

**The Implications of COVID-19 on Skills Development in
the Policing Chamber:
The Case of the Road Traffic Management Corporation
and The South African Police Service**



Monograph

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1. INTRODUCTION

1.1 Background

Following the declaration of COVID-19 by the World Health Organisation (WHO) as a pandemic in early 2020. South Africa, specifically the Safety and Security sector is not insulated from the ramifications of this pandemic. This monograph seeks to establish the following from the Road Traffic Management Corporation (RTMC) and the South African Police Service (SAPS):

- The impact of COVID-19 on implementation of skills development interventions.
- The impact of COVID-19 on the development of new qualifications and review of existing qualifications.
- Ramifications of COVID-19 in relation to traditional approaches to skills development.
- Partnerships to be forged by SASSETA to mitigate the effects of COVID-19 in the implementation of skills development interventions.
- Strategic skills priority actions that SASSETA should consider in the face of COVID-19.
- Measures that SASSETA could implement to ensure that the strategic skills priority actions are implemented.

Discourse in this monograph is structured as follows:

- A brief profile of the Road Traffic Management Corporation (RTMC) and the South African Police Service (SAPS),
- Implications of COVID-19 on the economy and skills development,
- Research design and methodology,
- Discussion of the findings, and
- Recommendations.

2. PROFILES OF THE ROAD TRAFFIC MANAGEMENT CORPORATION AND THE SOUTH AFRICAN POLICE SERVICE

2.0 Introduction

This section presents the profiles of the Road Traffic Management Corporation (RTMC) and the South African Police Service.

2.1 The Road Traffic Management Corporation



The South African Parliament approved the Road Traffic Management Corporation Act in 1999 (the Act) in line with the provisions of section 44(2) of the Constitution. In terms of the Act, the Road Traffic Management Corporation (RTMC) was established to pool powers and resources and to eliminate the fragmentation of responsibilities for all aspects of road traffic management across the various levels of government. The Act provides, in the public interest, for cooperative and coordinated strategic planning, regulation, facilitation and law enforcement in respect of road traffic matters by the national, provincial and local (municipal) spheres of government. (RTMC, 2015).

Although the Department of Transport (DoT) is the vanguard of traffic and road safety policy and legislation in the country, the policy formulation is also carried out at a regional level and according to the global norm. Global policy instruments include the Sustainable Development Goals (SDGs) and the United Nations Decade of Action for Road Safety, whereas regional instruments include the Accra Declaration. Local policy instruments guiding the TRMC include National Development Plan (NDP) as it relates to Priority 8 (Health Care for all) and Priority 10 (Building Safer Communities) (RTMC, 2015)

The key mandate of the RTMC:

- Enhance the overall quality of road traffic services provision and ensure safety, security, order, discipline, and mobility on the roads.
- Protect road infrastructure and the environment through the adoption and implementation of innovative technology.
- Phase out, where appropriate, public funding and phase in private sector investment in road traffic matters on a competitive basis.
- Introduce commercial management principles to inform and guide road traffic governance and decision-making in the interest of enhanced service provision; optimize the utilization of public funds; regulate, strengthen, and monitor intergovernmental contact and cooperation in road traffic matters.
- Improve the exchange and dissemination of information on road traffic matters.
- Stimulate research in road traffic matters and effectively utilize the resources of existing institutes and research bodies; and
- Develop human resources in the public and private sectors that are involved in road traffic matters (<https://www.rtmc.co.za/>).

In essence, the RTMC is one of the employers in the Policing Chamber (subsector) of SASSETA, and they are primarily responsible for ensuring a coordinated approach in the road traffic law enforcement by the national, provincial, and local spheres of government.

2.2 The South African Police Service



The South African Police Service (SAPS) derives its mandate from Section 205 of the Constitution of the Republic of South Africa, 1996 (South Africa, 1996), which states the objectives of policing as to:

- Prevent, combat and investigate crime,
- Maintain public order,
- Protect and secure the inhabitants of the Republic and their property, and
- Uphold and enforce the law.

