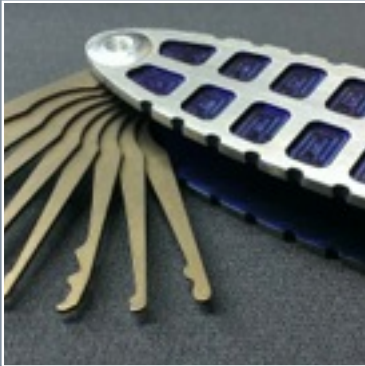


DAY I



How and why?

Group Espada programs not only present the “how” but also work to empower the attendee to understand the “why” - this combination helps to improve retention and connect the mental and physical aspects of intensive training.

Covert Operations Dynamics I

Students are introduced to the high-level ecosystem of covert operations. This module introduces core concepts related to the broader world of covert operations and sets the stage for more advanced material covered on day II.

Security Engineering Concepts I

Students learn key concepts and best practices related to security systems. This module introduces and familiarizes the student with how security systems are architected, designed and deployed. The student will learn about security layers, electronic and non-electronic options, security response protocols as well as the implications of these concepts on gaining entry.

Security Engineering Concepts II

Students will be exposed to advanced security design concepts to help build awareness of possible challenges they may encounter in the field. Students will be introduced to RF systems, remote monitoring and other systems which are

rapidly becoming commonly deployed in commercial, government and military settings.

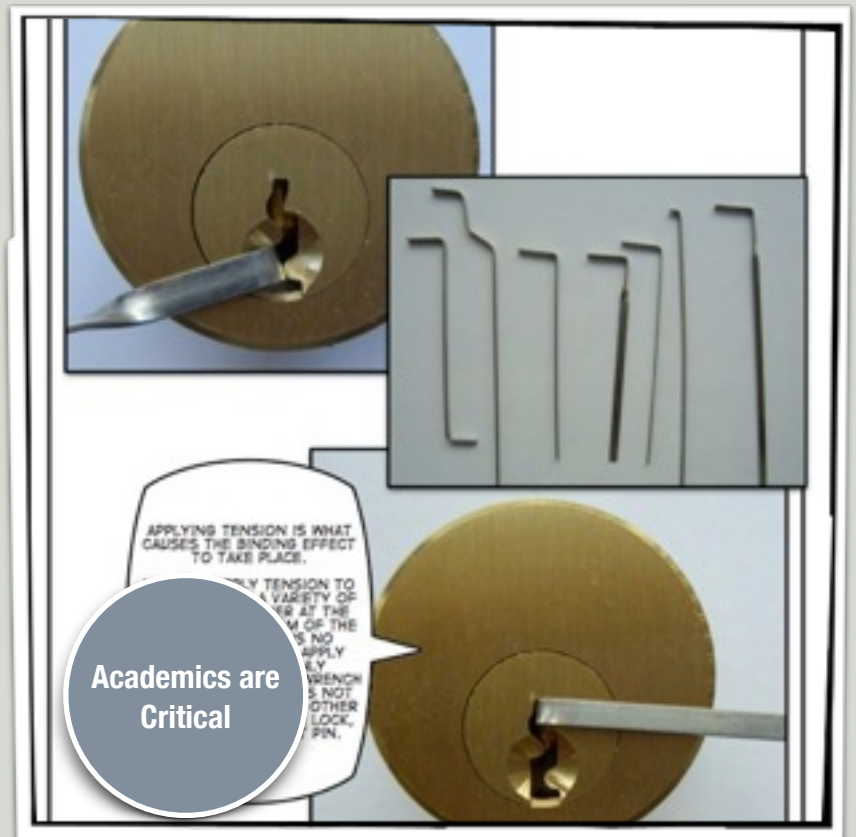
Poor Man Security

In “Security Engineering Concepts I&II” students learn about the state-of-the-art; but not all scenarios encountered by the student will involve state-of-the-art systems. This module dissects “lay man” approaches to security systems. This includes reenforced lock systems, “backyard” approaches and other approaches that could be encountered in real-world field operations.

Lock Mechanics & Engineering

Students are introduced to the mechanics and engineering of lock mechanisms. Basic lock systems (key and cylinder) to more advanced locking systems (Simplex, electronic, timed) are reviewed and dissected.

