part of the development process.

## About IAMSP

8. The International Association of Maritime Security Professionals (IAMSP) was founded in 2010 as the result of a perceived need by a number of private entities to raise the level of professional conduct within the maritime security industry.
9. The Association is a not-for-profit, volunteer organization.
10. The IAMSP seeks to address a broad range of issues associated with the maritime security industry, ranging from the protection of vessels and platforms operating at sea and seaports.
11. The IAMSP is an inclusive organization, seeking to build strong relationships between likeminded organizations. It is the belief of the IAMSP that such alliances build stronger voices and further the ability to build capacity within the industry.

## Contributing Members

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## Revision History

13. This document is the first version of this standard.

## Standard Designation

14. This standard is designated as IAMSP-2012-01-MAN-001 where
  - a. 2012 refers to the originating date,
  - b. 01 refers to its applicability to ships
  - c. MAN referring to the manning considerations, and
  - d. 002 refers to its being a topic that specifically focuses on training.

## Keywords

15. Certification, Training, and development

IAMSP Standards  
Framework Document

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## Scope, Summary, and Purpose

### Scope

16. A company's training continuum focuses on the training necessary to prepare individuals for the provision of security services (including armed) on board vessels. Incorporated To date, guidance that has been published in this respect has included the following:
  - a. IMO 3.23 *Actions to be taken to prevent acts of piracy and armed robbery*,
  - b. IMO 3.19 *Ship Security Officer*,
  - c. IMO Guidance materiel (including BMP-4), and
  - d. Lessons learned and best practices from industry.
  - e. STCW Manila Amendments
17. A company's training continuum, however, does not have the authority to result in any of the following:
  - a. Any reduction in legal, regulatory, or licensing requirements,
  - b. Any reduction of measures taken as a result of a risk assessment where training and development are considered a safeguard in response to threats in the area or vulnerabilities within the organization (or its assets), or
  - c. Any reduction in measures that are the result of contractual agreements between the client and the security service provider.
18. A company's training and the services that they provide must be linked. Since companies often offer different services, this means that the training requirements will also be different. No two companies, unless they offer the same general services and no unique services will have exactly the same requirements.
  - a. This does not mean that a baseline training requirement cannot be established. There are a series of tasks and progressive roles and responsibilities that can be organized into a continuum that allows companies to progressively educate and train their personnel as they take on greater authority and responsibility.
  - b. This guidance should be used as a foundation for organizing the conduct and verification of an individual's knowledge, skills, abilities, and experience.
  - c. It should be understood that some persons will meet or exceed some of the requirement above an entry level. It should be clear that the individual should meet both the breadth of training (i.e. be able to document competence in all areas) and depth of knowledge (in terms of the complexity of the training itself. This will mean that some persons will progress more rapidly through the entry levels of a company's continuum faster than others.
19. It is recommended that persons using this standard consult with legal counsel with appropriate competence and experience in the domain if seeking to develop internal policies regarding the demonstration of due diligence or negligence.

- a. This foundation is intended to assist companies in demonstrating that their personnel meet or exceed certain set criteria that can be accepted as being commonly required or beneficial in the delivery of ship security services.

## Summary

20. The *Training Continuum* covers the following issues:
  - a. The general progression through the apprentice, journeyman and practitioner status, and
  - b. The minimum topics associated with each level.

## Purpose

21. The purpose of this document is to provide a foundation training continuum for those providing maritime security services, including armed services, on board vessels.

## Terms and Definitions

22. **Certify** – to guarantee as meeting a standard. A certified individual, in this context, is one that has been confirmed through testing, experience and referral as possessing the knowledge, skills, abilities and experience necessary to assure another individual that they can perform certain identified tasks (etc) at or above a set standard.
23. **Continuous Learning** – the steps and activities undertaken by an individual to ensure that his or her knowledge, skills, abilities and capabilities remain relevant to the threat, operations and environment. This is cycle by which the individual:
  - a. Identifies areas of potential improvement (gaps or deficiencies in knowledge),
  - b. Locates appropriate sources of education, training or development, and
  - c. Successfully undertakes such education, training, or development.
24. **Educate** – to provide with knowledge or training in a particular area or for a particular purpose. It should be noted that the term focuses on the development of the innate capacity of the individual, either through schooling or instruction and is generally associated with informing the individual or providing them with information,
25. **Familiarization** – the process of making an individual aware of certain facts or information in such a way that they become accepting of their presence. Familiarization should not be confused with understanding in that understanding has a greater understanding as to *why*.
26. **Practical** – refers to tasks, information or conditions that are based upon historical, actual, or reasonably foreseeable conditions. Practical elements are those that are developed through practice or action.
27. **Theoretical** – refers to tasks, information or conditions that are hypothetical and not necessary real or based in actual occurrence. These are generally based on theories, speculation or ideals.
28. **Training** – the process of bring a person to an agreed standard of proficiency. While education focuses on informing the individual or providing them with information, training tends to focus on practice and instruction and is more associated with drills, exercises and practical application.



