



SKILLS SURVEY FOR THE SAFETY AND SECURITY SECTOR

Final Report

Prepared by: Skills Planning and Research Department

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1. INTRODUCTION AND BACKGROUND

This section provides background information about the Safety and Security Sector Education and Training Authority (SASSETA), and the current study.

1.1 ABOUT SASSETA

The Safety and Security Sector Education and Training Authority (SASSETA) was established on 1 July 2005. It is one of the twenty-one Sector Education and Training Authorities (SETAs) established in terms of the Skills Development Act (Act 97 of 1998) as amended. SASSETA's licence has been renewed until 31 March 2020. The SASSETA was further re-established from 01 April 2020 to 31 March 2030 in terms of the Government Gazette issued by the Minister of Higher Education and Training (DHET) on 22 July 2019.

The SETA is classified as a schedule 3A Public Entity in terms of the Public Finance Management Act, (Act 1 of 1999, as amended), and it is accountable to its Board and the Department of Higher Education and Training (DHET). The rest of the section 1 of this document focuses on SASSETA's scope of coverage, SASSETA's Strategic Plan, SASSETA's Research Agenda, the Importance of Data in Skills Development Planning, and the purpose of Skills Survey for the Safety and Security Sector

1.1.1 SASSETA's Scope of Coverage

Box 1 illustrates Standard Industrial Classification Code (SIC) and sub-sectors, as well as employers (constituencies) covered by SASSETA.

Box 1: Sub-sector and Employers covered by SASSETA

| SIC Codes | Sub-sector | Constituency |
|----------------|---|--|
| 9110A* | Policing | <ul style="list-style-type: none"> The Independent Complaints Directorate (IPID), the Secretariat for Safety and Security, Civilian Secretariat for Police, and The South African Police Service (SAPS). |
| 91301 91302 | | <ul style="list-style-type: none"> Municipal and Metro Police Services, Traffic Management / Law Enforcement, and Road Traffic Management Corporation (RTMC). |
| 9110B* | Corrections | <ul style="list-style-type: none"> The Department of Correctional Services (DCS) Private correctional services providers Kutama Sinthumule Correctional Centre. Mangaung Correctional Centre. Judicial Inspectorate for Correctional Services. Correctional Supervision and Parole Boards. |
| 9110D* | Defence | <ul style="list-style-type: none"> The Department of Defence (DOD). South African National Defence Force (SANDF) (SA Navy, SA Air force, and SA Military Health). |
| 9110C* | Justice | <ul style="list-style-type: none"> The Department of Justice and Constitutional Development (DoJCD) National Prosecuting Authority (NPA), and Special Investigations Unit (SIU) The National Intelligence Agency (NIA) |
| 91104 91105 | Intelligence Activities | <ul style="list-style-type: none"> The South African Secret Service (SASS) |
| 88110 88111 | Legal Services | <ul style="list-style-type: none"> Legal and paralegal services Sheriffs Legal Aid Services |
| 88920 | Private Security and Investigation Activities | <ul style="list-style-type: none"> Private security, investigation, and polygraph services |

Box 1 illustrates that the Safety and Security Sector comprises of seven sub-sector and these are:

- ✓ **The Policing sub-sector** which covers public sector employers such the South African Police Service (SAPS), the Independent Police Investigative (IPID), and the Road Traffic Management Corporation (RTMC);
- ✓ **The Corrections sub-sector** which incorporates the Department of Correctional Services and privately-operated prisons in Limpopo and Free State provinces;
- ✓ **The Defense sub-sector** which includes the South African National Defence Force (SANDF) and all its armed forces;
- ✓ **The Justice sub-sector** which encompasses public sector employers such as the Department of Justice and Constitutional Development, the National Prosecuting Authority (NPA) and the Office of the Chief Justice;
- ✓ **The Legal sub-sector** which primarily cover private sector employers such private law firms and their regulatory authority, the Legal Practice Council (LPC);
- ✓ **Private security sub-sector** which includes employers such as private security companies as well their regulator, the Private Security Regulatory Authority; and
- ✓ **The Intelligence Activities sub-sector**, which incorporates the State Security Agency (SSA).

All of the seven sub-sectors constitute Chambers of the SASSETA comprising members nominated by employers and labour unions, and each is chaired by a member of the SASSETA Board. The primary role of the Chambers is to hold the hold the core service delivery programmes of the SETA accountable and advice management and the Board on matters skills development matters affecting their respective sub-sectors.

1.1.2 SASSETA's Strategic Plan

SASSETA's Strategic Plan (2015/16 – 2019/20) outlines the following four Strategic Outcome-oriented Goals (SOG), namely:

SOG 1: To provide strategic leadership, technical and administrative support services to SASSETA;

SOG 2: To strengthen and institutionalise planning mechanism for skills planning, monitoring, evaluation and research for the Safety and Security Sector;

SOG 3: To reduce the scarce and critical skills gap in the Safety and Security Sector through the provision of learning programme; and

SOG 4: To strengthen efficacy in SASSETA's discharge of the quality assurance function.