Enjoined by the provisions of section 205 of the Constitution, the SAPS states that their mission to:

- Prevent and combat crime that may threaten the safety and security of any community,
- Investigate any crimes threatening the safety and security of any community,
- Ensure that offenders are brought to justice; and
- Participate in efforts to address the causes of crime (SAPS Strategic Plan 2019 - 2024, 2020).

There are several national and international policies that impact on the strategic trust and operations the SAPS and these include the following among others:

- The National Development Plan (NDP) 2030,
- White Paper on Policing,
- White Paper on Safety and Security, and
- Agenda 2063.

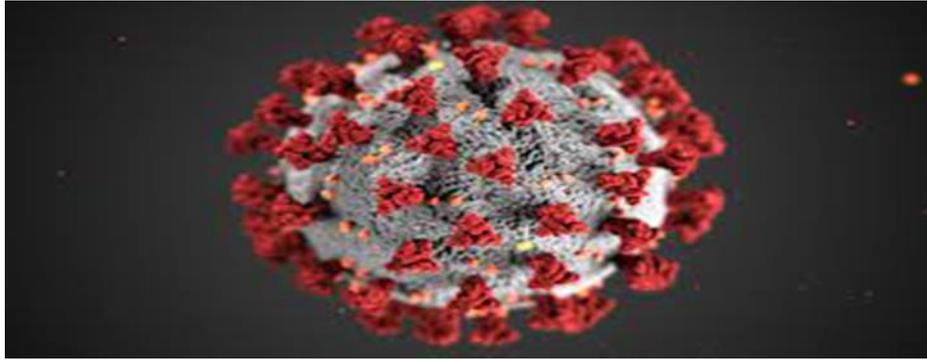
Moreover, the SAPS will be guided by the following Key Strategies and High-level plans over the Five-Year Planning Period (2019-2024) as illustrated in Table 1 below.

Table 1: Key Strategies and High-level plans of the SAPS

Strategies	Plans
Community Policing Strategy (which incorporates the Community-in-Blue Programme and the Traditional Policing Concept)	The National Drug Master Plan (2019-2024)
Youth Crime Prevention Strategy	National Action Plan to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance (NAP) (SAPS Strategic Plan 2020-2014, 2020)
On-line Crime Prevention Strategy	Integrated Tourist Safety Action Plan;
Rural Safety Strategy	SAPS Anti-Gang Strategy Implementation Plan
National Crime Combating Strategy	SAPS Implementation Plan for the National Drug Master Plan
Public Order Policing (POP) Strategy	Crime Detection Strategy (which includes requirements related to the implementation of the CJS 7-Point Plan)
Integrated Sexual Offences and Gender-based Violence Strategy	
Organized Crime Threat Analysis (OCTA) Strategy	
SAPS Safer City Framework (comprises of the Local Crime Prevention Framework);	
Cybercrime Strategy.	

Source: Own table based on the SAPS Strategic Plan (2019 – 2024), 2019

3. THE IMPLICATIONS OF COVID-19 ON THE ECONOMY AND SKILLS DEVELOPMENT



3.0 Introduction

The pandemic has and will continue to impact negatively on socio-economic development globally. It could be argued that it is still very early to assess in detail what COVID-19 would mean for skills development, hence research is ongoing to assess the same. This section focuses on the effect of COVID-19 on employee learning and development, The effect of COVID-19 on low skilled workers, the informal sector and SMMEs.

