



Core Competencies and Minimum Training Standards for Public Safety Communications Quality Assurance Evaluators

APCO American National Standard 3.106.3-2026

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FOREWORD*

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EXECUTIVE SUMMARY*

In early summer 2024, members of the Core Competencies and Minimum Training Standards for Public Safety Communications Quality Assurance Working Group came together with a clear purpose: to update of the APCO ANSI Core Competencies and Minimum Training Standards for Public Safety Quality Assurance Evaluators (QAE). Since then, the committee has worked diligently, recognizing that the role of the QAE has become increasingly complex due to the rapid advancement of technology, the emergence of new communication tools, and the growing demand for accountability and excellence in public safety services.

As Quality Assurance professionals within their own agencies, committee members understood firsthand the importance of the QAE role. It is one where these individuals are tasked with evaluating telecommunicator performance, overseeing critical administrative functions, fostering employee engagement, and supporting professional development. Their efforts ensure that communications centers uphold the highest standards of service; standards that directly affect the safety and trust of the communities they serve.

To ensure the updated standard reflected both current challenges and future needs, the committee utilized the Occupational Analysis process, drawing on the expertise of high-performing QAEs. Their experience and insights shaped a document that is both practical and forward-looking, designed to guide professionals in navigating today's demanding and evolving public safety communications environment.

The committee members are grateful for the assistance and guidance provided by the APCO Work Group and Staff Liaisons throughout this process. Their support helped ensure that the final product was thoughtful, relevant, and comprehensive.

Most importantly, the committee extends sincere thanks to the QAEs across the country who contribute their knowledge, time, and dedication to this profession every day. With these updates, the QAE standard remains a cornerstone for quality improvement programs, empowering agencies to deliver exceptional service and strengthening the trust of the communities that depend on them.

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Chapter One

INTRODUCTION

To establish the core competencies and minimum training requirements for the Quality Assurance Evaluator (QAE), this standard was developed in recognition of the growing need for consistent and effective oversight within public safety communications. The QAE role emerged as agencies sought dedicated professionals to assess telecommunicator performance, support quality improvement initiatives, and ensure accountability in service delivery. This standard was created through a collaborative process that engaged high-performing incumbent QAEs, whose expertise and real-world experience informed the knowledge, skills, and abilities identified as essential to the role. Its purpose is to provide agencies with a clear and consistent framework for training and professional development, while allowing flexibility for agency-specific practices and operational needs.

SCOPE

To define the core competencies and minimum training requirements of the Quality Assurance Evaluator (QAE), whose primary responsibilities include assessing telecommunicator performance, supporting quality improvement initiatives, and fostering professional growth within the agency. The purpose of this standard is to provide a consistent and reliable foundation to fulfill this vital role. This standard also recognizes that agency-specific policies, procedures, and technologies must supplement the identified competencies to ensure QAEs are fully prepared to meet the unique needs of their communications center and communities.

Chapter Two

Agency Responsibilities

SCOPE

While much of this document addresses the training of the QAE, this chapter outlines the Agency's responsibilities for providing training to both new and veteran QAEs in accordance with this standard.

2.1 Agency Responsibilities

- 2.1.1 **The Agency shall establish no less than these minimum training requirements while complying with all local, state, federal, and tribal laws¹.**
- 2.1.2 **The Agency shall define the baseline qualifications in addition to requisite cognitive, effective, and psychomotor skills needed to achieve compliance with this standard.**
- 2.1.3 **The Agency shall provide the QAE with information, in both verbal and written formats, during an initial orientation to include, but not limited to:**
 - 2.1.3.1 Defibrillator (AED) if available,
 - 2.1.3.2 Disciplinary processes,
 - 2.1.3.3 Grievance processes,
 - 2.1.3.4 Location of facilities,
 - 2.1.3.5 Location of first-aid supplies including Automated External,
 - 2.1.3.6 Time keeping procedures, and
 - 2.1.3.7 Work hours.
- 2.1.4 **The Agency shall provide the QAE with information regarding response Agency resources², including location of public safety service buildings³, apparatus and equipment, and emergency response planning documents.**

¹ To include, but not limited to: the ADA, Fair Labor Standards Act, and Equal Employment Opportunity laws.

