

UPPER SECONDARY VOCATIONAL EDUCATION AS AN EDUCATIONAL PATH INTO THE SECURITY INDUSTRY – A SWEDISH CASE

MARTINA WYSZYNSKA JOHANSSON, M.A.

Department of Education and Special Education, University of Gothenburg, SWEDEN

ABSTRACT

Training to become a security guard (pracownik ochrony fizycznej) is now available to young people in Sweden as part of their upper secondary vocational education. This means a training package (TP) by the security industry moving into a school system. The research questions are, firstly how the TP is re-fitted in terms of curriculum, secondly, how the students interact with learning opportunities the TP offers.

Focus group interviews and classroom observations were used as a method with two small groups of students. From the students' perspective, the TP has fused seamlessly with their regular education, enriching each other. Through the TP the students also experienced a syllabus design with a strong alignment between learning goals, activities and an assessment.

ARTICLE INFO

Article history

Received: 01.07.2016 Accepted 28.09.2016

Key words

Security guards, upper secondary education, vocational pedagogy

INTRODUCTION

The aim of this article is to introduce an educational path for security guards (pracownik ochrony fizycznej) available to young people of 16 to

20 years of age within the Swedish system of upper secondary education. The point of departure here is vocational education and training for security guards as one dimension of security culture¹. Vocational education and training for security guards is diversified as part of security culture, contributing to its (re)-production. This article attempts therefore to contribute to a comparative perspective within the field of security studies. Comparing how various countries organize vocational education and training for the security industry can offer an insight into processes shaping the concept of security culture internationally.

HOW TO BECOME A SECURITY GUARD (PRACOWNIK OCHRONY FIZYCZNEJ) IN SWEDEN?

There are five ways to become a security guard in Sweden, the four of which aim at adults as a target group. However, through a recent reform of the upper secondary education a new opportunity for young people has opened up. This article presents therefore a new vocational pathway into the security industry, a path which is thoroughly integrated with the upper secondary school targeting a new group of students. According to the Security Industry and Working Environment Committee (Bevakningsbranschens yrkes- och arbetsmiljönämnd, henceforth BYA) the security industry through collaboration with the Swedish National Agency for Education (henceforth Skolverket)² ensures the good quality of the vocational education for upper secondary students, providing employable and job-ready security guards. Moreover, the graduates are in high demand, gaining as a rule employment upon graduation, according to a report by BYA³.

SCOPE OF ARTICLE

The aim of this article is to investigate a case of a vocational training package by an industry and trade moving into an upper secondary voca-

¹ J. Piwowarski, *Three pillars of security culture*, „Security Dimensions. International & National Studies”, 2015, no.14, p. 10-16.

² The National Agency for Education as the central administrative authority for the public school system works on behalf of the Swedish Riksdag and the Government that set out the goals and guidelines through the Education Act and the Curricula.

³ B. Henrikson, *Framtidens säkerhet* [Security of the future], BYA, (n.d.), <http://www.bya.se/pdf/rs2015.pdf> (accessed 25.04.2016).

tional education. Thus the overall question this article attempts to answer is as follows:

What happens from a students' point of view when a training package within the security industry moves into an upper secondary vocational education?

This movement raises two questions; firstly, how the training package is re-fitted in terms of an upper secondary curriculum, secondly, how the students interact with learning opportunities and pedagogy the training package offers.

METHOD

This article builds upon an ongoing doctoral thesis. The method used comprised of classroom observations and focus group interviews with ten students in a Child and recreation programme. For the purpose of this article only students from the social work specialization, vocational outcome security guard were included. The school located in a small Swedish city was selected as a purposeful sample as it had been recommended by BYA for its excellent cooperation with the security industry as a stakeholder. The focus of classroom observations was to follow two groups of students with five students in each between March and May of 2016. The students in 2nd grade attended the first part of the training package, (henceforth VU1) while the students in 3rd grade attended the second part (henceforth VU2). The attention was directed throughout the study to the interaction between as well the students as between the students and the instructors. During the observations different types of action were recorded as the field notes and transcribed sequences of lessons included sayings, doings and relatings⁴.

The observations by means of induction led to further questions that were used as a basis for an interview guide for the three upcoming focus group interviews. The interviews were loosely structured with the aid of a large mind-map placed in front of the students, gathering them around it⁵. It was hoped that carrying the interviews at the end of the training package and after a mandatory written test would facilitate the students' ability to reflect on the training package as a whole.