1.1.3 SASSETA's Research Agenda

In response to the Strategic Outcome-oriented Goal 2, that is, '*Strengthening and institutionalise planning mechanism for skills planning, monitoring, evaluation and research for the sector*', the Research Department compiled the Research Agenda for the SETA. The purpose of the Research Agenda is to support a sound skill planning in order to respond to the skills development needs of the Safety and Security Sector. This document also sets out four (4) research focus areas for the SETA for the period: 2016–2020 and these are:

- ✓ Developing internal research capacity within SASSETA,
- ✓ Supporting and developing research networks (i.e. reference group) for the sector,

- ✓ Linking SASSETA's post-graduate bursaries holders with certain topics that are of significance in the sector, building a research repository for the sector, and developing systems and processes to improve SASSETA information [management]. In essence, the SASSETA's Research Agenda has been developed to support and the advance the SETA-sector strategy, as well as;
- ✓ To further inform sub-sectors stakeholders about the SETA's research focus areas and priorities for the duration of the Research Agenda.

On the other hand, SASSETA utilises Workplace Skills Plans (WSP's) data to analyse skills gaps (top-up skills) and occupational shortages (scarce skills) together with other data sources. The said analysis informs the development of the Professional, Vocational Technical and Academic Learning (PIVOTAL) list which confirms the key programmes of the SETA as captured in its Annual Performance Plan (APP). The main purpose of this exercise is to improve performance at different workplaces in the safety and security sector. Therefore, at the heart of the skills planning mechanism is the data, which includes WSP data as indicated above. Should the data be inaccurate, it will then provide misinformation the process of prioritising skills gaps and scare skills in the sector, hence there is a need to conduct a skills survey for the sector in order to corroborate the WSP data collected.

1.2 THE IMPORTANCE OF DATA IN SKILLS DEVELOPMENT PLANNING

At the heart of the skills planning mechanism is the data, which includes WSP data as indicated above. Should the data be inaccurate, it will then provide misinformation the process of prioritising skills gaps and scare skills in the sector.

1.3 THE PURPOSE OF THE SKILLS SURVEY FOR THE SAFETY AND SECURITY SECTOR

The study sought to:

- ✓ Conduct a skills need and gap analysis, including but not limited to Occupational shortages and skills gaps, in order to provide an evidence-based analysis about training and skills development requirements in the Safety and Security sector;
- ✓ Classify the skills gaps in the Safety and Security sector into
 - a) Specific type of jobs available per Province, and
 - b) Level of skill required;
- ✓ Determine the most employable skills training programmes and qualifications that can be offered by different training providers in the sector;
- ✓ Conduct interviews with employers to ascertain their attitude towards provision of
 - a) Internships,
 - b) Learnerships,
 - c) Artisanship,
 - d) Qualifications and
 - e) Skills Programmes implemented in the sector;
- ✓ Identify major factors impacting on skills demand and supply in the Safety and Security sector and the resultant key skills implications; and

- ✓ Identify challenges faced by graduates to secure employment in the Safety and Security Sector, especially Previously Disadvantaged Individuals [PDIs], and provide viable recommendations and ways of creating decent work.

2. LITERATURE REVIEW

2.1 KEY CONCEPTS

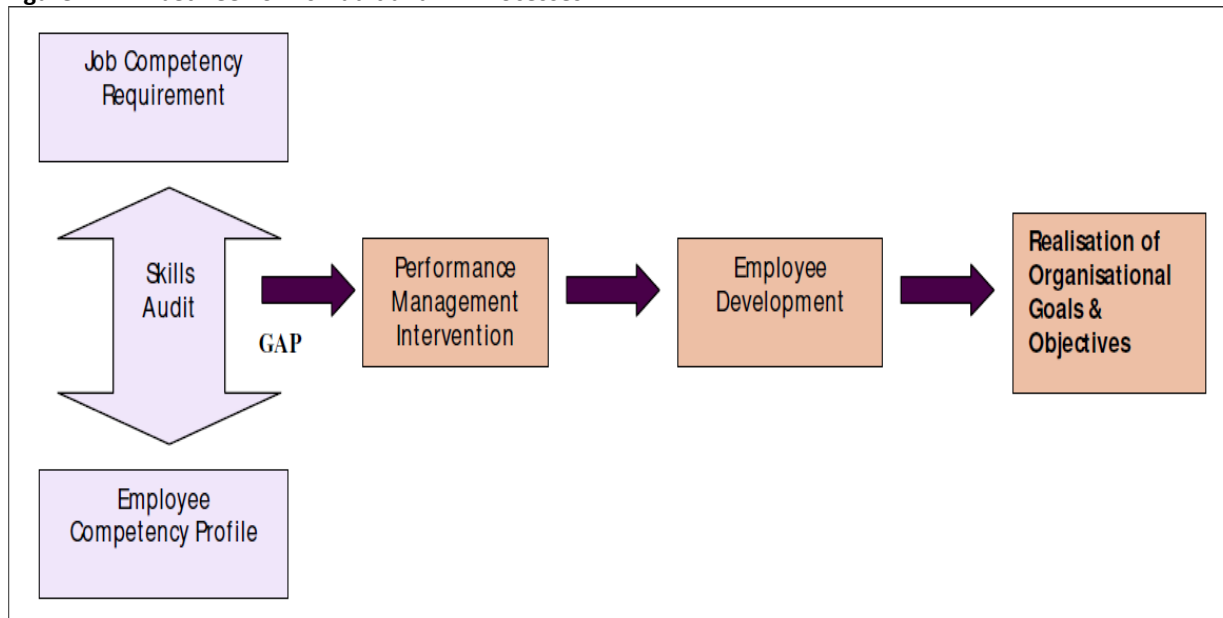
2.1.1 Skills Survey

A skills survey is a process for measuring and recording the skills of an organisation (or industry) with the intention of helping the organisation (or industry) understand the skills required to achieve its objectives and the actual skills employees in the industry have. This allows the industry to better develop, plan and execute their human resources development strategy (OECD, 2013).