² SWAT, K9, Dive, Search & Rescue, HAZMAT, and other specialized responses.

³ Refers to fire stations, precincts, landing zones, and/or hospitals.

- 2.1.5 The Agency shall provide training and performance expectations to the QAE detailing responses to catastrophic, technological, or structural failure within the communications center, emergency evacuation plans, and recovery processes to ensure the continuity of operations.**
- 2.1.6 The Agency shall provide the QAE with expectations regarding customer service, personal conduct and behavior, courtroom demeanor, and ethical rules. If they exist, the Agency shall provide the QAE with a written copy of the Agency's adopted principles (for example, mission statement, core values, vision statement, etc.).**
- 2.1.7 The Agency shall provide the QAE with information regarding access to and participation in programs such as:**
- 2.1.7.1 Critical Incident Stress Management (CISM),
 - 2.1.7.2 Employee Assistance Program (EAP),
 - 2.1.7.3 Health and wellness programs,
 - 2.1.7.4 Safety/Risk management programs, and
 - 2.1.7.5 Stress management techniques.
- 2.1.8 The Agency shall provide the QAE with access to appropriate state and federal regulations and labor practices, including, but not limited to:**
- 2.1.8.1 Americans with Disabilities Act (ADA),
 - 2.1.8.2 Fair Labor Standards Act (FLSA),
 - 2.1.8.3 Family Medical and Leave Act (FMLA),
 - 2.1.8.4 Health Insurance Portability and Accountability Act (HIPAA),
 - 2.1.8.5 Occupational Health and Safety Administration (OSHA), and
 - 2.1.8.6 Any applicable labor agreements.
- 2.1.9 The Agency shall define the job description and performance expectations of the QAE.**
- 2.1.10 The Agency shall clearly articulate the roles and responsibilities of the position within a defined job description.**

- 2.1.11 The Agency shall provide for and support the position-specific training and ongoing professional development, including benchmarks and timelines, of the QAE to meet Agency performance standards and any necessary certifications or licenses.**
- 2.1.12 The Agency shall establish detailed and defined performance expectations, providing and ensuring a clear understanding of those expectations.**
- 2.1.13 The Agency shall provide the QAE with an overview of its quality assurance process.**
- 2.1.14 The Agency shall have an established mechanism by which the job performance of the QAE is regularly reviewed and evaluated based upon accepted quality assurance practices or standards.**
- 2.1.15 The Agency shall ensure performance objectives are met by the QAE.**
- 2.1.16 The Agency shall provide regular opportunities for the QAE to provide and receive feedback during a review of the individual's job performance.**
- 2.1.17 The Agency shall provide a mechanism during the performance review wherein the QAE can identify goals and objectives to be accomplished in the course of employment.**
- 2.1.18 The Agency shall inform the QAE of types of actions that could be considered cause for disciplinary action including loss of certification, license, or employment.**
- 2.1.19 The Agency shall document and address unacceptable performance with the QAE in a timely manner.**
- 2.1.20 The Agency shall ensure fair and consistent application of the disciplinary processes associated with performance.**
- 2.1.21 The Agency shall provide applicable training and continuing education opportunities for the QAE in areas identified within the job description, performance expectations, and in the knowledge and skills areas identified in Chapter Four, General Knowledge and Skills.**
- 2.1.22 The Agency shall provide the QAE with information on how and to whom they may address training issues and concerns.**
- 2.1.23 The Agency shall maintain a complete training record for the QAE according to applicable record retention guidelines.**
- 2.1.24 The Agency shall keep all written directives up to date and shall provide the most current written directives to the QAE.**

- 2.1.25 **The Agency shall encourage and support professional development of the QAE through the identification and provision of networking opportunities within the public safety community, as well as the community within which services are provided.**
- 2.1.26 **The Agency should, when possible, subscribe to professional publications and make those publications available to its employees.**
- 2.1.27 **The Agency shall make readily available documents that identify regulations, recommendations, or mandates within the public safety communications industry (i.e. APCO Standards, National Response Framework, OSHA⁴, etc.**

⁴ Occupational Safety and Health Administration

Chapter Three

Organizational Integrity

SCOPE

This chapter discusses issues related to organizational integrity. Topics include the mission and values of the profession in general and the Agency specifically, as well as the scope of the QAE's authority, confidentiality, and liability.

