Understanding the role of Private Training Providers in the Safety and Security Sector: *A case of Private Security and Legal Services Sub-Sectors.*

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Understanding the role of Private Training Providers in the Safety and Security Sector: A case of Private Security and Legal Services Sub-Sectors

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LIST OF ACRONYMS

CEO	Chief Executive Officer
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
HE	Higher Education
LASA	Legal Aid South Africa
NQF	National Qualifications Framework
NSDP	National Skills Development Plan
NSDSIII	National Skills Development Strategy III
PSET	Post-School Education and Training
QA	Quality Assurance
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
SETA	Sector Education Training Authority

EXECUTIVE SUMMARY

Private learning institutions help to meet the rising demand for post-schooling education in South Africa. They assist in diversifying and expanding the post-schooling education sector to meet the demands of our diverse society and economy. They further aid in the demand for niche learning areas where provision in public institutions is either inadequate or non-existent. Private learning institutions also specialise in skills programmes, which are mainly registered with SETAs, hence it is important to understand the role of these institutions in the Safety and Security Sector.

The current study seeks to explore and understand the contribution of Private learning institutions, specifically in the legal and private security sub-sector. Therefore, qualitative research is appropriate for this study because it will afford the training providers the opportunity to share experiences. Hence, qualitative study will serve as an appropriate method to illicit information from the participants. Expert sampling was considered an appropriate sampling method for this study since the study sought to gather insight from the participants with extensive knowledge about private learning institutions. The study consisted of twelve (12) participants: 3 from the legal services subsector and 9 from the private security subsector.

The study made the following findings; the data indicated that sufficient, adequate and relevant financial and physical resources are some of the major barriers and/or challenges with Private Learning Institutions and have a significant impact on the quality of programmes offered. The concept of programme design refers to the complete design of the programme (including the curriculum). Both programme and curriculum design have been identified as separate areas of concern by this study, and a flawed programme design has been identified as one of the most common reasons for institutions not obtaining successful programme accreditation. Generally, PHEIs also feel victimised by the entire system. Often, they feel as if policies and regulation favour the public universities and that the PHE sector is over-regulated.

The study made the following recommendations mentor and provided support to private training institutions. To minimise the risks of project failure; monitoring should be regular basis. This will help both SASSETA and the employers to identify and address potential risks that may hinder the objectives of the programme. The outcomes of the programme can further help identify new ways of doing things. Effective communication between SASSETA and employers. Regular communication promotes productive and operations such as quality assurance to be more effective.

1. CHAPTER ONE:

GENERAL ORIENTATION AND PROBLEM FORMULATION

1.1.   Introduction

Private learning institutions help to meet the rising demand for post-schooling education in South Africa. They assist in diversifying and expanding the post-schooling education sector to meet the demands of our diverse society and economy (Department of Higher Education and Training, 2013: 42). They further aid in the demand for niche learning areas where provision in public institutions is either inadequate or non-existent. Private learning institutions also specialise in skills programmes, which are mainly registered with SETAs, hence it is important to understand the role of these institutions in the Safety and Security Sector (DHET, 2013: 43).

Private institutions play a significant role in providing post-school education to South Africans. The Private Security and Legal Services sub-sectors plays an important role in providing support services to Private Security Services and legal/paralegal practitioners; as well as limited assistance to members of the public (South African Qualifications Authority, n.p). This results in a greater capacity to address the growing social demand for private security and   legal services and limited assistance as South African democracy and seeks to protect their rights and safety. These skills programmes aim to produce qualified and competent individuals to ensure that primary private security and legal services are more accessible and affordable to the public.

Presently, the available data on private post-school institutions is often inaccurate, incomplete and scattered among various data sets in various institutions, including the DHET, SAQA, the Quality Councils and the SETAs. In order for the government – and indeed society at large – to understand the contribution and role of private post-school educational institutions, accurate and comprehensive information on the profile of these institutions, their qualifications and programme offerings is needed.

1.2.   Problem statement

It is important that the researcher establishes the reason for undertaking, identifying a problem that will be investigated and assess what practical value the study will have (McGaghie, Bordage & Shea, 2001). The diversification of the South African society and economy has increased the demand for post-schooling education amongst South Africans. There is a probability that the increased demand for post-schooling education has led to various gaps and weaknesses within the quality assurance of private learning institutions in offering skills programmes in the private security and legal services sub-sector.

Client satisfaction and retention is a major concern for most organisations in the competitive world of commerce and the private security and the legal services subsector are no exception. This accentuates the need to find creative and innovative ways to enhance the quality of services offered to minimise clientele moving to a competitor for better services. This is done within the confines of a market that is increasingly getting saturated, with the main focus being on the sustainability and profitability of companies (McGaghie, Bordage & Shea, 2001).

This poses different challenges to the private security and legal services subsectors because their ability to satisfy their clients and outperform their competitors is influenced by many variables. Such as the changing nature of skills, which increases the demand for post schooling education. There is a need to understand the challenges faced by these training providers to ascertain the quality of such learning programmes.

1.3. Aim and objectives of the study

1.3.1. Aim of the study

The aim of this study is to explore the contribution of Private learning institutions in the Safety and Security Sector, with a specific focus on training providers in the Private Security and Legal Services Sub-sector. Furthermore, to uncover the short comings of Private learning institutions in the sector.

1.3.2. Objectives of the study

This study seeks to:

- Understand the role of private learning institutions as a provider of skills provider in the Safety and Security Sector, and
- Identify quality assurance gaps and weaknesses in private learning institutions in the Safety and Security Sector.

1.4. Research questions

The research questions indicate exactly what is to be investigated; for example, they refer to the relationships among a small number of variables (Denscombe, 2002). Shandu states that "research questions further identify which specific questions (in the interview schedule) need to be posed so that the participants' answers will guide the solution to the identified research problem" (Shandu, 2017).