3.1 The effect of COVID-19 on employee learning and development, Skills development in the context of the Economic Reconstruction and Recovery Plan

It goes without saying that the sudden onset of the COVID-19 global health crisis disrupted work patterns in companies worldwide. One of the work areas most affected has been employee learning and development. The mandate to move employees to working from home has made it impossible to provide in-person, classroom-based skills training. In an attempt to enable bolster insights into the impact of COVID-19 on in-person training, Simplilearn (2020) conducted a survey about the effects that the pandemic on employee training programs (<https://www.simplilearn.com>). The survey reveals that the effects of the pandemic seem to be wide-ranging and long-lasting. Companies that were surveyed indicated that they had to implement or expand online business models to compensate for lockdown-related restrictions on doing business. This has also created an increased demand for digital skills training. This implies that lockdown-related restrictions have impacted how companies deliver skills training. The survey results confirm that as “work-from-home policies” were implemented to curb the spread of COVID-19, organizations that had previously offered physical classroom skills training to their employees resorted online programmes. Moreover, the results indicate this shift (to online programmes) had little or no effect on the quality of employee skills training. Some of the key findings of the Simplilearn survey (2020) are illustrated in Table 2 below:

Table 2: Key findings from the Simplilearn Survey

No.	Variable	Finding of the survey	Implications of the findings
1	Skills training before COVID-19	93% of the surveyed companies indicated that skills training has been a priority before COVID-19, hence they have been offering skills training to their employees before this crisis.	Majority of companies prioritised skills training even before the COVID-19 era
	What does online skills training mean / does not mean?	<p>Online training does not to mean online-only.</p> <ul style="list-style-type: none"> • This mode of training could either be a live online classroom component. <p>or</p> <ul style="list-style-type: none"> • Video courses with no live component. 	Online training is not restricted to exclusively a live classroom component.
2	Classroom (contact) skills training	70% of respondents said that their training programs were either classroom-only or a combination of classroom and online components.	Online training is not a new phenomenon. It has been taking place even prior the COVID-19 era
3	Migration from contact (classroom) to online Programmes	86% of the respondents whose organizations offered contact (classroom) skills training to their employees prior to the pandemic have moved the training to online platforms.	COVID-19 have intensified the update of online skills training programmes in most workplaces
4	Effectiveness of online	82% of respondents whose organizations have migrated online skills training sessions for their employees held that these platforms are as effective as classroom sessions. Whereas 13% rated online skills training as more effective than classroom training.	There is consensus that online skills training is at least as effective as contact (classroom) training or even better

Source: Own table based on the results of the Simplilearn survey (2020)

3.2 The effect of COVID-19 on education and training, the informal sector and SMMEs



COVID-19 has also shown disproportionate impacts on low skilled workers and the informal sectors. Most hard-hit businesses are SMMEs (small, micro, and medium enterprises) mostly in manufacturing, service, and tourism. It is argued that recovery of these enterprises will take between three (3) to five (5) years, if at all, for the country and the affected enterprises to reach their pre-Covid-19 status. It is further posited that small and medium businesses will pay the highest price because they are not likely to survive a long-term economic crisis (SIFA, 2020).

The key question that needs to be posed is: 'Which skills will be required to enable stakeholders to adopt to the 'new normal' as sectors recover, re-purpose and job structures change? It is reasonable to anticipate that companies will reduce their engagement to a certain extent and "resource" their assembly line. On the other hand, international companies might reduce Direct foreign investment (FDI) because investors are becoming more risk averse. This might in turn force more employees out of formal employment into informal economic activities. This will require South Africa to implement the Economic Reconstruction and Recovery Plan in order to, among others, create sustainable supply chains in the wake of Covid-19 (SIFA, 2020; South African Economic Recovery Plan, 2020). This can also help to identify future job demands. The next section deliberates on the role of skills development in the context of the South African Economic Reconstruction and Recovery Plan (ERRP).

3.3 Skills development in the context of the Economic Reconstruction and Recovery Plan



The South African Economic Reconstruction Recovery Plan (ERRP) acknowledges that the outbreak of the Covid-19 pandemic in March 2020 took place amid an already vulnerable South African economy. In fact, at the time pandemic reached our shores, our economy had experienced two consecutive quarters of a recession. As a result, the pandemic deepened the economic crisis. Many employees lost their jobs, many have gone without income for extended periods. (South African Economic Recovery Plan, 2020).