3.1 Organizational Integrity

- 3.1.1 **The QAE shall demonstrate an understanding of the Agency's mission, values, and vision.**
- 3.1.2 **The QAE shall comply with the Agency's expectations of professional conduct.**
- 3.1.3 **The QAE shall demonstrate a comprehensive knowledge of the duties and essential functions of the position.**
- 3.1.4 **The QAE shall act within their scope of authority as defined by the Agency.**
- 3.1.5 **The QAE shall demonstrate proper application of the Agency's written directives.**
- 3.1.6 **The QAE shall demonstrate an ability to work within the Agency's Chain of Command.**
- 3.1.7 **The QAE shall adhere to applicable local, state, federal, or tribal laws.**
- 3.1.8 **The QAE shall comply with mandatory professional requirements as identified by the Agency⁵.**
- 3.1.9 **The QAE shall demonstrate comprehension and application of the Agency's written directives regarding ethical behavior.**
- 3.1.10 **The QAE shall demonstrate comprehension of the specific training and Quality Assurance liability issues related to overall Agency operations. This should include, but is not limited to:**
 - 3.1.10.1 Negligence,

⁵ Applies to information regarding states' certifications, standards, etc.

- 3.1.10.2 Negligent assignment,
 - 3.1.10.3 Negligent entrustment,
 - 3.1.10.4 Negligent retention,
 - 3.1.10.5 Negligent supervision,
 - 3.1.10.6 Negligent training, and
 - 3.1.10.7 Vicarious liability.
- 3.1.11 The QAE shall ensure the accurate reporting and documentation of records for which they are responsible.**
- 3.1.12 The QAE shall foster and create effective working relationships with all personnel within the organization and with individuals and organizations external to the Agency.**
- 3.1.13 The QAE shall encourage and support the highest quality of workplace team interaction and behavior.**
- 3.1.14 The QAE shall demonstrate fiscal responsibility, and work within the specified parameters as directed by the Agency.**
- 3.1.15 The QAE shall demonstrate comprehension and application of diversity awareness and an active commitment to ensure equality, in accordance with Agency directives.**
- 3.1.16 The QAE shall demonstrate the ability to maintain confidentiality of individual quality improvement action and other privileged administrative and disciplinary information.**

Chapter Four

General Knowledge and Skills

SCOPE

This chapter provides an overview of the general knowledge and skills that are common among high-performing incumbent QAEs.

4.1 General Knowledge and Skills

4.1.1 The QAE shall understand the following requisite standards:

- 4.1.1.1 A QAE shall have a working knowledge of APCO ANS: Minimum Training Requirements for Public Safety Telecommunicator and Core Competencies and Minimum Training Requirements for Public Safety Communications Training Officers.
- 4.1.1.2 The QAE should be cognizant of other relevant standards, including but not limited to other APCO standards, National Fire Protection Association's (NFPA) standards, and the Commission on Accreditation for Law Enforcement Agencies' (CALEA) standards.