The study will ask the following research questions:

i. What is the nature and extent of private learning institutions in the Safety and Security Sector?

ii.   How do private learning institutions contribute towards skills development in the Safety and Sector?

iii. What are the challenges faced by private learning institutions in the Safety and Security Sector?

iv.   What are the gaps and weaknesses of the quality assurance systems of private learning institutions in the Sector?

v.   What can be done to improve private learning institutions in the sector?

1.5.   Summary

Chapter one provided a general overview of the study. This chapter consists of the introduction and background to the study. It includes also includes the statement of the problem research objectives and questions. Chapter two: Literature review. This chapter presents an in-depth and comprehensive literature review on the subject area on workplace learning and learnership. This chapter further focuses on the theory of learnership training in relation to skills development forms the basis for understanding the effectiveness of learnership programmes and what hinders how they are executed. In addition, look into the theoretical framework of skills development in South Africa.

Chapter three: Research methodology, this chapter details the research design and methodology of the study. It includes detail of the purposive sampling method and collection of data and a plan for organising and analysing the data. Chapter three presents limitations the researcher encountered during the study.

Chapter four: Presentation and discussion of the findings. Chapter four focuses on the analysis and interpretation of data. The main findings of the study are presented and summarised in this chapter. Chapter five: Recommendations and conclusion, this last chapter of the study presents recommendations and conclusions based on the findings.

2. CHAPTER TWO:

EMPERICAL PERSPECTIVE (LITERATURE REVIEW)

2.1. Introduction:

A literature review is essential to analyse, and critique literature previously written by scholars to understand the role of Private Training Providers in the Safety and Security Sector with a specific focus on Private Security and Legal Services Subsectors. It provides insight on a topic and a clear understanding of the phenomenon to be studied (Leedy, 1989).

This chapter traverses, synthesises and analyses empirical studies as well as other relevant academic and policy literature on private training providers in the Safety and Security Sector. The chapter raises pertinent questions that justify the need to explore quality assurance gaps and weaknesses in private training institutions. This literature review will be the starting point that guided the formulation of the research questions and the analyses of the information that was gathered.

2.2. Understanding Private Training Institutions in South Africa:

The private sector includes Higher Education Institutions (HEI), Further Education and Training (FET) institutions and which are required to register with the Department of Higher Education and training (DHET). It also includes private training institutions which specialise in shorter skills-programmes, and which are mainly registered with SETAs. Some institutions are accredited to offer degrees up to PhD level, while others offer part qualifications or programmes that are not registered on the National Qualifications Framework (NQF). There are also private adult learning centres, with a range of offerings including literacy training, the ABET General Education and Training Certificate and the Senior Certificate (Sissing, 2013).

The private sector includes profit and non-profit institutions, stand-alone institutions and those located in companies. It includes institutions that provide high-quality education and those whose offerings are of a lesser quality, or even fraudulent and illegal. It includes sizable institutions with several thousand students, and very small institutions with less than a hundred students. Some operate in South Africa but are owned by foreign institutions (which may be public institutions in their home countries). The private institutions are funded by a variety of sources including client contracts, owner's capital, company or SETA training budgets, user fees and donor funds (Sissing, 2013).

2.3.   Private training institutions in the Private security and Legal services sub-sector

There is a need for programmes that improve qualifications, support career-path planning, enable greater flexibility and mobility and improve productivity (NSDSIII, 2011). Furthermore, policy concerns around a skills crisis that South Africa is not producing enough of the right levels and kinds of skills to support global competitiveness and economic development have intensified over the past five years (NSDSIII, 2011). Vocational and occupational certification via private training providers is at the core of the creation of new skills in the Safety and Security Sector.

2.3.1.   The Private Security Industry

2.3.1.1.   The Scope of the Industry

Although it is evident that the private security industry is growing at a rapid rate globally, the scope and size of the industry are not known. The interpretation thereof differs from country to country and from federation to federation as there is no known security body that has accurate global information on this subject. It is not easy to estimate the size and scope of the private security industry compared to the well-structured public police departments. The private security industry comprises many small, private agencies and part-time and permanent employees, including security personnel employed by other businesses (Dempsey, 2008).

2.3.1.2.   Professionalism and Ethics

In defining the professionalism of any authority (in this case, the private security society), a code of ethics and credentials that include education and training, experience and membership are needed (Dempsey, 2008). In addition to this, Hess (2009) indicates that sociologists have identified specialised knowledge, autonomy and service ideal as the three key elements that qualify an occupation as a profession.

Even though there are attempts to professionalise the private security industry, it remains the lowest paying industry and the security guards are not adequately trained and educated. Business needs to move away from the perception that the security function is an unnecessary expense which must be limited to manning the gates of the organisation. Protection against eventualities that might hamper company operations from continuing and making a profit (such as acts of terrorism) are some of the reasons why security should be considered a necessity (Fischer, Halibozeck and Walters, 2013).

2.3.1.3.   Private Security Industry training challenges

The following challenges are applicable:

- ***Vocational training, social relations, working conditions and salaries.***

Companies must ensure that their security personnel have at least passed the basic training required by national regulations or standards. Specialised training (the use of firearms) should be provided as required by national regulations or standards, and ongoing training must be provided with the aim of updating professional skills and promoting career development (Button, 2017).

Salaries and working conditions are other important aspects as they constitute a very important component of the development of companies. In order to continue making this occupation as professional as possible, the stability and well-being of security personnel as well as the quality of service provided are of critical importance (Button, 2017). This makes it necessary to define and improve working conditions through consultation and negotiation at company and national levels.

- ***The organisation of work, and the implementation of and follow up on the code of conduct.***

There must be a balance of work and implementation of skills acquired during training, job security and quality of life on the one hand and the requests and needs of the client on the other hand. Security companies should seek to find the best solution while meeting and satisfying their clients' needs. They should not forget to improve the well-being of their security personnel (Button, 2017). All social partners such as other security companies, security personnel, trade unions, clients and national authority must play their part in the implementation of these principles.