The extent of the devastation, the economic response required should match or even surpass the scale of the disruption caused. The stagnation of the economy for a long period coupled with the Covid-19 crisis has also led to low levels of capacity utilization in the various sectors of the South African economy. This trend is projected to continue, painting a dire picture for gross fixed capital formation. A significant reduction in the gross fixed capital formation variable is a disturbing development; given that this variable is critical in sustaining and growing the productive base of the economy (South African Economic Recovery Plan, 2020).

As a result, the ERRP also acknowledges skills development is critical not only in driving South Africa's economic reconstruction and recovery, but also in sustaining it. The COVID-19 crisis has had profound implications for the world of work. Working remotely has grown in application and in significance. The use of technology has taken centre stage in all economic sectors. COVID-19 has also laid bare the frailties in the labour market, with certain jobs more secure than others. Given the problem of the skills mismatch that is characteristic of the South African labour market, there is a real danger that as the use of technology grows, many semi and unskilled workers will be left behind (South African Economic Recovery Plan, 2020).

Therefore, there is a need to manage this transition with a view to ensuring that it does not lead to massive job losses. In this regard, opportunities for the reskilling and retraining of workers should be expanded. Linked to this is the need to build a skills base for the economy, industries, and jobs of the future. In this regard, a comprehensive skills audit to ascertain South Africa's skills requirements and to determine what skills are already available will be undertaken. It is envisaged that this work will be done in collaboration with industry and the tertiary education sector. In collaboration with the SETAs, industry and TVET colleges, the production of artisans with the required skills and competencies to drive the delivery and maintenance of infrastructure should be up scaled. Furthermore, Workplace and industry training must also be leveraged to support the drive to create and strengthen the required skills base. In this regard, artisanal programmes need to be bolstered with an estimated 20 000 apprentices to be absorbed annually. To achieve this, there is a need to develop the skills strategy to support the ERRP.

It is envisioned that the skills strategy will be reoriented to be more demand led and responsive to the changing nature of work as well as to focus SETA skills training on addressing the impact of Covid-19. It is also anticipated that the Reconstruction and Recovery Plan will require investment in human capital. In addition, the youth dividend needs significant investment to realise its full potential as a driver of economic growth and prosperity. In the immediate term, programmes that bring youth into workplace based 33 learning in various sectors of the economy will be rolled out. In particular, 100 000 learners will be placed in these programmes in the first year. To support the building of a sustained skills pipeline, it will be a requirement that all infrastructure projects contribute towards the creation of new skilled artisans, drawn mainly from women and young people (South African Economic Recovery Plan, 2020).

5. RESEARCH DESIGN



5.0 Introduction

This section outlines the research design, data collection, sampling method and data analysis method employed during the current research.

5.1 Research design

A qualitative research design is concerned with establishing answers to the “why’s” and “how’s” of a phenomenon in question (DJS Research, no date). The researcher utilised case study method was utilised to solicit opinions from the employers under review (RTMC and SAPS) about the impact of COVID-19 on their skills development initiatives.

Starman (1991) states that a “case study is used when a researcher seeks analyse and describe a phenomenon. For example, an individual (i.e., his or her activity, special needs, life situation, life history, etc.) or a group of people (e.g., a school department, a group of students with special needs, teaching staff, an organisation(s), etc.).

5.2 Data collection and sampling method

Data for this inquiry was collected by means of an electronic questionnaire, whereas purposive sampling method was relied on. Purposive sampling (also known as judgmental, selective, or subjective sampling), is a form of non-probability sampling in which a researcher relies on their own judgment when choosing members of the population to participate in their study. This sampling method is widely used in qualitative research to identify and select information-rich cases related to the phenomenon of interest.

5.3 Data analysis method

The researcher used Content analysis to make sense of the data collected from the RTMC and SAPS respondents: The content analysis entailed the analysis of documented information in texts, guided by the research questions (Manu Bhatia, 2018).