4.1.2 The QAE shall demonstrate proficiency in at least the following areas:

- 4.1.2.1 Agency mission/Core values,
- 4.1.2.2 Agency performance and quality assurance standards,
- 4.1.2.3 Agency written directives,
- 4.1.2.4 Documentation procedures,
- 4.1.2.5 Employee rights related to employment practices, including confidentiality of employee records,
- 4.1.2.6 Expectations of Agency,
- 4.1.2.7 Geography/Jurisdiction,
- 4.1.2.8 Industry terminology, and
- 4.1.2.9 Quality assurance tools

4.1.3 High-performing incumbent QAEs have been identified as demonstrating the following:

- 4.1.3.1 Active listening,
- 4.1.3.2 Analysis,
- 4.1.3.3 Coaching/Mentoring,
- 4.1.3.4 Computer Skills,
- 4.1.3.5 Critical thinking,
- 4.1.3.6 Evaluation,
- 4.1.3.7 Interpersonal communications,
- 4.1.3.8 Leadership
- 4.1.3.9 Multi-tasking,
- 4.1.3.10 Observation
- 4.1.3.11 Organization,
- 4.1.3.12 Problem Solving
- 4.1.3.13 Research,
- 4.1.3.14 Stress management,
- 4.1.3.15 Technical troubleshooting,
- 4.1.3.16 Time management, and
- 4.1.3.17 Written and verbal communications.

Chapter Five

Tools, Equipment, and Technology

SCOPE

This chapter addresses the need for all Public Safety Communications QAEs to demonstrate proficiency on all tools, equipment, and technology they may be expected to operate.

5.1 Tools, Equipment, and Technology

- 5.1.1 **The QAE shall understand the following requisite standards: The QAE shall demonstrate the ability to utilize tools, equipment, and technology necessary for the QA/QI process.**
- 5.1.2 **The QAE shall demonstrate a working knowledge of the tools, equipment, and technology used by Public Safety Telecommunicators as identified in APCO ANS: *Minimum Training Standards for Public Safety Telecommunicators* and used by Public Safety Communications Training Officers as identified in *Core Competencies and Minimum Training Standards for Public Safety Communications Training Officers (CTO)*.**
- 5.1.3 **The QAE shall demonstrate the ability to access administrator functions for all tools, equipment, and technology as designated by the Agency.**
- 5.1.4 **The QAE shall stay current on technological trends as related to the QA process.**
- 5.1.5 **When AI technology is used to assist QAE in reviewing dispatcher performance, identifying protocol adherence, and/or analyzing trends, AI shall not replace qualified human evaluation. All QI evaluations shall be conducted or verified by a trained QAE.**

Chapter Six

Professional Competence

SCOPE

This chapter identifies those components within Public Safety Communications that are critical for enhancing the professional competence of all Public Safety Communications QAEs. Some of these components have been outlined within this document, while others have been identified as being necessary for developing, maintaining, and enhancing the knowledge and skills of the QAE. While the Agency has some responsibility for supporting and facilitating the development of the QAE's professional competence, this chapter places primary accountability on the QAE.

6.1 Professional Competence

- 6.1.1 **The QAE shall complete and maintain mandated training and certifications.**
- 6.1.2 **The QAE shall take responsibility for their own professional career development by actively seeking opportunities to enhance their job knowledge and skills.**
- 6.1.3 **The QAE shall identify professional goals that can be supported by the Agency.**
- 6.1.4 **The QAE shall take advantage of career development opportunities.**
- 6.1.5 **The QAE should take advantage of opportunities to network both within the public safety community and within the community in which they serve.**
- 6.1.6 **The QAE should review professional publications and resources to enhance professional competence and remain current on trends within the profession**
- 6.1.7 **The QAE should actively seek feedback on his or her own individual performance.**
- 6.1.8 **The QAE shall comply with department, local, state, federal, or tribal regulations.**
- 6.1.9 **The QAE shall demonstrate the ability to meet and/or exceed performance standards set by the Agency.**
 - 6.1.9.1 The QAE shall demonstrate competency of the skills detailed in Chapter Four, Section 4.3: General Skills of the QAE.
 - 6.1.9.2 The QAE shall actively seek and be receptive to feedback and review of their performance, including during the Agency's established quality assurance and quality improvement processes.