2.3.1.4.   Private Training Institutions

The lack of proper standards, training and educational preparedness resulted in the shortage of skilled and flexible security officers. Nemeth (2012:23) states that as a result of this deficiency, problems such as unnecessary use of force, illegal search and seizure techniques, misuse of weaponry, unlawful arrests and the proliferation of lawsuits are experienced. Most top managers, whether contract or in-house security, are unwilling to dedicate time and money on training security personnel because of the high turnover rate. Untrained security personnel may be a direct threat to themselves, the company and the client (Hess, 2009:51).

2.3.1.5.   Basic Education

According to Fischer *et al.* (2008:105), the development and training of security personnel must be a continuous concern of management. The lack of adequate training and poor salaries is a criticism levelled against the industry, both from within and outside. The amount of training in the private security industry differs from country to country, by function and the security component in question. It will be very difficult to come up with uniform and universal training standards for all

security guards. For example, training requirements are higher for armed guards because their employers are legally responsible for any use of force so they must receive formal training in areas such as weapons retention and laws covering the use of force. Most employers give newly employed security guards on-site instructions and on-the-job training before they start to work (Dempsey, 2010).

Comprehensive training for security personnel could be categorised into pre-assignment training, continuous training and specialised training. It is important to note that pre-assignment training is essential security training for the employees of the company in general as it will make them aware of the security features and actions or measures, they should take or be aware of to minimise the company's vulnerability to theft or factors that compromise security.

Hess (2009) mentions the following as pre-assignment training: access control for employees, contractors and visitors; alarm systems and their operation; communications on the use of the telephone and two-way radios; emergency procedures such as bomb and natural threats; parking control (such as the use of security permits) and traffic control; and passes such as the authorisation of property passes. Fischer *et al.* (2008:106) mention the following factors of pre-assignment training: company orientation and indoctrination; operation of each department and report writing, self-defence; first aid; techniques of observation and professional standards, including attitudes towards employees.

A minimum of eight hours of formal pre-assignment training is required for security personnel to know what is required of them to at least perform their duties (Fischer *et al*, 2008 and Nemeth, 2012). In addition to the above, security personnel should pass a written and/or performance examination to demonstrate knowledge on the subject matter in order to perform basic duties as expected by management (Dempsey, 2008:53).

Fischer *et al.* (2008:106) emphasise that it should not be presumed that former law enforcement officers (police) require no training. Former police also need such training as they have to develop new skills. Ongoing training is very important for security personnel as it can keep them informed of matters such as changes in company policies, updates on criminal and civil law, resignations and dismissals of employees, and technological improvements in the organisation's system.

Job descriptions are crucial in the identification of specific skills and knowledge that should be improved (Hess, 2009:52). In addition to their usefulness as a tool of identifying the required training, job descriptions are also helpful in identifying aspects such as experience, equipment needed, physical requirements, list of activities performed, and the security function's relationship with other departments' jobs (Hess & Wrobleski, 1988:363). Hess (2009:52) states that a training identified by job description should not be classroom-oriented training like the pre-assignment training but should be individualised and job related.

The evaluation of the results and the effectiveness of such training should be determined by the job performance and not by the test performance. According to Nemeth (2012:53) and Fischer *et al.* (2008:106), security personnel should complete 32 hours of basic training, a minimum of four hours of which should be on classroom instruction and up to 16 hours may be dedicated to supervise on-the-job training. The merits of training will be reflected in the security personnel's attitude and performance, improved morale and increased incentive.

Lack of specialised training on aspects like firearm training can have consequences for both employers and employees, including injury to the self because of mishandling. Criminal and civil suits can be detrimental to the organisation's reputation and survival. To avoid situations of this nature, all armed private security personnel (whether contractor or in-house security) should successfully complete a firearms course that includes legal and policy requirements.

Alternatively, evidence of competence and proficiency prior to the assignment of a job that requires a firearm and refresher training should be attended at least once every 12 months (Hess, 2009:53). Nemeth (2012:53) states that firearm training should involve a minimum of 18 hours of target shooting; three hours on the legal and policy restraints; and three hours on the safety, care and cleaning of firearms.

In addition to Hess's refresher or ongoing training in firearms every 12 months, Nemeth (2012:54) states that the training should be at least eight hours long, with three hours dedicated to legal and policy restraints and five hours spent on the shooting range. A certificate of qualification should be issued only when the course is completed. In Europe, basic guard training is mandatory by law, with a compliance rate of 97% of the total number of security officers trained. The average number of training hours is also at 97% compliance, while there is 100% compliance on the background and criminal check (CoESS, 2011:146–147).

2.3.2. The Legal Services subsector

2.3.2.1. The Legal Profession in South Africa

Legal Aid South Africa (LASA) is one of South Africa largest law firm. Legal Aid South Africa (LASA) is an independent statutory body established by the Legal Aid South Africa Act 39 of 2014. It aims to provide legal aid or to make legal aid available to indigent persons within its financial means (Legal Aid South Africa, 2014). Provide legal representation at State expense, as set out in the Constitution of the Republic of South Africa Act 108 of 1996 and relevant legislation giving content to the right to legal representation at State expense (The Constitution of South Africa, 1996).

Legal Aid South Africa's (LASA) role is to provide legal aid to those who cannot afford their own legal representation. This includes poor people and vulnerable groups such as women, children and the rural poor. It does this on an independent and unbiased manner with the intention of

enhancing justice and public confidence in the law and administration of justice (LASA, 2015). The legal Practice Act 28 of 2014 seeks to provide a legislative framework for the transformation and restructuring of the legal profession in line with constitutional imperatives so as to facilitate and enhance an independent legal profession that broadly reflects the diversity and demographics of South Africa (Legal Practice Act, 2014).