Providing students with mental images and references of the internal lock systems, will provide students with the ability to better visualize their tasks during the hands-on sections of the training program.



Operational Planning & Preparedness

This module provides students with a foundation on the operational considerations and practices required to plan a covert entry.

Target Reconnaissance

Students will gain the skills required to evaluate a structure and assess its strengths and weaknesses. Students will be introduced to covert options for reconnaissance as well as other means of evaluation using a protocol based approach.

Target Entry Planning

Students will learn to develop an “entry plan” as well as “secondary & fallback options” based on their operation plan and reconnaissance.

Equipment Familiarization

Students are introduced to their basic equipment as well as the use of “non-standard” equipment that is easily obtainable in forward theaters. Commercial tools will be assessed

and scored as a means to provide the student with a way of developing their own personal toolkits in the future.

Lock Breaching I

Students will begin to work hands-on with a variety of basic locks and gain experience breaching these locks. Students are presented with knob locks, dead bolts, lever locks, padlocks, window locks, combination locks and other basic locks.

Mission Challenge I

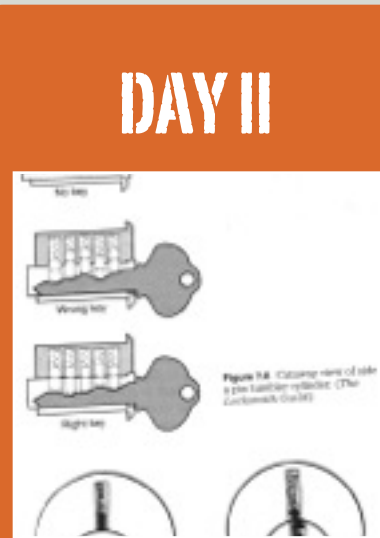
Students will be presented with a mission based challenge, that requires employment of all material and skills presented to this point in time.

Students are expected to recon a location, evaluate options, present a plan and then enter the location using the acquired skills and acquire an assigned item of interest.

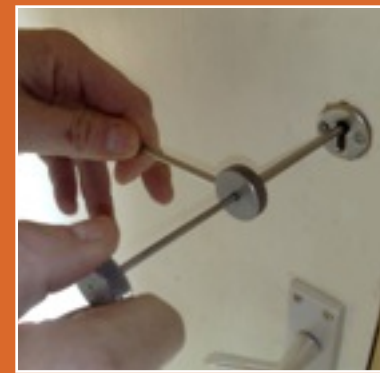
No stress is induced during this challenge as it is considered a “learning and correction” exercise to help students become confident in their skills.



Learn - See - Do



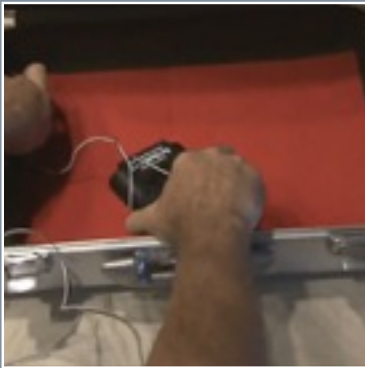
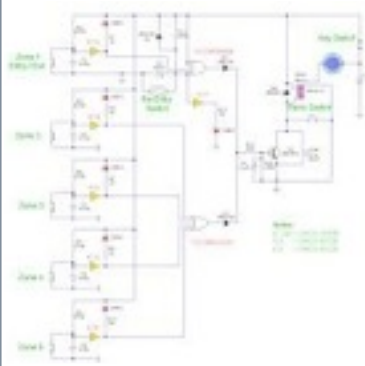
DAY II



Layered Training = Effective

Our programs utilize a “layered” approach. This means that you start with the basics, and as the program evolves new information is layered on piece-by-piece, helping to assure effective and long term skill development.

DAY III



Tactics + Covert Entry =

TAC: C/E

Learning to enter an establishment or item is just half the equation. Proper tactics, formation, communicate and planning complete the picture. You wouldn't go into battle half-dressed, don't go in half-prepared. TAC: C/E is the total combination.

Lock Breaching II

Students are presented with speciality locks (Simplex, ADA, Mortise, Cabinet/Case Locks, Garage Locks, etc.) that they must breach

Vehicle Entry

Students will become familiar with passenger vehicle entry methods, using non-destructive means. This module covers the entry of passenger compartments.