- 6.1.10 The QAE shall demonstrate effective team concepts, including being an effective team member.**
- 6.1.11 The QAE shall demonstrate the ability to communicate with superiors, peers, and subordinates in a positive and constructive manner. This communication includes providing appropriate notifications related to:**
- 6.1.11.1 Significant emotional incidents
 - 6.1.11.2 Addressing employee mental health concerns, and
 - 6.1.11.3 Commendations.
- 6.1.12 The QAE shall demonstrate the ability to operate within all written directives and plans regarding operations established by and for the Agency.**
- 6.1.13 The QAE shall remain current and informed of all the Agency's written directives, including relevant public safety and homeland security initiatives.**
- 6.1.14 The QAE shall demonstrate the appropriate application of the Agency's written directives.**
- 6.1.15 The QAE shall recommend improvement strategies and/or updates to the Agency as appropriate, related to:**
- 6.1.15.1 QA enhancements,
 - 6.1.15.2 Reference materials,
 - 6.1.15.3 Reviews,
 - 6.1.15.4 Policy changes,
 - 6.1.15.5 Training tools,
 - 6.1.15.6 Written directives, and
 - 6.1.15.7 Protocols.
- 6.1.16 The QAE shall demonstrate the ability to share available resources. These resources include, but are not limited to:**
- 6.1.16.1 Employee Assistance Program (EAP),
 - 6.1.16.2 Mental health resources,
 - 6.1.16.3 Training opportunities,
 - 6.1.16.4 Peer Support, and

6.1.16.5 Publications.

Chapter Seven

QAE Training Requirements

SCOPE

This chapter addresses the duties defined for Public Safety Communications QAE. Training shall ensure that the QAE can demonstrate the level of proficiency established by the agency for these duties.

7.1 QAE Training Requirements

- 7.1.1 **The QAE shall demonstrate the ability to objectively administer the established QA/QI program.**
- 7.1.2 **The QAE shall demonstrate the ability to select reviewable incidents, including notable events, in accordance with agency written directives.**
- 7.1.3 **The QAE shall demonstrate the ability to evaluate Telecommunicator performance in accordance with agency written directives.**
 - 7.1.3.1 The QAE shall demonstrate the ability to review selected incidents.
 - 7.1.3.2 The QAE shall demonstrate the ability to examine related documents.
 - 7.1.3.3 The QAE shall demonstrate the ability to rate the call based on agency criteria.
- 7.1.4 **The QAE shall demonstrate the ability to document evaluation results.**
- 7.1.5 **The QAE shall demonstrate the ability to identify positive and negative performance trends based on results of both individual and aggregate reports.**
- 7.1.6 **The QAE shall demonstrate the ability to provide objective performance feedback to appropriate personnel.**
- 7.1.7 **The QAE shall demonstrate the ability to develop recommendations for performance improvement which may include:**
 - 7.1.7.1 Training,
 - 7.1.7.2 Written directives,
 - 7.1.7.3 Coaching,
 - 7.1.7.4 Commendations,
 - 7.1.7.5 Goal setting, and

- 7.1.7.6 Remedial training.
- 7.1.8 **The QAE shall demonstrate the ability to perform administrative functions related to the QA/QI program.**
 - 7.1.9 **The QAE shall demonstrate the ability to prepare required reports.**
 - 7.1.10 **The QAE shall demonstrate the ability to manage applicable records in accordance with agency, local, state, Federal, and tribal regulations.**
 - 7.1.11 **The QAE shall demonstrate the ability to provide budget recommendations.**
 - 7.1.12 **The QAE shall demonstrate the ability to brief management as required.**
 - 7.1.13 **The QAE shall demonstrate the ability to participate in required meetings and agency-defined assignments and proceedings.**
 - 7.1.14 **The QAE shall demonstrate the ability to report and document equipment malfunctions and system issues and troubleshoot when required.**
 - 7.1.15 **The QAE shall demonstrate the ability to evaluate and update the QA process in accordance with the Agency's written directives.**
 - 7.1.16 **The QAE shall demonstrate the ability to provide staffing input, including reporting on call volume trends to identify staffing gaps.**

