EDUCATION, TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

GUIDELINE

GUIDELINE ON THE COMPLETION OF THE 2012-13 WORKPLACE SKILLS PLAN AND 2011-12 ANNUAL TRAINING REPORT FOR EMPLOYERS IN THE ETD SECTOR

SUBMISSION DATE: 30 JUNE 2012
1. DEFINITION OF KEY CONCEPTS

Apprenticeship
An apprenticeship is a work-based route to learning, mainly for learners in blue-collar trades. Learners spend some time working under the guidance of a skilled, qualified artisan, generally with an employer, such as the South African National Defence Force or a mining company. In addition, the learners attend formal instruction sessions at a technical college to learn the theory of the National Technical Certificate courses (the ‘N’-courses.). The learner qualifies as an artisan after successfully completing a trade test.

Critical Skills
Critical Skills refer to skills within an occupation that are required to perform a function within that occupation. There are two groups of Critical Skills:

a) ‘Key’ or ‘generic’ skills (the critical cross-field outcomes listed by SAQA, e.g. problem solving, working in teams, language and literacy skills) and

b) Occupation-specific 'top-up' skills required for performance within that occupation to fill a skills gap that arose due to changing technology or new forms of work organisation. (The term 'key skills' is used because it is aligned to international terminology for generic skills.)

Employee
According to the Employment Equity Act (Act No. 55 of 1998) an employee means any person other than an independent contractor who - a) works for another person or the state and who receives, or is entitled to receive, any remuneration; & b) in any manner assists in carrying on or conducting the business of an employer;

Learner
A learner refers to someone who is learning something to acquire knowledge, experience, skill or information. In the WSP and ATR Template, the term is only reserved for the unemployed (18.2) learners.

Learnership
A learnership is a structured learning experience, which combines institutional and workplace learning and is directed towards the achievement of a SAQA-registered qualification. It is registered with the Department of Higher Education and Training. The implementation of a learnership is based on a contract, signed by the learner, lead employer and lead training provider, and it may be funded by a SETA from its discretionary grants. A learnership is not a qualification, but a learning route towards achieving a nationally recognised qualification.

Learning Programme
A learning programme is a structured set of teaching, learning and assessment activities that are designed to enable learners to achieve specified outcomes that will enable them to grow as individuals, and make a contribution in the workplace context and in society in general.

The description of a learning programme would typically include:

- Sequential learning activities linked to clearly specified outcomes and associated assessment criteria;
- A delivery plan that describes how the learning is to be facilitated;
- An assessment plan that describes the assignments and the way formative and summative assessment will be conducted, where it will take place and who will conduct the assessment;
- A description of the learning materials and other resources/equipment required; and
- The kind of learner support provided to learners.
National Qualifications Framework (NQF)

The NQF is an integrated national framework that was established by the South African Qualifications Act of 1995 to bring all education and training together into one unified outcomes-based system. In the NQF the South African education and training system is divided into three bands: General Education and Training (NQF Level 1), Further Education and Training (NQF Levels 2 to 4) and Higher Education and Training (NQF levels 5 to 10). SAQA registers qualifications and unit standards on the NQF in a prescribed format, which includes the NQF levels (i.e. from Level 1 to Level 10) and the number of credits (with one credit being equal to 10 notional hours of learning). Learners are able to progress through the eight NQF levels in individual learning pathways, gaining credits for learning achievements of registered qualifications and unit standards that enjoy national and international recognition.

The objectives of the NQF are to:
- Create an integrated national framework for learning achievements;
- Enhance the quality of education and training;
- Facilitate access to, mobility and progression within education, training and career paths;
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities; and
- Contribute to the full personal development of each learner and the social and economic development of the nation at large.