## General Policies and Principles

29. General policies and principles are divided into three major sections and are intended to help the company set corporate policies with respect to the implementation of a training continuum. These are the following:
- Oversight
  - Specific infrastructure and considerations
  - Sample schedule

### Oversight

30. Oversight refers to management's establishment, communication, monitoring and enforcement of its decisions. While it is important for an organization to have a *Training Continuum*, the value of that policy is also heavily dependent upon management's commitment to ensuring that its organization adheres to that policy.
31. The following sections describe certain requirements that need to be met in their policy.

### Internal Policies - Corporate

32. The organization's policies regarding *certification, training, and continuous learning* must be endorsed by the senior management of the organization. Where this is developed by a functional group (such as a legal department) or an outside contractor, they must still be clearly endorsed by the company's senior management.
33. The internal policies must take into account the security of personnel (including those of instructors, candidates, visitors, observers or those in the area that may be affected intentionally or otherwise), the safety of personnel, and the reasonable expectation that tasks can be performed.
- Companies should ensure that their decision making processes take into account medically, health and safety and similarly accepted standards with respect to the protection of others against unreasonable risk or harm. This includes ensuring that the training being undertaken by individuals or teams does not inappropriately increase the presence of potential contributing factors to accidents or unsafe conditions to inappropriate levels.
34. Activities are to take into account the potential impairment of individuals due to mental or physical fatigue. During the design phase for training consideration is to be given to ensuring appropriate safety controls are put in place to offset risks associated with the impairment of individuals.
- Corporate trainers are to be advised (or third party contracts are to include) clauses that state that the safety of candidates are of utmost importance.
35. The internal policies associated with the certification, training or development of persons must also be periodically reviewed from time to time to ensure that they remain accurate and relevant to both the legal environment and operations of the organization.

36. The internal policies associated with certification, training or development, if updated, must clearly indicate the nature of the revision, the individual making the revision, the authority upon which the revision was based, and the dates associated with the revision (decision and coming into force). Past versions of the policies are to be removed from circulation and marked to prevent their inadvertent use (if not destroyed).
- a. The corporate policies should also ensure that where training is updated, there is a clearly communicated and documented method that describes what was done to keep personnel up to date with any new requirements.
37. It must be clearly understood that this topic also requires a level of personal responsibility. Individuals are expected to comply with instructions to undergo new, refresher or remedial certification, training or development activities.
38. It must be clearly understood that the company must also demonstrate that it has taken all reasonable steps to ensure that it has met the requirements of due diligence. A company, or its directors, cannot shed their accountability with respect to certification, training or development by failing to address the issue or by transferring the issue to another body.
- a. When assigning tasks or creating positions involving routine work, the company is to identify conditions that could become contributing factors. One example of how to break down these factors is the following:
    - i. Mechanical factors – knowledge, skills, abilities, characteristics, etc
    - ii. Immediate environment – facilities, weather, design, time, teamwork, communications, work environment, etc
    - iii. Supervision – planning, organizing, prioritizing, delegating, instructing, feedback, performance management, team building, etc
    - iv. Organizational factors – policies, procedures, processes, selection, training, continuous improvement
39. The certification, training or development policies are to clearly define how the company intends to monitor decisions and the steps that will be taken should it be determined that a violation of the policy be identified.
40. It should be noted that decisions regarding the safety and security of personnel on board the vessel ultimately resides with the Master. The policy is to clearly state that the company understands and accepts the authority of the Master to require an individual to be relieved should the Master believe that the individual lacks the knowledge, skills, or abilities to perform certain tasks and, if the individual undertakes such tasks, may pose a risk to the safety or security of the vessel, those on board, or its cargo.

### Infrastructure Considerations

41. Companies rely upon personnel, assets and information to carry out their decisions. There are certain elements of this activity that are specific to each of these elements.

### Personnel in positions of responsibility

42. Personnel who are put in a position of authority within the certification, training, development or familiarization process must possess the following:
  - a. Any appropriate licenses, certificates or other official documents,
  - b. The knowledge required to perform the job appropriately,
  - c. The skills required to perform tasks appropriately,
  - d. The attitude required to perform the job appropriately,
  - e. The abilities required of the individual to perform tasks appropriately or survive in the environment,
  - f. The experience necessary to understand the environment.
43. Personnel who occupy or hold supervisory positions are to remain aware of and incorporate the following into their decisions:
  - a. The specific requirement of the individual to possess specific education, training or familiarization before undertaking certain tasks,
  - b. The specific requirement for the individual to possess effective leadership and management qualities and abilities to enable good judgment and discretion during decision-making activities
  - c. The specific indicators and warnings that would indicate that the individual is not educated, trained or familiarized appropriately (or is failing to follow the guidance of the same), and
  - d. The immediate steps to be taken should such a determination be made.
44. The individual is to remain aware and govern himself or herself accordingly with respect to the following
  - a. Ensuring that he or she identifies to his or her supervisory chain any situation where he or she is asked to perform tasks for which he or she has not been appropriately trained,
  - b. Ensuring that he or she undertakes the education, training or familiarization required of him or her, and
  - c. Ensuring that he or she makes the best effort possible during the education, training or familiarization to achieve the desired results.
45. All persons who hold a position of responsibility or authority over persons in certification, training must be made clear with respect to any issues associated with professional or acceptable conduct (particularly with youth or vulnerable populations). Organizations should give serious consideration to ensuring that they have consulted with their appropriate competent legal entities with respect to appropriate conduct and discipline with respect to this issue.