ACRONYMS AND ABBREVIATIONS*

ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
ANS	American National Standards
ANSI	American National Standards Institute
APCO	Association of Public Safety Communications Officials
CAD	Computer Aided Dispatch
CALEA	Commission on Accreditation for Law Enforcement Agencies
CISM	Critical Incident Stress Management
CTO	Public Safety Communications Training Officer
EAP	Employee Assistance Program
FLSA	Fair Labor Standards Act
FMLA	Family Medical and Leave Act
HIPAA	Health Insurance Portability and Accountability Act
ICS	Incident Command System
NFPA	National Fire Protection Association
NIMS	National Incident Management System
OSHA	Occupational Health and Safety Administration
NG911	Next Generation 9-1-1
PSAP	Public Safety Answering Point
QAE	Quality Assurance Evaluators
QA/QI	Quality Assurance/Quality Improvement
SDC	Standards Development Committee
TC	Training Coordinator
TTY/TDD	Teletypewriters

GLOSSARY

AGENCY: The hiring authority. The Agency or body that defines the roles, responsibilities, written directives, and performance standards that direct the activity of the Public Safety Communications Quality Assurance Evaluator. In multi-discipline centers, the Agency governs the operation providing call taking/dispatch and related services to customer agencies. In single discipline centers, a single Agency may direct these services for one or more departments within a service area. Both have the duty to define training appropriateness, content, format, and continuing education requirements.

The Americans with Disabilities Act Title II (ADA): a landmark civil rights law that both identifies and prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. This Act requires all Public Safety Answering Points (PSAPs) to provide direct and equal access to emergency telephone services for people with disabilities who use teletypewriters (TTY/TDDs), which are also known as telecommunications devices for the deaf. This means that the personnel answering calls at the PSAP level must be able to directly receive TTY/TDD calls and must be able to engage in TTY/TDD conversation.

CORE COMPETENCY: The unique traits, requisite knowledge, comprehension, application of skills, and situational analysis leading to the appropriate response to the caller, co-worker, other public safety stakeholders, or event(s) consistent with general practices and locally defined parameters.

REQUEST FOR SERVICE: A call or service request that may result in the provision of a public safety service or response. (Also referred to as call for service.)

DEMOGRAPHICS: Characteristics and cultural composition of the service area.

Fair Labor Standards Act (FLSA): A Federal law, sometimes called the overtime law, that ensures that wages are paid for all hours worked and that all overtime hours, overtime pay and collected unpaid overtime due are paid to wage earners⁶.

KNOWLEDGE: Fundamental understanding one must have to perform a specific task.

LIABILITY: The condition of being actually or potentially subject to an obligation; condition of being responsible for a possible, or actual loss, penalty, evil expense or burden; condition which creates a duty to perform an act immediately or in the future⁷. Types of liability may include:

NEGLIGENCE: "Failure to use such care as a reasonably prudent and careful person would use under similar circumstances; it is the doing of some act which a person of ordinary prudence would not have done or the failure to do something a person of ordinary prudence would have done under similar circumstances"⁸.

⁶ US Department of Labor: E-Laws – Fair Labor Standards Act

⁷ Black's Law Dictionary 6th Edition

⁸ Black's Law Dictionary 6th Edition

NEGLIGENT ASSIGNMENT: Assigning someone to a task or job for which they are not skilled or trained. For example, assigning someone to the position of CTO who has not been properly trained or allowing an employee to perform a function for which they are not qualified.

NEGLIGENT ENTRUSTMENT: Failure to control dangerous equipment or devices entrusted to an employee or allowing an employee to use a piece of equipment for which they have not been trained. Includes allowing a trainee to work the radio or CAD system unsupervised without proper training.

NEGLIGENT RETENTION: Failure to terminate an employee who is clearly unsuitable for the job.

NEGLIGENT SUPERVISION: Failure to coordinate, control, or direct trainee conduct that may cause injury. This can include failure to use reasonable care in addressing and documenting misconduct.

NEGLIGENT TRAINING: Failure to adequately train or training that is “so reckless or grossly negligent that future... misconduct is almost inevitable⁹.”

