



Sector Skills Plan

FOR THE FISCAL YEAR
2019/2020

ENABLING SKILLS DEVELOPMENT IN THE BANKING AND ALTERNATIVE BANKING SECTOR





Foreword

The key objective of the Sector Skills Plan (SSP) is to identify the skills priority focus areas by investigating the economic and labour market performance of the sector and the extent of skills mismatches to identify scarce occupations and skills gaps in the banking sector. These in turn inform the PIVOTAL programmes that the Sector Education and Training Authority (SETA) allocates discretionary grants to in an attempt to address and reduce the skills deficit. For skills development interventions to be effective they must align to the skills demanded by the banking and alternative banking employers.

Skills planning underpinned by relevant research is imperative for the analysis and development of appropriate and relevant interventions to address identified skills priorities. The SSP provides the foundational information for decision making and informs the development of the Strategic Plan (SP) and Annual Performance Plan (APP) to ensure that interventions addressing the needs as defined through an interrogation of national priorities and drivers of change are met.

BANKSETA has identified the following five strategic skills development focus priorities to which relevant projects are implemented and the sector skills needs are aligned in the SSP:

- Technology, Digitisation and Innovation
- Compliance and Risk Management
- Management and Leadership Development
- Markets, Products and Services
- Customer Centricity

In the 2019/20 financial year, skills planning strategies are aligned to the drivers influencing change in the banking sector, national priorities and sectoral strategies. The utilisation of technology in transforming the approaches taken to meet customer centric needs are re-shaping the political, economic, social and legislative landscape. The changing customer needs across global markets will challenge the banks creativity and innovation in the development of agile and relevant markets, products and services. For the sector to retain its market share, it must possess the skills necessary to offer products and services to both its local and global markets. Economic and political shifts associated with the 2019 national elections will impact both the manner in which the banking sector will manage its risks and meet regulatory compliance requirements.

The information provided in the SSP is useful for constituent employers, sector partners and higher education training institutions as it provides relevant information on the skills needs required by the banking sector and the national skills priorities of the government. I am confident that BANKSETA will continue to conduct pertinent research and encourage collaboration amongst its social partners to support skills planning by creating innovative skills development interventions to meet sectoral needs and service level agreements negotiated with the Department of Higher Education and Training.



Ms Nosipho Makhanya
BANKSETA Board Chairperson





Acronyms

APP	Annual Performance Plan
BANKSETA	Banking Sector Education and Training Authority
BASA	Banking Association of South Africa
BBBEE	Broad-Based Black Economic Empowerment
CBDA	Co-operative Banks Development Agency
CBOs	Community Based Organisations
CFIs	Co-operative Finance Institutions
CIPC	Companies and Intellectual Property Commission
CPD	Continuous Professional Development
DFIs	Development Finance Institutions
DHET	Department of Higher Education and Training
FAIS	Financial Advisory and Intermediary Services
FSB	Financial Services Board
FSC	Financial Services Code
HTFVs	Hard-To-Fill-Vacancies
HEIs	Higher Education Institutions
HEMIS	Higher Education Management Information system
HRD-SA	Human Resource Development Strategy for South Africa
GDP	Gross Domestic Product
IoB	Institute of Bankers
IT	Information Technology
MFSA	Micro Finance South Africa
NACFISA	National Association for Co-operative Financial Institutions of South Africa
NASASA	National Stokvel Association of South Africa
NCR	National Credit Regulator
NDP	National Development Plan
NGOs	Non-Governmental Organisations
NEET	Not in Education, Employment or Training
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
PIVOTAL	Professional, Vocational, Technical and Academic Learning
QCTO	Quality Council of Trades and Occupations
SAICA	South African Institute of Chartered Accountants
SARB	South African Reserve Bank
SASBO	South African Society of Bank Officials
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification
SIPs	Strategic Integrated Projects
SME	Small and Micro Enterprises
SONA	State of the Nation Address
SSP	Sector Skills Plan
TVET	Technical, Vocational Education and Training
UoT	University of Technology
WSP	Workplace Skills Plan
YES	Youth Employment Strategy

Executive Summary

South Africa has a well-developed and pro-actively regulated banking system which compares favourably with those of developed economies. The South African banking sector has, as a result, attracted a lot of interest from abroad with a number of foreign banks establishing offices in the country and others acquiring stakes in major South African banks. According to the 2017/18 World Economic Forum Global Competitiveness Survey, South Africa ranked 61st out of 137 countries dropping 14 places. The South African banking sector, despite being a concentrated sector, is still very competitive and continues to diversify its products and broaden its services within the context of international best practice. With the growth of new entrants from both traditional and non-traditional banking sectors (banking disruptors) into the banking space, competition for market share is expected to grow.

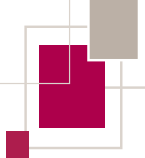
Currently the South African banking sector is comprised of 18 registered banks, two mutual banks, 14 local branches of foreign banks, and 43 foreign banks with approved local representative offices. The Alternative Banking Sector comprises over 10 Development Finance Institutions (DFI), 3 Co-operative Banks, 24 registered Co-operative Finance Institutions (CFI), a large number of credit providers, credit bureaus and debt counsellors registered with the National Credit Regulator (NCR), over 100 financial technology (Fintech) companies and over 800 000 stokvels operating throughout South Africa. The Banking sector comprises all banks that are registered with the South African Reserve Bank whilst the Alternative Banking sector focuses primarily on lending and savings institutions that are both formal and informal but on a micro-level. Although banks fulfill the latter function as well, the focus here is on DFIs, Co-operative Banks, CFIs, credit providers, fintechs and informal saving schemes like stokvels.

BANKSETA is mandated by the Department of Higher Education and Training (DHET) to prepare an annual Sector Skills Plan for 2019/20 year highlighting the skills needs and priorities of the banking sector. The banking sector employers fall within two typologies: super-large corporate banks that provide employment to almost 70% of the sector and small, medium and micro enterprises each employing a handful of people. To ensure that all employers irrespective of their size is provided with an opportunity to access skills development, BANKSETA addresses skills needs of the sector by classifying the sector into the banking and alternative banking sub-sectors as well as into small, medium and large companies.

According to the DHET, the SSP covers a five-year period to determine the following:

- Identify factors influencing and driving change in an economic sector from a skills perspective
- Identify occupational shortages and skills gaps within the sector
- Identify occupations in demand and estimate the extent of demand, if possible
- Determine the labour supply in occupations that are available currently in the sector and those that will be required in the future
- Propose new career pathways and qualifications
- Promote industry training clusters to improve skills, productivity and competitiveness
- Respond to government's priorities and its objectives when developing skills development interventions.
- Outline key skills development targets and activities
- Provide a signal to skills development service providers on occupational demand that will inform the development of relevant training programmes.
- Inform the development of the Annual Strategic Plan and the Annual Performance Plan that outline key strategic interventions to address identified skills needs and constraints to address effective recruitment, utilisation and development of skills






The SSP is presented in five chapters as prescribed by the DHET. Chapter 1 provides an economic, employer and labour market profiles of the banking sector. Chapter 2 focuses on Key Skills Issues derived from an analysis of the drivers of change and national and sectoral priorities while chapter 3 addresses Occupational shortages and skills gaps as well as the extent and nature of skills supply and the range of pivotal programmes that the BANKSETA will implement to address these occupational shortages and skills gaps. Chapter 4 provides an analysis of collaboration amongst social partners through partnerships and stakeholder engagements necessary for the successful implementation of programmes and the final Chapter explains the Skills Priorities that BANKSETA will prioritise to enhance skills development in the Banking and Alternative Banking sectors.

In Chapter 1, the sector profile is presented through an analysis of the scope of the banking sector, the role-players that influence activities in the sector, the economic performance of the sector, the employer profile and the labour market profile. Although not formally dissected into sectors, BANKSETA in general refers to the banking and alternative banking sub-sectors. The banking sector comprises all those organisations that are registered with the SARB and are in possession of a banking license. The Alternative Banking sub-sector comprises a range of DFIs, CFIs, micro-finance institutions and informal lending and savings organisations. With the integration of banking products, organisations can no longer be described by the product offerings as many of the organisations that fall within the banking sector now offer a range of cross-products. The analysis of the role-players that influence activities in the sector provides an indication that some of them have regulatory control and hence ensure compliance like the SARB and Co-operative Banks Development Agency (CBDA) whilst others are support organisations like the Micro Finance South Africa (MFSA) which serves as the voice for microfinance companies. The labour market profile is based on statistics drawn from the WSPs submitted by employer organisations and further research undertaken by BANKSETA. The labour market profile provides an indication that the sector is balanced on gender and race but not at all occupational levels. It is clear from the data provided that the sector falls short in terms of the employment of people with disabilities.

In Chapter 2, an analysis of change drivers, national and sectoral strategies and plans are discussed. There are numerous factors impacting skills demand and supply such as technological developments, changing customer demands, new business processes, growth strategies, globalisation, political and economic uncertainty, and so on. It is assumed that in understanding the change drivers that influence the sector, skills requirements to address these drivers of change will emerge. The Five major change drivers this discussion will focus on are: Digitisation, Technology and Innovation; Changing Customer Expectations; Regulation, Cybercrime and Risk; Disruptors in banking and Economic, Political and Societal shifts. The second aspect that informs skills issues is national and sectoral priorities. BANKSETA aligns its skills development activities to eight key national strategies and plans: the National Skills Development Strategy, the National Development Plan, the New Growth Path, the National Skills Accord, the Youth Employment Accord, Government's 9 point plan, the Human Resource Development Strategy and the Open Learning Policy. Sectoral Strategies are also important to skills planning. The Financial Inclusion Strategy, Financial Services Code, National Credit Act and the SARB Regulatory Framework are important strategies impacting skills planning for the banking sector. The main drivers of transformation in the financial sector have been the Financial Sector Code and the Broad-Based Black Economic Empowerment Act. The data provided from both the drivers of change and the national and sectoral priorities provide a basis to develop five key skills issues that exist within the sector.

In Chapter 3, an examination of occupational shortages and skills gaps are undertaken which informs the PIVOTAL programmes that the BANKSETA will prioritise. In examining occupational shortages and skills gaps, the analysis interrogates what occupations are hard-to-fill, and why these occupations are hard to fill. This is followed by an investigation into the major skills gaps that exist in the banking sector at the major occupational level. This chapter also analyses the extent and nature of skills supply from the schooling system, the TVET system, the HE system as well as the SETA environment. This covers the extent of occupational supply, the state of education and training provision and the problems that employers experience with the current labour market that is available. The last section presents the PIVOTAL list of programmes that BANKSETA will implement to address both occupational shortages and skills gaps. The analysis looks at the methods that were used to identify occupations in the PIVOTAL list, what informed the interventions selected to address the occupational shortages, what are the envisaged outcomes of the identified interventions, the consultative process that was followed to arrive at the listed occupations, the main findings that informed the PIVOTAL list and the order of priority of the occupations.

In chapter 4, an investigation into current partnerships sets the tone for an analysis of future partnership needs to enhance skills development in the banking sector. BANKSETA has a range of partnerships and these are progressing well. Partnerships with employers continue to ensure that programme implementation and workplace learning is strengthened. All partnerships with TVET, Universities of Technology (UoTs) and Universities for both the provision of bursaries as well as work integrated learning are defined in the signing of Memorandum of Agreements. Engagements with Universities and UoTs for the provision of research services have been formed. The formation of the collaborative research committee initiated by BANKSETA is a significant step in SETAs collaborating on research projects that are beneficial to all SETAs. In 2019, a similar approach will be taken to work on training interventions that SETAs can collaborate on as well as working together towards the adoption of the shared services mandate.



Chapter 5 brings it all together by addressing the findings identified in each chapter and then explaining identified skills priority actions to address these findings. The findings are clearly outlined per chapter and provides a good indication of the important areas that needs to be addressed. To address these BANKSETA has identified the following five skills priority actions:

- Skills Priority Action 1: Technology, Digitisation and Innovation
- Skills Priority Action 2: Compliance and Risk Management
- Skills Priority Action 3: Management and Leadership Development
- Skills Priority action 4: Markets, Products and Services
- Skills Priority Action 5: Customer Centricity

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Research Process and Methods

In developing the SSP, BANKSETA carries out a range of research to collect both primary and secondary data. Primary data collection, involves conducting research to source original data and information whilst secondary data collection, involves the use of available research and data. Although BANKSETA conducts research on a range of topics to inform skills planning, it also draws from a host of research carried out by both local and international research organisations specialising in banking research. The research utilised in the development of this SSP comprises both qualitative and quantitative methods. Qualitative research techniques have a wide variety of uses in relation to skills research whilst quantitative research is about statistics and measuring variables.

Qualitative research is an important tool because it provides a strategic understanding of the relevant issues. For example, qualitative research can be used to understand the key change drivers of a sector and its outlook, or to evaluate how effectively the training interventions are and what improvements can be made, or to identify strategies to ensure that the sector obtains the skills it needs. Quantitative research is about statistics and measuring things – the output of quantitative research is usually numbers. Quantitative research techniques were used in analysing employer and labour market data. The WSP process is one method of collecting quantitative data. A number of other quantitative techniques can be used in relation to skills and labour market research. One that is frequently mentioned is “econometric modelling”, which essentially means measuring mathematically the relationship between a number of variables. For sector skills planning, economic modelling is an important method used for labour market forecasting and to project historical trends into future skills planning.

Primary Data Collection

Primary quantitative research was conducted to obtain data for the following: Employer profile, Labour market profile, Occupational shortages and Skills Gaps. Primary qualitative research was conducted to obtain data for the following: Drivers of change, National and sectoral strategies and Sector Partnerships. The research methods for primary research included surveys, questionnaires, interviews, focus groups and the collection of Annexure 2 (WSP) data from employers. Annexure 2 (WSP) data received provided a good indication of the employer profile of large, medium and small firms.

Primary qualitative research was also collected through interviewing a limited sample of people and using the Workplace Skills Survey Questionnaire provided by the DHET. This was used for the triangulation of occupational shortages and skills gaps data. Focus group sessions in several provinces were held to validate the data with sector experts and stakeholders. The limitation of the interview and focus group methods is that because it involves a small sample, the results of qualitative research are not statistically reliable as the views of the sample is not necessarily the views of most stakeholders.

Where primary data was collected, the population for the research comprised all employers who submitted WSPs within the scope of the banking sector. This comprised the large, medium and small companies. However, the respondents were mostly large and medium companies. With regards to Annexure 2 (WSP) data, the number of respondents is fully representative of the sector. With regards to the occupational shortages and skills gaps data, the response was from large, medium and small companies. The sample drawn for all research undertaken for this skills plan was based on all employers who pay skills levies to the BANKSETA.

The primary data source and data sets analysed for the 2019/20 SSP comprised the following:

- Research undertaken as per the approved Research Agenda 2017/18
- Workplace Skills Plans submitted by employer organisations for 2018
- Workplace skills surveys conducted with employers
- Skills levy data released by SARS
- Banking data released by the SARB

Secondary Data Collection

Secondary quantitative data was used for the following: Sector’s contribution to the economy whilst secondary qualitative data was used for the following: Scope of the banking and alternative banking sector, key role-players in the sector, current performance of the sector and the extent and nature of skills supply.

The research method for secondary collection was limited to desktop research and analysis of reports. The secondary data source includes data sets supplied by Statistics South Africa, SARB, and several research organisations. A range of research documents and annual data reports prepared by organisations that engage specifically in banking research was also examined. Desktop research is a form of secondary research, and involves investigating what data/research already exists. It avoids “duplicating research” and is relatively inexpensive. It is therefore generally useful to start off the research study with desktop research, to avoid embarking on (costly) primary research if information already exists. However, the down side of desk research is that the research/data found may not exactly meet the specific needs of the sector.

Secondary data sources and data sets analysed for the 2019/20 SSP comprised the following:

- Quarterly Labour Market Forecasts published by Stats SA
- Reports released by the SARB
- Higher Education Management Information system (HEMIS)
- Department of Home Affairs
- South African Revenue Services

Data collection involved carrying out a range of research as listed in the table below:

Topic	Qualitative/ Quantitative	Objective	Data Collection tool	Time- frame	Sample
Chapter 1:					
Analysis of the Economic Performance of the banking sector	Qualitative	Determine how the sector is performing	Desktop analysis	Current	None
Analysis of the Employer Profile of the banking sector	Quantitative	Analyse the employer profile	WSP	Current	All WSPs received for 2018
Analysis of the labour market profile of the banking sector	Quantitative	Analyse the employee profile	WSP	Current	All WSPs received for 2018
Chapter 2:					
Analysis of the drivers of change for the banking sector	Qualitative	To analyse drivers of change	Interviews and Focus groups	Current	None
Analysis of the National and sectoral priorities impacting the banking sector	Qualitative	To analyse national and sectoral priorities	Interviews and Focus Groups	Current	None
Chapter 3:					
Identification of Occupational Shortages and skills gaps for the banking sector	Quantitative	Analyse Hard-To-Fill-Vacancies and skills gaps	WSP	2018/19	All WSPs received for 2018
International Benchmark study on digitalisation in banking	Qualitative	Analyse how digitalisation is influencing the banking environment in four countries	Interviews	2017/18	Visits to four countries (Netherlands, Singapore, Denmark and Sweden)
Analyse the Skills Supply pipeline for the banking sector	Qualitative and Quantitative	Analyse the extent and nature of skills supply	Desktop analysis	2017/18	All Universities, Universities of Technology and Technical and Vocational Education and Training Colleges

Data for skills planning can always be improved. In the age of the internet, data sources are constantly growing. As BANKSETA continues to engage in research to improve skills planning for the banking and alternative banking sector, it strives to ensure that skills demand and supply are adequately analysed to determine the current and future skills that needs to be developed to sustain and grow the banking sector.



Sector Profile

FOR THE FISCAL YEAR
2019/2020





Chapter 1: Sector Profile

1.1 Introduction

The main purpose of this chapter is to present a profile of the banking sector by covering the scope of coverage of the sector, its key role-players, its economic performance, its employer profile and labour market profile and how it has been evolving. This chapter gives an indication of the size and shape of the banking sector, thereby providing a concise understanding of the contribution of the sector in economic, employment and human capital development.

In the scope of coverage of the sector, the discussion commences with a description of the banking sector and the alternative banking sector as defined by the standard industrial classification codes. The scope of the banking sector includes both local and foreign banks operating in South Africa. The alternative banking sector covers a range of public sector financial intermediaries, co-operative banks and co-operative financial institutions and micro-finance organisations and a myriad of informal lenders and savings societies operating in the sector. A new addition to the employer profile is financial technology companies. Since the banking sector is highly driven by regulation, several role-players provide support in ensuring that organisations meet compliance requirements as well as providing the necessary support for sustainability and growth. In addition to a host of regulators, this chapter will cover numerous support organisations and the role they play in the sector. The section on the economic performance of the banking sector provides an account of the banking sector's contribution to the economy in comparison to the rest of the economy, a description of how the sector is currently performing, its future outlook and the level of competitiveness of the sector.

The chapter then focuses on the employer profile and the labour market profile. Both are significant in providing a detailed understanding of the nature of employers and employment in the sector. A description is provided of the firms that comprise the banking and alternative banking sector, their distribution on terms of size and geography. The labour market profile describes how many people are employed in the sector, their race, gender, and age and disability characteristics. Of importance is the analysis of employment in the sector according to occupational levels. This occupational analysis provides insights into the degree to which the sector has contributed to the national agenda of transformation of the labour force.

1.2 Scope of Coverage of the Banking Sector

The Banking sector forms part of the Financial Services sector and is classified by Statistics South Africa as part of the "financial and business services" industry. The Financial Services sector consists of all entities that manage money in some way or form. Generally, it consists of the following institutions: Banks, Insurers, Asset Managers, Stock Brokerages, Credit Unions, Micro-financiers and any other private or public sector companies capable of extending credit or other financing activities. The banking sector as a sub-set of the Financial Services sector consists of banking, credit unions and micro-financiers. Financial Services refers to the economic activities undertaken by such entities, which fundamentally encompass the access to funding/finance or the creation of wealth for consumption purposes or further economic productivity. Banking, Savings, Investment, Insurance and Financing assist individuals to consume, save, mitigate risk and accumulate credit, while enabling companies to start up, expand and improve competitiveness both locally and internationally. Financial Services are therefore fundamental to economic development and growth and holds a linear relationship.

The Financial Services sector may be categorised into three primary subsectors:

- Banking and Credit Services (Banks, Mutual Banks, Credit Unions, Micro finance institutions, etc.);
- Insurance (Long-term and Short-term Insurers covering a variety of risks); and
- Investment and Related Services (Exchanges, Security Broking companies, Asset Managers, etc.).

Banking constitute a key component of the financial services system and the economy, as a whole. The Banking system is a key driver of the South African economy as it facilitates the liquidity (amount of capital available for investment and spending) required by household and firms for consumption and future investment. The credit and loans extended by financial institutions to the economy implies that households do not have to save up in order to make large purchases, while companies can also start hiring and making capital expenditure now, in anticipation of future demand and expansion. The banking sector can be separated into banking and non-banking services.

BANKSETA's mandate is limited to all employers who fall within the scope of following Standard Industrial Classification Codes:

Table 1: SIC Code Classification

Code	Type	Description
64110	Central Banking	This class includes: <ul style="list-style-type: none"> • issuing and managing the country's currency, • monitoring and control of the money supply, • taking deposits that are used for clearance between financial institutions, • supervising banking operations, • holding the country's international reserves, and • acting as banker to the government.
64190	Other monetary intermediation	This class includes the receiving of deposits and/or close substitutes for deposits and extending of credit or lending funds. The granting of credit can take a variety of forms, such as loans, mortgages, credit cards, etc. These activities are generally carried out by monetary institutions other than central banks, such as: <ul style="list-style-type: none"> • banks, • savings banks, • credit unions, • postal giro and postal savings bank activities, • credit granting for house purchase by specialised deposit-taking institutions, and • money order activities.
64200	Activities of holding companies	This class includes the activities of holding companies, i.e. units that hold the assets (owning controlling-levels of equity) of a group of subsidiary corporations and whose principal activity owns the group. The holding companies in this class do not provide any other service to the businesses in which the equity is held, i.e. they do not administer or manage other units.
64300	Trusts, funds and similar financial entities	This class includes legal entities organised to pool securities or other financial assets, without managing, on behalf of shareholders or beneficiaries. The portfolios are customised to achieve specific investment characteristics, such as diversification, risk, rate of return and price volatility. These entities earn interest, dividends and other property income, but have little or no employment and no revenue from the sale of services. <p>This class includes:</p> <ul style="list-style-type: none"> • open-end investment funds, • closed-end investment funds, • trusts, estates or agency accounts, administered on behalf of the beneficiaries under the terms of a trust agreement, will or agency agreement, and • unit investment trust funds.
64910	Financial leasing	This class includes leasing where the term approximately covers the expected life of the asset and the lessee acquires substantially all the benefits of its use and takes all the risks associated with its ownership. The ownership of the asset may or may not eventually be transferred. Such leases cover all or virtually all costs including interest.