⁴ J. Lofland, L. H. Lofland, *Analyzing social settings: a guide to qualitative observation and analysis*, 3. ed., Wadsworth, Belmont, Calif. 1995.

⁵ H. Thomsson, *Reflexiva intervjuer*, 2., [rev.] ed., Studentlitteratur, Lund 2010.

A NEW VOCATIONAL PATHWAY

The main ideas guiding the recent reform of Upper secondary school (Gy2011) are introduced as they give a background for the introduction of a vocational education for the security guards as part of the Child and Recreation programme. A brief presentation of the vocational education at an upper secondary level is provided.

The reform of the upper secondary school system was brought about by a right-oriented government in Sweden⁶. The main ideas guiding the recent reform of the upper secondary school system in Sweden of 2011 are threefold. Firstly, employability or job-readiness upon graduation is emphasized. Secondly, claims of deep and specialized (as opposed to general thus preparatory) vocational knowing as guaranteed by the introduction of vocational diploma is put forward. Thirdly, a distinction between academic-oriented programmes and vocational ones is brought back to the Swedish upper secondary school system which has traditionally been egalitarian giving all the students of upper secondary programmes access to further education⁷.

There has been a steady decrease in the number of students enrolling in vocational programmes since 2011. The school year of 2015/16 only saw 26% of all first graders beginning their vocational education. The same year only 34% of the entire cohort was enrolled in vocational education in total⁸.

Nowadays upper secondary education is voluntary but as a matter of fact more than 90% of all youth attend it. It is free of charge and offered by their home municipality. The majority of young people enrol in upper secondary education upon their graduation from compulsory school at the age of 16, though the right to start applies to students up to the age of 20. The requirements for enrolment into a national vocational programme

⁶ SOU 2008:27, *Framtidsvägen - en reformerad gymnasieskola. Betänkande av gymnasieutredningen* [The Future Pathway – a Committee Report], Utbildningsdepartementet, Stockholm.

⁷ All upper secondary education in Sweden has since 1971 encompassed both vocational and general education. The reform of 1994 has brought all upper secondary education together once more, setting up 3-year-programmes.

⁸ Some 8 355 students attend a Child and recreation programme out of the total 323 100 upper secondary students during the school year of 2015/16, Skolverket (2016), *Uppföljning av gymnasieskolan* (Follow-up report of the Swedish upper secondary school), <http://www.skolverket.se/publikationer?id=3642> (accessed 25.04.2016).

consist of pass grades in Swedish/Swedish as a second language, English, Mathematics and five other compulsory school subjects. The Child and Recreation programme, which is in focus here, is one of 12 national vocational programmes besides others such as Vehicle and Transport, Hand-craft, Restaurant Management and Food or Health and Social Care. All programmes are three years long.

TABLE NO 1. EXAMPLE OF A STUDY PATH FOR THE CHILD AND RECREATION PROGRAMME, OCCUPATIONAL OUTCOME SECURITY WORKER

Foundation subjects	Programme specific subjects	Programme specialization modules	Individual option	Diploma project
English History Physical education and health Mathematics Science studies Religion Social studies Swedish or Swedish as a second language	Health Science studies Pedagogy* Social studies Swedish or Swedish as a second language	Social work Sociology** Fire, surveillance and safety*** Alarm and security technologies Law Swedish	E.g. Basic health and social care	

* Subjects are generally divided into courses but some subjects such as sociology equal courses. The subject Pedagogy here thus includes five courses: Health pedagogy, Communication, Learning and development, Human environments and Pedagogical leadership.

** The subject Sociology includes two courses, sociology (course) and Ethnicity and cultural encounters.

*** comprising the training package by BYA.

The Child and Recreation programme trains students for work with children, young people or adults. Leading people of different ages and backgrounds in occupationally varied pedagogical situations is at the core of the exam goals. There are three different specializations: Recreation

and health, Pedagogical work and Social work. Each specialization leads to specific occupational outcomes. Security guard is one of the recently (2011) introduced and distinct outcomes within the Social work specialization. The other occupational outcomes on offer are personal trainer, personal assistant with the disabled and child minder. It is thus apparent that the Child and recreation programme emphasizes pedagogy in broad terms and lays a foundation for various kinds of service work where general pedagogical and social skills come to the fore.

Occupationally specific knowing is developed incrementally. The first year lays the foundation of what it means to work with people while the emphasis on occupational specialization is mostly put in the 2nd and 3rd year. This means security guards-to-be study foundation subjects, programme specific subjects and programme specialization modules. An example of an educational path for a would-be security guard can be seen below as there is certain flexibility on the part of schools to choose their options of courses available.