2.1.2 Skills Audit

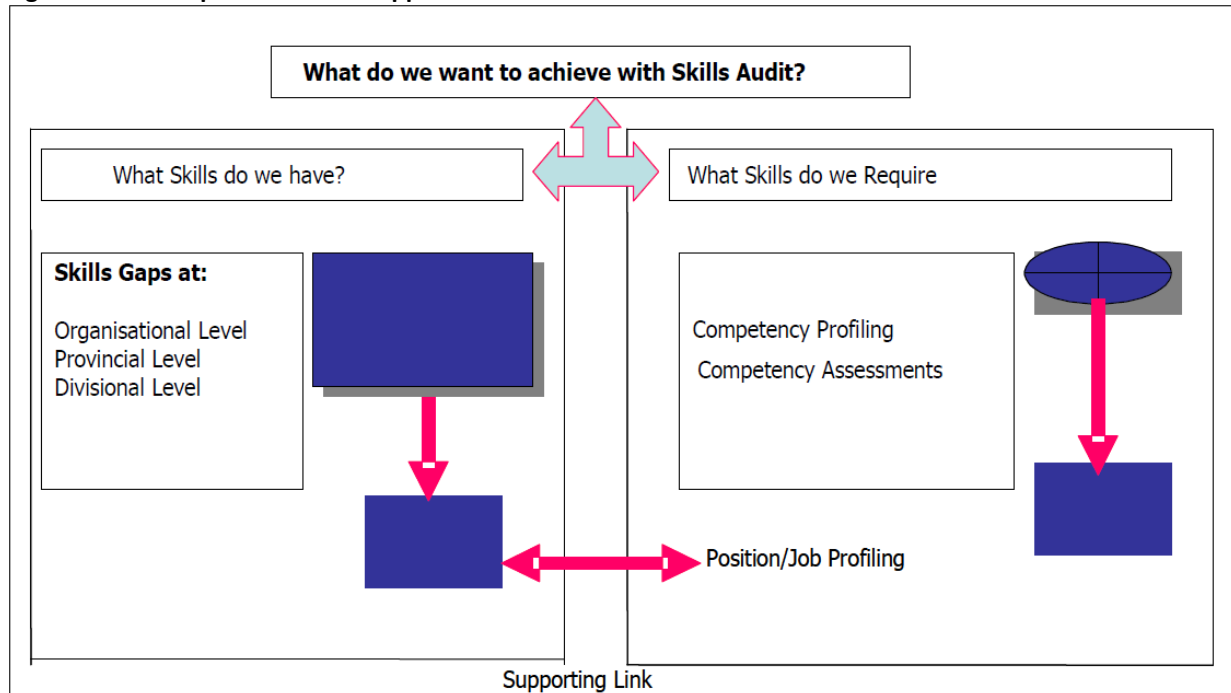
Skills Audit use job competency requirements and employee competency profiles, link these with other Human Resources (HR) processes and systems, and use the results to develop the necessary skills required to realise organisation goals and objectives (IFF, 2018), as shown in Figure 1 below.

Figure 1: Link between Skills Audit and HR Processes



Based on the aim of the Skills Audit, therefore, the organisation identifies the skills available within its human resources and the skills it requires. There are several essential aspects of a skill audit, and their rationale and role in the process are described in the Figure 2 below.

Figure 2: Skills Gap Identification Approach



2.1.3 Competency Profiling

Competency Profiling assists in identifying the requisite skills, knowledge and performance behaviour required at management and individual level to perform successfully within a given role or position.