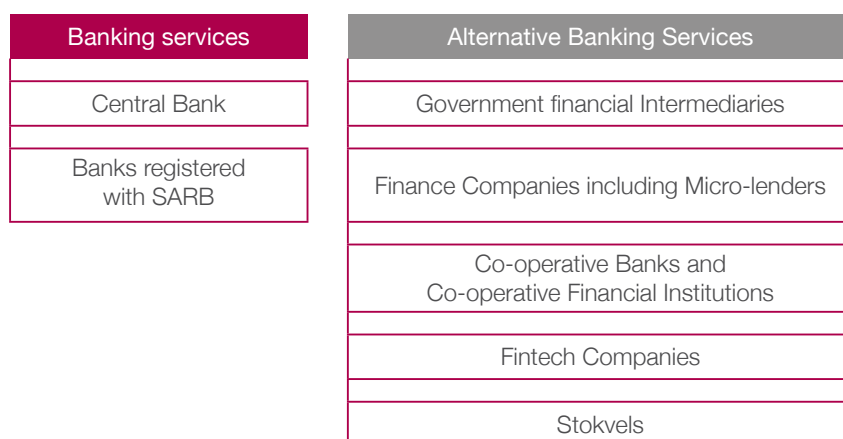
Code	Type	Description
64920	Other credit granting	This class includes financial service activities primarily concerned with making loans by institutions not involved in monetary intermediation, where the granting of credit can take a variety of forms, such as loans, mortgages, credit cards etc., providing the following types of services: <ul style="list-style-type: none"> • granting of consumer credit • international trade financing • provision of long-term finance to industry by industrial banks • money lending outside the banking system • credit granting for house purchase by specialised non-depository institutions • pawnshops and pawnbrokers.
64990	Other financial service activities, except insurance and pension funding activities, NEC	This class includes: <ul style="list-style-type: none"> • other financial service activities primarily concerned with distributing funds other than by making loans including factoring activities, writing of swaps, options and other hedging arrangements and activities of viatical settlement companies • own-account investment activities, such as by venture capital companies, investment clubs, etc.

Source: BANKSETA 2017

The monetary authority consists of the Reserve Bank which is the central bank of South Africa, governed in terms of the South African Reserve Bank Act 90 of 1989, as amended, and its subsidiary, the Corporation for Public Deposits, governed in terms of the Corporation for Public Deposits Act 46 of 1984.

For the purposes of implementing skills development interventions BANKSETA adopts the following sub-sector categorisation within its scope of levy paying employers according to SARS.

Figure 1: Sub-Sectors in Banking



Source: BANKSETA 2017

Central Bank

In South Africa the South African Reserve Bank (SARB) plays the role of the central bank. It fulfills both the functions of a monetary authority as well as a regulatory body. The central bank, among other things, issues banknotes and coin, conducts monetary policy, provides credit to banks, manages South Africa's foreign exchange reserves, supervises and regulates the banking sector, and acts as lender of last resort to the banking system. The Corporation for Public Deposits accepts call deposits from the public sector and invests the funds in short-term money market instruments, including Treasury bills.

Banks

A bank is a public company (Limited) registered as a bank in terms of the Banks Act 94 of 1990. The business of a bank is the solicitation and advertising for, and the acceptance of, deposits from the general public on a regular basis and the utilisation of deposits accepted.

Banks are classified as follows:

- South African Registered Banks: Locally Controlled
- South African Registered Banks: Foreign Controlled
- South African Registered Mutual Banks: A mutual bank is a juristic person that is registered as a mutual bank in terms of the Mutual Banks Act 124 of 1993.
- South African Branches of Foreign banks

The core banking services offered by most banks include:

- Retail banking services for individual clients in their personal capacity from current accounts, credit cards, personal loans, home loans, vehicle finance and savings and investments
- Business banking services assists businesses with business current accounts, business credit cards, business loans, tailored products and services, business relationship management, small business support including mentorship and network outreach
- Corporate banking supports large-scale organisations both locally and abroad with a range of banking services

Government Financial Intermediaries

This classification includes any subsidiary or entity under the ownership or control of public entities that is engaged in financial intermediation. This classification includes any subsidiary or entity under the ownership or control of national, provincial or local government that is engaged in financial intermediation. The Public Investment Corporation (PIC) invests funds on behalf of public sector entities, including the Government Employees Pension Fund.

Finance Companies including Micro-lenders

Finance companies are companies established in terms of the Companies Act 71 of 2008, with the specific purpose of obtaining funds in the form of loans, debentures or notes, and with the sole objective of lending or investing these funds again in the form of mortgage loans, hire-purchase and leasing finance. Micro lenders (if incorporated) are included in this category.

Co-Operative Banks and Co-operative Financial Institutions (CFIs):

Co-operative banks are member owned banks based on the co-operative principles of voluntary and open membership, democratic member control, member's economic participation, autonomy and independence, education, information and training, co-operation between co-operatives and concern for community. The prudential authority is responsible for the supervision of all registered co-operative banks, whilst the Cooperative Banks Development Agency (CBDA) is responsible for training needs of the sector. The Co-operative Banks Act as amended by the Financial Services Regulatory Act 2017 provides that a "co-operative financial institution" means a co-operative that takes deposits and chooses to identify itself by use of the name Financial Co-operative, Financial Services Co-operative, Credit Union or Savings and Credit Co-operative.

Fintech Companies

Financial technology, also known as FinTech are companies that use new technology and innovation with available resources in order to compete in the marketplace of traditional financial institutions and intermediaries in the delivery of financial services. Financial technology companies consist of both start-ups and established financial and technology companies trying to replace or enhance the usage of financial services.

Stokvels and Savings

Exemption Notice No. 2173 allows informal member-based groups to pool funds and utilise the funds for the benefit of their members on condition that a common bond exists between members within the group, relying on self-imposed regulation to protect the interests of their members. The focus of this exemption notice is on stokvels, CFIs, and employee savings clubs. Such deposit-taking institutions must be affiliated with NACFISA or the National Stokvel Association of South Africa (NASASA), being the self-regulating bodies of the deposit-taking financial institutions operating under this exemption notice. NASASA represents the interests of the stokvels movement in South Africa, and NACFISA is a registered co-operative that

1.3 Key Role-players

Role-players in the banking sector fall into one of the following groups: Regulatory, Employers, Associations, Professional Bodies and Trade Unions. The table below reflects the role each of these organisations play in the banking sector.

Table 2: Role-players

Groups	Key Role-players	Role they play
Monetary Authority and Regulatory	South African Reserve Bank	SARB is the central bank of South Africa. It is an organ of statute established by the SARB Act, and its mandate and independence are entrenched in the Constitution of the Republic of South Africa, 1996. In terms of its constitutional mandate, the Bank is required to protect the value of the currency in the interest of balanced and sustainable economic growth in South Africa. Price stability is a critical element of the foundation of an economy, contributing to economic growth, development and employment creation. The achievement of price stability is defined by government setting an inflation target that serves as a yardstick against which price stability is measured. The achievement of price stability is underpinned by the stability of the entire financial system.
Regulatory	Financial Services Conduct Authority (FSCA)	The FSCA is tasked with protecting financial customers through supervising market conduct.
Regulatory	National Credit Regulator	The NCR is responsible for regulating the South African credit industry, including the registration of credit providers, credit bureaux and debt counsellors. It is responsible for enforcing compliance with the National Credit Act, and is focused on developing an accessible credit market to meet and promote the needs of people who are marginalised, especially economically.
Regulatory	Co-operative Banks Development Agency	The CBDA is responsible for the training of co-operative banks and co-operative financial institutions
Associations - Banking	Banking Association of South Africa (BASA)	BASA is an industry body representing all registered banks in South Africa. It is the mandated representative of the sector, and represents the industry through lobbying, engagement with stakeholders and political influence. BASA is the mandated representative of the banking sector and addresses industry issues through: <ul style="list-style-type: none"> • Lobbying and advocacy • Policy influence • Guiding transformation in the sector • Acting as a catalyst for constructive and sustainable change in the sector • Research and development • Engagement with critical stakeholders
Associations - Banking	South African Banking Risk Information Centre (SABRIC)	SABRIC is a Not for Profit Company formed by the four major banks to assist the Banking and Cash in transit companies combat organised bank-related crimes. It serves as a financial crime risk information centre.

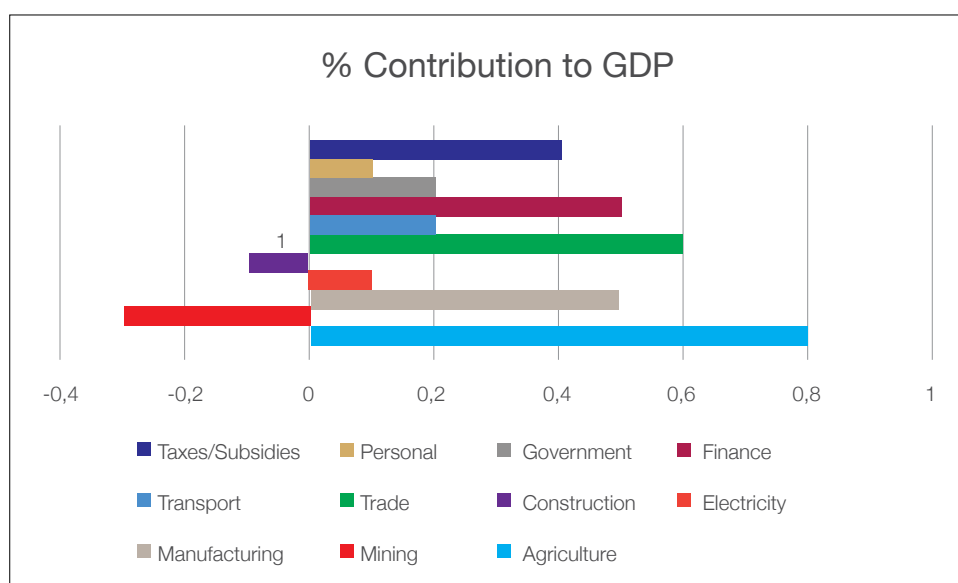
Alternative Banking - Associations	Micro-Finance South Africa	MFSA is a representative body of registered and legal Micro-finance Credit Providers in South Africa. MFSA represents almost 1700 Microfinance offices registered with the NCR and the majority of significant Service Providers in the Sector.
Alternative Banking - Associations	NACFISA	NACFISA operates as a national representative body and support organisation for all CFIs in all nine Provinces of South Africa.
Alternative Banking - Associations	DMASA/ AMFISA	A non-profit organisation that supports the development of Micro-finance institutions in South Africa.
Alternative Banking - Associations	National Stokvel Association of South Africa (NASASA)	NASASA represents the interests of the stokvels movement in South Africa.
Professional Bodies	Institute of Bankers (IoB)	IoB is the professional body for bankers and financial specialists. The IoB in South Africa provides members with professional designations, networking, educational, training and information opportunities.
Trade Unions	The South African Society of Bank Officials (SASBO)	SASBO is the Trade Union for the banking sector. The Finance Union represents employees in all the major banks and hence serves as the voice of labour within the finance sector.

Source: BANKSETA 2018

1.4 Economic Performance

The South African economy grew by 1.3% in 2017 compared to 2016. The annual growth exceeds National Treasury's expectation of 1% growth. The fourth quarter experienced the highest growth rate of 2017, with the economy expanding by 3.1% quarter-on-quarter. The strengthening in economic activity over 2017 was partly driven by the agriculture industry bouncing back from one of the worst droughts in recent history. The largest positive contributor to growth in GDP in the fourth quarter was the agriculture, forestry and fishing industry, which increased by 37.5% and contributed 0.8 of a percentage point to GDP growth. The trade, catering and accommodation industry increased by 4.8% and contributed 0.6 of a percentage point to GDP growth. The manufacturing industry and finance, real estate and business services increased by 4.3% and 2.5% respectively, and each contributed 0.5 of a percentage point to GDP growth. The mining and quarrying decreased by 4.4% and contributed -0.3 of a percentage point to GDP growth.

Figure 2: % Contribution to GDP



Source: Statistics SA

According to SARB, the Bank Supervision Department (BSD) issued two new commercial banking licenses and one co-operative banking license in 2017. BSD also launched the Prudential Authority (PA) on 1 April 2018. Progress was made in placing the 'new' African Bank on a sustainable footing as the new bank has made good progress with the execution and delivery of its strategy, which includes diversifying its product offering to become a retail bank, widening its customer base and broadening its distribution channels.

The growth rate in banking sector assets remained in an upward trajectory. The balance sheet structure of the South African banking sector is dominated by five large banks, which collectively held 90.5% of the total banking sector assets as at 31 December 2017. Local branches of foreign banks held 5.9% of banking sector assets, while other registered banks collectively represented 3.7%. Total banking sector assets amounted to R5 157 billion. The annual growth rate in banking sector assets accelerated to 5.7%. The growth in banking sector assets in 2017 was apparent through increases in loans and advances, investment and trading securities, short-term negotiable securities, and derivatives. The overall growth in gross loans and advances remained slow in 2017, on the back of a subdued macroeconomic environment. As at the end of December 2017, gross loans and advances recorded an annual growth of 2.5%. The growth rate receded towards the end of 2017, as evidenced by a decline in the growth of term loans, foreign currency loans and specialised lending. Slow growth in respect of home loan advances was evident throughout 2017, as this category grew, on average, by 3.0% year on year.

Banking sector assets were mainly funded by deposits, current accounts and other creditors, which constituted 86.4% of banking sector liabilities. Derivatives and other trading liabilities as well as term debt instruments represented 7.4% and 4.0% respectively of total liabilities. Deposits comprised mainly fixed and notice deposits (28.5%), current accounts (20.9%) and call deposits (19.0%). Wholesale funding remained the largest source of funding to the banking sector and represented 44.1% of total funding. Retail deposits represented 26.3% of banking sector funding. The banking sector remained profitable in 2017, despite a slow growth in operating profit. The 12-month moving average operating profit growth rate decreased throughout 2017, reaching 2.4% year on year in December 2017, mainly due to a decline in the growth of net interest income and an increase in operating expenses. The 12-month moving average return on equity (ROE) ratio deteriorated in 2017, ending the year at 16.0%, while the return-on-assets (ROA) ratio remained relatively stable at 1.3%. The 12-month moving average cost-to-income ratio deteriorated to 56.6% at the end of 2017.

The total assets of co-operative banks reached R121 million for 2017. The performance of the combined results of the two registered co-operative banks has improved year on year. The total income of the co-operative banking sector increased by 22.2%, R14.3 million. Total assets increased by 12.9%, to R121 million, which was mainly driven by growth in loans. Total capital also increased by 27%, to R16.1 million, which is attributed to increased retained earnings and reserves. The co-operative banking sector's capital adequacy ratio increased to 11.9% at the end of February 2017, which is well above the required 6%.

In its 2017-2018 Global Competitiveness Report, the World Economic Forum (WEF) ranked South Africa 61st in its Global Competitiveness Index out of 137 economies. South Africa remains one of the most competitive countries in sub-Saharan Africa, and among the region's most innovative (39th) but it drops 14 positions in the overall rankings. South Africa's economy is nearly at a standstill, with GDP growth forecast at just 1.0 percent in 2017 and 1.2 percent in 2018, while its unemployment rate is currently estimated above 25 percent and rising. Political uncertainty in 2017 has decreased the confidence of South African business leaders: although still relatively good in the African context, the country's institutional environment (76th), financial markets (44th), and goods market efficiency (54th) are all rated as weaker than last year. Corruption, crime and theft, government instability, tax rates, inefficient government bureaucracy are ranked as the top five most problematic factors for doing business in South Africa.

1.5 Employer Profile

In this section, we describe the number of businesses that are represented within the sector and its sub-sectors including an analysis of small, medium and large businesses. Because of the large number of unregistered employers, it is difficult to provide a full picture of the banking sector. The data provided is for those employers who are registered with BANKSETA.

As per data extracted from the various data sources the banking sector comprises the following employers:

Table 3: Employer Groups

Group	Employer Sub-group	Number
Monetary Authority:	South African Reserve Bank and Corporation for Public Deposits	2
Regulatory Organisations	CBDA, NCR, FSCA	3
Banks:	South African Registered Banks: Locally Controlled	12
	South African Registered Banks: Foreign Controlled	6
	South African Registered Mutual Banks	3
	South African Branches of Foreign Banks	15
	Public Sector Banks (Postbank and Landbank)	2
	Representative office of foreign banks	36
Finance and Micro-lenders	Finance Companies	51
	National Credit Regulator Registered Lenders	5 603
	National Credit Regulator: Debt Counsellors	2 191
	National Credit Regulator: Credit Bureaus	14
Public Sector Financial Intermediaries	Government Financial Intermediaries: National	7
	Government Financial Intermediaries: Provincial	2
	Government Financial Intermediaries: Local	1
Holding Companies	Holding Companies	16
	Trust Companies	16
	Nominees Companies	108
Co-op banks and CFIs	Co-operative Banks with a total of 2 143 members	2
	CFIs with a combined membership of 22 579 members	24
Fintech Companies	Approximately 100 fintech companies operate in South Africa	
Stokvels	11.5 million people, 811 000 groups	

Source: BANKSETA 2018

According to SARB, the 18 registered banks reflect an annual growth as follows:

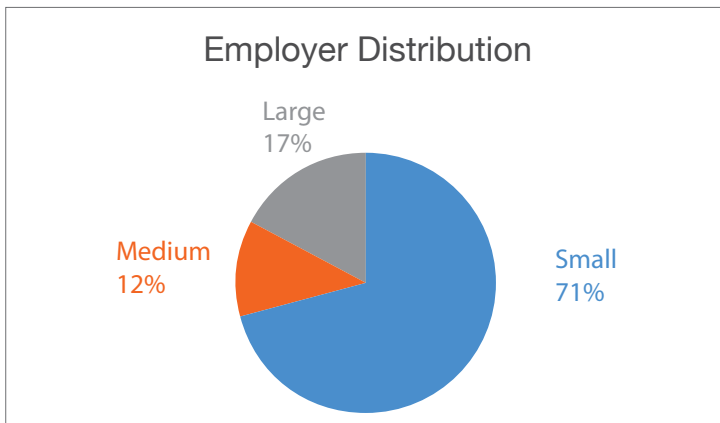
Table 4: Annual Growth Rates of Registered Banks

Name of Bank	Annual growth
ABSA Bank Limited	7.5%
African Bank Limited	-14%
Albaraka Bank Limited	10.10%
Bidvest Bank Limited	21.39%
Capitec Bank Limited	21.34%
Commonwealth Bank of South Africa Limited	100% (new license)
Discovery Bank Limited	100% (new license)
First Rand Bank Limited	10.23%
Grindrod Bank Limited	9.91%
Habib Overseas Bank Limited	4.61%
HBZ Bank Limited	14.97%
Investec Bank Limited	7.29%
Mercantile Bank Limited	8.97%
Nedbank Limited	2.6%
Sasfin bank Limited	14.29%
The South African Bank of Athens Limited	3.95%
The Standard Bank of South Africa Limited	1.64%
Ubank Limited	12.90%

Source: BANKSETA 2018

According to the SARS Levy data, 764 companies pay skills levy to the BANKSETA. The analysis below is based on the companies that submitted their Annexure 2 data to BANKSETA in 2018. Workplace Skills Plans were received from 431 companies made up of 307 small companies, 51 medium companies and 73 large companies. There is no direct correlation between the number of the employers in terms of size, skills levy and number of employees.

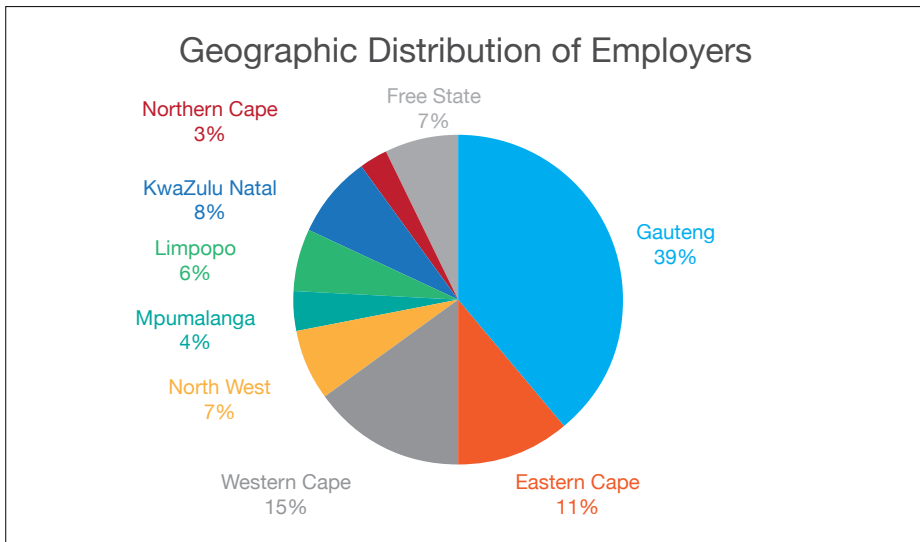
Figure 3: Employer Distribution according to size



Source: BANKSETA 2018

In terms of the geographic distribution of employers across the nine provinces, the figure below indicates that most employers are based in Gauteng. 39% of are in Gauteng and this is expected as the big four banks have their head offices in this province. Western Cape also has the second largest number of employers. The province with the least number of employers is the Northern Cape.

Figure 4: Geographic Distribution of Employers

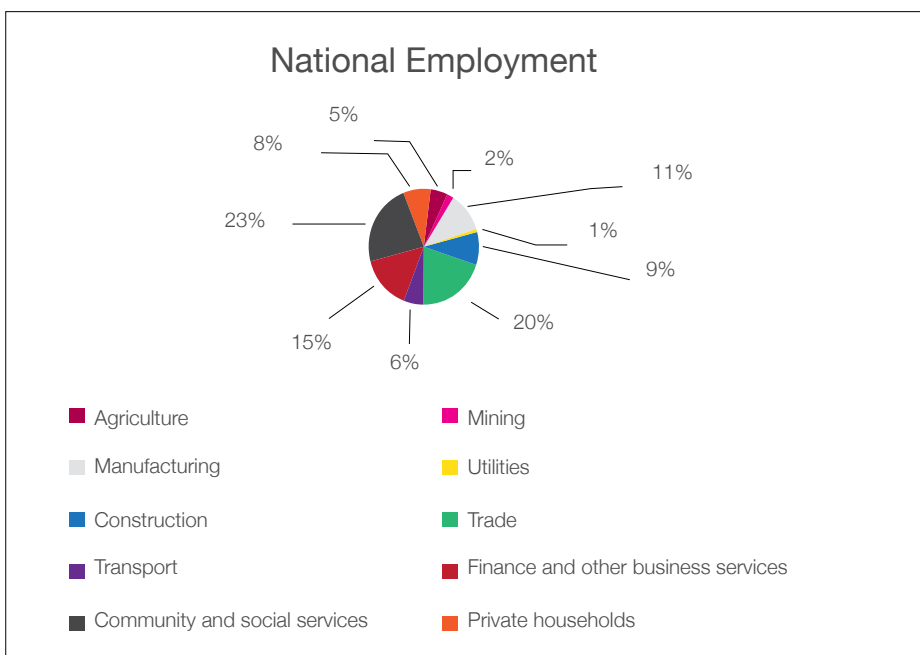


Source: BANKSETA 2018

1.6 Labour market profile

In terms of employment on a national scale, the finance and other business services employed a total of 2.402 million as reported in the 2018 Q1 QLFS Data. This represented a 1.3% quarter on quarter growth rate; and an overall 1% annual growth.