The purpose of the NQF is to enable learners to gain credits and obtain recognition from learning institutions and employers for all learning, thus promoting a lifelong learning pathway. To facilitate such portability of learning achievements, it is necessary that all ‘units of learning’ be recorded in a format that allows for articulation between the units. This is achieved through unit standards and qualifications that capture such units of learning in terms of a number of elements:

- **NQF Levels**: There are 10 levels, with Grade 9 and ABET level 4 being on Level 1, Grade 12 on Level 4, National or Higher Certificates on level 5, Advanced Certificates and National Certificates and Diploma on Level 6, B Tech Degree and Bachelor’s Degree on Level 7, Postgraduate Diploma and Bachelor Honours Degree on Level 8, Master’s Degree or Master’s Diploma on Level 9, and Doctoral and Post-Doctoral Degrees on Level 10. The NQF levels indicate the level of complexity of learning, and qualifications and unit standards are pegged on levels on the basis of level descriptors recommended by SAQA.

- **Bands**: There are three bands in the NQF, i.e. General Education and Training (NQF Level 1), Further Education & Training (levels 2 to 4), and Higher Education and Training (levels 5 to 10).

- **NQF Credits**: One credit signifies ten notional hours of learning, i.e. the average time that it would take the average learner to achieve the outcomes for which the credit is awarded. The minimum credit value of a unit standard is one, and no fractions of credits can be registered on the NQF. A national qualification must have at least 120 credits, which indicate approximately one year’s study, i.e. 1200 hours.

- **Specific Outcomes**: These describe what the learner will know, understand and be able to do at the end of a learning programme.

- **Assessment Criteria**: These describe what would count as evidence that the learner has achieved the outcomes specified.
Persons with Disability (PWD)
This term refers to people who have a long-term or recurring physical or mental impairment, which substantially limits their prospects or entry into, or advancement in, employment (Employment Equity Act No 55 of 1998).

Qualification
Within the context of the NQF the term ‘qualification’ is used to refer to a qualification that has been registered by SAQA on the NQF. This implies that the qualification has been subjected to some kind of quality assurance process, after which it is allocated a number and registered on the National Learners' Records Database (NLRD). The Regulations under the SAQA (Act No. R 452 of 1998) specifies the requirements for a qualification, including that it must indicate the NQF level and specify the fundamental, core and elective-learning components. The regulations specify 120 as the minimum credits for a qualification, and also specify the following minimum number of credits: 120 credits for a National Certificate, 240 credits for a National Diploma, and 360 credits for a National First Degree.

SAQA registers two types of qualifications:
- Those that are based on unit standards, i.e. which are designed around a specified group of unit standards, and
- Those that are based on exit-level outcomes, which are essentially a broader description of the outcomes captured in unit standards.

Scarce Skills
Scarce Skills refer to occupations in which there is a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) because they are available but do not meet employment criteria.
This scarcity can arise from one or a combination of the following two groups:

a) Relative Scarcity: suitably skilled people are available but do not meet other employment criteria, e.g.:
- Geographical location, i.e. people are unwilling to work outside of urban areas,
- Equity considerations, i.e. there are no or few candidates with the requisite skills (qualifications and experience) from specific groups available to meet the skills requirements of firms and enterprises,
- Replacement demand would reflect a relative scarcity if there are people involved in education and training programmes who are in the process of acquiring the necessary qualification and experience but where the lead time will mean that they are not available in the short term to meet replacement demand.

b) Absolute Scarcity: suitably skilled people are not available, e.g.:
- New or emerging occupation, i.e. there are few, if any, people in the country with the requisite skills (qualification and experience), and education and training providers have yet to develop learning programmes to meet the skills requirements;
- This lack of skilled people results in firms, sectors and even the country being unable to implement planned growth strategies, which results in productivity, service delivery and quality problems directly attributable to this scarcity;
- Replacement demand, i.e. there are no people enrolled or engaged in the process of acquiring the skills that need to be replaced.
Skills Development Facilitator (SDF)
The main role of the SDF is to promote and oversee the skills development initiatives in the organisation, and to promote the quality standards set by the SETA. This does not mean that the person designated to this role has to do everything him/herself. The SDF’s role is to oversee, guide and assist the process and also to serve as the communication link between the SETA and the organisation. The SDF must assist with the development of an annual WSP, advise the organisation on the implementation of the plan and assist in drafting the ATR on its implementation. These two documents are key conditions for the SETA disbursement of grants from the Skills Levy contributions.