### Assets (Training tools)

46. When training an individual to perform certain tasks or use certain tools, every reasonable attempt should be made to ensure that the tools being used in training are at least similar (if not the same) as those that are going to be used in the field. Where the company cannot use the same

tool, then it should ensure that the training include elements that provide a clear and direct link between the tools being used in training and those used in the field.

47. All tools used in training are to ensure the following:
  - a. Safe storage, issuance, handling, control, and return,
  - b. Individually marked so as to allow for individual issuance and accountability where the tools are subject to controls, and
  - c. The ability to reinforce theoretical or practical concepts.

### Information

48. The information to be presented as part of the training must be based upon appropriate practices.

To be considered appropriate, the following must be clearly demonstrable:

- a. Compliance with international laws, conventions, national laws, regulations, and policies,
  - b. The application of sound practices as presented by professional bodies,
  - c. The application of safe practices in terms of reducing risks associated with inappropriate use or accidental injury (both direct and indirect), and
  - d. Appropriate respect for human rights and general guiding principles.
49. Certification, training, development and familiarization pre-requisites should be defined in terms of the following information sets:
    - a. The fitness (physical and mental) of the individual,
    - b. The appropriateness of the individual to undertake the training (past convictions, etc),
    - c. The knowledge required of the individual,
    - d. The skills assumed to be possessed,
    - e. The abilities that the individual is assumed to be capable of, and
    - f. The experience of the individual.
    - g. Where the individual is required to bring his or her own equipment, stores, supplies or other materiel, this must be clearly identified, including any certification requirements for such equipment.
  50. During and following training, the following information is to be collected and maintained:
    - a. Adequate information to uniquely identify the individual at the commencement of training,
    - b. Any decisions regarding the performance of the individual that may have an impact on that individual's ability to successfully complete (or not) the training,
    - c. Any instructor comments regarding the suitability of the candidate or concerns regarding the performance of the candidate with any explanations or mitigating circumstances, and
    - d. The final outcome of any testing or evaluations of performance.

### Threat and Operating Environment

51. There are two elements associated with environmental considerations:
  - a. Threat environment
  - b. Operating environment or physical environment.

### Threat Environment

52. Certification, training, development or familiarization should be appropriate to the highest threat environment encountered by the vessel. The level and nature of the threat environment is also to be reviewed to ensure that threat information is current, timely and relevant.
- a. When taking into account the threat environment, the knowledge, skills, abilities, resources, intent, commitment, physical presence and past tactics of the threat are to be considered in addition to any reasonably credible information regarding possible changes in any of the same.
  - b. Additionally and in order to ensure effective threat recognition, familiarisation of what constitutes normal behavioural activity on the high seas and in ports should be considered. This may include fishing and other commercial or transient activity pertaining to areas of operation.
53. Certification, training, development and familiarization training is also to take into account the threat from a full perspective, including the following:
- a. Current and evolving patterns of threat,
  - b. The ability of the threat to change locations,
  - c. The ability of expand its operations into different environmental conditions (including light),
  - d. The ability of the threat to adopt new technology, and
  - e. The ability of the threat to make new alliances or arrangements that can result in sudden shifts in knowledge, skills, abilities, resources or tactics.

### Physical or Operating Environment

54. The certification, training, development or familiarization must take into account the nature and operations of the vessel. This includes the following:
- a. Identifying the operations of the vessel as a combination of people, property and processes,
  - b. Determining the attractiveness of the maritime asset(s) to human adversaries,
  - c. An assessment of the cost of loss, damage or harm to people, property and processes,
  - d. The size and specifications of the vessel and the ability to protect the same,
  - e. The criticality of assets and critical activities, such as people, property and processes (i.e. production operations or data acquisition)
  - f. The duration of time that the vessel is to be protected (daytime, night-time, 24/7, etc),
  - g. The design of the vessel, particularly with respect to blind spots, the use of technology, and the ability to respond appropriately to potential threats,
  - h. The identified areas of catastrophic failure,
  - i. The availability of resources used to protect the vessel or maritime asset
  - j. Routines on board the vessel that may pose a barrier to the ability to respond effectively (such as not being able to pass through certain compartments during normal operations, or essential work activity that must be undertaken whilst in transit etc), and