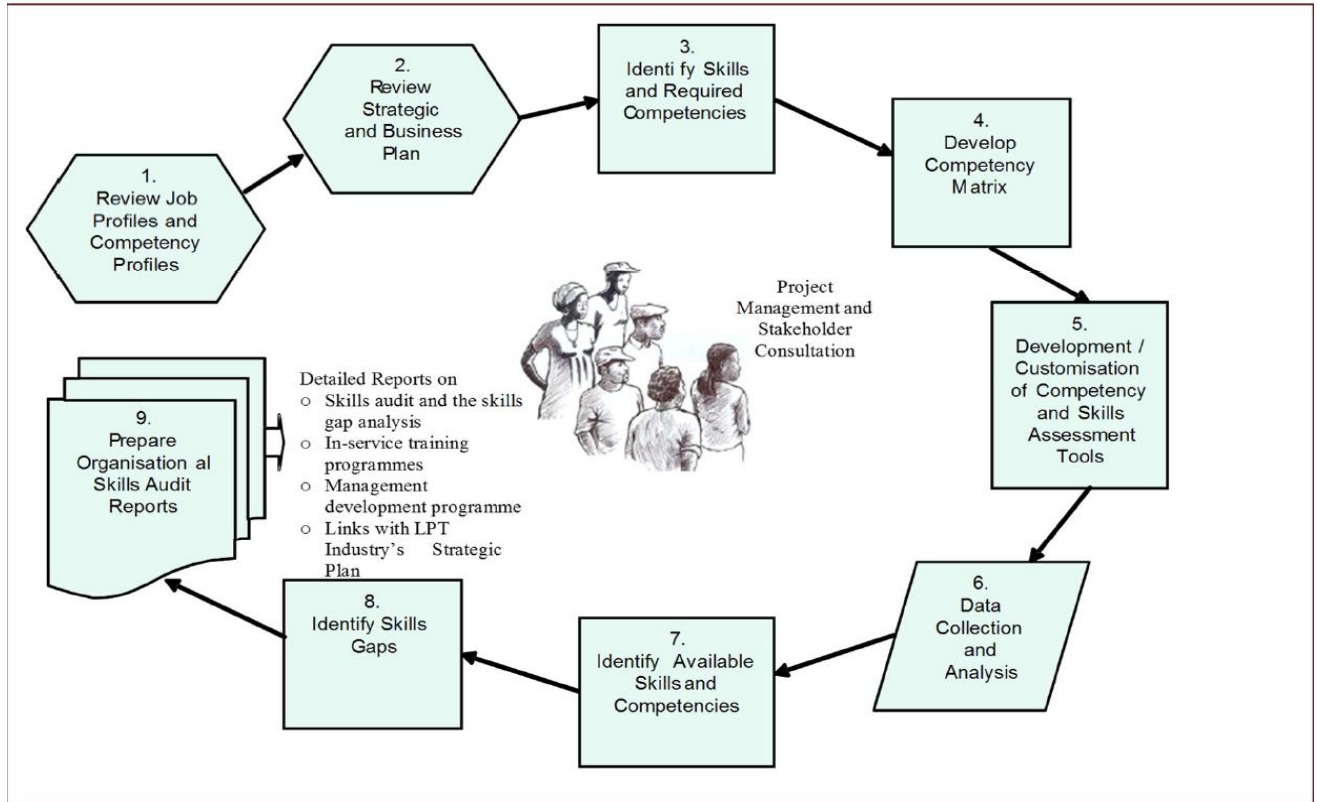
2.1.4 Skills gaps

Skills gaps arise if there is a difference between individual’s skills and competencies and the position requirements (outcomes) and needs of the organisation. Having identified the nature of the skills gap, it is possible to determine the interventions required to develop employees. The skills audit approach identified as optimal for SASSETA will dictate the competency profiling and competency assessment activities and ensure that employees are informed as to skills gaps identified and performance expectations. The outcomes of the assessment process may require interventions in the form of skills development by the individual employee. In such cases, an improvement or development programme containing a developmental learning plan will therefore be formulated for specific employees, with the participation of their immediate supervisors. This organised approach encourages self-development of employees that leads to more competent staff because employees are constantly enhancing their skills.

2.1.5 Skills Audit model

A skills audit model entails a number of phases. Each phase focuses on specific tasks or activities as depicted in Figure 3 below.

Figure 3: Skills Audit model



2.2 EMPLOYMENT MEASUREMENT IN SOUTH AFRICA

Stats SA measures “work” as “employment”. This by means of two sources, i.e.

- ✓ Establishment (business) surveys and
- ✓ Household based surveys.

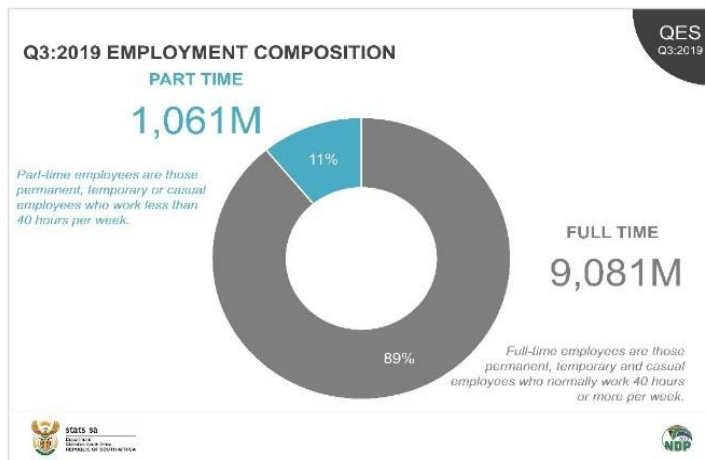
The Quarterly Employment Survey (QES) is establishment (business) based, while the Quarterly Labour Force Survey (QLFS) is a household-based survey. These two sources differ in terms of coverage, scope, unit of measurement and method of collection. Owing to these differences, the two sources yield different figures. Nonetheless, it is advisable to regards the QES and the QLFS as “complementary” rather than “competitive” (<http://www.statssa.gov.za>).

2.3 FORMAL SECTOR EMPLOYMENT IN SOUTH AFRICA

Formal sector employment decreased by 28 000 in September 2019, with 11 000 full-time and 17 000 part-time jobs shed during the quarter. The September 2019 Quarterly Employment Statistics (QES) survey showed that an estimated 10 142 000 people were employed in the formal non-agricultural sector of the South African economy, which is down by 28 000 from 10 170 000 in the previous quarter (<http://www.statssa.gov.za>).