The functions to be performed by the SDF are mainly to:
- Assist the employer and employees to develop a WSP and ATR that complies with the requirements of the ETDP SETA;
- Submit the WSP and ATR to the relevant ETDP SETA on the prescribed template and dates;
- Advise the employer on the implementation of the WSP;
- Advise the employer on the quality assurance requirements of the ETDP SETA that have to be met in all education and training interventions;
- Act as a contact person between the employer and the relevant ETDP SETA;
- Ensure consultation with relevant stakeholders of the entity on skills development and the compilation of the WSP and ATR, especially with employee representatives;
- Serve as a resource for the employer and employees with regard to all aspects of skills development;
- Communicate information on SETA initiatives, grants and benefits to the employer, employees and all the entity's branches.

Skills Programme
A skills programme is an occupation-based learning programme aimed at building skills that have economic value, and which incorporates at least one unit standard. It is registered by a SETA and offered by an accredited training provider. The Skills Development Act of 1998 introduced skills programmes to improve the quality of short learning programmes through quality assurance mechanisms.

Although there are differences in the requirements set by different SETAs for the registration of skills programmes, there is general consensus that skills programmes must:
- Constitute at least one unit standard;
- Relate to the world of work and be designed to build skills in specific occupations;
- Give learners access to skills that have immediate economic value;
- Constitute an employable skills unit;
- Ideally form part of a learning pathway towards achieving a national qualification;
- The training provider must be accredited by an ETQA, or comply with the prescribed requirements for accreditation; and

There is a close relationship between skills programmes and learnerships, and SETAs promote the practice of structuring learnerships in such a way that they are made up of separate skills programmes. This enables learners to work towards achieving a qualification through completing a series of skills programmes. SETAs may pay grants from the Skills Levy contributions to employers and training providers that implement skills programmes.
**Standard Industrial Classification (SIC) Codes**
This is the Standard Industrial Classification of all Economic Activities which is based upon the International Standard Industrial Classification of all Economic Activities (ISIC), with some adaptations to reflect local conditions. The SIC codes are used by StatsSA and other institutions to classify entities according to primary economic activity. An industry consists of establishments engaged in the same or a closely related kind of economic activity based mainly on the principal class of goods produced or services rendered. The SIC codes provide a standardised framework for the collection, tabulation, analysis and presentation of statistical data on establishments. The SIC is not a classification of commodities. The codes must also be distinguished from the classification of occupations, the aim of which is to classify persons according to the nature of the work in which they are employed (e.g. accountant, typist and boilermaker) and often without taking into account the industry in which the persons concerned are employed.

**Designated Employee Representative**
This is the person who is recognised by the employer and employees as mandated by the employees either through the organised labour structures or by popular acclaim, to represent, negotiate and reach agreements with employers on behalf of the workers on matters relating to remuneration and conditions of service. This is the person who also ensures the participation of employees in skills development matters.
2. INTRODUCTION

2.1. The Context of the Workplace Skills Plan [WSP] and Annual Training Report [ATR]

Skills shortage is cited as a major obstacle to economic growth, social development and sustainable employment growth in SA. In response to this, the SA government passed Skills Development Act [Act No. 97 of 1998] & Skills Development Levies Act [Act No. 9 of 1999], respectively. The purposes of the SDA are:

a) to develop the skills of the SA workforce -
   i) to improve the quality of life of workers, their prospects of work and labour mobility;
   ii) to improve productivity in the workplace and the competitiveness of employers;
   iii) to improve self-employment; and to improve the delivery of social services;

b) to increase the level of investment in education and training in the labour market and to improve the return on that investment;

c) to encourage employers -
   i) to use the workplace as an active learning environment;
   ii) to provide employees with the opportunity to acquire new skills;
   iii) to provide opportunities to new entrants to the labour market to gain work experience;

d) to encourage workers to participate in learnerships and other training programmes;

e) to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;

f) to ensure the quality of education and training in and for the workplace.