Figure 5: QLFS - Quarterly Labour Force Survey Employment Data Q1: 2018



Source: Statistics South Africa

The WSPs received for 2018 reflects that the sector currently employs 196 421 individuals. The top five large banks, ABSA, Nedbank, First Rand, Standard and Capitec collectively employ approximately 70% of the labour force. The demographic representation indicates that the sector has not fully transformed especially with regards to employment in the large companies.

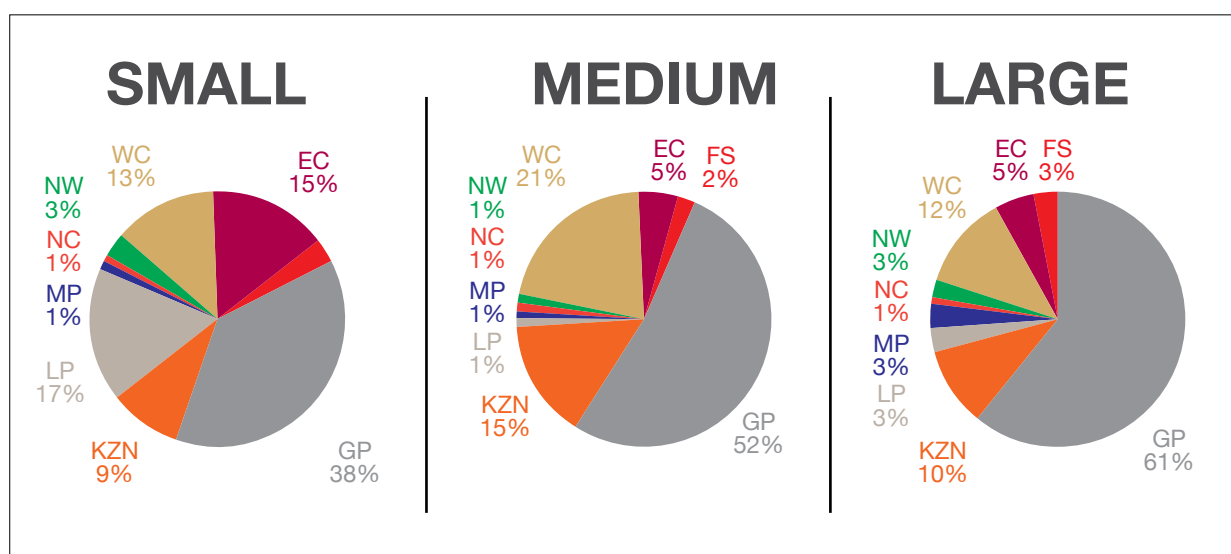
Table 5: Employment According to Size of Employer

Employer	African Male	Colored Male	Indian Male	White Male	African Female	Colored Female	Indian Female	White Female
Large	38014	9759	8656	17259	62118	19044	11350	20713
Medium	759	285	265	645	1346	470	311	501
Small	583	94	81	332	1202	224	117	414

Source: BANKSETA 2018

Profiling of employment in the banking sector requires analysis of the geographic spread of employees. The largest share of employees are found in the Gauteng province. This is particularly true for medium (52%) and large companies (61%), which generally would comprise of a high concentration of employees in the head offices located in the large cities of Gauteng. Other provinces representing significant shares of employees include the Western Cape and KwaZulu-Natal provinces, with branch offices most likely concentrated around the large cities of Cape Town and Durban respectively. It is clear that a more even geographic spread occurs for smaller enterprises, as these companies often do not have a number of branches, but rather operate as single office companies located close to the local customer base they serve. This is evidenced by the significant shares of employees reported for small companies located in the Limpopo (17%) and Eastern Cape provinces (15%). A larger number of employers submitting WSPs may be attributed to the fact that BANKSETA has regional offices in these provinces.

Figure 6: Employees per province

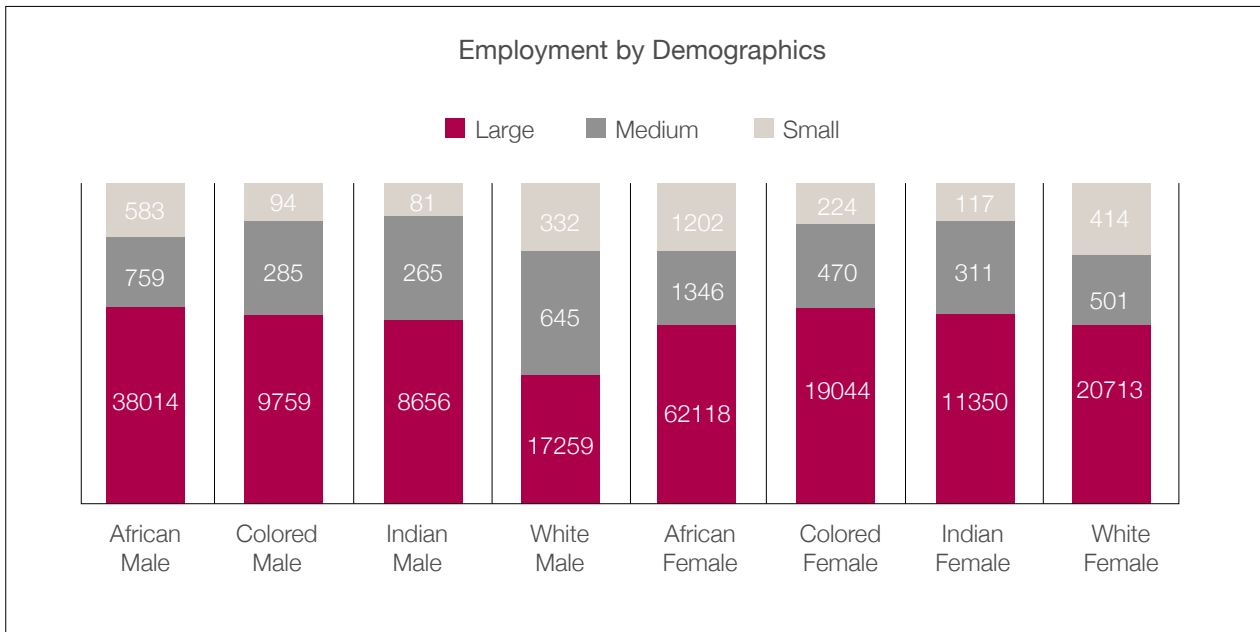


Source: BANKSETA 2018

Analysis of the WSP submissions also allows for the profiling of employees with respect to race and gender. Small companies reported significant levels of transformation, with the African race group representing some 58% of employees in this category. African female employees in particular enjoy significant representation in this size category (39%), followed by White females (14%) and White males (11%). Across all race groups, female employees dominate for the small companies' category, recording a share of more than 63%.

Although both females and males in the African race group hold a combined higher percentage share (45%), significant shares of White males (14%) and females (11%) are recorded for medium-sized companies. Coloured (10%) and Asian/Indian females (7%), however, enjoy somewhat larger representation in medium-sized companies than in the small and large companies' categories. Large companies recorded substantial female representation (approximately 60%), with African females comprising a third of all employees. A further 20% of employees in large companies are African males.

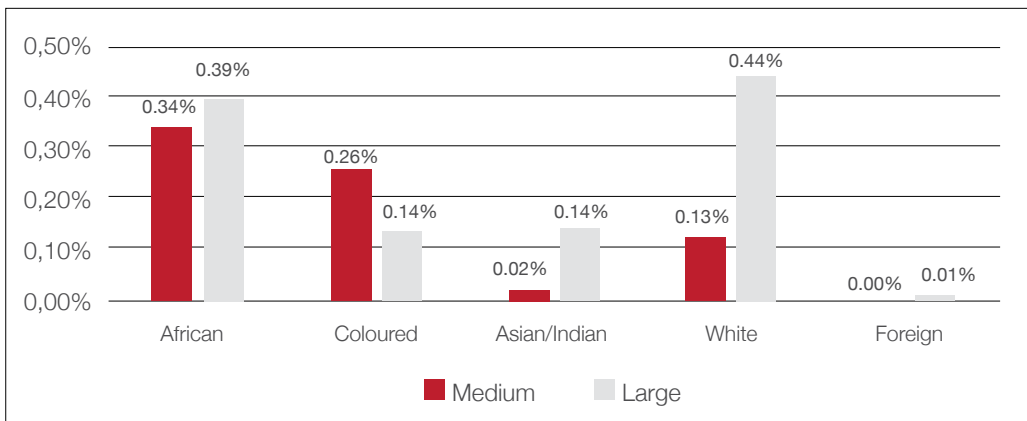
Figure 7: Employment According to Demographics



Source: BANKSETA 2018

The sector employs a total of 2 138 people with disabilities. This translates to approximately 1.09% of the total employment population in the sector. This number is small compared to the recommended 4% of national norms. In the 2017/18 reporting period, disabled persons accounted for some 0.36% of all employees in small companies. The largest share of disabled employees are African males (0.2%), followed White males (0.07%). In medium companies, the largest share of disabled individuals is found in the African (0.34%) and Coloured (0.26%) race group. In large companies, people with disabilities are largely found in the White (0.44%) and African (0.39%) race groups.

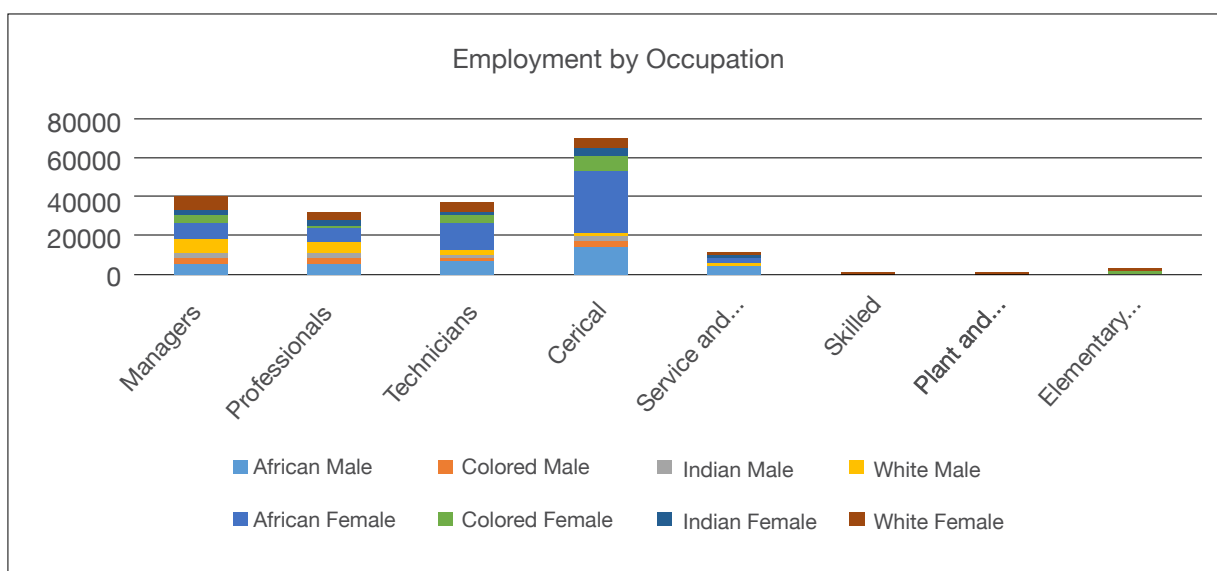
Figure 8: % Disability for Large and Medium Firms



Source: BANKSETA 2018

An analysis of employment by broad occupational groups is reflected below. Approximately 70 000 employees are in the clerical support major occupational group. Managers also comprise a large number of employees at approximately 40 000 across a range of management functions. The sector also employs a large number of professionals and technicians. It is interesting to note that employment in the service and sales, skilled agriculture, plant and machines and elementary occupations is very low.

Figure 9: Employment by Major Occupational Group



Source: BANKSETA 2018

Table 6 below illustrates the major occupational groups from a demographic perspective. This provides a clear indication of the level of transformation that has occurred within the banking sector. Within the clerical support, elementary occupations, plant and machine operators, service and sales and technicians and trades major occupational categories, the demographic distribution specifically for the employment of African male and female employees is around 80% almost in line with the national population norms. However, from a transformation perspective, the demographic distribution of employees on the managerial and professional major occupational groups does not meet expectations. For both the managerial and professional categories, male African and female African fall just under 40%. BANKSETA will encourage the skills development of these major groups to support the supply of skills in line with the demographic transformation targets laid down in the NSDS III.

Table 6: Demographic distribution according to major occupational group

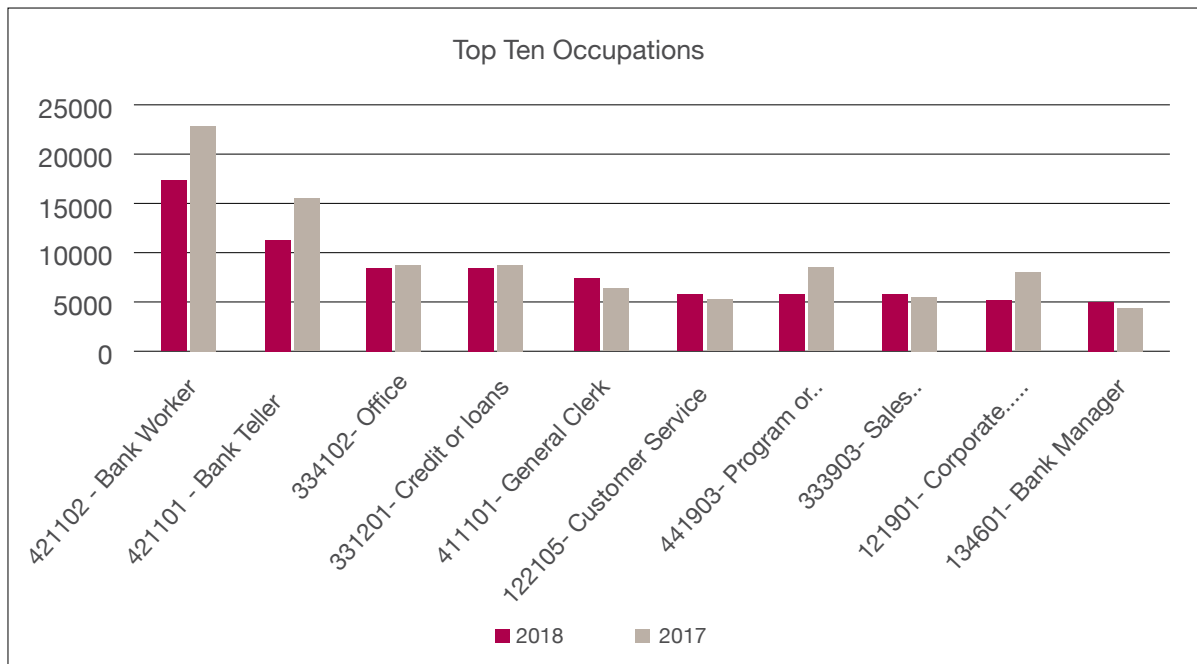
	African Male	Colored Male	Indian Male	White Male	African Female	Colored Female	Indian Female	White Female
Managers	6125	2026	2828	7529	8416	3343	3009	6650
Professionals	6379	1868	2678	6172	6414	2116	2344	4392
Technicians And Associate Professionals	6997	1884	1259	2376	13403	4206	2124	4962
Clerical Support Workers	13508	3617	1876	1569	31420	9276	3941	4824
Service And Sales Workers	4283	543	246	373	3100	519	237	369

	African Male	Colored Male	Indian Male	White Male	African Female	Colored Female	Indian Female	White Female
Skilled Agricultural, Forestry, Fishery, Craft And Related Trades Workers	593	48	18	109	76	5	0	9
Plant And Machine Operators And Assemblers	208	16	4	29	3	0	0	1
Elementary Occupations	680	42	12	17	5	632	49	6

Source: BANKSETA 2018

The examination of occupations within the sector is limited to the top ten occupations to which employees belong. In total the sector employs its workforce in over 350 different occupations. The full list of occupations and the number of employees in each occupation is available from the SETAs. The occupation that employs the largest workforce is the Bank Worker, followed by the Bank Teller. However, the number of employees has decreased compared to last year. The year-on-year comparison for the top ten occupations indicate a decline in employment in the sector. Further research is necessary to determine if digitalisation is the determining factor for the reduction in employment.

Figure 10: Top 10 occupations in the sector



Source: BANKSETA 2018

1.7 Conclusion

In summary, the banking sub-sector comprise the large organisations that possess a banking license whilst the Alternative banking sub-sector comprise smaller organisations. The banking sector profile provides an indication that the Alternative banking sector is relatively small in terms of revenue generation and GDP contribution but is an important cog in the financial services sector. As the sector is highly regulated, a substantial number of role-players exist to ensure compliance to both local and international banking regulations. Other role-players provide support services and represent smaller organisations.

The economic performance of the sector provides an indication of a strong well-developed banking sector with local banks performing well on both the top 100 African Banking list as well as globally. This is largely due to a strong asset base. However, the banks have been exposed to downgrades in the past year. The employer and labour market profile provides key learnings on for opportunities for skills development. This chapter thus provided a detailed picture of the banking sector.



Key Skills Issues

Chapter 2
2019/2020





Chapter 2: Key Skills Issues

2.1 Introduction

This chapter is concerned with examining the first key skills issues of identifying factors that are driving change in the banking sector that has an influence on skills demand. We examine the major factors impacting on skills demand and supply in the banking sector and their implications for skills planning. The second key skills issue that will be analysed is the alignment of sector skills planning to national strategies and plans as well as key sectoral strategies.

2.1 Change Drivers

The fourth industrial revolution is at the heart of five key drivers of change impacting the banking sector. The Five major change drivers are: Digitalisation and Technology; Changing Customer Expectations; Regulation, Risk and Cybercrime; Disruptors in banking and Political, Economic and Societal Shifts.

Driver 1: Digitalisation and Technology

Digital banking is the incorporation of new and developing technologies throughout the financial services sector to provide enhanced customer services and experiences effectively and efficiently. Digitisation in banking is driven by three major factors: Technology push, customer experience and economic benefits. Customers' adaptation to the digital environment, forces banks to relook their products and services. Digital technology is rapidly influencing the way customers engage in banking activities.

'Digital' is a collective term which refers to an integrated and collaborative platform that allows consumers, suppliers and organisations to transact using various electronic devices or technologies. It brings together emerging technologies which include social media, cloud, analytics and mobile to provide a cost effective and convenient distribution channel for consumers to use.

The use of technology to better interpret the complex and evolving needs of customers so as to better engage with them is an area that the banks are expected to continue to invest in with a view to strengthening their capabilities through smarter and deeper use of predictive data analytics and better harnessing the wealth of information that already exists within their systems.

Technological innovation is revolutionising the banking industry. There is no getting away from the fact that banks are under threat unless they can keep pace with technology. Some of these innovations are great for banks. Cloud computing, for example, can reduce costs and promote low-cost innovation. But some advances disrupt banking in a big way, like crypto-currency, which skips banks in the payment process. The four technological advances that are changing the face of banking, for better or for worse are social media, mobile banking, cloud technology and crypto-currency.

Banks traditionally operated in silo channels, with different business areas operating independently of each other. The introduction of open banking and PSD2 will see a new way of banking emerge. It will allow the industry to innovate and enhance customer service, and help new entrants (fintechs) gain a share of new financial products and services. Large banks have built their technology and data around individual products and channels, and are beholden to legacy systems. To overcome this, banks must invest in technological capabilities and incorporate the right architecture to respond quickly and drive an agile culture throughout the business.

Driver 2: Changing Customer expectations

Today's connected consumers have embraced technology to such an extent that it has become an extension of them. Influence of mobile technology, social media, rising customer experience and service expectations and lower switching costs for customers to take their business elsewhere have dramatically changed the competitive landscape for banks. With ready access to information, influence of online retail experiences and adoption of new technologies, customer expectations are rapidly changing. This is driving a shift in the market and forcing organizations to develop new interaction models that deliver deeper personalized service and improved customer care.

Banks need to put the customer at the heart of the design process and take new products to market quickly. They also need to be more attuned to their customers' needs—determine how they can better engage with their clients, know the products they want and predict what's needed rather than wait and react. This means embracing social media, giving customers more ways to interact with the business, rethinking traditional marketing tactics and mastering analytics. Tech-savvy customers are increasingly seeking a user experience that aligns to their individual needs.

Central to a bank's success in the digital economy is therefore the data they accumulate about customers and intelligent ways of processing it. Data is only useful if banks can use it effectively. Banks must ensure they have easily accessible,

high-quality data. It is not about the volume of data but the application that will make banks successful. By gathering meaningful insights, they can create audience segmentation and deliver innovative, customised products in a way that appeals to customers. Banks need to reach a point where they understand the needs of the customer, without taking any direct feedback.

Driver 3: Regulatory Changes, Risk and Cybercrime

There have been significant developments on the regulatory front, with a milestone being reached in the process of ushering in a new financial system regulatory architecture, the so called Twin Peaks model. On 21 August 2017, the Financial Sector Regulation Act 9 of 2017 (FSR Act) was signed into law. The passing of the FSR Act is the culmination of collaboration on financial sector reform by the SARB, National Treasury and Financial Services Board (FSB) over the past decade, and marks an important milestone on the journey towards a safer and fairer financial system that is able to serve all citizens.

The FSR Act gives effect to three important changes to the regulation of South Africa's financial sector. First, it gives the SARB an explicit mandate to maintain and enhance financial stability. Second, it creates a prudential regulator, which will be known as the Prudential Authority, or PA, located within the SARB. The PA will be responsible for regulating banks, insurers, cooperative financial institutions, financial conglomerates and certain market infrastructures. Third, the FSR Act establishes what is called a market conduct regulator, which will be known as the Financial Sector Conduct Authority (FSCA), which will be located outside of the SARB.