The education comprises of 2500 hours of teaching (credits). All vocational education includes school-based as well as workplace-based education (abbreviated APL). The minimum requirement is stipulated as 15 weeks of workplace-based education⁹ spread throughout the course of three years. The substantial part of vocational education in close cooperation with the stakeholders (the mandatory part called Fire, surveillance and safety) within the Child and recreation programme is organized in three modules or blocks, building upon each other. These are as follows and together comprise an in-house vocational training package:

1. Security worker foundational Part 1
2. Practical vocational training or practicum (PYT),
3. Security worker foundational Part 2.

The requirement for the practicum (PYT) is 160 hours with a specific company, which roughly translates into a period of five weeks. The remaining weeks of the total 15 weeks of the workplace-based education remain at individual school's discretion. Both part 1 & 2 conclude with a written test each. Students during PYT are continuously supervised as they are required to follow their supervisors at all times. The range of occupational tasks students are allowed to get access to is restricted for

⁹ Since the 2011 reform an upper secondary apprenticeship as an educational path is available but it does not apply to the security guard outcome.

safety reasons. According to the Swedish Work Environment Authority (henceforth Arbetsmiljöverket) the students are only allowed to undertake PYT (practical workplace training) within their APL (workplace-based learning) providing they are 18 years old, which is a point of contention between BYA and Arbetsmiljöverket. The age limit is just one prerequisite for the students aiming at enrollment in the occupational outcome security guard. The other ones deal with lawfulness, being proved drug-free and suitability. Would-be security guards are required to have lived in Sweden for at least five years, mastering Swedish in speech and writing, and last but not least to have accomplished education at an upper secondary level¹⁰. Upon a successful completion of the 3-block training package students are awarded a certificate stating that they permitted to work as security guards. However, this does not mean they accomplished the formal requirements for a vocational diploma¹¹.

THE STAKEHOLDERS

The stakeholders in the security industry in Sweden are organized as an umbrella association called BYA with close links with the Swedish Transport Workers trade unions, which represent the interests of security guards employed by a manifold of security businesses. There are about 300 accredited security businesses, the biggest ones in the market are Securitas, Nokas and G4S¹² (personal communication with BYA, October 2015).

BYA AS A VITAL STAKEHOLDER IN VOCATIONAL EDUCATION AT AN UPPER SECONDARY LEVEL

Bevakningsbranschens yrkes- och arbetsmiljönämnd (BYA) stands for the Security Industry and Working Environment Committee, which is a non-profit association of members from the trade unions representing the interests of employers as well as employees. These are accredited security businesses, the Swedish Transport Workers unions and Almega, the Employers' Organisation for the Swedish Service Sector. The vocational

¹⁰ BYA (2016a), <http://www.bya.se/vsjagvillbli.php> (accessed 30.06.2016).

¹¹ Requirements include the passing grades in the following courses: Swedish or Swedish as a second language 1, English 5, Mathematics 1a, Foundations courses of 400 credits as well as a pass in the diploma project.

¹² Avarn Security as of 9th May 2016.

education for the security industry, both the foundational and in-service training has thus been financed by BYA since 1996¹³.

According to Bodil Henrikson, the author of a report by BYA (Henrikson, n.d.)¹⁴, the security industry in Sweden employs 20 000 workers. The focus has generally shifted from guarding and protecting to delivery of security solutions in a situation when citizens' demands exceed by far what the state can ensure. One of the challenges Bodil Henrikson identified is a growing demand on the security industry to deliver security as a value whence the combination of the personnel and technology is sought for. The customers ask nowadays for complete solutions regarding the security as a value and on different levels. New opportunities for business are opening up since there is a growing demand for consultative services. These new opportunities and demands must reasonably call for a vocational training that puts emphasis on security as a social and cultural concept. These consultative services include preventive work within for instance fire protection and health service as well as crises and conflict management in broad terms. In more practical terms Henrikson envisages new areas of cooperation between security personnel and the general public such as consumer advising. To summarise, it seems as the future of the security industry is highly dependent on staying tuned to the needs of individual customers, placing a great emphasis on training security guards and equipping them with a capacity for certain vocational conduct and a broader understanding of security as a value and as a concept. BYA claims to have recently carried out an initiative to up-grade the security worker's overall level of skills and competence (personal communication with BYA, October 2015). This can be seen as a process of what can be described as "pedagogising" of the security worker as an occupation, thus strengthening the importance of social skills as a prerequisite for security guards as service workers.