The Act aims to address the fact that the legal profession is not broadly representative of the demographics of South Africa (Legal Practice Act, 2014). In addition, the opportunities for entry into the legal profession are restricted in terms of the current legislative framework.

2.3.2.2.   Private training within the Legal services subsector

Paralegal training programme plays an important role in providing support services to legal and paralegal practitioners; as well as limited assistance to members of the public (SAQA, 2012). Paralegal training is provided by private training providers. This results in a greater capacity to address the growing social demand for legal services and limited legal assistance as South African democracy and seeks to protect their rights. This qualification aims to produce qualified and competent assistants to ensure that primary legal services are more accessible and affordable to the public. There is a need for programmes that improve qualifications, support career-path planning, enable greater flexibility and mobility and improve productivity (NSDP, 2030).

Furthermore, policy concerns around a skills crisis that South Africa is not producing enough of the right levels and kinds of skills to support global competitiveness and economic development have intensified over the past five years. Vocational and occupational certification via the paralegal learnership is at the core of the creation of new skills in the Safety and Security. Consequently, this warrants the need to assess the impact of the paralegal Learnership in the sector over the past three years.

2.3.2.3.   Entry Requirements:

Learners who qualify to enrol for this qualification should have the following (SAQA):

- Communicate at NQF level 4
- Numeracy skills at NQF level 4
- Computer skills at NQF level 3

The roles of a paralegal are as follows:

- Give legal and general advice to people on the law and their rights
- Refer people to attorneys where it is clear an attorney is necessary
- Assist people with legal procedures such as court cases
- Conduct workshops to educate people about their rights

- The acts as mediators between community members and attorneys which includes taking statements, interpreting and follow-up with cases.

Skills required by paralegals:

- Communication skills: essential when interviewing clients, taking statements, writing reports, monitoring skills, referrals and listening to clients.
- Administrative skills: this consists of filing, bookkeeping, arranging and holding meetings, writing minutes and time management.
- Development skills: these are skills that contribute in empowering communities. This includes conflicts resolution skills, facilitation skills (community & training) and managing community projects.

Expected outcomes for qualified paralegal graduates (SAQA):

- Utilise South African legal knowledge and understanding in problem solving
- Able to use technology to conduct legal research
- Communicate with internal and external clients in the legal workplace.
- Guide and refer clients in a paralegal context.
- Able to work individually and in a team in solving problems in a paralegal context
- Offer administrative and organisational support in the workplace.
- Being professional and applying ethical conduct when dealing with clients.

The paralegal training programme seeks to produce qualified and competent individuals by equipping them with legal, administrative and social knowledge and skills to provide legal services (SASSETA). Paralegals are usually employed law firms, corporation, governmental agency or other organisations that delegated legal work for which a lawyer is responsible for (Leach, 2018).

They may function as legal assistants to legal practitioners, for example, conveyancing paralegals or legal aid paralegals, or independent from legal practitioners, such as debt counsellors and community-based paralegals (Leach, 2018).Furthermore, Paralegals who work in prisons can either train prisoners individually in preparing bail applications, or offer group workshops to inform remand prisoners about court procedures, court etiquette, and their options for gaining representation by a lawyer (Schonteich, 2012).

Paralegals work closely with lawyers where they are supervised through work experience and refer cases to lawyers if necessary (Schonteich, 2012). However, they cannot represent people in trail but are permitted to offer legal assistance to arrestees before their trails such as improving the quality of self-representation during the pre-trial phase of the criminal justice process (Leach, 2018).

2.4.   Challenges of Private Training Institutions

The state has meagre capacity for quality assurance among private institutions. Neither the registration by the DHET nor institutional and programme accreditation by the Quality Councils is sufficient to ensure accountability by the private institutions. This is partly because of the limited scope of the activities of Quality Councils, and also because of their lack of resources to undertake such a large task. The shortage of resources results, for example, in the quality assurance of private providers mainly being a once-off process with very little, if any, ongoing monitoring done by the Quality Councils (The White Paper PSET, 2013).

Some unscrupulous private providers have utilised gaps and weaknesses in the quality assurance system to their advantage by offering what are called provider programmes. Students enrolling for these programmes are misled into believing that they are proper higher education programmes accredited on the NQF, when in fact they are not even quality assured. Similarly, some private providers, including large and apparently reputable ones, openly advertise unaccredited courses in the knowledge that the authorities do not have the capacity to deal with their transgressions.

A further challenge within the quality assurance system relates to the complexity of the existing registration and quality assurance system for private providers, and the sequencing and timing of various processes across the quality assurance bodies. The DHET must develop better communication between itself, the CHE, SAQA, Umalusi and the SETAs, as well as clearer processes for private provider registration and accreditation.

Ultimately, we will develop a simple and efficient registration, monitoring and regulatory system for dealing with private providers. The Department, in collaboration with the Quality Councils, will develop a plan to expand and improve capacity for quality assurance for private providers, including making arrangements for ensuring that the necessary resources are available. In line with the public colleges, the private FET colleges will be renamed private technical and vocational education and training (TVET) colleges (White Paper PSET, 2013).

Many private institutions have made representations (including in response to the Green Paper) for the state to provide funding either directly to the institutions or to subside their students. The DHET's position on this has been firm. While recognising and appreciating the role of private institutions, the Department believes that the public sector is the core of the education and training system. The government's main thrust, therefore, should be to direct public resources primarily to meeting national priorities and to provide for the masses of young people and adult learners through public institutions.

2.5.   Summary

Overall, Chapter two highlighted the context of the general body of scientific knowledge that was elicited by this study. The literature review thus conveyed related information that formed the foundation on which the study was based in terms of the scope of the problem under investigation, the research questions, the study objectives and the justification for this study. The following chapter provides an extensive research methodology, in terms of the scope of the problem under investigation.

3. CHAPTER THREE:

RESEARCH METHODOLOGY

3.1. Introduction

The following chapter details the research method used in this study. The method comprises of the design, sample, data collection and data analysis techniques. The section also outlines the ethical considerations taken into cognisant throughout the study.