SARB is responsible for supervising and enforcing compliance with the Financial Intelligence Act. As a supervisory body and a significant partner in the Financial Intelligence Centre's (FIC) drive to ensure increased levels of compliance, 2017 was a milestone year in the world of anti-money laundering and combating the financing of terrorism (AML/CFT) with the promulgation and implementation of the FIC Amendment Act. This amendment introduced a fundamental change towards a risk-based rather than a prescriptive rules-based approach to AML/CFT.

Criminality and technology risk are becoming increasingly concerning for banks given the rise in new competitors who are challenging traditional ways of doing things and operate using more nimble systems and lower overheads. The IT systems of the banks are now the focus of determined criminals who can transfer millions of pounds (or indeed any currency) within seconds to different accounts and move money across jurisdictions and borders with a few strokes of a keyboard. With IT systems of the larger banks under scrutiny for failures and inadequate controls, it is open to question whether the level of security and infrastructure will be sufficiently robust to withstand the challenge of cyber-crime. To improve cybersecurity, banks will be forced to devote greater resources to enhance the security, vigilance, and resilience of their cybersecurity model.

Driver 4: Disruptors in Banking

Retail companies have a daily relationship with consumers. Consumers flock to retail stores. Retail companies strive to increase consumer average consumer purchases: they have created consumer credits subsidiaries to increase consumer spending power. Doing so, retail companies entered a new market (the consumer credit and cards market) to the expense of banks that used to enjoy a monopoly on the consumer credit market. Now large retailers are entering the payment and Digital Wallet Market. With the large number of Fintech companies offering online payment solutions, this could potentially grow the market share of retail companies.

The second disruptors are telecommunication companies. They are offering consumers and merchants payment services and digital wallets through their mobile devices using telecommunications networks and extending to-up initial functionalities. This is the second element that's slipping away from the hands of retail banks. Telecom companies have a much larger client base than banks, which provides them with the power to transform markets.

The third disruptors are internet giants, like Google, Amazon or PayPal. Google is working on the Google wallet. It wants to be able to account for every single purchase people make, and leverage the payment data for marketing, using its strong "Big data" capabilities. Whether or not blockchain technology or software would pass the legal and regulatory hurdles which exists in the South African banking sector is yet to be determined. A thorough legal investigation needs to be undertaken in South Africa in order to understand whether this technology and virtual currency system falls within the scope of the Banks Act, 1998, its regulations, the South African Reserve Bank Act, 1990, and the National Payment System Act, 1998.

Non-traditional players are increasingly exploring new opportunities, enabling them to challenge incumbents and continually change the state of banking in South Africa.

Driver 5: Political, Economic and Societal Shifts

With the upcoming national elections scheduled for 2019, changes in the political landscape will affect the banking sector. Shift in power amongst political parties as well as the change of the leadership of the ruling party can have detrimental effects on the economy and the banking sector.

It is not surprising that uncertainties in the macroeconomic environment is impacting on the banking environment. Despite prudential reforms, banks remain vulnerable to high debt levels, future interest rates, weakness emerging markets, and softening commodity prices. Uncertainties in the macro-economic environment present the main threat to the recovery of the global banking system. In South Africa, there was particular concern about the threat from a slowdown in emerging markets. Stress in emerging markets is increasing credit and market risk pressure on banks asset quality.

Poverty and loss of income have a negative effect on society and the community. It results in increased criminal activities. Loss of income could mean that individuals become more indebted through the informal credit market. An increase in poverty places greater strain on achieving the targets set in the financial inclusion strategy of the country.

Implications for Skills Planning

Drivers of change means that the skills demanded will also change. For driver 1: digitisation and technology, the implications for skills planning is that the skills that will be in demand will be for high skills in computing technology, software development, artificial intelligence, robotics, etc. There will be a need for reskilling employees to meet the changes brought about by digitisation and technology. For driver 2: changing customer expectations, implications for skills will focus on the appropriate ways to deal with customer queries and challenges. Customers are changing their expectations of banks and banking services and employees who work with customers must possess skills to communicate effectively with customers and resolve their queries in the shortest possible time. For driver 3: regulatory changes, risk and cybercrime, the implications for skills planning is a greater focus on the new regulatory framework for prudential and conduct authorities, cyber security as a risk that all banks must address by ensuring they have the appropriate skills to manage these risks. For driver 4: disruptors in banking, the implications for skills planning is that agility skills and skills to develop a multi-disciplinary employee is important. For driver 5: political, economic and societal shifts, the implications for skills is mostly within management and leadership ensuring that leaders possess skills to manage their teams in turbulent times ensuring they are capable of leading change within their work environments.

The change drivers listed above indicates that a change in the occupational landscape is emerging. Many new occupations with a strong technological flair like data management, data analytics and data scientists are emerging in the sector. In addition the soft skills required are changing to include skills like agility, innovation, creativity, problem solving, etc. Career fit seems to be the buzz word in terms of the skills needed in the banking sector where re-skilling and upskilling for new job roles is currently underway.

2.3 Alignment with National and Sectoral Strategies and Plans

BANKSETA aligns its skills development activities to eight key national strategies and plans: the National Skills Development Strategy, the National Development Plan, the New Growth Path, the National Skills Accord, the Youth Employment Accord, Government's 9 point plan, the Human Resource Development Strategy and the Open Learning Policy. Sectoral Strategies are also important to skills planning. The Financial Inclusion Strategy, Financial Services Code, National Credit Act and the SARB Regulatory Framework are important strategies impacting skills planning for the banking sector. The main drivers of transformation in the financial sector have been the FSC and the Broad-Based Black Economic Empowerment Act.

The National Skills Development Strategy

The National Skills Development Strategy (NSDS III) is the overarching strategic guide for skills development which is intended to provide direction to sector skills planning and implementation in the SETAs.

Goals of National Skills Development Strategy (NSDS III):

- Establish a credible institutional mechanism for skills planning
- Increase access to occupationally-directed programmes
- Promote the growth of a public TVET college system that is responsive to sector, local, regional and national skills need and priorities
- Address the low level of youth and adult language and numeracy skills to enable additional training
- Encourage better use of workplace-based skills development
- Encourage and support co-operatives, small enterprises, worker-initiated, NGO and community training initiatives
- Increase public sector capacity for improved service delivery and supporting the building of a developmental state
- Build career and vocational guidance

BANKSETA's current contribution to the NSDS includes the following:

The discretionary grant is allocated to contribute to the achievement of all eight goals of the NSDS.

The National Development Plan (NDP)

The NDP aims to eliminate poverty and reduce inequality by 2030. According to the plan, South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society.

The plan has fourteen priorities:

- An economy that will create more jobs:
- Improving infrastructure:
- Transition to a low-carbon economy:
- An inclusive and integrated rural economy:
- Reversing the spatial effects of apartheid:
- Improving the quality of education, training and innovation:
- Quality health care for all:
- Social protection:
- Building safer communities:
- Reforming the public service:
- Fighting corruption:
- Transforming society and uniting the country:

BANKSETA's current contribution to the NDP includes the following:

- Learning programmes targeted at unemployed youth aimed at increasing employability of the youth on these programmes
- Alternative banking interventions specifically in micro-finance and co-operatives support poverty alleviation
- The IT training interventions encourage the banking sector to create banking products that make use of high-speed broadband internet capabilities.
- The Africa expansion project should play a leading role in the development of the African continent, economic integration and human rights.

New Growth Path

The New Growth Path proposes strategies to deepen the domestic and regional market by growing employment, increasing incomes and undertaking other measures to improve equity and income distribution. If employment grows by five million jobs by 2020, over half of all working-age South Africans would have paid employment and narrow unemployment would drop by 10 percentage points. Achieving this goal will be the key target that informs the annual employment and growth targets that will be set. This target can be reached if the focus is consistently on areas that have the potential for creating employment on a large scale – what is termed as “jobs drivers” - and securing strong and sustainable growth in the next decade.

BANKSETA’s current contribution to the NGP includes the following:

- Funding of Masters and Doctoral students to support the growth of the knowledge economy.
- Supporting rural development and regional integration through the establishment of regional offices.

National Skills Accord

This accord binds the social partners to objectives in areas of artisan training and training in other scarce skills, as well as the promotion of internships and the placement of graduates of TVET colleges, training colleges and universities of technology. The accord on basic education and partnerships with schools expands the recognition that government alone cannot address the challenges of educational system and it creates space for social partners to contribute to the improvement in the quality of basic education.

BANKSETA’s current contribution to the skills accords directly aligns to the eight key commitments designed to drive training and development:

- Expanding the level of training using existing facilities to the fullest
- Making internship and placement opportunities available within the workplace
- Setting guidelines of ratios of trainees; artisans as well as across the technical vocations, to improve the level of training
- Improving the funding of training and the use of funds available for training and incentives on companies to train
- Setting annual targets for training in state-owned enterprises
- Improving SETA governance and financial management as well as stakeholder involvement
- Aligning training to the New Growth Path and improve Sector Skills Plans.
- Improving the role and performance of colleges

Youth Employment Accord

The parties to this Accord agreed to implement a co-ordinated Youth Employment Strategy (YES) from 2013, aimed at bringing significantly larger numbers of young people into employment, using a combination of measures. This includes:

- Building on the discussion and consensus reached by the constituents in the August and October 2012 discussions held together with Nedlac and giving it practical effect through the terms set out herein
- Incorporating appropriate support measures and incentives to ensure increased youth absorption into the economy and in training
- Acceptance that youth programmes should target net new job creation and avoid displacing older workers from jobs
- Rapid rollout across the country of the youth employment strategy
- Mechanisms for co-ordination within government, based on identifying a central co-ordinating department to bring together the various government youth programmes.

BANKSETA's current contribution to the Youth Employment Accord includes the following:

- Fund learnership programmes for unemployed individuals through the BANKSETA Letsema and Kuyasa flagship projects
- Partner with employers to support youth development initiatives in a co-funded model

9 Point Plan

Government has developed a 9-Point Plan comprising simultaneous actions in key strategic areas, at a scale large enough to constitute a 'Big Push' to ignite economic growth.

The 9-Point Plan consists of the following:

- (1) Resolving the energy challenge;
- (2) Revitalising the Agriculture and the agro-processing value chain;
- (3) Advancing beneficiation and adding value to our mineral wealth;
- (4) More effective implementation of a higher-impact Industrial Policy Action Plan;
- (5) Encouraging private sector investment;
- (6) Moderating workplace conflict;
- (7) Unlocking the potential of SMMEs, Co-ops, Township and Rural enterprises;
- (8) State reform, including boosting the role of state owned companies in broadband, water, sanitation and transport infrastructure; and,
- (9) Growing the Ocean Economy and Tourism.

BANKSETA's current contribution to the 9 point plan includes the following:

- Entrepreneurship Programmes which supports SMEs with business plan development and advisory services for growth development strategies for small business
- CFI and Co-op bank support

Human Resource Development Strategy**The Human Resource Development Strategy for South Africa (HRD-SA) 20-Year Strategic Framework includes the following strategic priorities:**

- To ensure universal access to quality early childhood development, commencing from birth up to age four.
- To eradicate adult illiteracy in the population.
- To ensure that all people remain in education and training until the age of 18 years.
- To ensure that all new entrants into the labour market have access to employment-focused education and training opportunities.
- To ensure that levels of investment is above the global average for all sectors of the education and training system.
- To ensure that inequality in education and training outcomes is significantly less than the prevailing income inequality at that time.
- To ensure that education and training outcomes are equitable in terms of race, gender, disability and geographic location.
- To ensure that the balance of immigration and emigration reflects a net positive inflow of people with priority skills required for economic growth and development.
- To ensure that all adults in the labour market (unemployed and employed) have access to education and training opportunities that will enable them to acquire a minimum qualification at Level 4 of the NQF.
- To ensure progressive improvement in the external efficiency and effectiveness of HE, FET and the occupational learning system.
- To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its economic competitiveness.

- To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its Human Development Index.
- To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its knowledge and education dimension of the Human Development Index, as measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ratio.
- To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its Technology and Innovation Index.
- To ensure that South Africa is ranked in the top 10% of comparable countries in terms of levels of human capital stock.

BANKSETA's current contribution to the HRDS includes the following:

All training interventions make every effort to align to equity targets

Open Learning Policy

Open Learning enables many people to take advantage of cost-effective and meaningful, quality education and training opportunities throughout their lives. The DHET will strive to make this possible through acknowledging the diversity of learning contexts of learners in South Africa; reducing barriers to learning; sharing expertise, knowledge, and resources; and increasing access to diverse learning opportunities. When the term 'open learning' is used in this policy framework, it refers to any education and training (mode) which follows open learning principles and is not specific to any mode of delivery.

Open learning is fundamentally about access and success, with flexibility of provision contributing to expanded access, and quality of provision contributing to improved student success. Its aim is that more learners should have better access to learning opportunities throughout their lives, including access to quality learning materials and learner support. Open learning is focused on removing barriers to access created by various factors such as geographic distance from educational campuses, timetable scheduling that is incompatible with people's working lives or family responsibilities, unaffordable fees, alienating pedagogic practices, lack of access to technology, lack of physical educational infrastructure, and discrimination based on gender, age, race, ethnicity, social class, language or disability.

BANKSETA's current contribution to the Open Learning Policy include the implementation of an alternatives delivery:

The implementation of an alternatives delivery project with public higher education institutions

Financial inclusion Strategy

Financial inclusion refers to a process that ensures the ease of access, availability and usage of the formal financial system for all members of an economy. An inclusive financial system has several merits. It facilitates efficient allocation of productive resources and thus can potentially reduce the cost of capital. In addition, access to appropriate financial services can significantly improve the day-to-day management of finances. An inclusive financial system can help in reducing the growth of informal sources of credit (such as money lenders) that are often found to be exploitative. Thus, an all-inclusive financial system enhances efficiency and welfare by providing avenues for secure and safe saving practices and by facilitating a whole range of efficient financial services. Moreover, financial Inclusion is a central aim of the banking sector, whereby the sector seeks to improve the range, quality and availability of financial services and products focusing on the unserved, under-served and financially excluded. Principles of financial inclusion include; access, affordability, appropriateness, usage, quality, consumer financial education, innovation and diversification, and simplicity.

The banking industry sets a target of improving Financial Inclusion in South Africa by raising the current levels of banked individuals from 67% to 70% in 2015. The National Development Plan sets a target for financial inclusion of 90% by 2030.

Financial Services Code

The Financial Sector Charter came into effect in January 2004 as a transformation policy based on the terms of the Broad-based Black Economic Empowerment [B-BBEE] Act (53 of 2003). The Financial Sector Charter (FSC) is a voluntary agreement by all National Economic Development and Labour Council (NEDLAC), a multilateral social dialogue forum on social, economic and labour policy, members to promote social and economic integration and access to the financial services sector. The Financial Sector Code commits its participants to "actively promoting a transformed, vibrant, and globally competitive financial sector that reflects the demographics of South Africa, and contributes to the establishment of

an equitable society by effectively providing accessible financial services to black people and by directing investment into targeted sectors of the economy”.

National Credit Act

The National Credit Act promotes and advances the social and economic welfare of South Africans, promote a fair, transparent, competitive, sustainable, responsible, efficient, effective and accessible credit market and industry, and to protect consumers, by:

- Promoting the development of a credit market that is accessible to all South Africans, and those who have historically been unable to access credit under sustainable market conditions;
- Ensuring consistent treatment of different credit products and different credit providers;
- Promoting responsibility in the credit market;
- Promoting equity in the credit market by balancing the respective rights and responsibilities of credit providers and consumers;
- Addressing and correcting imbalances in negotiating power between consumers and credit;
- Improving consumer credit information and reporting and regulation of credit bureaux;
- Addressing and preventing over-indebtedness of consumers, and providing mechanisms for resolving over-indebtedness based on the principle of satisfaction by the consumer of all responsible financial obligations where the consumer’s financial situation so allows, or may so allow in the foreseeable future;
- Providing for a consistent and accessible system of resolution of disputes arising from credit agreements; and
- Providing for a consistent and harmonised system of debt restructuring, debt intervention, enforcement and judgment, which places priority on the eventual satisfaction of all responsible consumer obligations under credit agreements where the consumer’s financial situation so allows or may so allow in the foreseeable future.

SARB Regulatory Framework

A strong regulatory system is key to the success of any financial hub. SARB has commenced with the implementation of a “twin peaks” framework for financial regulation. In line with global trends, the framework will establish two complementary regulators. The Prudential Authority, situated in the Reserve Bank, will be responsible for the safety and soundness of financial institutions, and the Financial Sector Conduct Authority, which has replaced the Financial Services Board, will be responsible for market conduct and securities regulation.

The Financial Sector Regulation (FSR) Act aims to achieve a stable financial system that works in the interests of financial customers and that supports balanced and sustainable economic growth in the Republic, by establishing, in conjunction with the specific financial sector laws, a regulatory and supervisory framework that promotes:

- Financial stability;
- The safety and soundness of financial institutions;
- The fair treatment and protection of financial customers;
- The efficiency and integrity of the financial system;
- The prevention of financial crime;
- Financial inclusion;
- Transformation of the financial sector; and
- Confidence in the financial system.

2.4 Five key Skills Issues

Based on the change drivers and national priorities, BANKSETA identifies the following as the five key skills issues for the 2019/20 financial period:

- Technology, Digitisation and Innovation
- Regulation, Compliance and Risk Management
- Management and Leadership Development
- Markets, Products and services
- Customer centricity

2.5 Conclusion

The drivers of change are mostly related to digitisation and technological advancements. The five change drivers of digitisation and technology, changes customer expectations, regulatory changes, risk and cybercrime, and political, economic and societal shifts as well as the national and sectoral priorities results directly in the determination of the five key skills issues.



Occupational Shortages and Skills Gaps

Chapter 3
2019/2020



Chapter 3: Occupational Shortages and Skills Gaps

3.1 Introduction

Having profiled the sector, the people employed within it, and the key issues driving change, this chapter focuses primarily on understanding occupation shortages, skills gaps and occupational supply in the sector. In examining occupational shortages and skills gaps, we look at what occupations are hard-to-fill, how many of these hard to fill occupations exist and why these occupations are hard to fill. We also investigate what are the major skills gaps that exist in the banking sector at the major occupational level. This is followed by an exploration of the extent and nature of skills supply. This covers the extent of occupational supply, the state of education and training provision and the supply problems that employers experience with the current labour market that is available.

The last section presents the PIVOTAL list of programmes that BANKSETA will implement to address both occupational shortages, skills gaps and labour supply challenges. Here we scrutinise the methods that were used to identify occupations in the PIVOTAL list, what informed the interventions selected to address the occupational shortages, what are the envisaged outcomes of the identified interventions, the consultative process that was followed to arrive at the listed occupations, the main findings that informed the PIVOTAL list and the order of priority of the occupations.

3.2 Occupational Shortages and Skills Gaps

Occupational shortages occur when the demand for workers in specific occupations does not match the supply of workers who are qualified, experienced, available and willing to work; the demand for the skill outweighs the supply. Occupational shortages provide an indication of the skills mismatches that exist demand skills demand and supply. Occupational shortages imply that there is a high turnover rate in these occupations as employers compete for the limited skill available by paying a higher than market related salary, a high vacancy rate with vacancies difficult to fill exists for these occupations leaving the employer with a lack of skill to fulfil key functions important for organisational efficiency and productivity and employers often imports the skill required from abroad because the skill is crucial to their operations. Occupational shortages also occur due to the dynamic nature of the skill required as a result of past growth in technology and product development. The skills produced by the supply channels are outdated and the skill demanded requires advanced knowledge and years of study or constant currency of training updates.

Hard-to-Fill-Vacancies (HTFVs) are defined as those that take longer than six months to fill with appropriately experienced and qualified candidates. The most important HTFVs identified by small, medium and large companies in the Tables below.

Table 7: Hard-To-Fill-Vacancies for Small, Medium and Large Firms

Occupation	Small		Medium		Large		Reasons for HTFVs
	Number Of Incidents	% Share	Number Of Incidents	% Share	Number Of Incidents	% Share	
112101 - Director (Enterprise / Organisation)	40	6,9%	4	1,7%			<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations • Poor remuneration • Poor job location
121101 - Finance Manager	41	7,1%	12	5,0%			<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations • Poor remuneration • Poor job location
121103 - Credit Manager	58	10,0%			15	1,8%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations • Poor remuneration • Poor job location

Occupation	Small		Medium		Large		Reasons for HTFVs
	Number Of Incidents	% Share	Number Of Incidents	% Share	Number Of Incidents	% Share	
121301 - Policy and Planning Manager	11	1,9%					<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations • Poor remuneration • Poor job location
121901 - Corporate General Manager	14	2,4%	19	7,9%	45	5,4%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations • Poor remuneration • Poor job location
122101 - Sales and Marketing Manager	9	1,6%	4	1,7%			<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
122102 - Sales Manager	16	2,8%	5	2,1%	14	1,7%	<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
122105 - Customer Service Manager			4	1,7%			<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
131104 - Operations Manager	9	1,6%					<ul style="list-style-type: none"> • Equity considerations • Poor job location
133103 - Data Management Manager			7	2,9%	18	2,1%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification
134601 - Bank Manager					31	3,7%	<ul style="list-style-type: none"> • lack of relevant qualification • Equity considerations • Poor job location
134603 - Financial Markets Business Manager	10	1,7%	7	2,9%	15	1,8%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification
212101 - Actuary	15	2,6%	8	3,3%	22	2,6%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations
213201 - Agriculture Consultant					14	1,7%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification
241201 - Investment Analyst	11	1,9%	6	2,5%			<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
241301 - Financial Investment Advisor			7	2,9%			<ul style="list-style-type: none"> • Equity considerations • Poor remuneration

Occupation	Small		Medium		Large		Reasons for HTFVs
	Number Of Incidents	% Share	Number Of Incidents	% Share	Number Of Incidents	% Share	
242207 - Compliance Officer	39	6,7%	5	2,1%			<ul style="list-style-type: none"> • Equity considerations • Poor job location
242208 - Organisational Risk Manager			4	1,7%			<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification
243102 - Market Research Analyst			4	1,7%			<ul style="list-style-type: none"> • lack of relevant qualification • Equity considerations • Poor remuneration • Poor job location
243103 - Marketing Practitioner	9	1,6%	7	2,9%	14	1,7%	<ul style="list-style-type: none"> • Poor job location • lack of relevant qualification • Equity considerations
251101 - ICT Systems Analyst			9	3,7%	26	3,1%	<ul style="list-style-type: none"> • lack of relevant experience
251201 - Software Developer			11	4,6%	26	3,1%	<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
251203 - Developer Programmer	15	2,6%	13	5,4%	38	4,5%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification • Equity considerations
252101 - Database Designer and Administrator			9	3,7%	18	2,1%	<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
252301 - Computer Network and Systems Engineer			11	4,6%	24	2,9%	<ul style="list-style-type: none"> • lack of relevant experience • lack of relevant qualification
252901 - ICT Security Specialist	10	1,7%	9	3,7%	20	2,4%	<ul style="list-style-type: none"> • lack of relevant experience
331201 - Credit or Loans Officer	10	1,7%					<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location
333903 - Sales Representative					34	4,0%	<ul style="list-style-type: none"> • Equity considerations • Poor remuneration • Poor job location

Source: BANKSETA 2018

Credit Managers were reported as the top occupations where small businesses found it difficult to fill positions, with as much as 58 HTFVs identified by small companies. This is followed by Finance Managers and Directors (Enterprise/Organisation). The top three HTFVs for small companies together made up almost a quarter of all HTFVs reported. For medium companies, the most prominent HTFVs were Corporate General Managers (7.9%), Developer Programmers (5.4%) and Finance Managers (5.0%). Furthermore, information technology related vacancies comprise more than 25% of HTFVs.