BYA has taken a decisive step to establish itself as a provider of training for the security industry within the upper secondary school system. Since the upper secondary school reform of 2011, BYA has had close collab-

¹³ Individuals can buy the security guard training package at a prize of ca 10 000 SEK as of 2016-04-25 or else get their employers to cover the expenses, <http://www.bya.se/allinfo.php> (accessed 30.06.2016).

¹⁴ B. Henrikson, *Framtidens säkerhet* [Security of the future], BYA, (n.d.), <http://www.bya.se/pdf/rs2015.pdf> (accessed 25.04.2016).

oration with the Swedish National Agency for Education (Skolverket). BYA is one of the total five accredited organisations that are allowed to collaborate with the Child and Recreation programme in setting up the national occupational outcome security guard. Consequently, BYA cooperates with 21 upper secondary schools in Sweden offering the national occupational outcome security worker¹⁵. According to Skolverket the students of the Child and Recreation programme, occupational outcome security worker, must study the national course called Surveillance and safety within the subject Fire, surveillance and safety and get assessed according to the knowledge requirements prescribed¹⁶. The content of this course is equivalent of the Security foundational part 1 & PYT & 2 (see above) which are regulated by the National Police Authority¹⁷. It is thus worth emphasizing that the assessment scales between courses provided by BYA and by school differ. The former only awards Pass or Fail leading to a vocational certificate; the latter uses a fine-grained assessment according to the knowledge requirements.

The latest initiative of establishing itself as a vital stakeholder in the Swedish upper secondary school was preceded by a smaller-scale initiative. Before the collaboration with Skolverket gained momentum BYA had run a Security Upper secondary school on its own well integrated with what was then called the Electrical Engineering Programme. So the embryonic form of today's occupational outcome security guard at upper secondary level originates in a highly technical kind of education and training. According to BYA (personal communication with BYA, October, 2015) placing vocational training for security guards within a technologically heavy type of education better corresponded to the image of security guard as a *high-tech* rather than *high-touch* occupation¹⁸. In high-touch occupations

¹⁵ BYA, 2016b, <http://www.bya.se/pdf/vos1605.pdf> (accessed 30.06.2016).

¹⁶ Knowledge requirements are specified for the grades E, C and A although Swedish grades are awarded on a scale from A (the highest) to F (fail) comprising of five pass grades A, B, C, D or E.

¹⁷ Rikspolisstyrelsens föreskrifter och allmänna råd till lagen (1974:191) och förordningen (1989:149) om bevakningsföretag. (RPSFS 2012:18) FAP 579-2, [the National Policy official regulation and recommendations to the Act (1974:191) and the ordinance of the security industry (1974:191)], https://polisen.se/Global/www%20och%20Intrapolis/FAP/FAP579_2_RPSFS2012_18.pdf (accessed 25.04.2016).

¹⁸ L. McDowell, *Working bodies: interactive service employment and workplace identities*, Wiley-Blackwell, Chichester, UK 2009.

it is social and communication skills together with professional demeanor that come to the fore whereas technical skills are played down. The image of the security guard as a technical rather than service type of occupation mirrored the image the security business has itself upheld. However, the image of security guard projected outwards to the decision makers responsible for the reform of 2011 has somewhat given in to the image of the security worker as an interaction-heavy rather than technically-heavy service job. According to BYA (personal communication with BYA, October, 2015) this “image issue” had led to the security guard occupational outcome being placed in the Child and recreation programme, which generally prepares for service and “people” jobs, BYA not being involved in the process of the reform of 2011.

Nevertheless, BYA has duly taken the opportunity offered by the reform of 2011 establishing itself as a partner with municipal upper secondary schools throughout Sweden. BYA has seamlessly fitted in their vocational courses for security guards within the regulations of the Child and recreation programme. BYA caters for the three-part training (see above) which is an equivalent of the national subject Fire, surveillance and safety. The education modules provided by BYA are thus fully integrated with the Child and recreation programme and carried out by BYA’s own staff, security guards practitioners. BYA is therefore in charge of the content, grounded in the regulations of the National Police Authority (Rikspolisstyrelsens föreskrifter och allmänna råd till lagen (1974:191) och förordningen (1989:149) om bevakningsföretag. (RPSFS 2012:18) FAP 579-2)¹⁹, vocational pedagogy and assessment leading to a vocational certificate as a security guard (Table no 2).

