

Mr Jeremy Rose  
Industry Manager  
Artibus Innovation  
Hobart, Tasmania

27 November 2017

Dear Jeremy

**Submission to the review of Security qualifications by the Property Services Industry Reference Committee**

Thank you for the opportunity to make a submission to the review of Security qualifications. Security is a very important industry which requires a highly skilled workforce, and warrants rigorous and appropriate qualifications.

I would like to make a submission on behalf of a research team comprising myself and Andy Smith from Federation University, and Anne Junor and Ian Hampson from the University of New South Wales. A few years ago we undertook a research project, funded by the Australian Research Council, looking at under-recognised skill in jobs considered to be low-skilled. Security operator was one of the nine occupations that we studied. See <https://federation.edu.au/faculties-and-schools/faculty-of-education-and-arts/research/fea-research-groups/rave-researching-adult-and-vocational-education/recognising-the-skill-in-jobs-traditionally-considered-unskilled>

The web site contains a link to a report on the first five phases of the project, as well as our submissions to the two Commonwealth papers on Training Packages in 2014-2015.

We were fortunate to have two Skills Councils as industry partners, and while CSPISC was not a formal partner, this Skills Council was very involved in stages of the project.

In the research we investigated the jobs in detail using a number of measures and a series of in-depth interviews with all stakeholders and at all levels within companies. We have enclosed a document comprising two outputs from the project. The first output is a report on our research into the occupation of Security Officer involving leading stakeholders, two company case studies, and a stakeholder validation meeting convened by CSPISC<sup>1</sup>; and the second compares what we found about the occupation compared with the then Certificate III Security qualification.

We hope that the outputs might be of use for your review and would be very happy to provide further information.

Best wishes



Erica Smith  
Professor and Personal Chair in Vocational Education and Training

---

<sup>1</sup> Note: Output 1 is not included in this document, compiled September 2020, as it is overly detailed. It is available on request from [e.smith@federation.edu.au](mailto:e.smith@federation.edu.au)

## **To what extent are the ‘Recognising Skill’ research project findings about skill in the role of Security Officer reflected in the Certificate III Security Operations CPP30411?**

**From Phase 6 of the project: Training Package examination write-up: Security Officer. Note: The headings for this paper were used for all nine occupations being researched. We compared what we found about each occupation with the most relevant Training Package qualification.**

### The occupation and context in which it was researched

The job of security officer was researched via:

- Five industry-level interviews,
- Two company case studies including 10 interviews in all—both in large metropolitan companies with a range of different contracts; the security officer and supervisors interviews took place in a city centre shopping centre (‘Secure Co’) and a museum (‘Safeguard Co’) respectively, and an
- Industry validation forum attended by eight people including employers and RTOs

See Appendix I for more details of research method

### What tasks are involved in doing the job?

In the contexts researched, the job involved patrolling premises, responding to instructions from supervisor, dealing with incidents among members of the public, assisting colleagues in incidents, and helping with tasks that were more properly part of the job of those employed in the premises or those visiting, for example (in the shopping centre) assisting with setting up and dismantling exhibits, directing tourists to sites, or (in the museum) helping to control school parties. The security officers used a radio to communicate with each other and their supervisors. The officers needed to record their patrolling e.g. by touch point. They needed to write incident reports if anything unusual occurred and could be required to appear in court. From time to time they would need to manage evacuation of the premises, in conjunction with others, and to assist in other emergencies e.g. if a customer had a heart attack.

It was noted that the role researched was only part of the security industry. Participants in all phases of the research pointed out that other roles included: crowd control, aviation security, concierge duties, armed guard for ATM fill-up, and technology-related security work (e.g. CCTV monitoring). However it was stated that the role we researched was typical mainstream security work.

Most security officers seem to be mature-aged with very few school-leavers involved. Often it is a third or fourth career.

### What were the findings from our research about the ‘technical’ and ‘soft’ skills that are needed in the occupation?

Much of the work was routine, but with periods of intense activity e.g. medical emergencies or a burst water pipe. The officers needed the ability to instantly read and defuse. Team work was vital. The officers needed to liaise with, and help out, third (e.g. shopping centre management and museum management and ‘fourth’ (e.g. teachers leading school parties, shop owners) parties at the sites. Writing reports was very important (as it was used for legal cases). The most important skill for the shopping centre officers was seen as defusing situations and talking down aggrieved people. Observation was also noted as an important skill.

However there were also physical skills: fitness, as there was a lot of walking, and the ability to restrain people on the occasions when it was necessary.

Managers tended to rate the job as more skilled than workers did; the job was not well paid but career prospects were good. Personal attributes were viewed, by supervisors and senior management, as very important in hiring staff. Planning and organising were regarded as important by some respondents, but not by all. Judgment was also regarded as important by most.

What skills are required to perform well in the occupation?