Mission Challenge II

As with Mission Challenge I, students must plan and execute a mission using all skills presented to this point-in-time. Stress factors are introduced at this point to help identify mistakes and correct bad habit development.

Electronic Systems Theory

Students will become familiar with alarm system design, vulnerability, as well as CCTV, IR/RF and WiFi systems.

Electronic Breaching I

Students will work to defeat commercial and residential alarm systems using bypass, direct compromise and other means. Students will also learn to utilize jamming technology and systems.

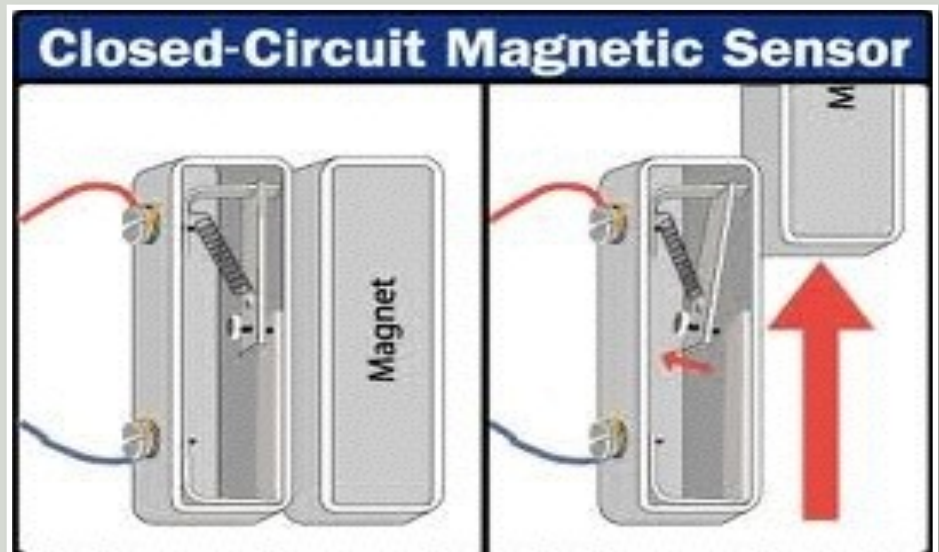
Mission Challenge III

Students must plan and execute a mission using the skills presented to this point-in-time. Stress factors are increased at this point to help identify mistakes and correct bad habit development.

Skill Index

TAC: C/E develops a wide variety of interconnected skills. The goal of the program is to create a baseline of operational skills compliment tactical missions.

- Alarm Breaching
- Alarm Theory
- Covert Exfiltration
- Failure Response
- Improvised Lock Breaching
- Lock Breaching
- Lock Engineering
- Hand-to-Weapon Response
- Operational Planning
- Signal Jamming
- Stress Management
- Target Recon
- Strategic Planning
- Tactical Reloads



Threat & Trap Identification

Students learn to identify and consider trap and threats that could compromise their entry.

Restraint Breaching

Students will become familiar with breaching a variety of human restraints (handcuffs, tape, flex cuffs, rope, leg restraints).

Mission Challenge IV

As with the previous Mission Challenges students must plan and execute a mission using the skills presented to this point-in-time. Stress factors are utilized at this point to cause failures and provide opportunity for corrective action.

High Risk Response I (classroom)

Students are introduced to high-risk engagement response. This is a unique evolution of instruction that begins to combine the tactical approach with covert entry skills.

High Risk Response II (field)

Students are presented with a high-risk mission that draws upon all skills previously

taught. Students will be mental and physically challenged and are required to recover from failures, threats, traps and other impediments to a successful mission.

Failure Response

Students will work on specific skills that require them to identify and resolve failures or other challenges which could compromise the entry and exit.

Skills Lab

Students will spend the remainder of the day working on a variety of skill development exercises that increase in complexity. The goal of the lab is to allow the student a focused amount of time to work on evolving their strengths, eradicating weaknesses and obtaining direct coaching from the Instructors.