2.4 Employment Composition – Quarter 3 2019

Figure 4: Employment Composition – Quarter 3 2019

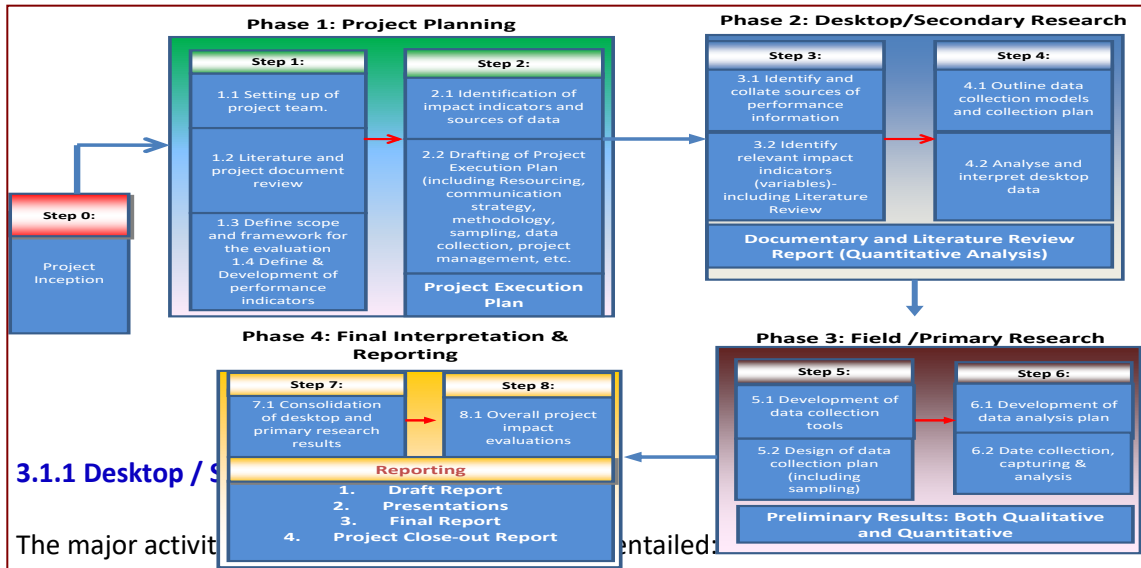


3. RESEARCH METHODOLOGY

3.1 Project Execution Approach

It was proposed that the project proceed in phases to allow for an evaluation of the deliverables due from each stage and capitalise on the resulting information and knowledge. The end of each phase/stage shall constitute a project milestone with due deliverables and will trigger quality control events as further described in more detail in figure 5 below.

Figure 5: Project Phases



a) **Document review:** Review of documents and other relevant information such as Documents review from reports done by SASSETA on skills research reports;

b) **Literature review:** Review of literature on conduction of skills surveys and international benchmarking with relevant case studies. This exercise was necessary for benchmarking the results of the study and refinement of the research methodology (where necessary). Specific sub-activities during this phase included:

- ✓ Specification of goals and determination of design
- ✓ Outline data collection model(s) & analysis plan,
- ✓ Data verification, cleaning and capturing,
- ✓ Analyses and interpret desktop data,
- ✓ Updating of the model or methods of analysis, and
- ✓ Draft Report

3.1.2 Data Collection and Analysis

The major activities planned for this phase were:

a) **Administering a structured questionnaire**

It was initially envisaged that a structured questionnaire will be administered to a sample of previous beneficiaries of SASSETA learning programmes. This activity could not be fully realised primarily due non-availability of respondents as well as internal research capacity constraints.

It is proposed that a service provider be sourced to execute this phase of the study during the 2020/2021 financial year.

b) In-depth interviews

In-depth interviews with employers in the safety and security sector, relevant government departments or agencies, subject matter experts were conducted. Although this activity was undertaken, it was not as comprehensive as initially envisaged.

It is proposed that a service provider be sourced to ensure that this phase of the study is executed comprehensively. It is envisaged that this will also take place during the 2020/2021 financial year.

c) Data analysis and interpretation

Noting the research limitations mentioned in (a) and (b) above, it is also proposed that a service provider be sourced to ensure that this phase of the study is executed comprehensively. It is envisaged that this will also take place during the 2020/2021 financial year.

3.2.3 Sample Size Design

Our sampling will be done for all university and TVET graduates relevant to the safety and security sector as well as SASSETA previous learners/graduates. This will be done per province and on all types of programmes. The sample design and sizes will be guided by a confidence level of 95%, a margin error of 5% and a response distribution of 50%. A sample calculator from Raosoft will be used to calculate the sample for each of the given total population. Table 1 shows an example with an *assumed population stratum of 20 000*, which gives an estimated sample size of 377.

Table 1: Determining Sample sizes using Raosoft Calculator

| | |
|--|------------------------------------|
| What margin of error can you accept? 5% is a common choice | <input type="text" value="5"/> % |
| What confidence level do you need? Typical choices are 90%, 95%, or 99% | <input type="text" value="95"/> % |
| What is the population size? If you don't know, use 20000 | <input type="text" value="20000"/> |
| What is the response distribution? Leave this as 50% | <input type="text" value="50"/> % |
| Your recommended sample size is | 377 |

Source: Raosoft

4. FINDINGS

4.1 SECTORAL PRIORITY OCCUPATIONS (PIVOTAL)

PIVOTAL is an acronym for Professional, Vocational, Technical and Academic Learning Programmes leading to qualifications or part qualifications. PIVOTAL Programmes are intended to address scarce and critical skills in the Safety and Security sector, as identified in the SASSETA Sector Skills Plan (SSP).