- k. General arrangements and deck arrangements of the vessel.
55. The Security Team on board the vessel provides a number of functions with respect to the security of the vessel. These functions include the following:
- a. Watchkeeping in terms of vigilance and watching for suspicious vessels or aiding in the determination that vessel is suspicious based upon specialized training and experience, and
  - b. Monitoring the condition of security infrastructure and specific security controls on board the vessel, taking steps as required to conduct or to assist in the conduct of any appropriate repairs or work, and due to the specific understanding of the overall interaction of security measures with each other and how they operate to protect the vessel and
  - c. Undertake continuous passage, or area (if static) security risk assessment.
56. Certification, training, and development activities must ensure that they can be integrated into the routines on board the vessel. In cases where training is presented or developed that may be used for multiple vessel classes, consideration should be given to ensuring that candidates are presented with an appropriate variety of scenarios.
57. Certification, training and development activities should stress responsibilities where there is a clear or a perceived (socially accepted) duty of care. The basic elements of the Duty of Care that must be addressed are the following:
- a. Determination that a standard of care is owed (in this case, the size of the team and the scheduling of routine activities must take into account the safety and security of personnel),
  - b. Identification of those that may be affected directly or indirectly by the individual's actions or decisions,
  - c. Determination that all reasonable steps (given the operating environment and reasonable expectation of risks routinely accepted in work) have been taken to prevent the individual from being placed in conditions which would reasonably be expected to create or exacerbate factors contributing to the potential for an accident.
58. When determining the minimum size of team and scheduling, due consideration must be given to the potential for an individual to become impaired, particularly when dealing with equipment or other materiel that could pose a risk to the safety or security of themselves or others.

## Recommended Authorities

59. The following are the general sources of information pertinent to this effort:
- a. In terms of the development and management of certifications, the structure for the development and maintenance should follow a structure aligning with ISO 17024
  - b. In terms of specific references to maritime functions and minimum training requirements with respect to marine safety), the International *Convention on Standards of Training Certification and Watchkeeping for Seafarers* (STCW) and ensuring its latest version

- c. In terms of the general approach to security, the ASIS International *Protection of Assets* manual,
- d. In terms of anti-piracy guidance from the maritime industry, references including Best Management Practices 4 and IMO Model Courses 3.19 (*Ship Security Officer*) and 3.23 (*Actions taken to Prevent Piracy and Armed Robbery*), and
- e. Taking into account other official guidance and advice, noting the difference between elements that are required versus those that are recommended or suggested. It should be clear that “best practices” must be validated to ensure that they do address risks and should not be accepted simply because another entity declares them to be best practices.
- f. With respect to the treatment of human rights and vulnerable populations, the written requirements of the *International Code of Conduct for Private Security Service Providers* and the ANSI / ASIS International Standards, particularly *PSC1, PSC2, PSC3, and PSC4*.

## Procedures

- 60. Identify the specific tasks to be performed by the individual being trained, noting any particularly desirable or undesirable outcomes that determine success or failure. This will generally take the form of a set of steps that are designed to perform an activity that contributes to the overall success of the team or accomplishment of the task at hand.
- 61. Identify if any of the following conditions apply:
  - a. Restrictions associated with international conventions, laws, agreements, etc,
  - b. Restrictions associated with national laws (including those of the flag state, foreseeable territorial waters and the citizens of those participating);
  - c. Restrictions associated with the appropriate treatment of human rights and vulnerable populations that may be affected directly or indirectly by the training or application of the training.
- 62. Conduct the Threat and Risk Assessment or review the existing Threat and Risk Assessment (or Ship Security Assessment), that clearly includes the operating, threat, and environmental conditions. Identify the following:
  - a. The knowledge, skills, abilities, resources, past history, observed tactics, and apparent commitment / intent of the threats in the area,
  - b. The physical, procedural, technical and administrative requirements associated with the operational environment, and
  - c. The physical conditions of the environment including the seasons, time of day, common weather, potential extreme weather and potential contributing factors that may limit the performance of the individual, the tools being used, or the operations that are possible.
- 63. Taking into account the above, refine the specific steps to be taken by the individual so that defined tasks and outcomes are clearly identified and mapped.



64. Confirm with operations that the mapping of the tasks is, in fact feasible. Make any adjustments, noting that any adjustment cannot cause a conflict with respect to the requirements above. This should take into account the following:
  - a. The size of the team as balanced with the list of duties assigned (see Minimum Manning standards).
  - b. The effects of fatigue, both physical and mental on teams (as per the above standard) and the ability to sustain operations across several consecutive activities or contracts, and.
  - c. The ability to obtain, store, maintain, control, deploy, verify, return or dispose of any tools or information legally in support of the contract.
65. Build the candidate profile for the training as a defined training entry standard. This should include a description of the knowledge, skills, abilities, resources, intent, attitude, ability to commit and experience that is expected of the candidate when they arrive at the course.