¹⁹ Rikspolisstyrelsens föreskrifter och allmänna råd till lagen (1974:191) och förordningen (1989:149) om bevakningsföretag. (RPSFS 2012:18) FAP 579-2, [the National Policy official regulation and recommendations to the Act (1974:191) and the ordinance of the security industry (1974:191)], https://polisen.se/Global/www%20och%20Intrapolis/FAP/FAP579_2_RPSFS2012_18.pdf (accessed 25.04.2016).

TABLE NO 2. SUMMARILY OVERVIEW OF REQUIREMENTS OF THE FOUNDATIONAL EDUCATION FOR SECURITY GUARDS (MY TRANSLATION)

Content	Foundational education for security guards	Hours
Part 1	Regulation of occupation within the security industry	8
	Law in surveillance	16
	Handling of shoplifting as an offence	2
	Security guard as an occupation	8
	Technology in surveillance	8
	Fire control	12
	Occupational ethics;	8
	Unlawful discrimination and human behaviour	
	Conflict management and self-defence	8
	Handcuffs	4
Emergency care	6	
Assessment	Written and applied test	4
Practical workplace-based training (PYT)		160
Part 2	Law in surveillance	8
	Regulation of occupation within the security industry	8
	Conflict management and self-defence	8
	Work environment	8
	Society's judicial authorities	2
	Illegal substances	2
Assessment	Written and applied test	4

The vocational training on part of BYA is an example of vocational education going on in tandem with “regular” education provided for the students at an upper secondary level. Both learning processes can enrich each other, BYA: s vocational pedagogy strongly influenced by learning in

a workplace due to the presence of security guards as instructors. Although the integration of the security training package and the security industry's requirements seem to have fitted each other rather well, there are some challenges of integrating vocational training mostly aimed at adults with the vocational educational aimed at youths (personal communication with BYA, October, 2015).

In conclusion, the vocational education and training for security guards has been recently moved into the upper secondary school as one option of five available in Sweden to gain the necessary qualifications. The vocational education is provided in close collaboration with the security industry represented here by BYA. There seems to be a seamless fit between the training package by security industry and the requirements of upper secondary school. The vocational content provided by BYA must fit into the broader framework of the national upper secondary education. The students are therefore assessed according to the knowledge requirements provided by the Swedish National Agency for Education (Skolverket) even though the assessment of the training package only includes two steps, Pass or Fail.

ALIGNMENT

The concept of constructive alignment refers to the ways of interweaving and tying together intended learning outcomes, learning/teaching activities and an assessment²⁰. Strong constructive alignment means that the learning outcomes are mirrored in teaching and learning activities and assessed accordingly. On the contrary, when the constructive alignment is weak all the parts are not poised in the same direction, they are disparate and the students do not experience a course they are taking as a coherent unity. Students express a lack of constructive alignment in different ways. They complain for instance when the feedback they get does not “feedback” specifically on the progress they themselves experience²¹.

The main means to facilitate a constructive alignment during the first part of the training package was the so called goal catalogue, available only

²⁰ J. B. Biggs, *What the student does: teaching for enhanced learning*, „Higher Education & Development”, 1999, no. 18, p. 57-75.

²¹ M. Wyszynska Johansson, *Gymnasieungdomars erfarenheter av hur yrkeslärande bedöms/ Students' experiences and perception of the assessment of vocational knowing/*, Lic. diss, Göteborgs universitet, Göteborg 2015.

for VU1. The goal catalogue, a leaflet, was handed out to all the students in VU1. The goal catalogue on one hand comprised of a list of learning outcomes, on the other provided additional questions to expand on the intended learning outcomes. Sara²², one of the instructors commented on the goal catalogue as “gently constructed” since it very clearly and explicitly stated the goals. One of the goals she mentioned was for the students to know what legal frameworks regulate the security industry.

Instructor Sara presents the goal catalogue to the students in 2nd grade: Occupational overview, an introduction. The chapter is gently constructed, to the left there are the outcomes described, what legal documents regulate the whole security industry. You must know that. The right column is about questions. The goal catalogue is the most important. She goes on asking the students: Have you got goals? Are you used to working with goals? The students remain silent for a while. Pernilla: only what we get at Pass level (observation, 2nd grade, March 2016).