6. DISCUSSION OF THE FINDINGS



6.0 Introduction

The discussion of the findings is outlined in terms of the thematic areas identified during the content analysis of the data, which were in turn guided by the research questions of the monograph. The thematic areas are as follows:

- The impact and ramifications of COVID-19 on Skills development in the sector,
- The impact COVID-19 on the development of new qualifications and review of existing qualifications,
- Mitigation to the negative effects of COVID-19 on skills development,
- Partnerships to be forged by SASSETA to mitigate the effects of COVID-19 in the implementation of skills development interventions
- Strategic skills priority actions to be prioritized in the sector considering COVID-19, and
- Measures that SASSETA could put in place to ensure that the strategic skills priority actions are implemented considering COVID-19.

6.1 The impact and ramifications of COVID-19 on Skills development in the sector

When asked about the impact of COVID-19 on Skills development, the Road Traffic Management Corporation (RTMC) indicated that:

The training of traffic personnel (Traffic Law Enforcement Officers) has been affected adversely by the national lockdown and social distancing measures brought about by COVID-19.

All the 14 Traffic Training Colleges in the country have been closed since 18 March 2020.

On the day of the closure of the RTMC Traffic Colleges, there were 2 492 trainees traffic officers enrolled at 10 of the 14 colleges as illustrated in Table3 below:

Table 3: Trainee Traffic Officers Enrolled RTMC Colleges for 2020

No	Name of Traffic College	Number of Trainees Enrolled
1	Limpopo College	4
2	Boekenhoutkloof College	275
3	Matjhabeng College	26
4	Mpumalanga College	100
5	Mangaung College	103
6	JMPD Academy	1500 (Recalled)
7	TMPD Academy	40
8	CMPD Academy	145
9	Ekurhuleni Metro	500
10	PE Municipal College	104
	Totals	2 493

Source: RTMC, 2020

An additional 200 trainees were also on the Examiners for Driving Licences and Examiners of Vehicles courses throughout the country on 18 March 2020. This development has negatively impacted on the country's ability to produce Traffic Law Enforcement Officers as planned.

The SAPS also confirmed that all skills development interventions for 2020/21 will be affected due to COVID-19. Therefore, the SASSETA needs to reconsider all the interventions planned, and how they could be implemented following the Disaster Management protocols relating to COVID 19. Table 4 illustrates how the said interventions are likely to be affected

Table 4: The Likely effect of COVID-19 on skills development interventions planned by the SAPS

No	Programme	Project type	Number of Learners Requested	Number of Learners Recommended & Advertised	Mode of Learning Recommended
1	Sign Language	Employed Skills Programme	200	200	Practical - DVD e-Learning
2.	Strategic Planning, Integrated Budgeting	Employed Skills Programme	72	72	Distance Learning
3.	Understanding Occupational Health Safety (Only HWSETA accredited training providers)	Employed Skills Programme	100	100	DVD e-Learning
4.	Investigation and Presiding Officer: Training	Employed Skills Programme	19	19	Distance Learning & Contact Session
5.	Manage the tender procurement process fraud 101, Procurement Process	Employed Skills Programme	40	40	Distance Learning & Contact Session
6.	Contract Management	Employed Skills Programme	7	7	Distance Learning & Contact Session
7.	Hazard identification & Risk Management	Employed Skills Programme	50	50	Distance Learning & Contact Session
8.	Interpret Financial Statements and Budgeting	Employed Skills Programme	15	15	Distance Learning & Contact Session
9.	Public Management	Employed Skills Programme	50	50	Distance Learning & Contact Session
10.	Risk Management	Employed Skills Programme	10	10	Distance Learning & Contact Session
11.	OEDTDP	Employed Learnership	50	50	Distance Learning & Contact Session
12.	Automotive Repairs & Maintenance-Petrol	Employed Artisans	150	50	Workplace
13.	Automotive Repairs & Maintenance-Diesel	Employed Artisans	150	50	Workplace
14.	OEDTDP(RPL)	Employed Skills Programme	50	50	Portfolio of Evidence (POE)

Source: SAPS, 2020

When asked about measures that should be implemented by the SASSETA in mitigation of the effect COVID-19 on the roll out of the skills development interventions, the SAPS indicated that “SETA

should implement COVID-19 protocols in line with the Disaster Management Act in terms of the Regulations as. These relate to social distancing and hygiene factors that need to be considered in all working environments”. It is thus not clear how will assist the situation.