## Guidelines

66. With respect to maritime industry training, the International Maritime Organization (IMO) bookstore and publications catalogue provides training requirements and several model courses.
  - a. In addition to security related courses, consideration should be given to IMO Model Course 1.30 (On board Assessment), and
  - b. Consideration should be given to the training requirements put forward by various maritime associations.
67. Where security-related training is involved, consideration should be given to the following:
  - a. The use of Internationally-recognized standards put forward by professional bodies that have a direct connection to the subject matter.
  - b. When considering the use of force or similar training, ensure that nationally-accredited instructors that have experience in the training of police forces are used. Police forces train their personnel to have a focus on the delivery of less than lethal and lethal self-defence and similar considerations in a domestic or internal security context rather than the projection of force in a combative role. This can then be supplemented through specialized firing techniques put forward by appropriately accredited or referred instructors.

## Revision of Standard

This document shall be reviewed at least annually and upon any of the changes indicated in this document.



## Appendix A – General Continuum

68. The IAMSP recognizes that training takes part in three major phases. These include the following:

- a. The **initial developmental phase** during which candidates work towards and gradually reach a baseline level of knowledge, skills, abilities and experience;
- b. The **progression phase** during which the candidates work towards increasing level of authority and responsibility, and
- c. The **upkeep phase** during which the candidate maintains his or her level of proficiency by supplementing courses not solely based on progression but in terms of ensuring that his or her knowledge remains timely and relevant.

69. The general continuum is based upon the following progression:

- a. **Apprentice**– where the individual works under the supervision of an appropriately trained and experienced individual for the purpose of instruction,
- b. **Journeyman**– where the individual is considered to be adequately trained but is focussing on gaining experience and reinforcing positive features of character,
- c. **Practitioner**– where the individual is considered capable in terms of knowledge, skills, abilities, and experience to operate as a member of a team or group without supervision, and
- d. **Team Leader** – where the individual has been considered of suitable character and temperament to be entrusted with critical operations and can demonstrate that he or she possesses knowledge, skills, abilities, and experience to assure a high probability of success in undertaking the leadership, management and administration of those operations.

70. Within IAMSP, this progression is measures in terms of the following:

- a. **Becoming an Apprentice** – passing checks and balances associated with the suitability of the individual to be given access to specialized knowledge, controlled assets, and information that may be used in support of legal objectives but which may, if subverted, be used for nefarious purposes.
- b. **Becoming a Journeyman** – being able to demonstrate the following:
  - i. Successfully completing the education and training elements associated with the apprenticeship level,
  - ii. Successfully completing one year (365 days) under the supervision of a practitioner or team leader where the practitioner or team leader signs off on the individual having performed assigned tasks appropriately.
- c. **Becoming a Practitioner** – being able to demonstrate the following:
  - i. Successfully completing the education and training elements associated with the Journeyman level,
  - ii. Successfully completing one year (365 days) under the supervision of a team leader where the team leader signs off on the individual having performed assigned tasks appropriately and being of appropriate demeanour to operate without being under further scrutiny.

- d. ***Becoming a Team Leader*** – being able to demonstrate the following:
    - i. Successfully completing the education and training elements associated with the team leader level before being assigned the team leader responsibilities,
    - ii. Successfully completing 2 years (730 days) under the supervision of at least two team leaders that are able to vouch for the suitability and stability of the individual's character while also providing an assessment of the individual's leadership potential, and
    - iii. Being able to demonstrate leadership, management and administrative responsibilities that are commensurate with the team leader position.
71. It should be noted that the educational and training requirements may be met through a number of different avenues (military training, law enforcement training, civil society training, etc). The core requirement is that the information conveyed or training undertaken meets the following criteria:
- a. All relevant information requirements are communicated,
  - b. Abilities are assessed in as-near-to-real conditions as practicable, and
  - c. Skills are assessed in as-near-to-real conditions as practicable.

## Appendix B – Task Level Expectations

This table is not intended to define tasks but to show the relationship in the levels of competence when comparing team members and leaders using the continuum. The Basic Level is one that all personnel are expected to arrive with before training commences. Intermediate levels are those that are developed after some training and operational exposure. Advanced knowledge comes from in depth training, significant experience, a breadth of exposure and applied learning in the field.

Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
Maritime Knowledge	<b>Ship Construction</b> – describing the vessel and its components	Intermediate	Intermediate	Advanced	Advanced
	<b>Ship Classification</b> – different types of ships and their common uses / operations (critical activities/processes)	Intermediate	Intermediate	Advanced	Advanced
	<b>Ship Organization</b> – roles and responsibilities and how organized (depts. / div / watches)	Intermediate	Intermediate	Advanced	Advanced
	<b>Port Operations</b> – describing various ops between ships and ports	Intermediate	Advanced	Advanced	Advanced
	<b>Maritime Environment</b> – including lat / long, current, measurement, weather, charts, etc	Intermediate	Advanced	Advanced	Advanced
	<b>Rules of Road</b> – passing, right of way, overtaking, signals (light and horn)	Basic	Intermediate	Advanced	Advanced
	<b>Customs and Traditions</b> – routines, formalities, general practices	Intermediate	Intermediate	Advanced	Advanced
	<b>Documentation</b> - lists of lights, pilot books and other documents	Basic	Intermediate	Advanced	Advanced
	<b>Quartermaster</b> – foundation of control of vessel movement	Basic	Basic	Basic	Intermediate
Weapons	<b>Basic weapon safety</b> – storage, custody, control, maintenance of state, etc	Intermediate	Advanced	Advanced	Advanced
	<b>Proficiency</b> – accuracy in terms of the appropriate (UoF) application of fire and marksmanship	Intermediate	Advanced	Advanced	Advanced

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Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
	<b>Maintenance</b> – ability to maintain weapon in a serviceable state and safe state	Advanced	Advanced	Advanced	Advanced
	<b>Alternative</b> – Use of alternative or less than lethal alternatives	Intermediate	Intermediate	Advanced	Advanced
	<b>Empty hand</b> – Use of empty hand tactics for self defense	Intermediate	Intermediate	Advanced	Advanced
International Requirements	<b>IMO / UNCLOS</b> – understanding controls in various waters and restrictions on passage	Basic	Intermediate	Advanced	Advanced
	<b>ISPS</b> – as per IMO 3.19 Ship Security Officer to the point of certification (18 hr)	Basic	Intermediate	Advanced	Advanced
	<b>Suppression of Unlawful Acts Convention 1988</b> – awareness of state roles and responsibilities in prosecuting offenders, such as criminals, extreme activists and terrorists.	Basic	Intermediate	Advanced	Advanced
	<b>UNSCR</b> – Pertinent to the High Risk Area, Resolution 733 (Arms Embargo). Mercenary Law applicable to relevant nationalities of PCASP.				
	<b>IMO Guidance</b> –with respect to the roles and responsibilities of on board security	Intermediate	Advanced	Advanced	Advanced
	<b>BMP (latest)</b> – in terms of specific measures to be taken to protect ships	Intermediate	Advanced	Advanced	Advanced
	<b>UNDHR</b> - - being able to identify and explain the fundamental rights described in the doc	Intermediate	Advanced	Advanced	Advanced
	<b>ICoC</b> – being able to describe the roles and responsibilities of PSC	Intermediate	Intermediate	Advanced	Advanced
	<b>ANSI / ASIS PSC 4</b> – being able to describe and explain the guidance to maritime security	Intermediate	Intermediate	Advanced	Advanced
	<b>Cultural Awareness</b> – in terms of major cultural practices and faux pas				

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Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
	Social Responsibility – Personal responsibilities when working offshore to include, ship etiquette and health and safety compliance, safe working practices.				
Intelligence	<b>Threat</b> – General – in terms of an overview of the threats to legitimate maritime shipping	Intermediate	Advanced	Advanced	Advanced
	<b>Threat – Local</b> – details regarding the specific threat within the region or along the route	Intermediate	Advanced	Advanced	Advanced
	<b>Threat – Tactics</b> – specific to threats along the route or within the region	Intermediate	Advanced	Advanced	Advanced
	<b>Threat – Environment</b> – the effects of weather and climate on the threat	Intermediate	Advanced	Advanced	Advanced
Risk – Transit	<b>Threat Recognition</b> – the ability to identify threats and differentiate hostile from normal behavioural activity for the area of operations the probability and impact of disruption	Basic	Intermediate	Intermediate	Advanced
	<b>Communicate</b> – the ability to communicate the level of risk in a transit	Basic	Intermediate	Advanced	Advanced
	<b>Monitor</b> – the ability to monitor resources to detect and identify changes in risk	Basic	Intermediate	Advanced	Advanced
	<b>Adjust</b> – the ability to identify the need to adjust measures based on changes in risk	Basic	Basic	Intermediate	Advanced
	<b>Compare 2+</b> - the ability to describe different in alternatives through assessment	Basic	Basic	Basic	Intermediate
Prepare Ship	<b>BMP</b> – perform all tasks described in the Best Management Practices as a minimum.	Basic	Intermediate	Advanced	Advanced
	<b>IMO Guidance</b> – perform all tasks described in IMO Guidance	Basic	Intermediate	Advanced	Advanced
	<b>Vulnerability Assessment</b> – the ability to determine the means, opportunity, intent	Basic	Intermediate	Advanced	Advanced