The students in the excerpt above express their uncertainty about working with learning outcomes which they only associate with knowledge requirements for grades, Pass (grade E) being the lowest. Here a clash between assessment modes in the training package and the school assessment practices the students are familiar with can be seen. The students in a Child and recreation programme generally asked for feedback based on alignment between knowledge requirements and grades rather than between learning outcomes and grades. They also were anxious to know what shortages the teacher identified in their achievements that prevented their work from earning a higher grade. So the students in a Child and recreation programme trying to work out the meaning of assessment of their vocational knowledge in one study tended to adopt a perceived deficiency and failure perspective on assessment, a failure to comply with the criteria for grades rather than focusing on how to achieve certain learning outcomes²³.

The knowledge taxonomy that underpinned assessment in the training package differentiated between three levels of proficiency: identify, name and apply²⁴. The highest level expressed by the performance verb apply

²² All names are fictitious.

²³ Ibidem.

²⁴ J. B. Biggs, C. So-Kum Tang, *Teaching for quality learning at university: what the student does*, 4, [rev.] ed., Open University Press, Maidenhead 2011.

and sometimes even touching the ability described as analysing, was based on BYA's overall assessment of the level of competence required by the security industry (personal communication with BYA, May 2016). The knowledge taxonomy was the base for two written tests at the end of both VU1 and VU2. Both tests had an explicit summative function but apart from it there were continuous, formative assessments of students' performance and suitability. On three occasions the students were assessed on their ability to perform actions required, Fire control, Emergency care and Self-defence. A successful completion of each module was mandatory to proceed any further.

The alignment was also reinforced by the use of course materials that included coursebooks, visual presentations, checklists, handouts and audio-visual materials. The use of all pedagogical aids was coordinated since all the materials referenced to each other. It was easy for the students to find the same content, though presented from different angles, in all the pedagogical material handed out. The students were provided with study tips in abundance throughout the course of the training package. Fredrik, the instructor, recommends the students to highlight cross-references in the study materials: "Jot it down, it is actually surveillance. This subject is called surveillance, underline in your books. It makes it easy to study for the test, it's yellow" (observation, April 2016, 2nd grade). The learning outcomes were throughout the course of the training package clearly articulated and even quantified.

Instructor Sara: Here the goals are clearly described, go through the questions. What chapter is it? We're working with the goal catalogue. Keep these coursebooks for VU2, you'll need them. My advice to you is to start with the goals. Then have a look at the questions. Am I unclear? The students: no, it's all right. Sara goes on saying "today's surveillance" on page 8. There aren't that many goals for today. Any questions? Nobody asks (observation, 2nd grade, March 2016).

The goal catalogue worked as a checklist for the students to ensure the material coverage and made it easier to prepare for the final tests. They praised the goal catalogue as "heavenly", a "Bible and Koran".

Martina: the goal catalogue? Any thought on that?

Pernilla: great

Molly: it was good

Carolina: good

Pernilla: otherwise it had been so damn difficult to pass the test

Anders: a Bible and Koran for me, mind you (All laugh)

Pernilla: I don't think you would have hung on

Carolina: no

Pernilla: if you hadn't had it

Anders: this is really the best BYA has invented and handed it out to us

Pernilla: mm if not we would have sat there not knowing what to do. What am I supposed to study? These books are so heavy, the two of them

Anders: exactly, you just open the goal catalogue and then you almost see the answers too

Pernilla: mm

Anders: it's the way it is

Martina: so you have used it?

Anders: of course, I used it in 90 %

Molly: we start there and then we go on checking further in the coursebook

Carolina: mm (fokusgrupp, skola A, årskurs 2, maj 2016)

All the students interviewed expressed their relief upon a successful completion of the written tests. Contrary to their previous expectations and fears the tests seemed to them relatively easy or as Marcus expresses it: "The test was too easy but the time is too short to make it more difficult" (focus group, 3rd grade, April 2016). Both Marcus and Robert are anxious to learn for life as opposed to learning for the upcoming test only. Robert sees the difficulty of reconciling the time pressure with his learning as a process of developing vocational knowing as a security guard: "Providing you increase the study time, you could have a test at a quite different level of difficulty and then we can learn differently, get so much more of it. More knowledge that you retain" (focus group, 3rd grade, April 2016).

The students saw connections between the training package and the vocational courses they had previously taken in a Child and recreation programme. They experienced some vocational courses as particularly convergent with the training package such as Sociology, Communication, Ethnicity and cultural encounters. Even though they did not consider a Child and recreation programme as a prerequisite of security guard as an occupation, they nevertheless saw a great value in integrating the training package with the programme particularly from a young person's point of view. As Robert remarked attending a Child and recreation programme was a contribution but not a prerequisite for adults taking the training

package: “Sure you think about work environment and cultural clashes a little but apart from that a Child and recreation programme is not indispensable for those who are already grown-ups” (focus group, 3rd grade, April 2016).