4.2 METHODOLOGY UTILISED TO DETERMINE THE SECTOR PRIORITY OCCUPATIONS

The SASSETA's Sector Priority Occupations (PIVOTAL) list is compiled by means of a mixed method approach. Our design draws on qualitative interviews with key stakeholders as well as analysis of quantitative data from primary and secondary sources. Furthermore, our research method was underpinned by interactions with key stakeholders in a form of one-on-one sessions and focus groups. The interactions with key stake is based on the assumptions that they possess deep knowledge, understandings and insights of skills development in respective subsectors or the sector in general.

SASSETA's priority list of scarce skills was drawn up by utilising vacancy data from the 2018 WSP and the findings of the Workplace interviews. The SETA also utilised national skills list such as the Top 100 Occupations in High Demand produced by DHET, the SIP Strategic Infrastructure Plan (SIP) scare skills list and the Department of Home Affairs (DHA) list of scarce skills as sources of information. The methodology broadly entailed:

4.2.1 Analysis of WSP vacancy data: To determine trends in vacant occupations (Hard-To-Fill-Vacancies), albeit this is very anecdotal given the fact that the data may not be very reliable. Nonetheless, this is the best available data that could be attributed to the Safety and Security sector and its subsectors. The analysis generally entailed filtering out Hard-To-Fill-Vacancies (HTFVs) relative to employment rates occupation, number of employers indicating HTFVs as represented across the 6 subsectors of SASSETA.

4.2.2 Analysis of scarce skills lists from DHET, Home Affairs and SIP: These lists were used for the purpose of Triangulation of data from the WSP and Workplace interviews, especially for those pose that are applicable to the sector.

4.2.3 Assessment of demand for skills based on PIVOTAL Plans: The extent of the demand was determined from what employers have indicated they require for the next financial year on the PIVOTAL Plan.

4.2.4 Identification of emerging skills: These were identified by means of engagements with resource persons in the subsectors and findings of the Workplace interviews.

4.2.5 Determining PIVOTAL interventions: These were determined by analysing the PIVOTAL Plan in terms of the type of intervention required (i.e. Apprenticeship, Learnership, Learning programme, etc.). The most prevalent Interventions against a specific OFO were regarded to be higher demand.

4.2.6 Determining the NQF level: The PIVOTAL Plan was also used to establish the NQF Level.

4.3 OCCUPATIONS IN HIGH DEMAND IN THE SAFETY AND SECURITY SECTOR

This section outlines occupations in high demand and skills gaps in the Safety and Security sector. Table2 illustrates occupations in high demand

Table 2 PIVOTAL List

| OFO Code | Occupation (Scare Skills) | Specialisation / Alternative Title | Intervention Planned by the SETA | Required number |
|-------------|--|---|--|-----------------|
| 2017-541401 | Security Officer | Security Guard | Learnership (Bursary) | 3 000 |
| 2017-222108 | Registered Nurse (Medical) | Professional Nurse (Primary Health Care) | National Certificate / Diploma (Bursary) | 946 |
| 2017-235101 | Education or Training Advisor | Education or Training Advisor | Executive Management Development Programme | 605 |
| 2017-541402 | Alarms, Security or Surveillance Monitor | Alarms, Security or Surveillance Monitor | Firearm Competency Training | 350 |
| 2017-226201 | Hospital Pharmacist | Clinical Pharmacist & Health Service Pharmacist | Bursary (Degree) | 82 |
| 2017-263403 | Organisational Psychologist | Organisational Psychologist | Advanced Level Psychology /Degree/Bursary | 91 |
| 2017-143904 | Security Services Manager | Security Services Manager | Diploma/Degree (Bursary) | 20 |
| 2017-311301 | Electrical Engineering Technician | Electrical Engineering Technician | Degree (Bursary) | 10 |
| 2017-351101 | Computer Operator | Computer Operator | Diploma (Bursary) | 100 |
| 2017-541201 | Traffic Officer | Law Enforcement Officer | Learnership | 100 |
| 2017-252901 | Security Service Administrative Officer | Security Specialist | Diploma (Bursary) | 15 |
| 2017-862918 | Electronic Equipment Mechanic | Electronic Equipment Mechanic | Apprenticeship | 120 |
| 2017-132404 | Warehouse manager | Warehouse manager | Degree (Bursary) | 200 |
| 2017-516501 | Driving Instructor | Driving Instructor | Learnership | 170 |
| 2017-121908 | Quality Systems Manager | Quality Systems Manager | SABS Training | 160 |