Large companies recorded a total of 840 HTFVs, with the largest deficit being for Corporate General Managers (5.4%), Developer Programmers (4.5%) and Sales Representatives - Business Services (4%). Notably, Bank Managers (3.7%) are also recorded as an important HTFV occupation, which reflects the significant sizes of Banks. Similar to medium companies, information technology related occupations make up a significant portion of the HTFVs.

In comparing HTFVs across company sizes, the occupation recording the largest number of reported HTFVs was for Corporate General Managers, for which a total of 78 HTFVs were reported and which were highlighted as the most important HTFV for both medium and large companies. Other occupations in demand across all company sizes include Credit Managers (75 HTFVs), Developer Programmers (66 HTFVs) and Finance Managers (66 HTFVs). While it is important to identify what the HTFVs are, it is also key that the reasons for such difficulties are understood as the basis for interventions that could assist in addressing the need.

The single largest reason highlighted across all three company size categories is the lack of relevant experience of candidates applying for vacancies, with this reason being particularly prominent in the case of medium (47%) and large (45%) companies. This is followed by a lack of relevant qualifications by candidates. It is noted that equity considerations have a greater influence on the ability to fill vacancies in large companies (18%) than in the other size categories, while poor remuneration is a relatively more important factor for small companies (14%) in comparison to medium and large companies. Poor job locations are also of greater significance for large companies than in the other size categories, which may to some extent again reflect the proportionally higher concentration of large company employees in head office locations.

According to the DHET, Skills Gaps refers to skills deficiencies in employees or lack of specific competencies by employees to undertake job tasks successfully to required industry standards. Skills gaps may arise due to lack of training, new job tasks, technological changes, or new production processes, to list a few. Skills gaps are addressed. The term “top up skills” also refers to skills gaps. It usually requires a short training intervention. Of equal importance to the level of productivity is the skills of employees. The identification of skills gaps provides an opportunity to improve the productive effectiveness of employees across the varying occupational levels within the organisation. In conducting this research the generic skills as reflected in the Organising Framework for Occupations was used. The limitation of skills gaps to the major occupational group did not accommodate skills gaps at occupational levels.

To further determine training and intervention requirements that could assist in developing a competent workforce that responds to the needs of the industry, an understanding of the specific skills gaps is important. WSS and ATR submitters were requested to identify the most important skills employees do not have, and which would enable employees to carry out the required job tasks proficiently.

Table 8: Skills gaps for small, medium and large firms

Major OFO Group	Skills Gap	Small		Medium		Large	
		Number of Incidents	Percentage Share	Number of Incidents	Percentage Share	Number of Incidents	Percentage Share
Managers	Management of Finance Resource	78	12,7%				
Technician and Associate Professional	Critical Thinking	45	7,3%				
Professional	Complex Problem Solving	42	6,9%				
Clerical Support Workers	Service Orientation	27	4,4%				
Professional	Complex Problem Solving			16	6,7%	49	6,8%
Clerical Support Workers	Problem-solving					21	2,9%
Professional	Critical Thinking			16	6,7%	32	4,5%
Clerical Support Workers	Time Management	27	4,4%			20	2,8%

Major OFO Group	Skills Gap	Small		Medium		Large	
		Number of Incidents	Percentage Share	Number of Incidents	Percentage Share	Number of Incidents	Percentage Share
Technician and Associate Professional	Management of Personnel Resource	26	4,2%	11	4,6%	26	3,6%
Technician and Associate Professional	Technical (job-specific)			15	6,3%	54	7,5%
Clerical Support Workers	Service Orientation			12	5,0%	30	4,2%
Clerical Support Workers	Judgement and decision making			11	4,6%	16	2,2%
Clerical Support Workers	Communication (oral and written)			7	2,9%		
Technician and Associate Professional	Marketing and sales					18	2,5%
Professional	Project Management					16	2,2%
Clerical Support Workers	Active Listening					15	2,1%
Managers	Planning and organising					14	2,0%
Professional	Learning Strategies			6	2,5%		
Clerical Support Workers	Writing			6	2,5%	15	2,1%
Professional	Quality Control Analysis			5	2,1%		
Technician and Associate Professional	System Analysis	26	4,2%	8	3,4%	17	2,4%
Clerical Support Workers	Active Learning	25	4,1%	6	2,5%	22	3,1%
Clerical Support Workers	Coordination	25	4,1%				
Clerical Support Workers	Negotiation	24	3,9%	5	2,1%		
Clerical Support Workers	Operation and control	19	3,1%	9	3,8%		

Major OFO Group	Skills Gap	Small		Medium		Large	
		Number of Incidents	Percentage Share	Number of Incidents	Percentage Share	Number of Incidents	Percentage Share
Clerical Support Workers	Troubleshooting	19	3,1%	8	3,4%		
Clerical Support Workers	Monitoring	14	2,3%				
Technician and Associate Professional	Programming	14	2,3%	9	3,8%	16	2,2%
Professional	Technology Design	14	2,3%	9	3,8%	24	3,4%
Managers	Management and Leadership	13	2,1%	10	4,2%	38	5,3%
Technician and Associate Professional	Management of Material Resource	13	2,1%				
Professional	Management of Finance Resource			7	2,9%	14	2,0%
Technician and Associate Professional	Advanced IT and Software	12	2,0%	6	2,5%	24	3,4%

Source: BANKSETA 2018

The top-up skills that small companies are most in need of include the Management of Finance Resources (12.7%). Critical Thinking (7.3%) and Complex Problem Solving (6.9%) were also highlighted as important skills required.

Complex Problem Solving (6.7%) and Critical Thinking (6.7%) skills were also identified as key skills gaps for medium-sized companies, with Technical (job-specific) skills (6.3%) following close behind as an important attribute currently lacking among employees.

As with medium companies, Technical (job-specific) skills were identified as the top skills gap (7.5) for large companies, followed by Complex Problem Solving (6.8%) and Management and Leadership skills (5.3%).

Complex Problem Solving and Critical Thinking appear among the top three skills gaps across the company size categories, recorded as skills gaps combined 107 and 93 times respectively. Service Orientation skills are also among the top five skills gaps in each size category. It is, furthermore, noted that while financial resource management and other softer skills are key for small companies, the need for technical (job-specific) skills become more important as the size of companies increase.

It is evident that a lack of relevant experience remains the largest influencing factor with respect to skills gaps experienced, as is the case for HTFVs. This is particularly true for larger companies, where more than half of the reasons cited for skills gaps were due to lack of experience. Slow recruitment processes as a reason for skills gaps is generally more relevant for medium and large companies, while lack of qualifications is marginally more critical in smaller companies than in the larger counterparts. It is noted that equity considerations are less important factors where skills gaps are concerned when compared to the reasons cited for HTFVs, while poor remuneration; slow recruitment processes; and unsuitable job locations play a larger role in skills gaps than is the case for HTFVs.

3.3 Extent and Nature of Supply

The root of unemployment is not only a lack of jobs; a key underlying issue is also the inadequately educated workforce which is the main challenge of the post-school education and training. According to the World Economic forum Report, the following are disruptors to the South African Labour market that must be considered in the development of the skills supply channels:

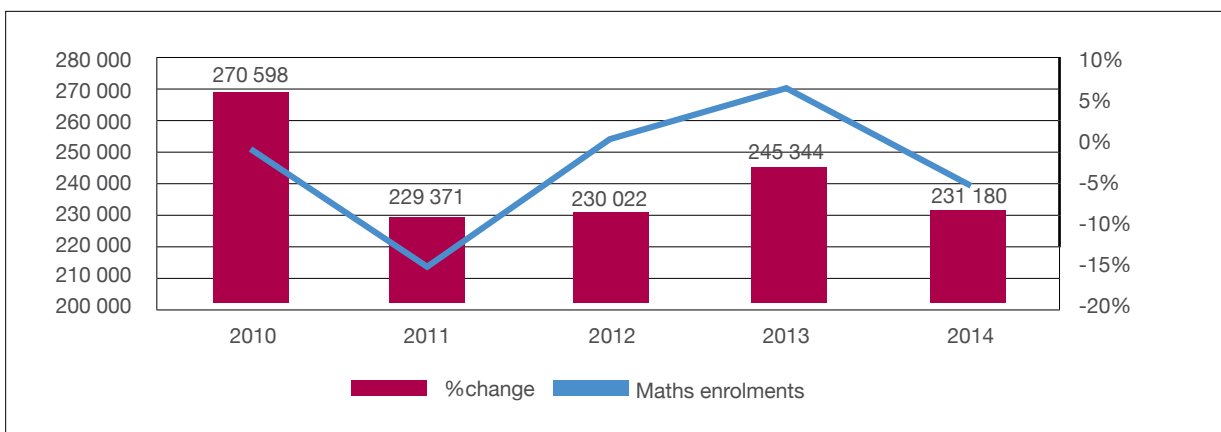
- Big data and their processing power
- The changing nature of work: work flexibility
- Growth of the middle class in emerging markets
- Mobile internet and cloud technology
- Geopolitical volatility
- Climate change and the stress on natural resources
- Crowd sourcing
- New energy supplies and technology
- Young demographics in emerging markets
- Rapid urbanisation

The supply of skills to the banking sector comes from a myriad of sources from within the post-school education and training system and includes school leavers, TVET college graduates, Higher Education - HE graduates as well as SETA graduates. Labour supply from these educational system could mean job seekers who possess only an academic qualification as in the case of school leavers and university graduates or academic qualifications with a short stint of workplace experiential learning as in the case of TVET Colleges and University of Technology graduates. SETA graduates in most instances follow the learnership mode of training delivery and graduate with a fair amount of workplace experiential learning.

The South African education system has not succeeded in creating a workforce with a high knowledge base as is evident in the graduate data available as provided by the Labour Market Intelligence Project. The data provides an astounding indication that for every one hundred learners who enter the schooling system, only thirty-seven pass matric and only four finally complete with a full complete university degree. A further examination indicates that when these individuals enter the skills supply pool, of a hundred job seekers, only 4 will hold a complete degree, thirty three will hold a matric certificate and sixty three will hold some form of schooling. Within the banking environment, where technology is driving employment patterns, these statistics are of serious concern as the sector seeks to employ high skill individuals. This is evident from the types of occupations that are in high demand as discussed in the previous section.

The basic education stream is quite significant as it provides throughput for all post-school education and training streams. School performance in Mathematics, Physical Science and Technology impacts the pipeline feeder for university studies in degrees for carers linked to banking. Poor performance in Mathematics, which is key for employment in the banking sector has been a cause for concern. As a starting point, the low percentage of 30% required for a pass mark is too low for learners to succeed in studying for a career in banking or information technology or any of the other occupations within the sector. Data from the Basic Education Department indicates that there has also been a decline in enrolments for the subject (Figure 11). There has been a sharp decline in enrolments in 2010 and 2014, declining by 15 per cent and 6 per cent respectively.

Figure 11: Enrolments for Maths at school

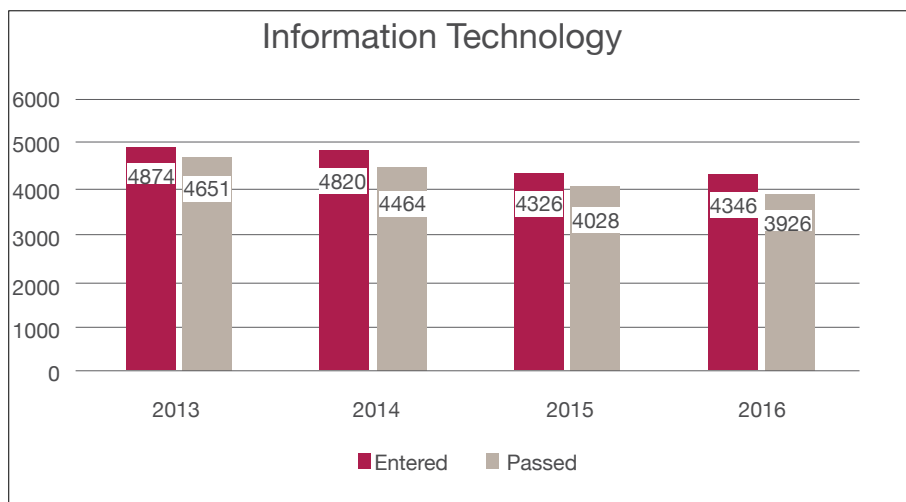


Source: NSC Examination Technical Report (2015)

However, there has been some slight improvement in the pass rate for maths between 2010 and 2013, but the pass rate slightly declined from 59.1 per cent in 2013 to 53.5 per cent in 2014. This decline, however, can be possibly linked to the noticeable decline in maths enrolments in 2014. Mathematical skills are required for the majority of roles in the banking sector and poor performance by learners may exclude them from opportunities in the banking industry.

The Physical Science pass rates have stayed constant from 2013 to 2016, averaging around 60%. The number of learners studying this subject dropped from 184 000 to 119 000. This significant drop indicates that fewer learners are able to pursue studies relating to Data Science, Statistics, and other high level technology skills. If the schooling system is to assist the economy to prepare for skills for the fourth industrial revolution, there is cause for deep concern as is shown in the figure below.

Figure 12: Enrolment and Pass rates for Information Technology



Source: DHET 2016

The Department of Basic Education hopes that with the establishment of the new Directorate for Mathematics, Science and Technology there will be some improvement in learner participation and outcomes for mathematics. In respect of the overall pass rate, observers have expressed concern about the lowering of standards, i.e., the 30 per cent pass mark. Observers have argued that the higher pass rate can be possibly linked to the lowered passing standards. Furthermore, it has been argued that learners are not adequately prepared for tertiary education and the labour market, and this often leads to some of them dropping-out or lower graduate rates.

Upon achievement of a Bachelor's degree pass in the NSC examination, learners can enrol for a Bachelor's degree at any university in SA. The White paper on Post school Education and Training (2013) states that South Africa still has a post-school education and training system that does not offer sufficient places to the many youth and adults seeking education and training. It is not only the education and training system that has changed. The social and economic challenges facing South Africa have also changed. Today, national priorities are seen somewhat differently by government compared to earlier years of democratic rule. The National Development Plan (NDP), the New Growth Path and other key policy documents of government have set out important strategies and priorities for development, with an emphasis on inclusive growth and employment generation. It is essential that the post-school education and training system responds to these, especially with regard to expanding the pool of skills and knowledge available to the country; achievement of this goal will enable the expansion of the key economic focus areas and equip young people to obtain work.

The Higher Education Institutions (HEIs) system consists of 26 public universities and 123 private universities. Table 9 below illustrates the number of students enrolled in public and private institutions in 2016.

Table 9: Total HEI Data

	Public HEI	Private HEI	Total
Number of Institutions	26	123	149
Number of students enrolled	975 837	167 408	1 143 245

Source: DHET (2016)

The common fields of study offer a supply stream for the banking sector are Bachelor of Commerce; Bachelor of Science: Actuarial / Financial Mathematics; Bachelor of Business Administration; Bachelor of Science: Engineering/ Applied Mathematics/Computer Science; Bachelor/Master of Law: Corporate Law; Bachelor of Accountancy. There are in some cases intakes from Bachelor of Arts: Psychology and Bachelor of Social Science: Human Resources. The bulk of the supply falls within the Business and Management. In recent years, the sector has demanded graduates with qualification in Information Technology, Mathematics and Statistics, Data Analytics, Programming, and Engineering. Many students currently enrolled in South Africa's tertiary institutions are studying subjects that do not support the need in business for science, technology, engineering and maths (STEM) as well as future-oriented skills. Many organizations face the challenge of finding appropriately trained graduates with complex problem-solving skills, critical thinking, good judgement and decision-making, as well as cognitive flexibility.

Graduation rates in higher education institutions present a bleak picture with a substantive number of learners not completing their studies. Of the total enrolments in public higher education institutions only 203 076 students successfully completed their degrees. Undergraduate certificates, diplomas and degrees comprise the bulk of graduates. Of these only 2 797 are doctoral degrees, the highest qualification awarded.

There has been an increasing trend in the number of students enrolled in TVET colleges in the past six years. Enrolment in TVET colleges reached 705 397 in 2016.

Table 10: Total TVET College Data

	TVET	CET	Private	Total
Number of Institutions	50	9	252	311
Number of students enrolled	705 397	273 431	168 911	1 147 739

Source: DHET (2017)

A total of 111 460 students completed key exit levels (N3, N6 and NC(V) Level 4) in TVET colleges in 2016, translating to a completion rate of 62.2%. Higher completion rates were recorded for N6 (66.1%), followed by N3 (65.8%) and lower for NC(V) Level 4 (41.7%). Business studies students recorded a higher number of completions for N6 (47 794), with a completion rate of 67.6%. The TVET Colleges show slow uptake of the delivery of Occupational Qualifications recording only 20 533 learners in occupational qualifications in 2015. This limitation makes it difficult for SETAs to partner with the TVET College sector in delivering occupational programmes.

During the 2016/17 financial year, a total of 249 680 learners registered for SETA-supported learning programmes, reflecting an 8.0% increase from the registrations recorded during the 2015/16 financial year. Almost an equal proportion of unemployed and employed learners were registered. More than half of registrations were for skills programmes (52.5%), followed by learnerships (40.6%) and fewer learners registered for internships (6.9%). A total of 180 998 learners were certificated in SETA-supported learning programmes during the 2016/17 financial year, which was 4.1% higher compared to certifications in the 2015/16 financial year.

BANKSETA implements a range of interventions that link to qualifications required by the banking sector. These qualifications are offered either through learnerships, bursaries, workplace-based learning or skills programmes. The top qualifications are listed in the table below:

Table 11: Qualifications funded by BANKSETA

Qualifications funded by BANKSETA	Number of learners registered
Advanced Diploma in Accounting	207
Certificate in Sales and Customer Relations	254
Bachelor of Commerce (Economics)	259
Master's Degree	332
Accounting Technician	347
Bachelor of Commerce (Financial Accounting)	370
Micro Lending Frontline Service	391
Financial Markets and Instruments	636
Bank Credit and Risk Assessment	655
Bachelor of Commerce (Accounting)	1005
Entrepreneurship	1254
Certificate in Banking Service Advice	1255
Certificate in banking	1623
Banking and Financial Services	2006
Certificate in Management Development	2176

Source: BANKSETA 2018

Through a combination of questionnaires, key informant interviews and focus group discussions, research conducted by the BANKSETA has identified the following challenges in the skills supply system:

On TVET Colleges:

- TVET colleges have generally failed to align their learning programmes to the needs of banking and alternative banking employers;
- The colleges have capacity constraints in respect of suitably qualified lecturers, a situation that adversely affects the quality of learning particularly in skill areas of interest to banking and alternate banking such as Information and Communications Technology (ICT);
- The majority of the TVET colleges have limited capacity to develop ICT skills required by banking and alternative banking. While some institutions offer computer courses these are largely at National Certificate Vocational (NCV) level and very few offer information technology programmes at National Accredited Technical Education Diploma (NATED) level;
- There is a high failure rate for learners who enrol for the NCV computer skills programme;
- Due to lack of lecturers, computer laboratories and the high failure rate (as much as 75%) some institutions have discontinued the NCV computer skills programme;
- Out-dated curricula issues continue to hamper the quality of learning and thus further contribute to college graduates being ill-prepared for banking and alternate banking work environments;
- Recruitment barriers exist at banking and alternative banking institutions where TVET graduates are considered ill-prepared for the work environment. For example, the emphasis on a degree being the minimum entry requirement for some leading banks has effectively shut out college graduates from most employment opportunities in the sector;
- Lack of graduate tracking systems for colleges hampers feedback on where graduates are employed. As a result, colleges hardly get feedback from employers on the quality of their graduates or their employment status;
- Despite the existence of career guidance offices at virtually all colleges, to a large extent career guidance still remains an underdeveloped mandate; and

- Poor quality of learning at TVET colleges has unfortunately affected progression of students from colleges to university, thus impacting on the skills pipeline;
- Furthermore, despite recognition of the importance of partnerships in the White Paper, colleges and the sector still need to implement solid initiatives to make this a reality.

On Universities:

- Capacity constraints in respect of suitably qualified lecturers continue to hamper learning delivery;
- Universities generally offer more courses/programmes with direct link to banking and alternate banking skill requirements. Despite this, there is bias towards studying accounting, finance and business management than studying those programmes leading into skills demand areas such as ICT, data management and actuarial studies;
- University students view the need to create opportunities for WIL as an area of need;
- Some universities have well-developed relationships with industry partners, a development that ostensibly facilitates feedback on the quality of graduates produced as well as areas of skill demand;
- Universities lack tracking systems for their graduates and therefore do not have credible information on graduate employment status and skill areas in demand by the labour market;
- Failure/drop-out rates are problematic at universities. There is therefore need for more learner support programmes;

Banking and alternative banking employers view college graduates as theoretically ill-equipped and therefore not easy to train for the work environment; and Banking and alternative banking employers also consider college graduates as patently lacking in communication skills and emotional intelligence. Some leading banks tend to focus on recruiting graduates from the 'top 5' universities. This disadvantages learners from universities that do not fall into this category, particularly previously disadvantaged universities; Banking and alternate banking employers view university graduates as generally well-grounded in theory and therefore trainable.

The Institute of Bankers (IoB) does not play a dominant role in the provision of training of professional certification. In fact there is no professional certification for the banking sector. However, Professional bodies like South African Institute of Chartered Accountants (SAICA), the Institute for Risk Management (IRMSA), the Compliance Institute South Africa and the Professional Body for Accounting Technicians (AATSA) do play a significant role in building capacity for the sector. BANKSETA has partnered with these Organisations to build the pipeline of professionals required by the banking sector.

3.4 Pivotal List

To assist the SETA in addressing the scarce skills occupations listed above, a list of PIVOTAL programmes are identified. The Occupations in the PIVOTAL list is derived from the occupational shortage research and the skills planning data submitted in the Annexure 2 (WSP) process. In addition, the DHET Occupations in High Demand was also consulted to determine if these skills are also of national importance.