6.2 The impact COVID-19 on the development of new qualifications and review of existing qualifications

The development of the (a) new Crash Investigation qualification and the review of the Occupational Certificate: Traffic Officer (NQF level 6) could not commence due to the lockdown regulations which restrict face-to-face meetings.

6.2.1 Ramifications of COVID-19 The traditional approaches to skills development

The traditional approach of skills development in the country at large is challenged by this “new-normal” (COVID-19).

This implies that that SASSETA and its stakeholders need to conceptualize and implement new strategies and approaches on how to deliver on our skills planning and skills development mandate.

6.2.2 Possible ramifications of COVID-19 on SASSETA’s targets

Road Traffic Management Corporation (RTMC) received Discretionary Grant funding from SASSETA to implement two training interventions namely:

- Learnership on Occupational Certificate Traffic Officer (NQF Level 6) for 722 unemployed learners.
- Statement Taking training for 100 traffic officers (employed learners).

6.2.3 Update on the two SASSETA funded skills development initiatives

The RTMC indicated that:

- The recruitment of 772 Traffic Trainees has not yet finalized, therefore training has could not commence due to COVID-19.
- The training for Statement taking which was supposed to be implemented from 01 April 2020 did not commence.

The Corporation further mentioned that the service provider will have implement measures to ensure compliance with the Regulations and COVID-19 the Protocols. The organisation is also not sure whether a face-to-face learning environment will still be conducive to implement that two training interventions, or whether the training provider will be ready to resort to the E-Learning training platform. “

6.3 Mitigation of the negative effects of COVID-19 on skills development

In mitigation to the negative effects of COVID-19 on skills development, the RTMC stated that:

- The Corporation (RTMC) has issued electronic devices to its 275 learners at Boekenhoutkloof Traffic College (Denel Campus in Kempton Park) who are currently all on the e-learning platform (i.e., Google Classroom) for theoretical training.
- The 275 learners are now on e-learning from home. However, the other 13 colleges have not yet implemented e-learning.
- The Corporation will issue guidelines for on-site theory and practical training in line with the applicable Alert Level regulations as soon as these are permitted

When asked which measures should be implemented by the SASSETA in mitigation of the negative effects of COVID-19 on skills development in the sector, the RTMC respondents said that:

SASSETA should kindly indicate:

- Which of the Traffic Colleges they can assist with electronic devices and data packages for learners to proceed with theoretical training on an e-learning platform.
- How the SETA can assist with the commencement of the development of a new Crash Investigation Qualification and the review of the NQF level 6 Occupational Certificate: Traffic Officer, during this period, as permission for both qualifications were already provided by the QCTO to the SETA.
- SASSETA to empower [provide guidance / advise] to both the employers and training Providers on how to deal with training interventions post lockdown.

6.4 Partnerships to be forged by SASSETA to mitigate the effects of COVID-19 in the implementation of skills development interventions

In responding to this question, the RTMC respondents mentioned that:

- The SASSETA and the Corporation [RTMC] has signed the attached MoU. The Corporation proposes that the two entities [RTMC and SESSETA] should sign a revised MoU which provides for the amended qualification development processes of the QCTO.
- The SETA should kindly indicate when it will be able to submit the first Draft of the Revised MoU (which includes the revised QCTO processes.).

- SASSETA should forge partnership with Training Providers/Institutions who are using technology to facilitate learning.