Attitude was mentioned by managers as marking out people who were going to succeed and progress in the job. Teamwork and supporting others was also noted by all as being vital to a high level of performance. Communication skills were essential to good performance: ‘The most powerful thing is not brawn, it’s your mouth.’ Also life experience was regarded as important.

Did research participants mention any skills that are, in their view, missing from the Training Package qualification?

The industry forum participants felt that employability skills and emergency management skills were not foregrounded enough.

No other participants discussed what they saw as missing from the qualification. However one security officer mentioned approvingly that the training made him more aware of the important aspects of the role:

*Back years ago I thought, yeah, you’ve just got to be able to fight and defend yourself. But once I went to the [RTO] and did my course, there’s a lot involved. (Secure Co. worker)*

Describe the structure of the qualification. (e.g. cores, electives, packaging rules)

The qualification has eight core units and six electives. The electives are required to be selected from a provided list of 24 although two may be imported from any relevant Training Package within certain rules.

Core units

BSBFLM303C	Contribute to effective workplace relationships
BSBWOR301A (now B)	Organise personal work priorities and development
CPPSEC3001A	Maintain workplace safety in the security industry
CPPSEC3002A	Manage conflict through negotiation
CPPSEC3003A	Determine response to security risk situation
CPPSEC3005A	Prepare and present security documentation and reports
CPPSEC3006A	Coordinate a quality security service to customers
CPPSEC3007A	Maintain security of environment

## Electives

PPCMN3002A	Develop a traffic management plan
CPPSEC2011A	Control access to and exit from premises
CPPSEC2012A	Monitor and control individual and crowd behaviour
CPPSEC3004A	Lead small teams in the security industry
CPPSEC3008A	Control security risk situations using firearms
CPPSEC3009A	Prepare and present evidence in court
CPPSEC3010A	Manage dogs for security functions
CPPSEC3011A	Handle dogs for security patrol
CPPSEC3012A	Store and protect information
CPPSEC3013A	Control persons using empty hand techniques
CPPSEC3014A	Control persons using baton
CPPSEC3015A	Restrain persons using handcuffs
CPPSEC3016A	Defend persons using spray
CPPSEC3017A	Plan and conduct evacuation of premises
CPPSEC3018A	Provide for the safety of persons at risk
CPPSEC3019A	Operate specialised security equipment
CPPSEC3020A	Monitor security from control room
CPPSEC3021A	Maintain and use security database
CPPSEC3022A	Maintain biometrics database
CPPSEC3023A	Coordinate biometric equipment and systems
CPPSEC3050A	Load and unload cash in transit in an unsecured environment
CPPSEC3051A	Implement cash-in-transit security procedures
CPPSEC3052A	Inspect and test cash-in-transit security equipment
HLTFA311A	Apply first aid

According to the relevant ISC project officer, what streams or electives are most commonly delivered?

These data provided difficult to obtain for all nine occupations in the research project. We had hoped to use the data to consider which units were most 'important'. See Appendix II for numbers of funded enrolments in each unit (2012 data).

What is the balance between units relating to 'technical' skills vs units relating to 'soft' skills?

A top-level analysis indicates that six of the eight core units relate to 'technical' skills, although in fact all units contain a mix of 'hard' and 'soft' skills

Does the qualification at unit level seem to recognise the skills seen in our research as necessary to perform in the role? and What aspects of skill seen in our research are missing at unit level? Where, if anywhere, are these skills covered within the Units of Competency? And are these units core or electives?

As can be seen the electives provide groups of units which are appropriate to specialised security functions, for example due of firearms, cash-in-transit. These appear to be appropriate, although it is

not possible to use the data from our project to evaluate this as we did not research those roles in detail. Perhaps aviation seems the least adequately covered.

However it seems from an analysis of the core that the following important skills are missing:

- In BSBFLM303C Working in a team (This is not really covered by the BSB FLM unit which is too generic)
- In SPPSEC3006A Resolving differences between what is required by the employing company and the worksite (this has a cryptic mention in the critical aspects of evidence but not elsewhere)
- In CPPSEC3002A, Defusing situations (This is referred to but it isn't explained how to do it, and the unit itself seems oddly targeted towards young people - perhaps originally written for a juvenile justice situation).

In general the following seem not to be adequately covered in the core:

- communicating with the public,
- determining priorities,
- working with third and fourth parties,
- emergency situations,
- judgment, and
- physical contact with members of the public. Depending on the choice of electives, some security officers could graduate without knowing how to use physical force appropriately and safely.

Finally the 'documentation' unit, CPPSEC3005A, appears to be pitched at too high a level for the average LL&N skills of the cohort of people reported (in our research) to be entering the industry. More attention should be paid to basic skills in writing sentences etc.

Are there skills identified by our research as being necessary to perform well in the role that are missing from the qualification? What are they?