As BANKSETA uses a demand driven model for funding PIVOTAL programmes and leaves the choice of intervention to the discretion of the employer for the skills development of the employed, the interventions funded remain generic. The interventions are thus learnerships and bursaries (academic programmes) for employed and skills programmes for shorter interventions that lead to a qualification. For the unemployed learners, work integrated learning and internships are added as intervention types. One of the priority areas for BANKSETA in the coming year is to investigate the Continuous Professional Development (CPD) model as an additional intervention type especially for high level skills needs.

Skills needs are not static and hence it is difficult to ascertain if the proposed interventions will address the scarce skill and eliminate it from the list completely. It is also important to note that the skills needs have been derived only for the sector. However with the growth of disruptive competitors and the fact that some of these skills are required across sectors, the skills being addressed may indeed leave the sector. It is hoped that the interventions will address some of the scarce skills needs in the sector. It is unlikely that the scarce skill will be completely addressed and will no longer exist. It is however hoped that addressing the scarce skill will in some way reduce the quantity of the skill that is imported by replacing it with local hire.

One of the greatest challenges experienced is that often employers will indicate that the occupations they indicated does not fall within the top ten of the scarce skills and hence the PIVOTAL List. To address this and to ensure consultation across all employers, the scarce skills and PIVOTAL list is circulated to all employers for feedback and comments. A validation workshop is also held with the sector in order to reach consensus on the scarce and PIVOTAL lists as these form the basis for the allocation of funding in the Annual Performance Plan.

Throughout the data collection and skills planning process, some key themes emerged. This resulted in the development of five key skills issues which further translates into the five priority areas that BANKSETA will focus on in the next few years. The PIVOTAL skills list is aligned to these focus areas. The quantities in the PIVOTAL list were informed by data supplied by Employers when submitting their WSPs for 2018 as well as research undertaken to determine occupational shortages and skills gaps. The PIVOTAL List is ranked in order of priority from a quantitative perspective. The occupations that have the largest quantity in terms of need were ranked higher than others. The PIVOTAL List is approved by the BANKSETA Board.

Table 12: PIVOTAL List

Occupation Code (OFO)	Occupation	Specialization / Job	Intervention Types Planned by SETA	NQF Level
2015-251203	Developer Programmer	<ul style="list-style-type: none"> • ICT Programmer • Applications Developer • ICT Developer • Software Developer 	Bursary	6
2015-252101	Database Designer and Administrator	<ul style="list-style-type: none"> • Database Architect • Database Analyst • Database Administrator • Data Administrator 	Bursary	5
2015-252301	Computer Network and Systems Engineer	<ul style="list-style-type: none"> • Network Engineers • Systems Engineers 	Bursary	7
2015-251101	ICT Systems Analyst	<ul style="list-style-type: none"> • ICT systems Designer • ICT Systems Specialist • ICT Business Systems Analyst • ICT Systems Consultant • Computer Analyst • Systems Programmer • LAN/WAN Specialists • ICT Systems Strategist • ICT Systems Architect 	Bursary	7
2015-241301	Financial Investment Advisor	<ul style="list-style-type: none"> • Financial Consultant • Financial Planner • Financial Business Analyst • Financial Advisor • Financial Analyst • Investment Analyst 	Bursary	6
2015-122101	Sales and Marketing Manager	<ul style="list-style-type: none"> • Business Development Manager • Business Support Manager 	Bursary	8
2015-241202	Investment Manager	<ul style="list-style-type: none"> • Fund Manager • Portfolio Manager • Hedge Fund Manager 	Bursary	8
2015-421102	Bank Worker	<ul style="list-style-type: none"> • Personal Banking Consultant • Bank Customer Services Officer • ATM Custodian • Mortgage banker • Credit Support Officer • Credit or Loan Officer 	Bursary	5
2015-242207	Compliance Officer	<ul style="list-style-type: none"> • ICT Security Specialist • Cyber-security Specialists • Financial Markets Compliance Officer • Organisational Risk Officer • Organisational Risk Manager • Risk Compliance Officer • Organisational Development Practitioner 	Bursary	6

2015-121901	Corporate General Manager	<ul style="list-style-type: none"> • Customer Service Manager • Bank Manager • Sales Manager • Sales and Marketing Manager • Corporate Services Manager • Finance Manager • Credit Manager • Information Services Manager • Office Manager • Information Technology Manager • Contact Centre Manager • Financial Markets Business Manager • Data Management Manager • Research and Development Manager • Recruitment Manager • Contract Manager • Policy and Planning Manager • Operations Manager 	Bursary	8
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Source: BANKSETA 2018

3.5 Conclusion

In the demand for skills analysis an investigation into vacancies, occupations that are hard to fill and skills that are imported, provided a strong case that various information technology skills are in demand. These are clearly linked to the drivers of change that emerged earlier in the document. The supply of skills is primarily from the Higher education sector with very little scope for the employment of graduates from the TVET Sector. It is evident from the analysis conducted that there is a mismatch between the supply and the demand. BANKSETA plans on hosting interventions to encourage discussion between employers and Institutions of learning to understand the mismatch and to work towards tailoring programmes that will address the mismatch of skills demanded and supplied.



Sector Partnerships

Chapter 4
2019/2020



Chapter 4: Sector Partnerships

4.1 Introduction

The purpose of this chapter is to provide an indication of existing SETA partnerships in the banking sector as well as an indication of new partnerships that are planned for the year under review. A partnership is often defined as a collaborative relationship between entities to work towards a shared objective through a mutually agreed division of responsibilities. This chapter commences with an analysis of the current partners that BANKSETA works with in ensuring that it delivers its mandate to the banking and microfinance sector. Partnerships form a framework for working together to achieve a common goal. Existing partnerships provide either support to projects or serve as service delivery partners in projects.

This chapter looks at the state of existing SETA partnerships, how successful these are, what is working well and some of the problems experienced with the current partnerships and what should be done to strengthen these partnerships. This chapter also highlights some of the challenges experienced in forming and maintaining these partnerships with the aim of identifying measures to improve on these relationships. This chapter concludes with an analysis of what new partnerships are needed for the banking sector and the plan of action to formalise these partnerships.

4.2 Existing partnerships

BANKSETA views partnerships as relationships with various stakeholders ranging from Regulatory and Compliance Authorities, Associations influencing the banking environment, Employers (constituent and others), Trade Unions, Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs), Educational Institutions (public and private), Service Providers (suppliers) and other SETAs especially the three that fall within the Financial Services Cluster. These partnerships enhance and support the strategies, activities and achievement of planned interventions in terms of its Strategic and Annual Performance Plan.

Partnerships with BANKSETA are either informal or formal. Informal partnerships exist between the organisations including SETAs with an understanding that co-operation best supports skills development in the sector. Formal arrangements exist particularly with TVET Colleges, UoTs and Universities for the delivery of work experiential learning. The terms of reference for these formal partnerships are crafted into a partnership agreement or memorandum of understanding.

BANKSETA and sector employers fund a number of cross-sectoral programmes whose quality assurance resides in another SETA. These include qualifications registered by INSETA, Services SETA, FASSET and MICT SETA. No formal partnerships exist with these SETAs; however a professional working relationship exists to ensure that verification and certification occur timeously. The importance of collaboration amongst SETAs is crucial and BANKSETA is working towards formalising these partnerships. Further details are provided in the section under 'new partnerships'.

A number of Associations, Professional Bodies, Employee Representation Bodies, Employer Representation Bodies, etc. work in the banking sector. Their expertise is invaluable for the development of skills interventions that meets the specific needs of their constituency. BANKSETA partners with these organisations to gain expert knowledge and share experiences. Table 13 below provides an outline of existing partnerships between BANKSETA and key role-players in the sector.

Table 13: Existing partnerships with industry role-players

Name of Organisation	Description of Engagement
Banking Association South Africa	BASA engages with BANKSETA in Consumer Education capacity building within the banking and alternative banking sector. With the establishment of the Financial Services Centre of Excellence within BASA, the partnership extends to include support from BANKSETA for training interventions.
SASBO – Employee Union	The partnership with SASBO relates to the development of worker initiated skills interventions aimed at re-skilling employees to ensure their relevance to technological and digital changes.
SABRIC	This partnership supports the development of cybersecurity occupations.

Name of Organisation	Description of Engagement
MFSA	The MFSA works closely with BANKSETA to provide Strategic support of Microfinance/SME organisations. BANKSETA is provided with an opportunity to engage in the Roadshows of the MFSA and serves on the MFSA Board.
CBDA and NACFISA	Capacity building interventions are designed with the CBDA and NACFISA for CFIs. These programmes are aimed at building their capacity to move towards meeting the requirements for registration as co-operative banks.
IRMSA	This partnership was formed to support the development and implementation of a new learning intervention for Risk Practitioners.
SAICA	This partnership was formed to implement a skills transfer model for the expansion of TVET Colleges to implement the Accounting Technicians Programme.
Compliance Institute	This partnership was formed to support the development and implementation of a new learning intervention for Compliance Officers.
Quality Council of Trades and Occupations (QCTO)	BANKSETA is the appointed quality assurance partner for all Banking Sector Legacy and Occupational Qualifications.
FSCA	This partnership facilitates FAIS compliance in line with FSB regulations for the banking sector.

Source: BANKSETA 2017

BANKSETA approves TVET colleges on an annual basis for Work Integrated Learning (WIL) grant funding, the aim of which is to assist the colleges to make links with employers in order for the learners to obtain the requisite workplace experience to make them more employable. This is primarily a partnership between a donor and recipients of the grant. BANKSETA manages the relationships between colleges and the sector employers by inviting the sector employers to various regional networking sessions, where employers are taken through the aims and objectives of the intervention, processes on how to become involved as well as meet the respective college contacts. BANKSETA currently has agreements with the following TVET Colleges to support learners who completed their N6 level of study to gain their practical experience to obtain their National Diplomas. Of the 50 TVET Colleges BANKSETA currently has partnerships with 19 of these Colleges to support work integrated learning. BANKSETA supports Colleges across all nine provinces and through these partnerships, an avenue is created to support rural skills development. A partnership exists with Motheo TVET where BANKSETA has been tasked to fulfil the role of Lead SETA in the Free State by the Department of Higher Education. BANKSETA has established a satellite branch at this TVET to support the various interventions in implements in the Free State.

BANKSETA currently supports 14 Universities of Technologies/Universities for various initiatives aimed at building the skills pipeline to address scarce skills in the sector. This support is for Work Integrated Learning and bursaries that address scarce skills in the banking sector. BANKSETA covers the funding of bursaries through partnership agreements with Universities. The support is holistic (covering tuition, textbooks and accommodation, on or off-campus, depending on what has been arranged by the University). Each institution will use its pre-determined entry criteria to identify learners to nominate for Merit Bursaries. BANKSETA Merit Bursaries are renewable annually and are dependent on the students' academic progress. Work Integrated Learning (WIL) grant funding has also been extended to the Universities of Technology in an attempt to allow graduates to develop the soft skills so essential to corporate teamwork and productivity.

These partnerships have enabled BANKSETA to achieve the following key outputs:

- Grow the pipeline of graduates ensuring they complete their studies with the necessary workplace experience making them more employable
- Provide bursaries to address PIVOTAL skills like ICT
- Provide learners who completed their N6 level of study at a TVET College to obtain the 18 months work experience necessary to convert their Certificate to a National Diploma
- Provide learners from UOTs with the financial support to complete their work experiential learning for completion of the diploma
- The funding of doctoral students provides an enabling environment for the generation of new knowledge for the banking sector in the form dissertation papers whilst simultaneously Funding of doctoral student

- Improve how the institution responds to the needs of the broader banking and alternative banking sector, through lecturer support
- Develop scarce and critical skills for occupations that are in short supply by the sector, through bursary support
- Bring demand (industry/ employers) for skills closer to supply (current workers / new entrants into the economy) of skills by address better use of work-based skills development

Partnerships with industry role-players especially those with the Public Institutions of Higher Learning has worked well. Because these partnerships have quality assurance mechanisms in place, challenges are identified early and through the process of collective agreement, problems are resolved. On a quarterly basis, BANKSETA hosts Business Boardroom sessions where topics of interest to the Banking Community is discussed. These sessions generally initiate discussions which influences skills development.

The most important lesson learnt from partnerships that are successful is that written Memorandum of Agreements provide a strong base on which many of the partnerships are cemented. In this way, roles and responsibilities are concisely outlined and this ensures a successful partnership follows. This has worked well and BANKSETA ensures that most partnerships have these signed agreements. Clear terms of Reference are also important in ensuring that each partner understands its roles and responsibilities.

4.3 New partnerships

In a dynamic environment, there is a constant need to form new partnerships. Based on the strategic focus for the forthcoming year, it is imperative that BANKSETA identifies new partnerships and actions these to deliver on new initiatives.

Proposed collaboration with Employers and Employee Representation Body:

- A collaborative agreement is emerging with employers and SASBO with the intention of engaging in deep conversation on issues that are shaping skills formation in the sector to inform skills planning and the development of appropriate interventions.
- With the strong shifts that are happening in the sector as a result of digitalisation, it serves the sector better if these organisations collectively make decisions on the approach to be taken to address job changes.
- This collective grouping will also engage with community organisations on issues that affect financial inclusion.

Proposed Partnerships with Other Sector Role-players:

- A partnership must be established with NASASA to provide skills development support to the growing number of stokvels.
- To augment the research and skills planning, a partnership with Stats SA and SARB is proving to be extremely important
- A partnership with University South Africa as the central nerve for relationships with Universities is important
- There is growing evidence that the sector urgently requires a functional Professional Body. BANKSETA plans to work with BASA and the IoB to ensure that Continuous Professional Development is integrated as a learning methodology.
- With the growth of Fintech companies in South Africa, a partnership is planned with Fintech Africa, an organisation that acknowledges the efforts of Fintech companies

Proposed Partnerships with Other SETAs:

- Digitisation and Technology has emerged as a key driver within the banking sector. BANKSETA will continue to pursue the development of a partnership with the MICT SETA especially to address the growing demand for ICT vendor programmes that fall outside of the scope of the PIVOTAL ambit.
- There is an increasing number of Retail companies that are emerging as banking disruptors and a need emerges for a partnership with the W&R SETA to ascertain if any banking related skills are surfacing within their scope.
- Collaboration with INSETA with regards to skills development needs of banks that also have an insurance division.
- Collaboration with FASSET with regards to skills development needs for Finance related to occupational shortages in the sector

Proposed Partnerships with TVET, UoTs and Universities:

These organisations are offered grant funding through prescribed funding windows that ensures regulatory compliance. It is hoped that through the grant funding process, further partnerships with TVET, UoT and University Partnerships will be established to strengthen the provision of;

- Work integrated learning
- Bursaries (Masters and Doctoral)
- Secondary providers of BANKSETA programmes
- Alignment of higher education programmes to sector needs
- Capacity building

4.4 Conclusion

For BANKSETA there is added value in working with other organisations. Partnerships for sustainable skills development between BANKSETA and the various role-players, seek to share risks, pool resources and talents and deliver benefits to skills development for the banking and financial services sector. Partnerships are one way of ensuring that graduates from institutions of higher learning can meet the skills demand.

BANKSETA has current partnerships with a wide range of Institutions including TVET and HE Institutions. Many of these partnerships relate to service delivery agreements specific to internships, bursaries and work integrated learning. Partnerships with professional and regulatory bodies help to strengthen delivery mandates and ensures that all relevant stakeholders participate in SETA funded initiatives. Growing the partnership mandate into Africa will allow BANKSETA to share its experience and best practice models in skills development.



Skills Priority Actions

Chapter 5
2019/2020





Chapter 5: Skills Priority Actions

5.1 Introduction

This chapter consolidates and presents the findings from previous chapters and reflects on priority actions for the sector. The previous chapters provided the information and analysis and thus enable a response in the form of recommended actions that are realistic, consistent and achievable. This Chapter provides a set of priority actions which form the basis for the development of the APP. Consideration is also given to national strategies and plans to thus ensure alignment with government's priorities.

5.2 Findings from Previous Chapters

From Chapter One, the following findings emerged:

- The SARB, FSCA and NCR are three core regulatory bodies that control the banking and non-banking sector and hence will have a pronounced influence on skills planning for the sector.
- The CBDA plays a vital role in the growth of Co-operative Banks and CFIs. To date it seems that there are challenges as a very small number of Co-op banks and CFIs meet regulatory requirements. Greater support is required to support the development of the co-operative banking sector
- DFIs are important for the growth of the SMME sector and providing financial support for economic development opportunities. In a weakening economy, their role is even more strategic and must be supported.
- The large number of unregistered micro-finance lenders must be supported to adhere to the NCA requirements.
- The growth of Fintech companies positions them as important employer organisations in the future and their growth needs to be supported
- NASASA plays an important role in supporting the stokvel sector which represents an extreme large of informal savings.
- There is a need to align to the new SIC codes across the sector
- The granting of three additional licences by SARB increases the number of employers in the sector
- Postbank needs to be transferred from the Services SETA to BANKSETA as an employer
- The Institute of Banking is currently not active in the development of Professional Qualifications and Programmes for the banking sector
- The banking sector's growth remains in an upward trajectory with the registered banks showing good annual growth
- On a year-on-year basis, employment in the financial services sector increased
- Participation rates in the WSP process has grown especially amongst the small companies. However, a substantive number of small companies that submitted do not belong to the sector and this must be well managed.
- As the third largest employer, the financial services sector has the potential to export appropriate skill into the rest of Africa thereby creating an opportunity for employment creation.
- South Africa has dropped down 14 places on the Global Competitiveness Index.
- From an employer perspective, the sector has a few large employers employing a large percent of the labour whilst there are a large number of small employers with a small percent of labour. It is therefore easy to focus on the few large employers in terms of their skills needs and ignore the small employers.
- The largest number of employer presence is in Gauteng, followed by Western Cape and KwaZulu-Natal. It may be of importance to reconsider where regional offices are established as the current offices in East London and Limpopo serve a very small portion of employers whilst provinces like the Western Cape and KwaZulu-Natal have no regional presence.
- The sector has seen growth in the number of employees. This is attributed to the three new licenses awarded to new banks.
- Occupational analysis according to the major groups indicates that the sector intermediate and high skills with very little employment in low skills
- The labour market profile indicates that there is a need for skills interventions at the post matric level as a large portion of labour fall within this category.
- Comparative analysis with the previous year indicates that the top ten occupations show a decline in employment.
- Due to the extremely low level of employees with disabilities, there is an urgent need to address this in collaboration with the Sector.
- Transformation at management and senior management levels, still pose a challenge to the achievement of BBBEE targets.

From Chapter Two, the following findings emerged:

- Digitalisation, technology and innovation is having a major impact on the banking sector and the future skills needs
- The shift to incorporating digitisation and technology into product development and banking systems and processes will need a different type of skills set
- Understanding customer needs and expectations are becoming important in developing customer centric models.
- Banking staff need to understand the new profile of the customer and respond appropriately
- Recent regulatory changes especially the implementation of the twin peaks model and the changes to FIC and NCR regulations will have an impact on the sector
- Cybercrime has grown exponentially as a risk to banks and there is an increased demand for cybersecurity skills.
- An understanding of banking disruptors provides an opportunity to either partner and grow or alternatively compete with these new disruptors.
- The upcoming national elections, economic growth and poverty levels have a linear impact on the performance of banks and these must be watched carefully
- Alignment to the NSDS and the White Paper on Post-School Education and training is important for BANKSETA to transition into the new SETA landscape
- The high number of unemployed youth makes the NDP key for skills planning for the Not in Education, Employment or Training (NEET).
- The job drivers specified in the new growth path must be supported in the shifts to a knowledge economy
- The National Skills Accord provides eight key commitments that the Board and Executive Management must incorporate into the Strategy of the SETA
- The Youth Employment Accord provides clarity on governments approach to support youth development
- To support government's 9 point plan, efforts must be made to grow the co-operative banking sector.
- South Africa has made great strides in creating financial inclusion with only 13% of the population being not formally served. The focus now is on access to finance for small business.
- Changes in the regulatory framework will require an adaptation of compliance training.
- Aligning to the financial services code is imperative for the banks.

The following five key skills issues emerged:

- o Technology, Digitisation and Innovation
- o Regulation, Compliance and Risk Management
- o Management and Leadership Development
- o Markets, Products and services
- o Customer centricity

From Chapter three, the following findings emerged:

- An analysis of Hard-To-Fill Vacancies (HTFV) in the banking sector indicates occupational shortages and the reasons for these vacancies. Of greatest significance to the sector skills plan is the list of occupations that are in high demand. These give an indication of the occupational shortages in the sector and the PIVOTAL programmes that should be implemented to address these hard to fill occupations. High unemployment, coupled by occupations that are hard to fill is an indication that supply side does not produce the requisite skills that is in demand.
- The reported occupational shortages has been largely been attributed to the low standard of education in particular the Mathematics, Physics and Information Technology subjects which is required for entry into a majority of positions in the banking industry.
- In respect of TVET Colleges, it has been reported that there has been an underutilisation of these colleges for skills supply for the sector. A number of challenges are presented in this report and must be addressed to unblock the TVET system

- A number of challenges are presented for the public higher education sector as well and these need to be addressed
- Despite a number of skills development initiative within the sector, there is still some occupational shortages which have led to the importation of skills, some on a permanent basis and some for certain periods of time. Importation of scarce skills can benefit the sector if the process entails an element of skills transfer to the local people. However, this should not be viewed as a permanent measure; just a move to address the immediate skills needs and should be used as tool for skills transfer to local workers. The country is faced with high levels of employment, including a number of unemployed graduates. A process of upskilling or reskilling such people is therefore required.
- Imported skills also provides an indication of occupational shortages at local level. From the list provided, a large number of IT Skills are imported.
- BANKSETA's contribution to learnerships, internships and skills programmes is amongst the lowest amongst the SETAs. This does not correlate to its levy income.