3.2. Research Design

Different research work are framed within different research designs. Research design is conceptualised by Zikmund (1998) as a plan specifying the methods and procedures for collecting data and analysing the data needed. In addition, Leedy (1997) defines a research design as a plan for a study, providing overall framework for collecting data. Moreover, MacMillan and Schumacher (2001) define it as a plan for selecting subjects, research sites, and data collection procedures to answer the research questions.

3.2.1. Exploratory Research Design

The study will use the exploratory research slant. Exploratory research is regarded by American Psychological Association (2019) as a study that is conducted when not much is known about a particular phenomenon. In addition, the American Psychological Association (2019) indicate that exploratory research typically seeks to identify multiple possible links between variables.

Exploratory research is important in that the results can provide significant insight into a given situation or new phenomena (Psychology WIKI, 2019). There are limited studies on private learning institutions within the Safety and Security Sector context, hence exploratory research is relevant for this study since the study is based on a relatively less researched subject in this context. Thus, an exploratory inquiry will guide the study.

3.3. Research Approach

Weinreich (2009) indicates that the purpose of qualitative research is to provide the researcher with the perspective of the target audience members through immersion in culture or situation and direct interaction with the people under study. This means that qualitative research involves the researchers' involvement and exploration of the participants' inner world.

In addition, qualitative research gives the researcher the opportunity to understand and view the subject matter from the lenses of the people being studied. In qualitative research, the researcher seeks to document the story, as narrated by the participants from the beginning to the end with no additions or omissions. Thus, the researcher must carefully and reliably capture the story and the worldview of the participants in a bias free manner and using the scientist rigour of qualitative research.

The current study seeks to explore and understand the contribution of Private learning institutions, specifically in the legal and private security sub-sector. Therefore, qualitative research is appropriate for this study because it will afford the training providers the opportunity to share experiences. Hence, qualitative study will serve as an appropriate method to illicit information from the participants.

3.4. Study population

A population is the entire set of individual cases that the researcher seeks to study. Bless and Higson-Smith (2000, p. 85) define a population as "the set of elements that the research focuses on and to which the obtained results should be generalised". Thus, the group which is the focus of the study is regarded as the population. In the current study, the professionals that are involved in the training of and the supervision of artisans serve as the population from which a sample will be drawn. The next section outlines the sample of the study.

3.5. Sampling

Sampling is a defined as the process of selecting units from a population of interest in order to generalise the results to the population from which they were chosen (Web Centre for Social Research Methods, 2016). A sampling involves selecting a few cases from a population in order to draw an inference about the population. Different research studies use different research sampling methodologies. The current study used a non-probability sampling method, in particular purposive sampling. This method involves selecting cases or participants based on the qualities or knowledge they possess (Van Vuuren, 2014).

According to Van Vuuren (2014), purposive sampling is a useful approach for in-depth studies and information rich cases. Purposive sampling comprises of subtypes. However, the current study will use the subtype, expert sampling. Expert sampling involves drawing a sample from the experts in the field in which the study is conducted, it is used when the researcher seeks to understand the opinions or assess the insight of people with high degree of knowledge about the subject matter (Etikan, S, & Alkassim, 2016). Thus, expert sampling was considered an appropriate sampling method for this study since the study sought to gather insight from the participants with extensive knowledge about private learning institutions. The study consisted of twelve (12) participants: 3 from the legal services subsector and 9 from the private security subsector.

3.6. Method of data collection

Data were collected through telephonic semi structured interviews with training providers. Semi structured interviews were beneficial in that they afforded the researcher the opportunity to explore the discussions further and probe on open-ended questions. Semi structured interviews are important in that they give the researcher the opportunity to elaborate or follow new line of

inquiry introduced by participants (Barclay, 2018). In the current study, semi structured interviews gave the researcher the opportunity to provide clarity on questions that the participants had difficulty understanding. In addition, the interviews enabled the researcher to understand the specificity and the contribution of such institutions. All the interviews were tape recorded and transcribed.

3.7. Data analysis

Data was analysed inductively using qualitative content analysis. Qualitative content analysis encompasses the process of reading through a text, open coding and creating categories (Elo & Kyngas, 2007). In addition, Kuckartz (2019) demonstrate that qualitative content analysis follows a systematic procedure which includes reading the interview transcript intensively, building the coding frame, coding the data, analysing the data coded and presenting the results. Kuckartz (2019) also add that each stage of analysing should be linked to the research question that the study seeks to answer. Figure 2 below depicts the steps used to analyse data in this study as suggested by (Kuckartz, 2019).
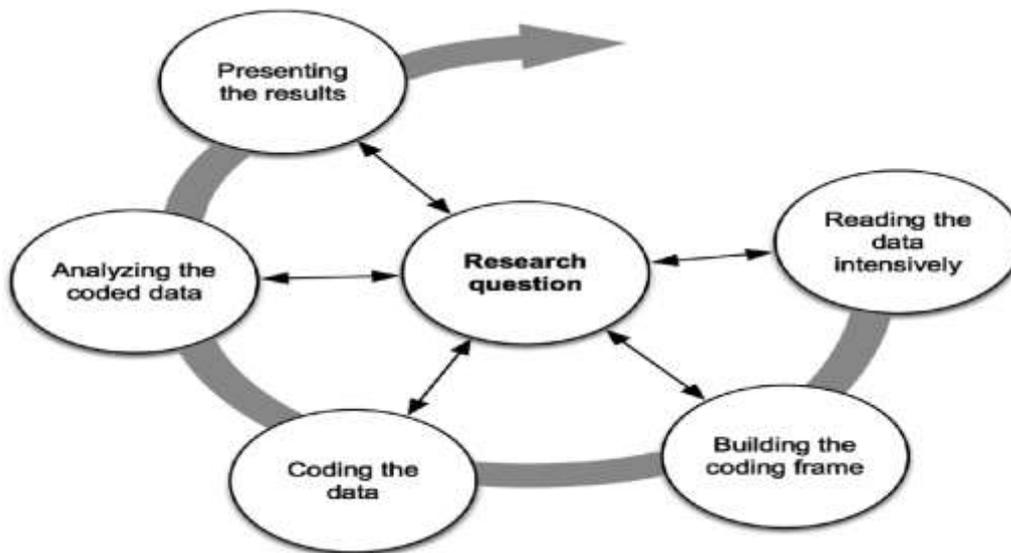
Figure 1: Steps for data analysis