The foregoing purposes are to be achieved through institutions and financial frameworks comprising of:

(i) National Skills Authority [NSA];
(ii) National Skills Fund [NSF];
(iii) Skills Development Levy Scheme;
(iv) Sector Education and Training Authorities [SETAs],
(v) Quality Council for Trade & Occupation [QCTO]; ETC

Improving the quality of your employees through training & education is key to long-term profitability. It increases productivity, boosts the skills of new employees and helps existing staff to adjust more rapidly to changing job requirements [Careers24, 9 May 2010: 4]. According to Section 10 of SDA, a SETA must –

- Develop SSP within the framework of the NSDS;
- Implement its Sector Skills Plan by - establishing learning programmes, approving WSPs and ATRs;
- Allocating grants in the prescribed manner to employers, Education and Skills Development [ETD] providers and workers;
- Monitoring education and skills development provision in the sector;
- Promote learning programmes;
- Register agreements for learning programmes;
- Liaise with the NSA on NSDS, and NSD Policy
- Collect and disburse the skills development levies in the sector;
- Liaise with SD Forums established in each province;
- Liaise with QCTO regarding occupational qualifications.
2.2. The Legal Mandate for Public and Private Sectors

Every private employer is required in terms of Section 3 of the Skills Development Levies Act [Act No. 9 of 1999] must pay an SDL at a rate of one percent [1%] of their remuneration to their relevant SETA. Public Service employers in the national and provincial spheres of government are required in terms of Section 30 of the Skills Development Amendment Act to budget at least one percent [1%] of their payroll for the education and training of their employees. The amount of remuneration referred above does not include any amount - paid or payable to any person by way of pension, superannuation allowance or retiring allowance; payable to a learner in terms of a contract of employment contemplated in Section 18 (3) of SDA; paid or payable to any person to whom a certificate of exemption has been issued. Firms which submit WSPs ATRs on a prescribed Template on/before the 30 June deadline, qualify for a grant guaranteed - 50% of the total levy paid. This process assist companies in the identification of skills needs and how to address them and also determine skilled employees who are at the verge of retiring which assist in future human resource planning. The submission of WSP is central to the process of SETA payment of mandatory grants. Firms failing to meet the set criteria will automatically forfeit the WSP grant for the given financial year. Forfeited grants will be transferred directly into the SETA discretionary funds.

3. MULTIPLE PURPOSES SERVED BY WSPs AND ATRs

3.1 Stimulating Organisational People Development

One of the key functions of human resource strategy and human resource development in the 21st century is the development and deployment of people in support of organisational strategy. This is equally true across the private and public sectors. As described in the introduction, WSPs and ATRs are intended to spur and support human resource strategy by serving as building blocks in comprehensive, strategy-aligned people development within organisations. WSPs record information on employee profiles and planned training interventions. The intention is that, by stimulating an organisation to collect this data and think about these issues, the WSPs will stimulate and support the much wider set of activities required for effective people development.

Some activities, in this wider area of people development, that are intentionally not covered in the WSPs and ATRs include:
- Analysis of the people development implications of an organization’s strategy and business plan;
- Productivity management and performance enhancement analyses, including issues such as operating systems, organisational culture, authority assignment and opportunity windows for employees;
- Training needs analyses;
- Detailed training planning, including the projected impact of training, and the return on training investment;
- Procurement and contract management of training;
- Quality management of training, and;
- Organizational systems necessary to embed new competences and maximize productivity impact.
These are standard organisational human resource and training processes and are assumed to be the business of the organisation only. Both private and public sector employers are encouraged to establish and implement processes such as those listed above. This will ensure that skills development actions contribute towards improved performance on individual and organisational levels. These processes will generate valuable information that is essential on the organisational level, but not all of this information will be included in the WSPs and ATRs that are submitted to the ETDP SETA. Within this context, WSPs and ATRs cover only a limited set of data required for one of their other important purposes: knowledge management.