The occupational shortage and PIVOTAL programmes relate to the following top occupations:

- o Developer Programmer
- o Database Designer and Administrator
- o Computer Network and Systems Engineer
- o ICT Systems Analyst
- o Financial Investment Advisor
- o Sales and Marketing Manager
- o Investment Manager
- o Currency Exchange Officer
- o Compliance Officer
- o Corporate General Manager

From Chapter 4, the following findings emerged:

- BANKSETA engages in a range of partnerships with both industry and higher education institutions to deliver on its mandate.
- Partnerships with HE Institutions are better managed because they are defined in a memorandum of agreement.
- There are a range of new formal partnerships that must be formalised with sector role-players
- Partnerships with SETAs to engage in a collaboration to fund cross-sectoral interventions is imperative.
- A stronger relationship needs to be forged with regulatory bodies like SARB, FSCA, NCR, FIC due to recent regulatory changes
- Stronger partnerships need to be developed with employers for the sectors contribution to the financial sector codes

5.3 Recommended Actions

BANKSETA has identified the following five strategic focus priorities to which relevant projects are implemented:

- Skills Priority Action 1: Technology, Digitisation and Analytics
- Skills Priority Action 2: Risk Management and Compliance
- Skills Priority Action 3: Management and Leadership Development
- Skills Priority action 4: Core banking products/services
- Skills Priority Action 5: Customer Relationship Management

BANKSETA plans on implementing the following interventions to address the five priority actions:

Table 14: BANKSETA Interventions

Skills Priority Action	BANKSETA Interventions
Skills Priority Action 1: Technology, Digitisation and Analytics	<ul style="list-style-type: none"> • Register unemployed learners on a range of appropriate learnership programmes • Register employed and unemployed beneficiaries in a range of PIVOTAL programmes to meet the banking sector demand • Register unemployed youth on work readiness programmes, focusing on scarce occupations and skills gaps • Register unemployed learners on a programme to improve pass results for grade 10, 11 and 12 • Assist TVET College learners to access work integrated learning (WIL) opportunities through collaborations with TVETs • Assist UoT learners to access work integrated learning (WIL) opportunities through collaborations with UoTs • Fund bursaries to University, and University of Technology and Professional Body learners in scarce occupations and skills gaps • Provide bursary funding support to NSFAS • Provide funding to employers in order to up skill or re-skill workers whose positions have/will become redundant as a result of digitalization • Fund demand-driven IT skills development initiatives that Employers are not able to access through existing BANKSETA projects • Encourage and support small enterprises through funding scarce occupations and skills gaps • Provide bursaries to SME businesses so that they develop the necessary business skills to sustain their business • Encourage and support co-operatives by funding training in Co-operative institutions and Co-operative members • Support skills development for South African banking leaders expanding into Africa • Register learners for bursaries for PhD and Post-doctoral studies and support the development of supervisors of post-graduate studies

Skills Priority Action	BANKSETA Interventions
<p>Skills Priority Action 2: Risk Management and Compliance</p>	<ul style="list-style-type: none"> • Register unemployed learners on a range of appropriate learnership programmes • Register employed and unemployed beneficiaries in a range of PIVOTAL programmes to meet the banking sector demand • Register unemployed youth on work readiness programmes, focusing on scarce occupations and skills gaps • Register unemployed learners on a programme to improve pass results for grade 10, 11 and 12 • Assist TVET College learners to access work integrated learning (WIL) opportunities through collaborations with TVETs • Assist UoT learners to access work integrated learning (WIL) opportunities through collaborations with UoTs • Fund bursaries to University, and University of Technology and Professional Body learners in scarce occupations and skills gaps • Provide bursary funding support to NSFAS • Provide funding to employers in order to up skill or re-skill workers whose positions have/will become redundant as a result of digitalization • Fund demand-driven IT skills development initiatives that Employers are not able to access through existing BANKSETA projects • Encourage and support small enterprises through funding scarce occupations and skills gaps • Provide bursaries to SME businesses so that they develop the necessary business skills to sustain their business • Encourage and support co-operatives by funding training in Co-operative institutions and Co-operative members • Support skills development for South African banking leaders expanding into Africa • Register learners for bursaries for PhD and Post-doctoral studies and support the development of supervisors of post-graduate studies

Skills Priority Action	BANKSETA Interventions
<p>Skills Priority Action 3: Management and Leadership Development</p>	<ul style="list-style-type: none"> • Register unemployed learners on a range of appropriate learnership programmes • Register employed and unemployed beneficiaries in a range of PIVOTAL programmes to meet the banking sector demand • Register unemployed youth on work readiness programmes, focusing on scarce occupations and skills gaps • Register unemployed learners on a programme to improve pass results for grade 10, 11 and 12 • Assist TVET College learners to access work integrated learning (WIL) opportunities through collaborations with TVETs • Assist UoT learners to access work integrated learning (WIL) opportunities through collaborations with UoTs • Fund bursaries to University, and University of Technology and Professional Body learners in scarce occupations and skills gaps • Provide bursary funding support to NSFAS • Provide funding to employers in order to up skill or re-skill workers whose positions have/will become redundant as a result of digitalization • Fund demand-driven IT skills development initiatives that Employers are not able to access through existing BANKSETA projects • Encourage and support small enterprises through funding scarce occupations and skills gaps • Provide bursaries to SME businesses so that they develop the necessary business skills to sustain their business • Encourage and support co-operatives by funding training in Co-operative institutions and Co-operative members • Support skills development for South African banking leaders expanding into Africa • Register learners for bursaries for PhD and Post-doctoral studies and support the development of supervisors of post-graduate studies

Skills Priority Action	BANKSETA Interventions
Skills Priority action 4: Core banking products/services	<ul style="list-style-type: none"> • Register unemployed learners on a range of appropriate learnership programmes • Register employed and unemployed beneficiaries in a range of PIVOTAL programmes to meet the banking sector demand • Register unemployed youth on work readiness programmes, focusing on scarce occupations and skills gaps • Register unemployed learners on a programme to improve pass results for grade 10, 11 and 12 • Assist TVET College learners to access work integrated learning (WIL) opportunities through collaborations with TVETs • Assist UoT learners to access work integrated learning (WIL) opportunities through collaborations with UoTs • Fund bursaries to University, and University of Technology and Professional Body learners in scarce occupations and skills gaps • Provide bursary funding support to NSFAS • Provide funding to employers in order to up skill or re-skill workers whose positions have/will become redundant as a result of digitalization • Fund demand-driven IT skills development initiatives that Employers are not able to access through existing BANKSETA projects • Encourage and support small enterprises through funding scarce occupations and skills gaps • Provide bursaries to SME businesses so that they develop the necessary business skills to sustain their business • Encourage and support co-operatives by funding training in Co-operative institutions and Co-operative members • Support skills development for South African banking leaders expanding into Africa • Register learners for bursaries for PhD and Post-doctoral studies and support the development of supervisors of post-graduate studies

Skills Priority Action	BANKSETA Interventions
Skills Priority Action 5: Customer Relationship Management	<ul style="list-style-type: none"> • Register unemployed learners on a range of appropriate learnership programmes • Register employed and unemployed beneficiaries in a range of PIVOTAL programmes to meet the banking sector demand • Register unemployed youth on work readiness programmes, focusing on scarce occupations and skills gaps • Register unemployed learners on a programme to improve pass results for grade 10, 11 and 12 • Assist TVET College learners to access work integrated learning (WIL) opportunities through collaborations with TVETs • Assist UoT learners to access work integrated learning (WIL) opportunities through collaborations with UoTs • Fund bursaries to University, and University of Technology and Professional Body learners in scarce occupations and skills gaps • Provide bursary funding support to NSFAS • Provide funding to employers in order to up skill or re-skill workers whose positions have/will become redundant as a result of digitalization • Fund demand-driven IT skills development initiatives that Employers are not able to access through existing BANKSETA projects • Encourage and support small enterprises through funding scarce occupations and skills gaps • Provide bursaries to SME businesses so that they develop the necessary business skills to sustain their business • Encourage and support co-operatives by funding training in Co-operative institutions and Co-operative members • Support skills development for South African banking leaders expanding into Africa • Register learners for bursaries for PhD and Post-doctoral studies and support the development of supervisors of post-graduate studies

Source: BANKSETA 2018

Alignment of Skills Priorities to National and Sectoral Priorities

The planned interventions for the 2019/20 year will contribute to national and sectoral priorities as detailed below:

National Development Plan:

- Learning programmes targeted at unemployed youth aimed at increasing employability of the youth on these programmes
- Alternative banking interventions specifically in micro-finance and co-operatives support poverty alleviation
- The IT training interventions encourage the banking sector to create banking products that make use of high-speed broadband internet capabilities.
- The Africa expansion project should play a leading role in the development of the African continent, economic integration and human rights.

New Growth Path

- Funding of Masters and Doctoral students to support the growth of the knowledge economy.
- Supporting rural development and regional integration through the establishment of regional offices.

National Skills Accord:

- Expanding the level of training using existing facilities to the fullest
- Making internship and placement opportunities available within the workplace

- Setting guidelines of ratios of trainees; artisans as well as across the technical vocations, to improve the level of training
- Improving the funding of training and the use of funds available for training and incentives on companies to train
- Setting annual targets for training in state-owned enterprises
- Improving SETA governance and financial management as well as stakeholder involvement
- Aligning training to the New Growth Path and improve Sector Skills Plans.
- Improving the role and performance of colleges

Youth Employment Accord:

- Fund learnership programmes for unemployed individuals through the BANKSETA Letsema and Kuyasa flagship projects
- Partner with employers to support youth development initiatives in a co-funded model

9 Point Plan

- Entrepreneurship Programmes which supports SMEs with business plan development and advisory services for growth development strategies for small business
- CFI and Co-op bank support

Table 15: National Priorities Alignment

BANKSETA Proposed Intervention	National Priority Alignment
Sector unemployed learnerships: register unemployed learners (graduates or matriculants) on an appropriate learnership programme	Youth Employment Accord
PIVOTAL Grant Funding Window: Unemployed: register unemployed beneficiaries to meet sector demand that fall within the definition of PIVOTAL programmes	Youth Employment Accord
Work Readiness Programme: register unemployed youth on work readiness programmes, focusing on scarce and critical skills	National Development Plan
Mathematics and Science Support Programme: register unemployed learners on a programme to improve pass results for grade 10, 11 and 12	Youth Employment Accord
TVET Work Integrated Learning Funding Window: assist TVET College learners to access work integrated learning (WIL) opportunities through collaborations with Technical Vocational Education and Training Institutions (TVET's)	National Skills Accord
Universities of Technology Work Integrated Funding Window: fund demand-driven skills development through collaborations with Universities of Technology and to register learners to access work-integrated learning (WIL) opportunities	National Skills Accord
Higher Education Funding Window: fund demand-driven skills through collaborations with Universities and Universities of Technology and Professional Bodies, with a focus on awarding bursaries in scarce and critical skills areas	National Skills Accord
NSFAS Support: increase access to Occupationally Directed Programmes by reimbursing learners who have successfully completed their qualifications	National Skills Accord
Career Awareness: build career and vocational guidance by funding the development and dissemination of a career guide to youth and the training of life orientation teachers	Open Learning Policy
International Executive Development Programme: register learners on a management development programme targeting beneficiaries with a potential to occupy Executive management positions in the banking and microfinance sector	New Growth Path
PIVOTAL Grant Funding Window: register employed beneficiaries on demand-driven skills development programmes in the sector which fall within the definition of PIVOTAL programmes	New Growth Path

BANKSETA Proposed Intervention	National Priority Alignment
Reskilling of employees funding window: provide funding to employers in order to up skill or re-skill workers whose positions have/will become redundant as a result of digitization	New Growth Path
IT Funding Window: fund demand-driven IT skills development initiatives that Employers are not able to access through existing BANKSETA projects	New Growth Path
SME Funding Window: encourage and support small enterprises through funding scarce and critical skills as identified by skills planning and increase access to Occupationally Directed Programmes	9 Point Plan
Entrepreneurship Programme: ensure that SME businesses have necessary business skills to sustain their business by registering learners on bursaries	9 Point Plan
Co-operative Financial Institution Support: encourage and support co-operatives by funding training in Co-operative institutions and Co-operative member	9 Point Plan
Rural Training: register learners in rural areas	New Growth Path
African Expansion: support skills development for South African banking leaders expanding into Africa	New Growth Path
Doctoral and Post-Doctoral bursaries: register learners for bursaries for PhD and Post-doctoral studies	National Skills Accord

Source: BANKSETA 2018

5.4 Conclusion

The 2019/20 SSP provides a detailed analysis of the sector, its skills needs and suggested interventions to address these needs. As funding is always limited, the five skills priority actions aims to address the key skills challenges that emerged during the sector skills planning process. The interventions to support the five skills priorities are detailed in the Annual Performance Plan 2019/20 as well as the Research Agenda 20



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Annexure A: List of Occupations

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
421102 - Bank Worker	4409	1002	460	503	21	7766	1872	736	917	11	17697	23181
421101 - Bank Teller	2433	563	248	154	9	5747	1300	396	582	12	11444	15763
334102 - Office Administrator	1103	428	178	388	6	3127	1382	510	1490	17	8629	8729
331201 - Credit or Loans Officer	1853	329	171	246	12	4107	835	295	613	11	8472	8741
411101 - General Clerk	1079	325	218	172	12	2995	1137	599	905	28	7470	6528
122105 - Customer Service Manager	987	343	213	438	28	1990	821	329	785	18	5952	5398
441903 - Program or Project Administrators	724	299	181	148	8	2257	1070	519	699	26	5931	8670
333903 - Sales Representative (Business Services)	1193	224	190	352	10	2523	476	286	610	6	5870	5625
121901 - Corporate General Manager	553	197	476	1600	88	531	274	372	1078	55	5224	7990
134601 - Bank Manager	1026	235	201	376	18	1754	462	293	457	10	4832	4420
422501 - Enquiry Clerk	793	172	110	36	1	2295	618	288	230	9	4552	2562
422202 - Outbound Contact Centre Consultant	735	196	179	63	7	1909	410	300	138	5	3942	4247
242101 - Management Consultant	659	169	310	557	67	835	253	306	605	43	3804	3991
122102 - Sales Manager	542	191	239	723	13	558	256	262	640	17	3441	3539
121902 - Corporate Services Manager	448	209	299	616	55	589	261	302	628	32	3439	3224
522301 - Sales Assistant (General)	709	149	86	78	24	1564	300	161	264	26	3361	2719



Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
421102 - Bank Worker	4409	1002	460	503	21	7766	1872	736	917	11	17697	23181
421101 - Bank Teller	2433	563	248	154	9	5747	1300	396	582	12	11444	15763
334102 - Office Administrator	1103	428	178	388	6	3127	1382	510	1490	17	8629	8729
331201 - Credit or Loans Officer	1853	329	171	246	12	4107	835	295	613	11	8472	8741
411101 - General Clerk	1079	325	218	172	12	2995	1137	599	905	28	7470	6528
122105 - Customer Service Manager	987	343	213	438	28	1990	821	329	785	18	5952	5398
441903 - Program or Project Administrators	724	299	181	148	8	2257	1070	519	699	26	5931	8670
333903 - Sales Representative (Business Services)	1193	224	190	352	10	2523	476	286	610	6	5870	5625
121901 - Corporate General Manager	553	197	476	1600	88	531	274	372	1078	55	5224	7990
134601 - Bank Manager	1026	235	201	376	18	1754	462	293	457	10	4832	4420
422501 - Enquiry Clerk	793	172	110	36	1	2295	618	288	230	9	4552	2562
422202 - Outbound Contact Centre Consultant	735	196	179	63	7	1909	410	300	138	5	3942	4247
242101 - Management Consultant	659	169	310	557	67	835	253	306	605	43	3804	3991
122102 - Sales Manager	542	191	239	723	13	558	256	262	640	17	3441	3539
121902 - Corporate Services Manager	448	209	299	616	55	589	261	302	628	32	3439	3224
522301 - Sales Assistant (General)	709	149	86	78	24	1564	300	161	264	26	3361	2719
421401 - Debt Collector	584	149	47	74	4	1370	421	171	140	7	2967	2958

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
422206 - Call or Contact Centre Agent	586	169	70	34	0	1543	327	78	46	3	2856	1691
241301 - Financial Investment Advisor	546	154	186	650	37	541	150	178	325	33	2800	3651
334101 - Office Supervisor	359	164	149	199	3	743	388	231	378	5	2619	1842
122101 - Sales and Marketing Manager	407	143	158	541	15	443	215	160	506	12	2600	3042
422201 - Inbound Contact Centre Consultant	384	255	56	66	3	1061	544	66	75	1	2511	2081
541904 - Armoured Car Escort	2162	197	26	121	0	3	0	0	0	0	2509	2480
251203 - Developer Programmer	743	133	292	600	57	301	46	97	202	16	2487	2231
431101 - Accounts Clerk	388	115	53	62	4	916	347	178	204	3	2270	2553
421103 - Currency Exchange Officer	360	95	78	62	11	972	294	158	188	25	2243	2215
251101 - ICT Systems Analyst	379	134	234	531	52	297	91	134	288	17	2157	2368
351101 - Computer Operator	973	236	33	15	1	752	122	0	1	1	2134	2570
121905 - Programme or Project Manager	199	91	172	318	32	425	147	201	459	16	2060	1682
121103 - Credit Manager	241	82	106	368	10	345	213	192	413	5	1975	1332
411102 - Back Office Process Consultant	342	90	54	60	3	599	261	75	150	1	1635	1429
121101 - Finance Manager	209	50	173	331	19	232	64	215	273	6	1572	1453
524903 - Sales Clerk / Officer	385	45	32	6	0	902	109	36	52	1	1568	1934
242208 - Organisational Risk Manager	201	58	133	263	13	298	110	174	269	19	1538	995
422601 - Receptionist (General)	88	13	3	13	0	784	218	69	159	2	1349	1161



Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
332402 - Finance Broker	121	41	70	289	19	209	93	106	369	13	1330	1159
334302 - Personal Assistant	9	2	4	4	1	311	235	166	540	20	1292	1401
262202 - Information Services Manager	419	67	113	266	34	156	41	38	140	16	1290	1072
541401 - Security Officer	743	92	33	128	0	180	30	3	14	0	1223	978
241202 - Investment Manager	191	36	85	311	47	185	66	73	166	11	1171	841
242207 - Compliance Officer	151	47	81	118	13	276	90	154	192	12	1134	1120
242210 - Business Administrator	192	72	43	97	10	301	138	79	158	9	1099	929
122201 - Advertising and Public Relations Manager	158	53	94	155	10	163	87	100	216	7	1043	1200
133103 - Data Management Manager	240	45	92	100	1	264	65	59	74	0	940	144
243103 - Marketing Practitioner	91	37	113	157	11	155	57	115	193	6	935	1079
413201 - Data Entry Clerks	182	47	39	30	0	350	105	78	86	1	918	586
252301 - Computer Network and Systems Engineer	230	115	88	207	16	133	28	30	42	4	893	1019
241101 - Accountant (General)	110	50	55	125	8	171	89	88	171	6	873	900
242211 - Internal Auditor	174	38	56	65	9	270	76	84	60	9	841	641
133106 - Information Systems Director	111	52	91	298	35	55	22	37	121	8	830	18
251201 - Software Developer	142	59	74	343	12	32	16	13	66	2	759	563
252201 - Systems Administrator	201	75	63	158	15	107	31	17	51	2	720	663

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
242303 - Human Resource Advisor	55	18	17	24	4	222	107	108	144	4	703	809
242102 - Organisation and Methods Analyst	101	41	65	121	7	114	58	51	132	5	695	577
332401 - Commodities Trader	113	38	33	57	4	209	95	47	67	0	663	112
251901 - Quality Assurance Analyst (Computers)a	175	60	30	49	7	192	59	24	31	4	631	625
241201 - Investment Analyst	96	27	42	80	10	188	60	46	73	7	629	459
341110 - Associate Legal Professional	87	12	29	58	4	146	52	68	142	8	606	401
811201 - Commercial Cleaner	135	16	3	2	1	397	37	3	2	0	596	616
241104 - External Auditor	124	37	39	63	3	173	51	49	45	3	587	533
252902 - Technical (ICT) Support Services Manager	134	56	69	146	2	72	27	22	56	1	585	163
134915 - Operations Manager (Non Manufacturing)	97	46	30	81	0	152	70	52	53	1	582	300
134904 - Office Manager	107	31	38	97	3	72	48	46	129	2	573	760
242401 - Training and Development Professional	71	55	22	53	1	119	85	41	84	1	532	632
862202 - Handyman	474	17	2	9	1	24	1	0	0	0	528	247
112101 - Director (Enterprise / Organisation)	59	15	28	267	37	44	16	13	44	4	527	759
251202 - Programmer Analyst	124	37	50	146	11	48	13	16	41	8	494	709
641201 - Bricklayer	430	0	0	2	0	43	1	0	0	0	476	9

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
332201 - Commercial Sales Representative	76	30	53	59	1	82	53	36	81	0	471	113
332101 - Insurance Agent	83	13	31	93	2	162	20	9	47	2	462	149
143905 - Call or Contact Centre Manager	99	36	43	45	0	109	46	50	33	0	461	577
241203 - Investment Advisor	84	13	36	76	2	83	35	52	69	1	451	556
441601 - Human Resources Clerk	53	17	9	5	0	193	50	63	55	0	445	316
133102 - ICT Project Manager	85	39	63	102	2	42	14	16	62	0	425	174
252101 - Database Designer and Administrator	102	27	43	93	5	58	8	17	51	5	409	421
212103 - Statistician	76	14	32	91	10	56	8	24	72	4	387	292
421104 - Bank Notes Processor	59	18	8	14	0	179	65	19	24	0	386	442
351301 - Computer Network Technician	132	39	39	68	1	51	15	6	12	1	364	360
524401 - Call Centre Salesperson	53	19	52	4	1	144	44	30	11	0	358	599
252901 - ICT Security Specialist	67	44	46	85	2	57	16	13	14	4	348	293
243201 - Communication Coordinator	80	20	9	10	1	143	28	18	36	1	346	340
333910 - Business Support Coordinator	46	21	26	38	2	79	48	28	57	0	345	311
132405 - Fleet Manager	48	20	30	39	0	53	33	36	64	0	323	22
341109 - Private Investigator	76	39	23	36	1	67	43	9	26	0	320	264
331301 - Bookkeeper	45	6	14	8	1	128	32	34	50	1	319	337

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
133104 - Application Development Manager	45	5	42	104	2	29	8	23	38	3	299	228
121202 - Business Training Manager	21	11	23	50	5	37	25	37	80	4	293	390
121201 - Personnel / Human Resource Manager	24	8	7	24	0	74	34	38	79	4	292	301
242202 - Policy Analyst	61	11	17	34	1	70	21	20	41	0	276	314
351201 - ICT Communications Assistant	82	37	17	20	3	68	10	2	23	1	263	222
131104 - Operations Manager (Non Manufacturing)	95	12	10	39	1	57	9	13	15	0	251	183
243102 - Market Research Analyst	47	14	26	42	4	39	18	34	18	3	245	207
341108 - Trust Officer	18	14	5	9	1	38	52	25	74	1	237	197
732101 - Delivery Driver	180	14	4	29	2	2	0	0	1	0	232	226
143901 - Facilities Manager	35	19	25	47	2	24	22	14	40	0	228	212
263101 - Economist	44	5	6	65	2	50	10	8	33	0	223	237
241102 - Management Accountant	36	1	22	29	3	42	13	30	42	2	220	213
311501 - Mechanical Engineering Technician	124	35	31	27	0	0	0	2	0	0	219	263
333907 - Property Portfolio and Asset Manager	38	19	17	35	0	26	17	26	32	0	210	43
241107 - Financial Accountant	35	7	16	21	3	51	22	20	30	4	209	218
343401 - Chef	86	8	0	7	0	92	6	2	2	2	205	213