Covert Entry + Tactics



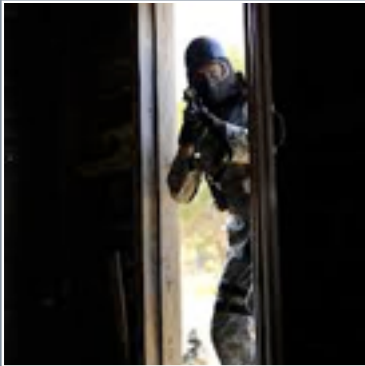
DAY IV



We Welcome Mr. Murphy

Much of the training is devoted to dealing with stress, failure and challenges that will and do occur in real-world situations. Mr. Murphy, always has a front seat in all of Group Espada programs.

DAY V



Drills - Challenges - Gauntlet

Yes you will drill and yes you will be challenged. But only until you get through the Tactical Gauntlet will you know you are ready to take your skills to the field.

Covert Maintenance

Students learn the basics of maintaining a covert posture and mindset. During this module students learn to exfiltrate an area using covert tactics and skills.

Tactical Challenge I

Students work through a series of methodical challenges that help to identify their specific areas of weakness. Instructors then customize solutions based on individual needs to help prepare the student for their final exam.

Tactical Challenge II

Complexity and variability are added to throw the student off balance mentally and physically, yet build confidence that they can and must continue to calmly accomplish their mission.

Red Circle Drills

Students immediate response skills are honed using emotional and environmental stressors. The goal is to develop the students ability to respond to unknown circumstances and overwhelming stress in a safe and effective manner, so that they can accomplish their entry safely.

Tactical Gauntlet

Many term this a "final exam" but we call it the "Tactical Gauntlet" because it requires the

student to work as part of a team and accomplish an entire mission from conception through execution and exfiltration; under high-stress and with the need to recover from multiple failures. A combination of physical and emotional stressors are utilized to test the students knowledge of all of the material presented during the five day training program.

The goal of the Tactical Gauntlet is to assure that the students can demonstrate proficiency in the skills they have learned during the program, with no Instructor guidance or feedback. The Tactical Gauntlet is extremely taxing, physically and mentally, and can take the better part of a day to accomplish. Students are expected to perform as if they were in a real-world setting and must attain a score of 100% to pass the Gauntlet and earn the TAC: C/E Certification.



Tactical Gauntlet: Can you make the grade?

TAC: C/E STRUCTURE

Things to know and consider.

Length

TAC: C/E has been designed to take place over five days. The classes are typically eight to ten hours in length, but often run longer.

Times & Locations

Exact training times and locations will be worked out during the planning phase of your training program.

Training Approach

TAC: C/E includes classroom training, hands-on training as well as quizzes and exams. This program is not just a checkmark, but a comprehensive and in-depth program. Students should be alert, take notes, ask questions and be prepared to work hard.

Weather

Training is held regardless of weather.

Dress

Students should wear tactical clothing and appropriate footwear. Further information can be obtained from your Proctor prior to class.

Fitness Standards

Although we do not test attendees to determine their fitness level, we do assume that they are in good physical health and have a good level of fitness.

Equipment

Any specialized equipment or other items will be detailed during the Planning Phase. Typically programs require: Climate Controlled Classroom, Controlled Physical Structures (schools, buildings, warehouses), projection equipment and student toolsets, tactical gear and possible access to firing ranges.

Weapons & Firearms Safety

Unless otherwise instructed or agreed up, all weapons must be unloaded and carried in a safe manner. No drawing of any weapon or employment of any weapon is



Train To Live

permissible without authorization of the Lead Group Espada Instructor. Failure to comply with this guideline may result in termination of the program without refund.

General Standards

We work hard to maintain a high level of quality. Our programs are not for everyone and we realize that the training is considered some of the most difficult and challenging available. Please discuss any limitations or other challenges you may have during the Planning Phase, so as to assure that the program is appropriate to your agencies abilities and skill levels.



We are different!

Group Espada is not a typical training organization. We combine leading edge instruction techniques with practical and real-world training. Our goal is to assure our students retain what they learn and can immediately apply the content. We pride ourselves in providing high-quality programs.

Things To Know

- Our training is challenging and hard - to assure you are as prepared as possible.
- We update our programs often to keep up with a changing world.
- We combine the "how" and "why" to help you retain what you learn.

Customization

All programs can be customized to an agencies specific requirements.

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