As noted above, communication and teamwork seem to be inadequately covered. 'Attitude' was also a factor mentioned as differentiating the good performers. This seems allied to the industry forum comments about 'values'. It seems that a unit or part-unit on professional and appropriate behaviour is needed. Also, life experience is mentioned as being important. While life experience cannot be provided through training, linking the current job to previous roles and drawing on personal experience could be added. This could be built into a unit of competency through requirement for reflection.

## Appendix I – Certificate III in Security Operations: Job role – Security Officer

### Research method for the occupation

In Phase 2 of the project, in mid-2012, six senior industry personnel were interviewed.

#### Job roles and organisations of Phase 2 interviewees

Job title	Organisation
Project Manager	Skills Council
Manager, Compliance and Regulatory Affairs	Australian Security Industry Association Limited
ACT Branch Secretary & National Assistant VP	United Voice
Senior Educator, Security & Safety	Public training provider (requested anonymity)
CEO and trainer	Complex Training Academy: Private RTO

In Phase 3, in late 2012 and early 2013, two companies were visited to undertake case study interviews.

#### Case study sites

Pseudonym	Nature of Company	Location	Personnel interviewed
Secure Co.	Large multi-site, Australian company with international offices, servicing universities, shopping centres, residential buildings and corporate offices.	Melbourne, Vic	CEO, HR Manager, Supervisor and two security officers (five total)
Safeguard Co.	Large, national company, servicing government offices, crowd control and events, security camera monitors; universities & residential colleges.	Melbourne, Vic	CEO, HR Manager, Supervisor and two security officers (five total)

In Phase 5, in November 2013 a forum was held in Sydney for stakeholders in the industry, organised and hosted by the Construction and Property Services Industry Skills Council.

#### Attendees for industry forum

Title	Organisation
General Manager – Security	Glad Security
Director and compliance manager	SECTA Training Academy
General Manager, People and Culture	MSS Security
General Manager	Australian Security Industry Association Ltd (ASIAL)
Educational Programs Manager	TAFENSW TAFE Training and Education Support
Customer Service Manager	Central Monitoring Services
Executive Manager Business	Australian Concert and Entertainment Security
Project Manager – Workforce Development	CPSISC

## Appendix II

### Numbers of enrolments in units of competency in the Certificate III Security Operations CPP30411 for 2012

#### Core units

Unit Code	Unit Name	Enrolment numbers 2012 (funded training only)
BSBFLM303C	Contribute to effective workplace relationships	14447
BSBWOR301A (now B)	Organise personal work priorities and development	10553
CPPSEC3001A	Maintain workplace safety in the security industry	2402
CPPSEC3002A	Manage conflict through negotiation	4137
CPPSEC3003A	Determine response to security risk situation	2548
CPPSEC3005A	Prepare and present security documentation and reports	3323
CPPSEC3006A	Coordinate a quality security service to customers	2251
CPPSEC3007A	Maintain security of environment	2575

Note: Enrolment numbers obtained from the NCVER VOCSTATS and includes those enrolled in funded training only, in 2012 in all states of Australia. Data are from the "Students and Courses: subject enrolments 2002-2013 database". The data are not confined to Security enrolments only.

#### Electives

Unit Code	Unit Name	Enrolment numbers 2012 (funded training only)
CPPCMN3002A	Develop a traffic management plan	0
CPPSEC2011A	Control access to and exit from premises	2674
CPPSEC2012A	Monitor and control individual and crowd behaviour	3407
CPPSEC3004A	Lead small teams in the security industry	1091
CPPSEC3008A	Control security risk situations using firearms	458
CPPSEC3009A	Prepare and present evidence in court	1333
CPPSEC3010A	Manage dogs for security functions	0
CPPSEC3011A	Handle dogs for security patrol	0
CPPSEC3012A	Store and protect information	542
CPPSEC3013A	Control persons using empty hand techniques	3837
CPPSEC3014A	Control persons using baton	559
CPPSEC3015A	Restrain persons using handcuffs	591
CPPSEC3016A	Defend persons using spray	1
CPPSEC3017A	Plan and conduct evacuation of premises	2667
CPPSEC3018A	Provide for the safety of persons at risk	1126
CPPSEC3019A	Operate specialised security equipment	48
CPPSEC3020A	Monitor security from control room	692
CPPSEC3021A	Maintain and use security database	235
CPPSEC3022A	Maintain biometrics database	N/A
CPPSEC3023A	Coordinate biometric equipment and systems	N/A

CPPSEC3050A	Load and unload cash in transit in an unsecured environment	<b>60</b>
CPPSEC3051A	Implement cash-in-transit security procedures	<b>60</b>
CPPSEC3052A	Inspect and test cash-in-transit security equipment	<b>60</b>
HLTFA311A	Apply first aid	<b>4962</b>