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
122301 - Research and Development Manager	27	4	27	43	2	35	8	14	37	2	199	101
341102 - Legal Executive	19	5	11	37	0	37	17	32	40	0	198	127
441902 - Contract Administrator	28	8	10	6	0	67	43	20	16	0	198	133
134603 - Financial Markets Business Manager	16	10	9	69	7	26	7	16	27	3	190	227
331101 - Securities Dealer	31	7	23	44	2	25	13	16	23	1	185	480
431201 - Insurance Administrator	28	5	10	6	0	81	22	13	17	0	182	185
332302 - Purchasing Officer	21	6	18	12	0	48	25	24	19	0	173	113
331106 - Financial Markets Settlement Officer	36	8	8	15	0	43	25	11	26	0	172	94
121908 - Quality Systems Manager	24	7	19	17	0	41	14	15	30	0	167	211
241108 - Forensic Accountant	25	11	5	22	1	47	17	10	17	1	156	200
242402 - Occupational Instructor / Trainer	27	8	4	8	0	62	21	12	11	1	154	139
142103 - Retail manager	34	10	7	31	0	34	13	8	15	0	152	164
133101 - Chief Information Officer	12	7	21	73	6	8	0	5	13	0	145	102
672104 - Electronic Equipment Mechanician	52	13	4	42	0	23	1	0	4	0	139	155
412101 - Secretary (General)	2	0	0	1	0	42	16	19	53	2	135	300
422204 - Contact Centre Resource Planner	22	28	7	5	0	16	36	8	13	0	135	46

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
541402 - Alarm, Security or Surveillance Monitor	34	11	3	14	0	52	7	0	12	0	133	77
811203 - Tea Attendant	6	1	0	0	0	116	5	0	0	0	128	137
121104 - Internal Audit Manager	24	6	12	19	3	17	14	10	15	1	121	115
331302 - Accounting Technician	32	0	7	6	0	47	4	12	11	0	119	8
121203 - Compensation and Benefits Manager	10	5	5	39	0	9	5	9	33	0	115	114
333301 - Recruitment Consultant / Officer	9	5	2	8	0	32	34	5	19	1	115	96
432101 - Stock Clerk / Officer	46	14	3	4	0	17	11	13	7	0	115	122
341103 - Paralegal	13	1	3	13	0	30	6	24	22	1	113	107
431301 - Payroll Clerk	9	3	3	2	0	40	18	10	27	0	112	106
243401 - ICT Account Manager	16	7	10	31	0	16	10	2	19	0	111	53
241103 - Tax Professional	11	3	11	16	1	21	3	14	26	0	106	56
251401 - Applications Programmer	28	8	15	33	2	9	4	2	4	0	105	118
122103 - Director of Marketing	10	3	4	8	0	29	6	9	29	4	102	135
243204 - Event Producer	12	7	5	22	0	17	13	7	16	1	100	100
341111 - Debt Counsellor	10	8	7	3	0	17	16	23	15	0	99	30
243402 - ICT Business Development Manager	18	7	12	13	1	11	5	6	22	1	96	113
261101 - Attorney	17	0	3	17	0	15	8	16	20	0	96	68

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
333908 - Marketing Coordinator	15	9	0	3	0	35	10	11	12	0	95	36
341107 - Law Clerk	7	9	1	9	0	15	22	18	13	1	95	104
523102 - Office Cashier	19	1	0	0	0	66	5	0	3	0	94	131
143904 - Security Services Manager	18	6	9	42	0	4	2	1	5	0	87	73
252302 - Network Analyst	18	13	2	20	1	13	3	1	15	1	87	46
242209 - Accounting Officer	15	5	7	9	0	27	5	7	10	1	86	47
242201 - Intelligence Officer	16	1	10	21	0	16	2	4	15	0	85	42
513101 - Waiter	43	2	0	0	0	35	3	0	1	1	85	82
134602 - Credit Bureau Manager	14	4	6	21	0	10	7	1	19	2	84	89
242203 - Company Secretary	8	3	1	11	1	29	2	8	20	1	84	67
134908 - Library Manager	17	2	3	1	0	36	11	4	8	1	83	1
331401 - Statistical and Mathematical Assistant	21	0	11	20	0	9	0	7	15	0	83	118
431202 - Securities Services Administrative Officer	10	5	4	4	0	23	12	9	15	1	83	129
515301 - Caretaker	42	18	4	5	1	6	2	2	3	0	83	68
672203 - Computer Engineering Mechanic / Service Person	19	17	5	31	0	3	3	0	5	0	83	78
241105 - Internal Auditor	22	5	6	13	1	24	2	2	6	0	81	151
213201 - Agriculture Consultant	12	3	0	46	0	11	0	2	6	0	80	100

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
422301 - Switchboard Operator	7	1	1	3	0	25	17	12	12	0	78	92
212101 - Actuary	8	3	14	18	2	7	2	5	16	2	77	101
351302 - Geographic Information Systems Technicians	6	5	10	40	1	7	0	1	7	0	77	248
216601 - Graphic Designer	13	8	2	7	1	16	5	2	19	0	73	89
242304 - Workplace / Industrial Relations Advisor	13	5	3	15	1	9	8	3	16	0	73	37
334201 - Legal Secretary	3	1	2	0	0	15	12	12	25	3	73	74
431204 - Insurance Claims Administrator	6	2	10	0	0	21	8	18	8	0	73	63
671101 - Electrician	46	7	3	14	0	3	0	0	0	0	73	78
811204 - Caretaker / cleaner	15	0	0	1	0	56	1	0	0	0	73	118
214102 - Industrial Engineering Technologist	13	6	1	0	0	23	20	5	3	1	72	14
121204 - Recruitment Manager	4	1	1	4	1	30	9	4	16	1	71	68
333201 - Events Manager	5	0	0	3	0	10	6	7	37	1	69	74
333905 - Supply Chain Practitioner	10	9	6	7	0	15	5	5	9	1	67	38
121301 - Policy and Planning Manager	7	4	3	22	2	9	1	9	8	1	66	71
243203 - Corporate Communication Manager	3	0	1	9	0	22	3	7	19	1	65	63
242204 - Corporate Treasurer	3	1	7	17	3	4	3	9	15	1	63	80

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
241204 - Financial Markets Practitioner	18	4	3	6	0	23	1	1	6	0	62	103
333401 - Property Manager	10	5	3	9	0	17	4	3	11	0	62	61
515103 - Commercial Housekeeper	5	0	0	1	0	54	2	0	0	0	62	59
432201 - Production Coordinator	15	7	1	14	0	5	9	3	7	0	61	38
541906 - Security Consultant	31	3	3	10	0	13	1	0	0	0	61	58
311301 - Electrical Engineering Technician	22	15	4	18	1	0	0	0	0	0	60	38
541501 - Intelligence Operator	14	6	4	3	0	20	8	3	2	0	60	17
261102 - Administrative Lawyer	9	3	3	6	0	15	5	5	13	0	59	45
242305 - Occupational Analyst	5	2	4	13	3	19	2	3	6	0	57	42
243301 - Sales Representative / Salesman (Industrial Products)	15	5	3	11	0	7	4	1	9	0	55	381
132401 - Supply and Distribution Manager	6	3	11	10	1	6	3	5	8	0	53	52
311401 - Electronic Engineering Technician	32	8	1	8	0	1	2	1	0	0	53	30
413101 - Word Processing Operator	18	0	2	1	0	21	7	2	2	0	53	75
441501 - Filing or Registry Clerk	8	1	0	2	0	30	4	1	6	0	52	62
121102 - Payroll Manager	5	2	2	4	0	7	7	3	20	0	50	47
333911 - Physical Asset Practitioner	6	5	5	4	0	15	8	1	5	0	49	16
441603 - Compensation and Benefits Clerk	5	0	0	2	0	9	9	5	16	0	46	46

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
331103 - Securities Services Compliance Officer	8	9	1	11	0	9	2	2	3	0	45	16
331501 - Valuer	9	4	4	13	0	10	0	0	4	1	45	108
331503 - Insurance Loss Adjuster	7	7	2	21	0	4	3	0	0	1	45	43
432301 - Transport Clerk	17	3	2	12	0	5	3	1	1	0	44	27
441602 - Skills Development Administrator	5	1	0	0	0	20	10	2	5	0	43	50
243104 - Market Campaign Analyst	4	3	0	2	0	18	6	5	3	0	41	30
111402 - Trade Union Representative	10	1	3	3	0	9	2	6	6	0	40	38
251301 - Multimedia Specialist	6	0	2	6	0	5	2	9	10	0	40	18
241106 - Accountant in Practice	9	1	3	12	0	5	1	3	5	0	39	4
841201 - Kitchen hand	7	1	0	0	2	27	1	0	1	0	39	32
214101 - Industrial Engineer	8	1	6	12	2	2	2	2	3	0	38	53
134911 - Insurance Policy Administration Manager	9	1	3	4	0	11	1	1	7	0	37	26
422102 - Travel Consultant	1	0	0	2	0	11	5	6	12	0	37	30
432102 - Dispatching and Receiving Clerk / Officer	15	2	3	4	0	10	1	0	2	0	37	29
441203 - Mail Clerk	19	1	1	0	0	11	2	0	2	0	36	44
833402 - Store Person	20	5	4	4	0	2	1	0	0	0	36	38
121904 - Contract Manager	6	1	2	13	0	2	1	1	9	0	35	33

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
121907 - Labour Recruitment Manager	4	0	0	2	0	13	1	7	8	0	35	3
132402 - Logistics Manager	4	2	2	25	0	0	0	0	1	0	34	51
332204 - Commercial Services Sales Agent	1	4	4	18	0	0	0	1	3	0	31	3
333402 - Real Estate Agent	6	4	0	4	0	9	3	3	2	0	31	21
512101 - Cook	11	0	0	1	0	16	1	1	1	0	31	45
132301 - Construction Project Manager	1	0	3	9	0	2	2	3	10	0	30	40
441502 - Office Machine Operator	19	4	1	3	0	2	1	0	0	0	30	49
513102 - Cafe Worker	12	0	0	0	0	14	2	0	1	1	30	25
222104 - Registered Nurse	3	4	2	5	0	5	3	2	5	0	29	8
242302 - Skills Development Facilitator / Practitioner	3	0	0	2	0	11	5	0	8	0	29	37
121909 - Sustainability Manager	5	1	5	3	0	7	2	1	4	0	28	25
132102 - Production / Operations Manager (Manufacturing)	1	5	4	6	0	1	5	5	0	0	27	44
243202 - Marketing / Communication Strategist	3	1	0	3	0	7	3	3	6	1	27	34
216604 - Web Designer	7	0	2	3	1	2	0	1	10	0	26	27
235101 - Education or Training Advisor	1	2	0	0	0	5	8	2	8	0	26	63
352201 - Telecommunications Technical Officer or Technologist	5	1	4	12	0	1	1	1	0	0	25	18

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
251302 - Web Developer	5	1	1	9	0	1	0	0	7	0	24	18
653303 - Mechanical Fitter	6	3	5	9	1	0	0	0	0	0	24	37
264202 - Newspaper or Periodical Editor	1	0	0	2	0	7	3	2	8	0	23	22
522201 - Retail Supervisor	5	0	3	2	0	4	4	0	4	0	22	30
732201 - Chauffeur	21	1	0	0	0	0	0	0	0	0	22	19
121903 - Physical Asset Manager	0	2	2	4	0	4	2	0	7	0	21	18
333904 - Business Broker	4	0	2	2	0	1	4	4	4	0	21	34
441202 - Postal Delivery Officer	10	2	0	1	0	8	0	0	0	0	21	33
351401 - Web Technician	2	5	0	5	1	2	0	1	3	1	20	22
513202 - Barista	9	0	0	0	0	11	0	0	0	0	20	1
242403 - Assessment Practitioner	2	0	2	0	0	7	3	2	3	0	19	45
243101 - Advertising Specialist	0	0	0	11	0	0	1	1	6	0	19	16
862913 - Event Assistant	1	1	0	0	0	7	3	3	4	0	19	5
212102 - Mathematician	2	0	0	7	1	4	0	1	3	0	18	25
111201 - Defence Force Senior Officer	1	1	4	5	0	1	1	2	2	0	17	20
312202 - Maintenance Planner	3	2	2	6	0	3	0	1	0	0	17	7
331303 - Tax Technician	1	0	1	2	0	4	2	5	2	0	17	16

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
241205 - Professional Principal Executive Office	5	0	2	3	0	3	1	0	2	0	16	18
432103 - Order Clerk / Officer	1	1	2	0	0	9	2	1	0	0	16	17
831301 - Builder's Worker	11	0	2	1	1	0	0	0	0	1	16	12
122104 - Interactive and Direct Marketing Strategist	2	2	0	3	0	1	3	1	3	0	15	6
134903 - Small Business Manager	3	0	2	4	0	2	0	0	4	0	15	28
215202 - Electronics Engineering Technologist	4	1	0	5	0	5	0	0	0	0	15	15
121906 - Franchise Manager	2	2	1	1	0	4	0	2	2	0	14	13
234101 - Foundational Phase School Teacher	0	0	0	0	0	6	3	1	3	1	14	14
311801 - Draughtsperson	2	1	0	1	0	3	0	1	4	1	13	14
331105 - Asset Swap Administrator	0	0	1	1	0	4	4	2	1	0	13	12
343201 - Interior Designer	0	0	1	5	0	1	0	0	6	0	13	11
662101 - Electronic Pre-press Technical Worker	11	1	0	1	0	0	0	0	0	0	13	5
111204 - Senior Government Official	0	0	2	4	0	3	0	2	1	0	12	10
121206 - Health and Safety Manager	2	0	0	1	0	4	0	2	3	0	12	13
226302 - Safety, Health, Environment and Quality (SHE&Q) Practitioner	4	2	0	2	0	1	0	0	3	0	12	23
235601 - ICT Trainer	3	1	1	1	0	3	0	0	2	1	12	11

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
643101 - Painter	9	0	0	0	0	2	0	0	0	0	11	
111206 - Ombudsperson	0	1	2	3	0	1	3	0	0	0	10	18
263403 - Organisational Psychologist	1	0	0	2	0	2	1	1	3	0	10	13
431102 - Cost Clerk	6	0	2	0	0	1	0	1	0	0	10	17
531101 - Child Care Worker	0	0	0	0	0	8	1	0	0	1	10	9
263409 - Psychometrician	0	0	1	2	0	2	2	0	2	0	9	5
263510 - Employee Wellness Practitioner	2	0	0	1	0	3	1	0	1	1	9	4
642601 - Plumber	7	1	0	0	1	0	0	0	0	0	9	9
121205 - Employee Wellness Manager	0	0	0	0	0	3	1	0	4	0	8	13
141201 - Café (Licensed) or Restaurant Manager	2	0	0	0	0	0	0	1	5	0	8	8
262201 - Librarian	2	0	1	0	0	1	0	0	3	1	8	7
311903 - Food and Beverage Technician	4	0	1	1	0	1	0	0	1	0	8	2
312301 - Building Associate	2	0	0	2	0	0	1	0	3	0	8	4
441201 - Courier	7	1	0	0	0	0	0	0	0	0	8	8
662201 - Printing Machinist	3	3	0	0	0	2	0	0	0	0	8	6
821401 - Garden Workers	7	0	0	0	0	1	0	0	0	0	8	8
264103 - Technical Writer	1	0	0	3	0	0	1	0	2	0	7	4

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
264203 - Print Journalist	2	0	0	1	0	1	0	0	3	0	7	10
333403 - Real Estate Representative	0	0	1	0	0	4	1	0	1	0	7	9
441905 - Account Clerk (Public Relations / Communication)	1	0	0	0	0	2	1	2	1	0	7	17
515102 - Housekeeping Service Manager	3	0	0	0	0	4	0	0	0	0	7	8
132104 - Engineering Manager	3	0	0	1	0	1	0	1	0	0	6	10
143909 - Travel Agency Manager	1	0	0	1	0	1	0	1	2	0	6	7
214904 - Quantity Surveyor	0	0	0	6	0	0	0	0	0	0	6	7
221102 - Resident Medical Officer	1	0	1	2	0	2	0	0	0	0	6	6
243403 - ICT Sales Representative	3	0	0	0	0	2	0	0	1	0	6	45
325701 - Environmental and Occupational Health Inspector	2	0	0	0	0	4	0	0	0	0	6	
332102 - Insurance Broker	3	0	0	1	0	1	0	1	0	0	6	17
335402 - Import-Export Administrator	0	2	0	1	0	0	1	1	1	0	6	11
335901 - Labour Inspector	3	0	0	0	0	2	0	0	1	0	6	
431103 - Taxation Clerk	1	1	0	0	0	4	0	0	0	0	6	
441604 - Labour Relations Case Administrator	1	1	0	0	0	0	0	1	3	0	6	4
642701 - Air-conditioning and Refrigeration Mechanic	3	0	0	3	0	0	0	0	0	0	6	11

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
215103 - Energy Engineer	1	0	1	1	0	0	0	1	1	0	5	5
262101 - Archivist	2	0	0	0	0	2	0	0	1	0	5	6
264201 - Copywriter	0	0	0	0	0	0	0	0	5	0	5	5
325705 - Safety Inspector	3	0	0	0	0	2	0	0	0	0	5	2
833401 - Shelf Filler	2	1	1	0	0	1	0	0	0	0	5	
134401 - Social Services Manager	2	0	0	0	0	2	0	0	0	0	4	5
235102 - Education or Training Reviewer	1	0	0	0	0	0	1	0	2	0	4	
431203 - Statistical Clerk	0	0	1	0	0	2	0	1	0	0	4	2
611302 - Landscape Gardener	3	0	0	0	1	0	0	0	0	0	4	30
718301 - Labelling Machine Operator	3	0	0	0	0	1	0	0	0	0	4	
132404 - Warehouse manager	0	0	0	3	0	0	0	0	0	0	3	3
` 215102 - Electrical Engineering Technologist	0	0	3	0	0	0	0	0	0	0	3	1
` 215102 - Electrical Engineering Technologist	0	0	1	1	0	0	0	1	0	0	3	
215303 - Telecommunications Network Engineer	1	0	1	0	0	0	0	0	0	1	3	3
265105 - Technical Director	0	0	1	2	0	0	0	0	0	0	3	2
331504 - Insurance Risk Surveyor	3	0	0	0	0	0	0	0	0	0	3	1
331505 - Vehicle Damage Quantifier	2	1	0	0	0	0	0	0	0	0	3	4

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
441301 - Coding Clerk	1	1	0	0	0	1	0	0	0	0	3	2
672205 - Telecommunications Technician	0	0	1	2	0	0	0	0	0	0	3	3
721901 - Product Assembler	2	1	0	0	0	0	0	0	0	0	3	
862922 - Electronics and Telecommunications Trades Assistant	2	0	0	0	0	1	0	0	0	0	3	2
134907 - Archives Manager	1	0	0	0	0	0	0	0	1	0	2	
141103 - Reception Manager	1	0	1	0	0	0	0	0	0	0	2	2
141203 - Catering Production Manager	0	0	0	1	0	0	0	0	1	0	2	1
213302 - Environmental Scientist	1	0	0	1	0	0	0	0	0	0	2	1
215101 - Electrical Engineer	1	0	0	1	0	0	0	0	0	0	2	2
215201 - Electronics Engineer	1	0	0	1	0	0	0	0	0	0	2	
216603 - Multimedia Designer	0	0	0	0	0	1	0	0	1	0	2	5
222109 - Registered Nurse (Medical Practice)	1	0	0	0	0	1	0	0	0	0	2	2
242301 - Careers Counsellor	1	0	0	0	0	1	0	0	0	0	2	2
262102 - Gallery or Museum Curator	1	0	0	1	0	0	0	0	0	0	2	2
264303 - Linguist	0	1	0	0	0	0	0	0	1	0	2	2
311303 - Energy Efficiency Technician	0	1	0	1	0	0	0	0	0	0	2	1

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
331502 - Insurance Investigator	0	1	0	0	0	0	1	0	0	0	2	1
441101 - Library Assistant	1	0	0	0	0	1	0	0	0	0	2	21
511301 - Gallery or Museum Guide	1	0	0	0	0	0	0	0	1	0	2	
513201 - Bar Attendant	0	0	0	0	0	2	0	0	0	0	2	4
524501 - Service Station Attendant	2	0	0	0	0	0	0	0	0	0	2	12
641501 - Carpenter and Joiner	0	2	0	0	0	0	0	0	0	0	2	2
641502 - Carpenter	1	1	0	0	0	0	0	0	0	0	2	1
651202 - Welder	1	0	0	1	0	0	0	0	0	0	2	2
651302 - Boiler Maker	1	0	0	1	0	0	0	0	0	0	2	
682201 - Cabinetmaker	1	0	0	1	0	0	0	0	0	0	2	2
721101 - Machinery Assembler	2	0	0	0	0	0	0	0	0	0	2	
134203 - Primary Health Organisation Manager	0	0	0	0	0	1	0	0	0	0	1	1
134205 - Clinic Manager (specialised Health Service)	0	0	0	1	0	0	0	0	0	0	1	
143902 - Cleaning Services Manager	1	0	0	0	0	0	0	0	0	0	1	2
214401 - Mechanical Engineer	0	0	1	0	0	0	0	0	0	0	1	2
214402 - Mechanical Engineering Technologist	0	0	0	0	0	0	0	0	1	0	1	
216402 - Transport Analyst	0	0	1	0	0	0	0	0	0	0	1	1

Occupation	African male	Coloured Male	Indian Male	White Male	Other Male	African female	Coloured female	Indian Female	White female	Other female	2018 total	2017 total
226303 - Ergonomist	0	0	0	0	0	0	0	0	1	0	1	1
226905 - Biokineticist	0	0	0	1	0	0	0	0	0	0	1	3
242306 - Labour Market Analyst	0	0	0	1	0	0	0	0	0	0	1	10
263205 - Criminologist	0	0	0	0	0	1	0	0	0	0	1	4
264102 - Book or Script Editor	0	1	0	0	0	0	0	0	0	0	1	
311601 - Chemical Engineering	1	0	0	0	0	0	0	0	0	0	1	
315501 - Airborne Electronics Analyst	1	0	0	0	0	0	0	0	0	0	1	1
335301 - Social Security Assessor	0	1	0	0	0	0	0	0	0	0	1	
342301 - Fitness Instructor	0	0	0	1	0	0	0	0	0	0	1	8
343101 - Photographer	0	0	0	1	0	0	0	0	0	0	1	1
422205 - Contact Centre Forecast Analyst	0	0	0	0	0	0	0	0	1	0	1	19
441302 - Proof Reader	0	0	0	1	0	0	0	0	0	0	1	
515101 - Hotel Service Manager	0	0	0	0	0	0	0	1	0	0	1	1
541202 - Police Officer (Non-commissioned)	0	0	0	0	0	1	0	0	0	0	1	5
542203 - Special Forces Operator	0	0	0	0	0	1	0	0	0	0	1	1
662301 - Binder and Finisher	0	0	0	1	0	0	0	0	0	0	1	1
672107 - Special Class Electrician	0	0	0	1	0	0	0	0	0	0	1	1



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