Martina: what about other subjects?

Robert: the basic procedures for security guards are almost the same as sociology, almost the same as social work because you learn there how to deal with people, how to talk to them

Martina: really?

Robert: yes, up to 99 % of what we do is to talk to customers, the public, anybody who needs help. We have to communicate with them well (focus group, 3rd grade, April 2016).

The alignment in VU1 and VU2 strengthened for the students a sense of progression and personal achievement upon the completion of the three-part-vocational training package by the security industry. Ellen and Dennis expressed their satisfaction with what they had achieved: “In my opinion VU1, VU2 and the work-placement have given us more than the whole upper secondary school” (focus group, 3rd grade, April 2016).

Even though the students were satisfied with the training package, they complained about the work load and the pace with which the course was carried out. They were aware of the fact that it was a small group size that afforded them good opportunities to learn.

Marcus: I've heard it many times, we have been lucky, there are so few of us in the group. We can make it; we can take time and cover it all. This is the most time-squeezed course because now it feels like I know everything (shows with his hands a speedy movement forward) at a rocket speed. Sure, there is a bit of revision in VU2 but it has been a while since we had VU1 now. And right now...

Robert: yeah

Marcus: wait, what was it again? PL10? (Police law paragraph). It goes like this (sighs deeply). Easily ten more hours is what is needed. I don't even think that BYA has to do it itself. Our teachers can do a bit of laws. It can't be that difficult as far as...

Robert: they can ask BYA for materials, they certify us after all. It would only make things better for BYA

Martina: is it specifically laws that you want more of?

Robert: well, the laws are most often the biggest and awkward part of it all but there are some minor tricky things to attend to as well" (focus group, 3rd grade, April 2016).

The students above suggest improving the training package by a greater co-operation between BYA as an education provider and upper secondary school. Getting the teachers in upper secondary school involved in what the students see as more troublesome parts of the training package (Law in surveillance) is one such an improvement.

DISCUSSION ABOUT METHODS AND RESULTS

The methodology chosen, classroom observations and focus group interviews enabled investigating the students' collective meaning-making of the processes of incorporating a training package within upper secondary vocational education. The results show that the training package by the security industry has been successfully adjusted to the framework of a Child and recreation programme. Placing the security guard vocational outcome within the Child and recreation programme has not been a straightforward matter though. On the face of it, the Child and recreation programme generally is about leading children, youth and adults in broadly speaking "pedagogical" activities. By placing the security guard vocational outcome within the programme just one dimension of the occupation, pedagogical and social skills, come to the fore. Highlighting pedagogical and social skills may enhance the vision of staying tuned to the customers' needs as well as to the vision of further development of the occupation by the security industry²⁵. From the students' point view the training package, despite the fact that it is primarily designed for adults, has melted in seamlessly with the curriculum for upper secondary vocational education. It should however be acknowledged that the practices studied here in one school were chosen as an example of good practice according to the security industry represented here by one of education providers, BYA. The national vocational outcome – security guard – is a joint enterprise between the industry and Skolverket whose view on this industry-school collaboration is not known. Skolverket had been contacted in the initial phase of this study but it only referred back to BYA. All the students interviewed successfully accomplished their course of training package which may clearly influence

²⁵ B. Henrikson, *Framtidens säkerhet*. [Security of the future]. BYA, (n.d.), <http://www.bya.se/pdf/rs2015.pdf> (accessed 25.04.2016).

their views on it in a positive direction. The groups were small and therefore manageable for the instructors to monitor closely, give support and offer feedback that strengthened the students' sense of progression and improvement. Generally, participation in this type of in-house training within upper secondary school infused in the students a feeling of being exclusively selected, which also contributed to a positive attitude towards the industry training package being studied here.

Through the training package the students encountered a course that strictly adhered to the principles of constructive alignment²⁶. The results show that the students are not familiar with a vocational course design based on explicitly expressed concordance between intended learning outcomes, course activities and assessment. Instead they are used to trying to comply with knowledge requirements that represent certain criteria. They however appreciate the alignment of the industry training package which to them was most visible through the use of goal catalogue. The goal catalogue in VU1 clearly articulated to the students the idea of alignment as a principle for a vocational course design.