| | | | | |
|-------------|--|---|--|------|
| 2017-421401 | Debt Collector | Debt Collector | Resolving conflict / conflict resolution | 71 |
| 2017-351301 | Computer Network Technician | Computer Network Technician | Diploma / Degree | 51 |
| 2017-335501 | Detective | Forensic Detective /Investigator | Aspirant Detective Programme | 1200 |
| 2017-325705 | Safety, Health, Environment and Quality (SHE & Q) Practitioner | Safety, Health, Environment and Quality (SHE & Q) Manager | National Certificate / Learnership (Bursary) | 36 |
| 2017-341103 | Paralegal | Paralegal | Learnerships | 151 |
| 2017-261101 | Attorney | Attorney | Degree (Bursary) | 870 |
| 2017-261905 | Notary | Notary | Notarial Practice Course and Notarial Examinations | 5 |
| 2017-261901 | Skills Development Facilitator | Skills Development Facilitator | OEDTDP Course | 6 |
| 2017-263101 | Economist | Economist | Advanced analyst and economist programme | 8 |
| 2017-341107 | Law Clerk | Legal Clerk | Bursary | 155 |
| 2017-112101 | Director (Enterprise / Organisation) | Managing Director (Enterprise / Organisation) | Bursary | 130 |
| 2017-334201 | Legal Secretary | Legal Practice Manager | Learnership | 450 |
| 2017-132402 | Logistics Manager | Dispatch Logistics Manager | Bursary | 7 |
| 2017-121903 | Physical Asset Manager | Contract Manager | Asset Management Training | 10 |
| 2017-2611 | Lawyer | Administrative Lawyer | Internship | 600 |
| 2017-242403 | Assessment Practitioner | Assessor | Bursary | 68 |
| 2017-341104 | Clerk of Court | Clerk of Court | Learnership | 20 |
| 2017-134914 | Correctional Services Manager | Correctional Services Manager | Learnership | 9 |
| 2017-541501 | Intelligence Operator | Police Intelligence Operators | Learnership | 23 |
| 2017-121202 | Business Training Manager | Training & Development Manager | Bursary | 15 |
| 2017-341101 | Conveyancer | Conveyancing Compliance Officer | Learnership | 13 |

| | | | | |
|-------------|---|---|----------------------------------|-----|
| 2017-331201 | Credit or Loans Officer | Financial Accounting Plan Officer | Learnership | 60 |
| 2017-341102 | Legal Executive | Legal Executive | Learnership | 6 |
| 2017-121905 | Programme or Project Manager | Project Director | Learnership | 3 |
| 2017-121908 | Quality Systems Manager | Quality Systems Coordinator | Learnership | 7 |
| 2017-541904 | Armoured Car Escort | Armoured Car Escort | Learnership | 34 |
| 2017-351301 | Computer Network Technician | Network Support Technician | Learnership | 51 |
| 2017-261104 | Trademark Attorney | Trademark Advisor | Bursary | 300 |
| 2017-343401 | Chef | Executive Chef | Bursary | 38 |
| 2017-515103 | Commercial Housekeeper | Housekeeper (Not Private) | Commercial Housekeeping Training | 40 |
| 2017-133103 | Data Management Manager | Data Processing Manager | Learnership | 7 |
| 2017-862918 | Electrical or Telecommunications Trades Assistant | Artisan Aide Electrical | Apprenticeship | 119 |
| 2017-241104 | External Auditor | Forensic Auditor / Investigator | Internship | 15 |
| 2017-242215 | Fraud Examiner | Fraud Examiner | Bursary | 5 |
| 2017-651302 | Boiler Maker | Boilermaker-welder | Apprenticeship | 11 |
| 2017-641201 | Bricklayer | Chimney Repairman | Apprenticeship | 20 |
| 2017-641501 | Carpenter and Joiner | Panel Erector | Apprenticeship | 17 |
| 2017-643302 | Chimney Cleaner | Chimney Cleaner | Training | 25 |
| 2017-263401 | Clinical Psychologist | Forensic Psychologist | Bursary | 3 |
| 2017-251901 | Computers Quality Assurance Analyst | Software tester | Bursary | 41 |
| 2017-341105 | Court Bailiff | Court Collections Officer | Training | 2 |
| 2017-335101 | Customs Officer | Customs Investigator | Learnership | 4 |
| 2017-671102 | Electrical Installation Inspector | Electrical Inspector Construction | Learnership | 91 |
| 2017-671301 | Electrical Line Mechanic | Electrical Line Mechanic (Transmission) | Learnership | 87 |
| 2017-215201 | Electronics Engineer | Communications Engineer (Army) | Bursary | 10 |

| | | | | |
|-------------|--|---|----------------------|------|
| 2017-226301 | Environmental Health Officer | Licensed Premises Inspector | Bursary | 20 |
| 2017-143901 | Facilities Manager | Facilities Supervisor | Learnership | 4 |
| 2017-862202 | Handyperson | Handy Man | Training | 8 |
| 2017-351302 | Geographic Information Systems Technicians | Geographic Information Systems Analyst | Learnership | 56 |
| 2017-251101 | ICT Systems Analyst | ICT Systems Coordinator | Bursary | 5 |
| 2017-672105 | Instrument Mechanician | Instrument Mechanician (Industrial Instrumentation & Process Control) | Learnership | 3 |
| 2017-652203 | Locksmith | Safemaker | Learnership | 10 |
| 2017-134702 | Military Commander | Unit Commander (Combat Units Only) | Learnership | 7 |
| 2017-643101 | Painter | Painting Contractor | Learnership | 12 |
| 2017-321301 | Pharmacy Technician | Pharmacy Technician - Inactive | Bursary | 41 |
| 2017-642601 | Plumber | Sanitary Plumber | Learnership | 11 |
| 2017-132109 | Quality Systems Auditor | Quality Systems Auditor | Bursary | 12 |
| 2017-341203 | Social Auxiliary Worker | Life Skills Instructor | Bursary | 1529 |
| 2017-252902 | Technical ICT Support Services Manager | Technical ICT Support Services Manager | Learnership | 8 |
| 2017-216402 | Transport Analyst | Logistics Analyst | Bursary | 6 |
| 2017-216604 | Web Designer | Web Designer | Bursary | 4 |
| 2017-718907 | Weighbridge Operator | Licensed Weigher | Learnership | 6 |
| 2017-732203 | Driver | Advance/K53 security driver | Driving learnerships | 204 |
| 2017-263507 | Adoption Social Worker | Occupational social worker | Bursary | 745 |
| 2017-6531 | Motor Vehicle Mechanics and Repairers | Motor Vehicle Mechanics and Repairers | Learnership | 76 |
| 2017-214401 | Mechanical Engineer | Mechatronics Engineer | Bursary | 14 |
| 2017-261106 | Advocate | Advocate | Bursary | 311 |
| 2017-134905 | Judicial Court Manager | Judicial Court Manager | Learnership | 12 |