3.8. Limitations and challenges

When conducting research challenges and limitations are said to arise. The way the researcher mediates these challenges and limitations needs to be accurate and concise with-out compromising the validity or reliability of the study. The objectives of the study also need to be achieved concurrently. Some of the challenges experienced by the researcher were during the data collection process.

The approval process was prolonged as the institutions communication with the researcher was miscommunicated. Due to the miscommunication between the various units that were entrusted to review and approve the research. Some of the potential participants showed no interest and refused to participate due to their workloads.

3.9. Rigour in Qualitative research

Trustworthiness is used to ensure that the research has true value, applicability, neutrality and consistency of qualitative research. The concepts of validity and reliability can be addressed using trustworthiness in qualitative research. This study ensured trustworthiness by following the following elements that ensure trustworthiness. Methodological and data collection methods were adhered to make sure that the study follows trustworthiness. The following aspects need to be adhered to:

3.9.1. Credibility

Credibility is a concept that is equivalent to internal validity, internal validity is when the researcher seeks to ensure, that the study measures or tests what intends to test. Lincoln and Guba (1985) cited in Dlamini (2017) argue that credibility is the most important element when ensuring the trustworthiness of a study.

3.9.2. Transferability

"External validity is concerned with the extent to which the findings of one study can be applied to other situations". Hence when ensuring validity, it is important to show that the results of a study can be applied to the greater population. This is difficult regarding qualitative research as it makes use of smaller populations. To ensure external validity in qualitative research transferability was used.

3.9.3. Dependability

Dependability is used to ensure reliability in a qualitative study. If the same method and techniques were used, with the same participants the results that would be obtained should be the same. Dependability may be achieved using overlapping methods.

3.9.4. Confirmability

According to Dlamini (2017) "The concept of confirmability is the qualitative investigator's comparable concern to objectivity". It is difficult to ensure objectivity in qualitative research as tests, interviews and questionnaires are designed by humans therefore the intrusion of researcher bias cannot be eliminated. To regulate this the researcher needs to ensure that the findings are informed by the views and opinions of the participants and not the preferences of the researcher. Hence triangulation is important in promoting confirmability.

3.10.   Informed Consent

After research is approved by all the necessary bodies it is essential that the researcher acquires the informed consent of the participants. According to Bless (2006) "informed consent provides participants with sufficiently detailed information on the study so that they can make an informed, voluntary and rational decision to participate in the research". Informed consent should include the following:

- A detailed explanation for the study.
- The expected duration of the study.
- Procedures to be followed by the researcher.
- The right of the participants to withdraw at any time, and
- Whom to contact for further information.

Confidentiality and anonymity of participants was assured by informing the participants that information that they had provided during the interviews could not be traced back to the. This was insured using Pseudonyms instead of their original names in the presentation and discussion of data report. Participants were assured that audio recording would be stored safely for a period of five years then destroyed.

3.11.   Ethical considerations

Research ethics are a diverse set of values, norms and institutional regulations, that constitute and regulate scientific activity, these ethics can be used to conduct good research practices. Hence, it is important for any research project to undergo ethical evaluation. This is to ensure that the research meets good ethical standards, these standards are mediated to ensure that the researcher is able to balance "supporting freedom of scientific enquiry" or the "protection of welfare of participants".

To maintain ethical standards all participants will remain anonymous and will be free to express their opinion to the best of their ability. The data collected from participants will be kept in a safe environment, thereafter destroyed.

3.12.   Summary

An overview of the methodology that was employed in this study was provided in this chapter. The research approach was extensively discussed by the chapter. It further provided a detailed overview of ethical considerations and the limitations of the study. Despite the relatively small sample size in this research, the study still serves as a beacon of hope in understanding Private learning institutions in the Safety and Security Sector. The study cannot be generalized onto the larger population of South Africa, but it could serve as a point of departure in addressing the use of innovative measures and strategies to improve and develop private learning institutions. The next chapter will present and discuss the findings of this research project.

4. CHAPTER FOUR:

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1. Introduction

This section presents the data collected by the researcher from the selected participants. The primary findings of this study were presented and analysed using a content analysis. The participants of this study are the primary source to this study, and they are composed of Training Providers from the legal services subsector and private security subsector. Twelve participant responses were analysed to explore their attitudes, experiences, views, opinions and perceptions their understanding of the role of private learning institutions. This was done with the intension of addressing the problem statement, the research questions and the aims, as well as the objectives of the study.

4.2. Data Analysis: Content Analysis Method

The content analysis method encompasses the process of reading through a text, open coding and creating categories (Elo & Kyngas, 2007). In addition, Kuckartz (2019) demonstrate that qualitative content analysis follows a systematic procedure which includes reading the interview transcript intensively, building the coding frame, coding the data, analysing the data coded and presenting the results. It is worth noting at this stage that responses provided by the participants may overlap in some instances. Hence, data presentation will be outlined and clustered to capture the codes identified in this study.

4.3. Presentation of the findings

The questions (in italics in this section) presented below were posed during the In-Depth Interviews (IDIs). The responses (italics and inverted commas in this section) and are presented as for example 'IDIP-1' (In-Depth Interview Participant-1). The selected participant responses were recorded by the researcher. Furthermore, the researcher also took notes of participant responses.