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Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
	<b>Risk Assessment</b> – the ability to weigh the probability and impact of events and threat scenarios in the area of operations and/or along the proposed passage plan	Basic	Intermediate	Intermediate	Advanced
	<b>Preventive</b> – the ability to design, implement and monitor various kinds of barriers and effective forms of threat deterrence, using a combination of Physical, Technical and Procedural measures.	Intermediate	Advanced	Advanced	Advanced
	<b>Detection</b> – the ability to detect, identify, categorize and notify regarding observations	Intermediate	Advanced	Advanced	Advanced
	<b>Response</b> – the ability to plan, implement, maintain and execute a plan to maintain the security status of the vessel	Intermediate	Advanced	Advanced	Advanced
	<b>Recovery</b> – the ability to contain damage then return operations to tolerable then normal	Basic	Intermediate	Intermediate	Advanced
	<b>Area measure</b> – demonstrate ability to control the waters around the ship – maintain exclusion, warning assessment and detection zones as part of a layered system employing where possible physical and technical means.	Basic	Intermediate	Advanced	Advanced
	<b>Perimeter</b> – demonstrate ability to control the hull and perimeter of the vessel as part of a layered system employing where possible physical and technical means.	Basic	Intermediate	Advanced	Advanced
	<b>Deck</b> – demonstrate the ability to control access and movement on the deck	Basic	Intermediate	Advanced	Advanced
	<b>Superstructure</b> – demonstrate the ability to control access to the superstructure	Basic	Intermediate	Advanced	Advanced
	<b>Corridor</b> – demonstrate the ability to block, canalize and delay movement in ship corridor	Basic	Intermediate	Advanced	Advanced
	<b>Safe Room/Citadel</b> – demonstrate the ability to plan, implement, maintain and manage the security integrity and life support systems of a nominated safe area.	Intermediate	Advanced	Advanced	Advanced

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Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
Watchkeeping	<b>Recording data</b> – knowledge of how to collect, record and report/disseminate data	Basic	Basic	Intermediate	Advanced
	<b>Comms</b> – as per basic IMO for VHF, Notice to Mariner, Satellite, weather fax, Flag, Morse	Basic	Basic	Intermediate	Advanced
	<b>RADAR / ARPA</b> – ability to read radar and interpret what is seen on the display, ID range, bearing, CPA & TCPA.	Basic	Intermediate	Advanced	Advanced
	<b>RADAR / ARPA</b> –set range, tune for weather and climate	Basic	Intermediate	Advanced	Advanced
	<b>AIS</b> – how to read and interpret data from the AIS	Basic	Intermediate	Advanced	Advanced
	<b>Optics</b> – ability to use and maintain optics, identify range, speed, etc	Basic	Intermediate	Advanced	Advanced
	<b>Optics</b> – ability to use and maintain night optics, including IR and thermal	Basic	Basic	Intermediate	Advanced
Team Management	<b>Coordinate</b> – plan, communicate and manage the effective and efficient use of team time	Basic	Basic	Intermediate	Advanced
	<b>Equipment Mgmt</b> – issue, control, handle and return assets in accordance with rules / regs	Basic	Intermediate	Intermediate	Advanced
	<b>Personnel Mgmt</b> – ability to manage time, fatigue, stress, level of effort, fitness, etc	Basic	Intermediate	Advanced	Advanced
	<b>Safety Management</b> – familiarization with the vessel Safe Systems if Work and identification of Hazards areas, such as enclosed spaces and hazardous materials/chemicals. Knowledge of emergency muster stations, fire prevention and fire fighting and man overboard drills.				
	<b>Info Mgmt</b> – ability to communicate safely and securely, including detection of non-sec	Basic	Intermediate	Intermediate	Advanced
	<b>Space Mgmt</b> – ability to identify, allocate, control, monitor and maintain space on ship	Basic	Basic	Intermediate	Advanced
	<b>QA</b> – ability to maintain levels of service and adjust to ensure client satisfaction	Intermediate	Advanced	Advanced	Advanced

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Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
	<b>Team Admin</b> – in terms of tracking time, activity, effort, performance, etc	Basic	Basic	Intermediate	Advanced
	<b>Leadership</b> – ability to maintain morale and unit effectiveness under difficult periods	Intermediate	Advanced	Advanced	Advanced
	<b>Negotiation</b> – the ability to negotiate necessary changes to security profile of the asset to be protected with the Master/client. Evidence of findings should support cost effective security measures to be imposed.				
Response	<b>Immediate Response to Attack</b> – personnel must be able to react to an adverse event quickly and effectively. They must be cognizant of how to react to a developing situation by employing a dynamic risk assessment and following through a progressive escalation of lawful Standard Operating Procedures in accordance with national and international law.				
Post Incident Procedures - Contingency	<b>Medical Support</b> – baseline is combat lifesaver or trauma level first aid / tactical trauma. Medical training should focus on High velocity projectile and blast injury trauma support, burns, breaks and sprains and drowning. Recognized BLS techniques and prolonged care are paramount.	Intermediate	Advanced	Advanced	Advanced
	<b>CI / Stress</b> – the ability to identify indicators and warnings of stress-related injury (incl civ)	Intermediate	Advanced	Advanced	Advanced
	<b>Conflict Resolution</b> – the ability to de-escalate disputes and regain control over interaction	Intermediate	Advanced	Advanced	Advanced
Seamanship	<b>Basic Deck Awareness</b> - knowledge of and ability to perform basic tasks (emergency basis)	Intermediate	Intermediate	Advance	Advanced