On the other hand, the SAPS advised that SASSETA should build partnerships with other public sector entities (such as the department of Health, Labour and Employment and municipalities), trade unions and other SETA in mitigation of the negative effects of COVID-19, although without being precise about the nature and purpose of such partnerships.

6.5 Strategic skills priority actions to be prioritized in the sector considering COVID-19

The RTMC proposes the registration of a Skills Programme for Traffic Managers based on the NQF Level 4 Traffic Officer qualification (SAQA ID: 629989). This will allow Managers appointed in the traffic fraternity to obtain a relevant qualification to perform the powers and duties of a Traffic Officer as set out in the National Road Traffic Act. This shorth course or skills programme will be in the order of three months and will be like the short course presented by SAPS to civilian personnel that joins the SAPS. A formal request will be submitted to the SETA in due course.

The revision of the NQF Level 6 Traffic Officer's Occupational Certificate, SAQA ID: 97639, should be prioritized and fast tracked by the SETA as the Corporation would prefer its current 275 learners on this qualification to be certified on the revised qualification, which should be an Occupational Diploma in terms of the new qualification framework landscape. The revised qualification will include critical areas not provided for in the current NQF level 6 Qualification, e.g.,

- Crime Prevention
- Cyber Crime
- Data Literacy
- Creativity & Innovation
- Emotional Intelligence
- IT Skills
- Adaptability and Flexibility, and
- Critical Thinking.

The RTMC request that the above-mentioned skills development interventions should kindly be prioritised in the next windows of the Discretionary Grant.

In contrast, the SAPS firstly suggested that SASSETA should contribute towards enhancing the application of ICT in the sector to curb cybercrime and negative effects of the 4th Industrial Revolution. Secondly, this law enforcement agency is of the view that the SETA should play a pivotal role towards enhancing technical and specialized skills in our sector but without providing specifics about how to achieve the same.

6.6 Measures that SASSETA could put in place to ensure that the strategic skills priority actions are implemented

In terms of Measures that could put in place to ensure that the strategic skills priority actions are implemented, the RTMC mentioned that SASSETA should indicate whether skills programmes can be registered against the Traffic Officer's qualification, SAQA ID: 62289. The Corporation made a plea to the SETA to kindly indicate the shortest period in which this matter could be clarified. Moreover, SASSETA should obtain permission from QCTO to enable the RTMC (as the lead Agency for Road Safety in South Africa, to proceed to compile all qualification documents for the revised qualification (SAQA ID: 97639), in collaboration with the SETA, as well as facilitate virtually or electronic inputs from all the affected stakeholder Stakeholders.

However, the SAPS is of the view that the SETA should

- Embark on continuous consultation with their clients (without providing specifics),
- Ensure the appointment of appropriate service providers (no specifics provided),
- Ensure compliance with the timeframes to rollout the approved plan (no specifics provided),
- Comply with the National Regulation as promulgated by National Government, and monitor and evaluate the overall status for implementation,

The SAPS appreciates that all training interventions will be affected due to COVID-19 and have identified the following risks:

- SAPS system and network capability not able to support other live e-learning at present.
- Inability to access information due to limitation to SAPS network when using private gadgets.
- Insufficient personal protective equipment (PPE) and training aids due to delays in procurement and delivery.
- Shortage of state vehicles to transport employees to attend training due to operational demands.
- The of use of public transport by SAPS members to attend training might pose a risk to employees travelling between provinces.

- Unwillingness of employees to attend training because of being afraid of the risk to be infected.
- Members not released to attend training due to operational duties.
- Non completion of the training interventions due members testing positive for COVID - 19.

7. RECOMMENDATIONS

Recommendations



7.1 Future research

Noting that this monograph focused on only two employers in the Policing chamber, there is a need for SASSETA to conduct a sector-wide study in the impact of COVID-19.

7.2 SETA partnerships

The SETA should intensify strategic partnerships and collaborations in key areas such utilisation of online skills development platforms to mitigate the negative effects of COVID-19.

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