All interviews were conducted in English. Participant Responses were transcribed in English and reported here. It is important for reader that the language provided in participant responses was not edited, in the interest of the authenticity of data.

Question one: Can you briefly tell me, what is your role in the institution?

"I am the business development and the innovation manager. I am responsible for partnerships, training and relationship with stakeholders." IDIP-1

"I am a skills coordinator on the campus, so I am responsible for the implementation of projects. Such as the GSO learnerships, I am also responsible for monitoring and

evaluating, I implement and on a regular basis I monitor learner performance and check whether they have been properly assessed. I am basically the second line of authority in our skills department." IDIP-2

Question two: Can you briefly outline to me your involvement with students (Legal/ Private Security?

"Yes, I train Paralegals. Look we get funding from different sources, government and private companies such as law firms." IDIP-3

Question three: In your view, do you think the training adequately prepares the students for the work environment?

The paralegal learnership is designed to assist learners gain work-based learning. The responses for this question were insufficient as a majority of the training providers state that their learners are unable to find employment after completing the learnership. The researcher then probed for whether the theory assisted learner preparedness and subject knowledge.

The training providers felt that the theory learnt prepares for the workplace. Of the 3 training providers interviewed only 1 provider felt that the learnership did not prepare them for the workplace. Below are the notable responses from training providers:

> *"No, the content and information learnt in class was not enough for the workplace. Another thing is that they kept changing the learners from a different court to another. Which makes it difficult to teach the basics as each court had its own rules and processes" (IDIP-1)*

"No, at the workplace we find that learners do more administrative duties rather than the paralegal work we teach about in the classroom. A lot of things are learnt on the job." (IDIP-2)

Question four: The government is calling for strengthening quality assurance weakness, in particular with private learning institutions. Do you have any challenges regarding quality assurance in the institution?

Challenges	How challenges be addressed (suggestions from participants)
Stipend not paid on time	• Learn to manage and do things on time. • Proper planning is advised. • Access the programme during implementation.
Inaccessibility of SASSETA staff	• Improve communication with DoJ. • There should be communication between SASSETA and employers about the challenges their learners experience.
Mentors at the court were not aware paralegals will be in court	• Mentors should be told in advance about us coming to court.
Working with difficult people	• Provide training on how to deal with people.
Language barrier	• Have a partner/ person who will assist who know the language spoken in the community. • People can use a common language like English to communicate.
Doing everything at once. You can't learn if you don't specialise.	• Spend more time to learn in each department like 4 months to fully develop a skill.
Staff not helpful because they were intimidated by us so it was difficult to work with them.	• Employees need to understand that people like us are there to learn. They must learn to accommodate other people. We are not there to take their jobs.
No certificate was received from completing the learnership.	• SASSETA must contact us to complete the programme to receive our certificates for 2017/18 learners.
Lack of resources- computers	• Ask for sponsorship from the government.

4.4. Discussion of the findings

4.4.1. Introduction

The researcher's interpretation and discussion on the data collected from the participants during the IDIs and KIIs will be presented in this section. According to Mouton (2011; cited in Dlamini, 2017: 261) "Interpretation means relating the researcher`s results and findings to existing literature and research studies and showing whether these are supported or contradicted by the interpretation". Hence, in this study data was interpreted with the aim of understanding the role of Private learning institutions in the Safety and Security Sector.

4.4.2. Interpretation of themes

Five themes were identified by the researcher during the analysis of the research data. Therefore, this section discussed and interpreted the participant responses bellow.

a) *Lack of resources in Private Learning Institutions*

The data indicated that sufficient, adequate and relevant financial and physical resources are some of the major barriers and/or challenges with Private Learning Institutions and have a significant impact on the quality of programmes offered. The data also revealed that these institutions differ greatly in terms of purpose, size, shape and infrastructure. There seems to be a link between the diversity of the various Private learning institutions and their ability to manage the QA processes. This is usually influenced by the availability of relevant and sufficient resources. Furthermore, the study also revealed that size and infrastructure did have an impact on institutions' ability or inability to keep up with the demands of both HE and QA legislative frameworks.

The data revealed that the mainstream of PHEIs do face challenges regarding financial constraints. These usually include the small to medium PHEIs, which make up the majority of PHEIs in South Africa. Since PHEIs rely on student fees, this also poses several other challenges, especially for Stander and Herman Barriers and challenges private higher education institutions face 212 newer or smaller PHEIs.

If PHEIs cannot get their programmes accredited, they cannot register the programme with the DHET and obtain a registration certificate, or register their programmes with SAQA on the NLRD, and therefore may not market or enrol students in these programmes. Also, with the continued rise in demand for PHE in South Africa, there seems to be an overload of regulation in both QA and HE legislation, especially from the three main stakeholders in HE – the CHE, the DHET and SAQA.

b) Inadequate Capacity Development

QA processes, like those of programme accreditation, are usually assessed in 'good faith' on promises from the institutions and evaluated at a particular time when the applications are submitted. In a space where resources are limited, capacity development is often problematic, and this may have a negative effect on various QA processes.

Such QA processes also often evaluate the PHEI's programmes in the light of their link to the workplace and their relevance to servicing students who might never have been able to attend a public university and obtain a degree. The data revealed that in some instances the smaller, niche (single-purposed) PHEIs appear to have become a benchmark in their industries:

> *"There [are these] amazing places that offer very niche or specialist programmes ... [Those] times when you looked down at other institutions and what they offer are now also basically over. I think they all play a role"* (IDIP-11).