VICARIOUS LIABILITY: A legal doctrine referring to the imposition of liability on one person for the actionable conduct of another based solely on a relationship between the two persons¹⁰. For example, the liability of an employer for the acts of an employee.

National Incident Management System/Incident Command System (NIMS/ICS): An organized method to define roles, responsibilities, and standard operating procedures used to unify multiple disciplines in order to manage emergency operations under one functional organization¹¹.

Public Safety Answering Point (PSAP): A facility equipped and staffed to receive emergency and non-emergency calls requesting public safety services via telephone and other communication devices. The FCC further defines a primary PSAP as a facility to which 9-1-1 calls are routed directly from the 9-1-1 Control Office. A secondary PSAP is defined as a facility to which 9-1-1 calls are transferred from a primary PSAP.

PUBLIC SAFETY COMMUNICATION CENTER: A public safety entity (which may include a PSAP or be referred to as an Emergency Communications Center or communications center) where emergency calls for service or 9-1-1 phone calls culminate, and/or where calls for service are dispatched to public safety service providers.

PUBLIC SAFETY COMMUNICATIONS SUPERVISOR (SUPERVISOR): The individual employed by a Public Safety Communications Center to provide leadership and guidance to employees in order to achieve the Agency’s mission, values, and vision.

PUBLIC SAFETY TELLECOMMUNICATOR (TELECOMMUNICATOR): The individual employed by a public safety Agency as the first of the first responders whose primary responsibility is to receive, process, transmit, and/or dispatch emergency and non-emergency calls for law enforcement, fire, emergency medical, and other public safety services via telephone, radio, and other communication devices.

⁹ Black’s Law Dictionary 6th Edition

¹⁰ Black’s Law Dictionary 6th Edition

¹¹ Homeland Security Presidential Directive (HSPD) -5

PUBLIC SAFETY COMMUNICATIONS TRAINING COORDINATOR: One who administers the training function through the needs analysis, research, planning, curriculum design, implementation, records management, and evaluation processes to enhance emergency communications.

PUBLIC SAFETY COMMUNICATIONS TRAINING OFFICER (CTO): One who is responsible for training employees through the delivery of one-on-one and on-the-job training to develop professional Telecommunicators for the Agency.

QUALITY ASSURANCE (QA): All actions taken to ensure that standards and procedures are adhered to and that delivered products or services meet performance requirements¹².

QUALITY ASSURANCE (QA) AND QUALITY IMPROVEMENT (QI) PROGRAM: An on-going program providing at a minimum, the random case review evaluating call receiving and emergency dispatch performance, feedback of protocol compliance, commendation, retraining and remediation as appropriate, and submission of compliance data to the Agency.

QUALITY ASSURANCE EVALUATOR (QAE): A qualified public safety professional who reviews, evaluates, and documents telecommunicator work and Agency Performance. This includes compliance with the Organization's mission, directives, and standards in an ongoing effort to ensure the highest quality of service to the community

QUALITY ASSURANCE (QA) PROCESS: A formal assessment process by which actual performance, behavior, and outcomes are compared against established standards to ensure compliance, consistency, and accuracy in the delivery of quality service.

QUALITY IMPROVEMENT PROCESS: Actions taken to improve or correct areas of concern.

SHALL: Within the context of this standard, "shall" indicates a mandatory requirement.

SHOULD: Within the context of this standard, "should" indicates a recommendation.

STANDARD OPERATING PROCEDURES (SOP): A written directive that provides a guideline for carrying out an activity. The guideline may be made mandatory by including terms such as "shall" rather than "should" or "must" rather than "may".

TRAINEE: A public safety communications employee (new or veteran) being trained in any one of the programs under the direction of the Quality Assurance Evaluator.

WRITTEN DIRECTIVES: A set of Agency specific policies, procedures, rules, regulations, and guidelines.

¹² Institute for Telecommunications Services, the research and engineering branch of National Telecommunications and Information Administration a part of the US Dept. of Commerce.

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