CONCLUSION

The results show how a training package by industry can successfully be integrated within the framework of vocational upper secondary education seen from the students' perspective. They see how the training package interlocks with vocational courses in the Child and recreation programme. Highly specialized vocational knowledge ("Handcuffs"; "Illegal substances") is integrated with broader general subjects such as sociology. The students bring to the occupation a well-rounded education grounded in vocational subjects such as communication, sociology and social work. Consequently, the students get the opportunity to develop a broader understanding of security as a social and cultural concept, which may enhance the visions expressed by BYA. Some students in the study even called for a closer co-operation between BYA as an education provider and upper secondary school, which could only enhance the existing partnership in their view. The integration of such a training package opens the students up to education whose general feature is adherence to principles of constructive alignment. The students learn how to study and

²⁶ J. B. Biggs, C. So-Kum Tang, *Teaching for quality learning at university: what the student does*, 4, [rev.] ed., Open University Press, Maidenhead 2011.

accomplish according to clearly stated and handed out in advance intended learning outcomes. The two written tests as well as formative assessment assess the students' level of accomplishment of the outcomes that the industry considers necessary for security guards-to-be. At the same time, the students bring with them both their appreciation of security as a broad concept and an awareness of the importance of social skills as an occupational requirement.

REFERENCES:

1. Biggs, J. B., *What the student does: teaching for enhanced learning*, „Higher Education & Development”, 1999, No 18.
2. Biggs, J. B., Tang, C. So-Kum, *Teaching for quality learning at university: what the student does*, 4., [rev.] ed., Open University Press, Maidenhead 2011.
3. BYA, 2016a, <http://www.bya.se/vsjagvillbli.php> (accessed 25.04.2016).
4. BYA, 2016b, <http://www.bya.se/pdf/vos1605.pdf> (accessed 30.06.2016).
5. Henrikson, B., *Framtidens säkerhet*. [Security of the future]. BYA, (n.d.), <http://www.bya.se/pdf/rs2015.pdf> (accessed 25.04.2016).
6. Lofland, J., Lofland, L. H., *Analyzing social settings: a guide to qualitative observation and analysis*, 3. ed., Wadsworth, Belmont, Calif. 1995.
7. McDowell, L., *Working bodies: interactive service employment and workplace identities*, Wiley-Blackwell, Chichester, UK 2009.
8. Piwowarski J., *Three pillars of security culture*, „Security Dimensions. International & National Studies”, 2015, No14.
9. Rikspolisstyrelsens föreskrifter och allmänna råd till lagen (1974:191) och förordningen (1989:149) om bevakningsföretag. (RPSFS 2012:18) FAP 579-2 [the National Policy official regulation and recommendations to the Act (1974:191) and the ordinance of the security industry (1974:191)], https://polisen.se/Global/www%20och%20Intrapolis/FAP/FAP579_2_RPSFS2012_18.pdf (accessed 25.04.2016).
10. Skolverket, *Curriculum for the upper secondary school*, 2013, <http://www.skolverket.se/publikationer?id=2975> (accessed 25.04.2016).
11. Skolverket, *Uppföljning av gymnasieskolan* [Follow-up report of the Swedish upper secondary school], 2016, <http://www.skolverket.se/publikationer?id=3642> (accessed 25.04.2016).

12. SOU 2008:27, *Framtidsvägen – en reformerad gymnasieskola. Betänkande av gymnasieutredningen [The Future Pathway – a Committee Report]*, Utbildningsdepartementet, Stockholm.
13. Thomsson, H., *Reflexiva intervjuer*, 2., [rev.] ed., Studentlitteratur, Lund 2010.
14. Wyszynska Johansson M., *Gymnasieungdomars erfarenheter av hur yrkeslärande bedöms/ Students' experiences and perception of the assessment of vocational knowing/*, Lic. diss, Göteborgs universitet, Göteborg 2015.

AUTHOR

Martina Wyszynska JOHANSSON – Ph.D. candidate in Pedagogy, the Department of Education and Special Education, University of Gothenburg, Sweden. Her research interests include vocational pedagogy, particularly in regard with assessment of vocational knowing and vocational identity formation.

CITE THIS ARTICLE AS:

M. Wyszynska Johansson, *Upper Secondary Vocational Education as an Educational Path into the Security Industry – a Swedish Case*, “Security Dimensions”, 2016, no 19, p. 55–74.

Licence: This article is available in Open Access, under the terms of the Creative Commons License Attribution 4.0 International (CC BY 4.0; for details please see <https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided that the author and source are properly credited. Copyright © 2016 University of Public and Individual Security “Apeiron” in Cracow