Such niche and specialised PHEIs often do not intend to expand to other disciplines. Institutional capacity is therefore built around the functions of offering these disciplines. For example, top quality staff and resources are acquired to gain advantage and a good rapport in the industry. However, staff are often only subject/industry specialists and do not always have sound pedagogical knowledge. So, while they might be brilliant filmmakers, chefs, economists or CEOs, they do not have the capacity to assure the quality of HE programmes. The jargon and best practices related to QA and HE are often too complex, and this complexity and various process-based challenges are some of the most common barriers for South African PHEIs.

c) Programme design and the programme accreditation criteria

The concept of programme design refers to the complete design of the programme (including the curriculum). Both programme and curriculum design have been identified as separate areas of concern by this study, and a flawed programme design has been identified as one of the most common reasons for institutions not obtaining successful programme accreditation. The data further confirmed that one of the most prominent problem areas linked to programme design seemed to be the lack of deeply vested knowledge and skills of HE curriculum design and development.

> *"I also think that curriculum development skills, particularly in small private provider structures, are often not available. [It is] a somewhat technical discourse in itself. They often need to sub-contract those skills, perhaps while they build their own capacity around that ."* (IDIP-7).

This includes a lack of understanding of the different teaching and learning strategies linked to each mode of provisioning (or delivery), and the accurate use of ICTs in specific disciplines within the HE sphere. Mode of delivery for HE programmes seems to be another challenge. Although the DHET (according to its New Funding Framework (NFF) and the CHE recognise only contact or distance legislatively, it appears as if most institutions follow a 'blended' mode of delivery.

d) Complexity of the QA processes in HE

Generally, the complexity of the various QA processes of the CHE, DHET and SAQA has been highlighted. It was perceived that these processes are often seen as technocratic and their criteria and procedures outdated. For example, in relation to programme accreditation, several process-related concerns and perceptions relating to resources have already been highlighted. In addition, another concern is the turnaround time of the processes linked to programme accreditation. The outcome and timing of the programme accreditation (and re-accreditation) process has a great influence on the survival or continued existence of many PHEIs.

e) Feeling victimised

Generally, PHEIs also feel victimised by the entire system. Often they feel as if policies and regulation favour the public universities and that the PHE sector is over-regulated.

> *"[Of] course there's far higher vigilance on the private sector than*
> *in the public sector"* (IDIP-8).

There are also different expectancies and requirements from public universities than from PHEIs, as public universities are not required to comply with all of the criteria. While the CHE and DHET have very good reason for this, two differences between the requirements for public and private HEIs are highlighted: Firstly, PHEIs often feel that the quality of their programmes is more rigorously measured and evaluated than that of public universities and that the system has uneven expectations. Public universities are exempt from criteria 3, 4, 7 and 8 in the programme accreditation process.

4.5.   Summary

The collected data was analysed, and the findings were categorised in relation to the objectives of this study. Rich data was elicited through the open-ended IDIs, guided by the posed questions to the selected participants, drawn from the designed Interview Schedule Guide. The next chapter will present the conclusion to and the recommendations based on this study.

5. CHAPTER FIVE:

RECOMMENDATIONS CONCLUSION

5.1. Introduction

This section presents the recommendations and conclusion based on this study by focusing on the categorisation and verification of the study the objectives. Recommendations pertaining to the study objectives are offered. These suggestions stemmed from the findings of this study. It is suggested that cognisance be taken of these findings by the stakeholders in the Safety and Security Sector and the community at large.

5.2. Recommendations

This section presents the recommendations and conclusion based on this study by focusing on the categorisation and verification of the study scope and purpose. These suggestions stemmed from the findings of this study. It is suggested that cognisance be taken of these findings by the SASSETA and stakeholders offering private institutional training in the Safety and Security Sector and the community at large.

Mentor and provide support to private training institutions. To minimise the risks of project failure; monitoring should be regular basis. This will help both SASSETA and the employers to identify and address potential risks that may hinder the objectives of the programme. The outcomes of the programme can further help identify new ways of doing things. Effective communication between SASSETA and employers. Regular communication promotes productive and operations such as quality assurance to be more effective.

The private security subsector should consider upgrading the old curriculum of PSIRA training or replace it with the GSO learnership. The responses that the researcher receives from both security company owners who facilitated the GSO learnership and the security officers who completed the learnership suggest that the GSO learnership is more efficient and effective in training security officers. It provides security officers with necessary skills needed in the industry (security officers who have GSO certificates demonstrate a high knowledge of their work) It increases employment opportunities for security owners and for security officers It has a potential of reducing illegal operation of unlicensed security companies.

5.3. Conclusion

Using the conceptual framework adapted from Zaki and Zaki Rashidi (2013), this study identified three categories of major barriers and challenges: resources, capacity development and programme design. All three proved to have a significant influence on the quality of the HE is provisioning within the sample selected for this study, while programme design was found to be

slightly more important than the rest. For instance, if a PHEI does not have an accredited programme, it cannot be registered with the DHET as a PHEI. This also seems to have a significant impact on all the other parameters in this conceptual framework.

Funding in terms of PHE therefore refers mainly to self-generated funding. While the findings concluded that not all PHEIs battle with financial and physical recourses, the majority of participants from respective PHEIs lack such resources. With the exception of some religious colleges funded by donors, the larger PHEIs seem mainly driven by the profit imperative, and not by patriotism or any other higher duty (CHE 2016a; Nieuwenhuis 2016).

A lack of capacity development in the PHE sector has also been identified as another barrier. While outsourcing and the use of consultants has become the norm, the absence of sound knowledge of QA and HE legislation and practices seems evident. This study also identified programme accreditation as a form of external QA and its criteria have been discussed (CHE 2004a). The CHE expects all institutions to be responsible for their own internal QA and therefore provide evidence of their own capacity to offer quality HE offerings.

The management of internal QA therefore directly influences external QA processes. In addition, teaching and learning strategies, including subject-specific knowledge and pedagogical content knowledge, seemed problematic. With a few exceptions, programme (and curriculum) design competencies appear to be a general concern in the PHE sector. This includes sound benchmarking practices. While the management of QA in HE globally remains in flux, PHEIs in South Africa seem to battle constantly with the balance between the business imperative, the academic nature of their business and the services they provide.

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