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Category	Item	Apprentice	Journeyman	Practitioner	Team Leader
	<b>Vessel Specific Safety</b> – general safety requirements for safety by class	Intermediate	Intermediate	Advanced	Advanced
	<b>Ropes and Rigging</b> – basic knots, basic rope safety, basic tackle, anchor, cables	Basic	Intermediate	Advanced	Advanced
	<b>Basic Small Boat Ops</b> – coming alongside, pulling away, crossing wake, surf, boarding, launch / recovering	Basic	Intermediate	Advanced	Advanced
Investigations	<b>Elements of Investigation</b> – role as fact finding, basic technique, role in enforcement	Basic	Intermediate	Advanced	Advanced
	<b>Scene Photography and Recording</b> - sketching, note taking, photography (visual evidence)	Basic	Intermediate	Advanced	Advanced
	<b>Report writing</b> – basic incident reporting, incident record, report writing	Basic	Intermediate	Advanced	Advanced
	<b>Handling of Evidence</b> – chain of custody, recording of evidence, witness statements, exhibit gathering, transfer of custody	Basic	Intermediate	Advanced	Advanced
	<b>Basic rights</b> – rights in terms of being interviewed, search, seizure, etc	Basic	Intermediate	Advanced	Advanced

## Appendix C – Training Continuum (Baseline Recommended)

72. The following are elements that each candidate should arrive with before the commencement of any significant training or promise of engagement:
- a. **Background screening** (including employment, suitability, criminal, psychological, substance abuse, national standards for armed operative screening as directed by candidates country of citizenship),
  - b. **Past employment** – including documentation for all claims of competence and letters of reference,
  - c. **Vaccinations** (Yellow Fever, Tetanus, Hepatitis A/B, and other specific shots depending on the areas to which the ship will sail, international and national recommendations, occupational risks, composition of crew, nature of cargo, and hygienic conditions on board. (Note Section 7.8 *General Remarks of Vaccination / Immunization in the Maritime Environment*) that can be found at <http://textbook.ncmm.no/health-requirements-for-working-at-sea-and-the-fitness-examination/431-78-general-remarks-of-vaccinationimmunization-in-the-maritime-environment>,
  - d. **Medical fitness** – including basic seafarer, substance dependency, prescription medication,
  - e. **Physical Fitness** – in terms of meeting strength, endurance and flexibility requirements
  - f. **First Aid** including combat lifesaver, focussed Maritime Trauma Support training (or other identified equivalents),
  - g. **STCW 95** as per IMO requirements, and
  - h. **Travel documentation** – passport, visas (if known), seafarer’s book if available.
73. Once the individual has been declared as being suitable for training, the next phase is to have the individual undertake a significantly difficult training effort. This consists of the following:
- a. **Knowledge** – expanding the knowledge associated with maritime security
  - b. **Skills** – developing, honing and refining skills,
  - c. **Attitude** – adopting a professional approach and code of ethics consistent with the relevant National Occupational Standards of security operatives and national and international law
  - d.
  - e. **Abilities** – refining abilities and increasing them
  - f. **Experience** – confirming experience through application
  - g. **Intent** – gauging the individual’s ability to maintain focus and discipline
  - h. **Commitment** – by testing the ability to adhere to professional standards.

**Guidance on the Establishment of a Corporate Training Continuum for Ship Security**

74. For each of the above areas of expertise, the Association will develop general lesson plan requirements that will serve as the baseline. These will be developed in consultation with stakeholders that provide meaningful input into the overall product—such as full or associate members, companies delivering services, shipping companies expressing an interest.
- a. the Basic level will be determined by the baseline,
  - b. The Intermediate requirement will be determined by taking the baseline and expanding upon the level of detail associated with those tasks so that an individual may effectively supervise personnel fulfilling basic purpose roles,
  - c. The Advanced shall be used to describe the baseline requirements, the tasks that are required to support those tasks and the tasks that are supported by those tasks.
  - d. Each of the above will be determined by consensus.
75. In addition to the above courses, annual training is recommended for all levels of the organization:
- a. Legal framework
  - b. Human rights frameworks and requirements
  - c. Use of Force, and
  - d. Duty of Care.