| | | | | |
|-------------|---|---|-------------|----------|
| 2017-264301 | Interpreter | Court Interpreter | Bursary | 19 |
| 2017-341110 | Associate legal professional | Legal Analyst Legal Officer | Bursary | 54 49 |
| 2017-251203 | Developer Programmer | ICT Programmer | Bursary | 6 |
| 2017-331301 | bookkeepers | Financial Administration Officer | Learnership | 9 |
| 2017-315305 | Pilot | Attack Helicopter Pilot | Bursary | 3 |
| 2017-341106 | Court Orderly/ Court Registry Officer | Court Officer | Learnership | 4 |
| 2017-225101 | Veterinarian | Veterinary Pathologist | Bursary | 7 |
| 2017-213304 | Earth and Soil Scientist | Soil Fertility Expert | Bursary | 9 |
| 2017-252901 | ICT Security Specialist | Database Security Expert | Bursary | 400 |
| 2017-221207 | Pathologist | Forensic Pathologist | Bursary | 21 |
| 2017-311901 | Forensic Technician (Biology, Toxicology) | Forensic Technician (Biology, Toxicology) | Bursary | 19 |
| - | Court Preparation Official | Court Preparation Official | Learnership | 20 |
| - | Court Preparation Manager | Court Preparation Manager | Learnership | 9 |

Source: SASSETA WSP data (2019)

Table 3 depicts the “Top 10 PIVOTAL List” in the Safety and Security Sector.

Table 3: Top 10 PIVOTAL list

| No | OFO Code | Occupation | Specialisation | NQF | Intervention |
|----|-------------|------------------------------------|-------------------------------------|-----|--------------------------------------|
| 1 | 2017-541201 | Traffic Officer | Law Enforcement Officer | 5 | Learnership |
| 2 | 2017-252901 | ICT Security Specialist | N/A | 7 | Bursary |
| 3 | 2017-112101 | Director (Enterprise/Organisation) | N/A | 7 | Bursary |
| 4 | * | Court Preparation Officer* | N/A | 5 | Learnership |
| 5 | 2017-341103 | Paralegal | N/A | 6 | National Certificate/ Learnership |
| 6 | 2017-732203 | Advanced/ K53 Security Driver | N/A | 5 | Learnership |
| 7 | 2017-341110 | Associate Legal Professional | N/A | 6 | Learnership |
| 8 | 2017-261101 | Attorney | N/A | 7 | Bursary |
| 9 | 2017-355501 | Detective | Forensic Detective/ Investigator | 7 | Learnership / Bursary |

| | | | | | |
|----|-------------|---------------------------------------|--|---|---------|
| 10 | 2017-252301 | Computer Network and Systems Engineer | | 7 | Bursary |
|----|-------------|---------------------------------------|--|---|---------|

Source: WSP data (2019)

*NB: The Court Preparation Officer does not currently have an OFO Code. The SETA is currently supporting the employer to finalise motivation for inclusion of this occupation.

The SETA will continue to implement skills development initiatives that purposefully aimed at addressing these areas in the sector as well as skills programmes that enhance education and increase access to occupationally directed programmes in needed areas and thereby expanding the availability of intermediate level of skills with a special focus. Table 3-7 displays a synopsis SASSETA's interventions to address scarce skills and skills gaps in the sector during 2016 and 2017.

4.4 Conclusion

The skill development issue in South Africa is pertinent both at the demand and supply level. The South African labour market is characterized by significantly high levels of unemployment (26.6% during the first quarter of 2018) and spatially misaligned labour force. Generating employment is definitely a challenge given the enormity of population entering workforce each year.

From the supply side, the issue is primarily related to employability of the workforce due to varying reasons ranging from poor education, lack of training facilities, inadequate skilling, quality issues leading to mismatch of skill requirements, and poor perception of vocational skilling vis-à-vis formal education. These have inadvertently created skill shortages and also contributed to higher unemployment.

A responsive and demand-driven approach to human capital development informed by the national policies and strategies will be required in order to address the skills shortages in priority areas and improved flow of competent skills in the sector. Addressing the specific skills needs identified in the most appropriate and sustainable manner requires further engagement and strong partnerships and cooperation between employers, trade unions, professional associations, and various stakeholder groups within the safety and security sector.

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