4. **CRITERIA FOR MANDATORY GRANT PAYMENTS**

Employers who meet the following criteria will qualify for the ETDP SETA mandatory grants for the submission of WSPs and ATRs:

- The employer has registered with the Commissioner of SARS for payment of the skills levy as prescribed in section 5 of the Skills Levies Act;
- The employer has submitted a WSP and an ATR in the format prescribed in the SETA Grant Regulations;
- The employer has submitted a WSP and an ATR within the timeframes prescribed in the SETA Grant Regulations [i.e., 30 June 2012];
- The employer has submitted a WSP and an ATR that conforms to any other requirements as prescribed in the SETA Grant Regulations;
- The employer has submitted an ATR that describes performance in respect of the implementation of training;
- The employer is up to date with the levy payments to the South African Revenue Service [SARS];

5. **OVERVIEW OF THE WSP AND THE ATR**

5.1 **The Purpose of the WSP and ATR**

The primary purpose of the WSPs and ATRs is to provide SETAs and the Department of Higher Education and Training [DHET] with data to be used for planning sector and national skills strategies. The data gathered through the WSPs and ATRs can only be used effectively for planning such strategies if all entities submitting these documents use the same categories and criteria for inputting data. It is for this reason that the DHET has set uniform requirements for all WSP and ATR templates, although DHET makes allowances for differences between private and public, large and small entities.

There are different WSP and ATR templates for the private and public sector. All government departments and legislatures must complete the public sector templates, while private companies and other entities must use the private sector templates.

5.2 **The Relationship between the WSP and the ATR**

- The primary purpose of the WSP is to describe the main skills development activities that are planned for the coming year. The Annual Training Report (ATR) is a follow-up on the WSP, as it reports on the education and training interventions that were delivered in the previous year.
- NSDS II encouraged a closer link between the WSP and ATR: As from 2006, the WSP has been judged by an additional criterion, i.e. a report on the performance against the previous year’s WSP.
5.3 Completing the Template

- Complete only the areas that are in white.
- Do not insert anything where your entity has nothing to report. For example: If you have no section 18(2) learners on learnerships in your entity, do not insert (0) or 'Not applicable'.

5.4 Submission Dates and Signatures

- In order to qualify for mandatory grants, WSPs must be submitted by 30 June of every year and the WSPs of newly registered entities must be submitted within 6 months of establishment.
- ETDP SETA will not accept WSPs after the date stipulated above.
- The ATR, which describes the implementation of the previous year’s plan must be submitted together with the plan of the following year.
- Employers are encouraged to make full use of the ETDP SETA Online WSP/ATR Submission System in order to fast-track the procession of the application for analysis and payment purposes. For more information on how to logon and submit your mandatory grants application, please procedures outlined below or alternatively liaise with the ETDP SETA Provincial Staff in your region [Refer to the last page of this guideline for contact details].
5.5 **Online WSP/ATR Login Procedure**
To access the online WSP ATR Template, please visit our website: [www.etdpseta.org.za](http://www.etdpseta.org.za), and follow the steps provided below. If you are a registered user please click on **Online WSP/ATR** and on the Log on and click Submit as demonstrated below. However, if you are a new user or forgot your log on details, please click on the **Online WSP/ATR Submissions** and create a new account and demonstrated below:

![Login page screenshot]

**IMPORTANT NOTICE**

Please remember to print **Section H [Authorisation and Stakeholder Support Page]**, which must be signed by the person who completed the form, designated employee representative and the CEO or Managing Director of the company, scanned and saved on your computer for easy upload of the electronic form. Please note that you will not be able to submit your form before you upload your signed page.

5.6 **Specific guidelines on completing each section**

The rest of this document provides guidelines on how to fill in the WSP and ATR, with notes and examples to promote understanding of what is required in the different sections of the WSP ATR Template.
**SECTION A: ADMINISTRATIVE DETAILS**

**ENTITY OR ORGANISATION DETAILS**

**A1  Entity/Organisation Name**
- The legally registered or legally assigned name of the entity. *Example:* Education Training and Development Practices Sector Education and Training Authority [ETDP SETA].

**A2  Skills Development Levy (SDL) Number**
- E.g., L020735488

**A3  Physical and Postal Addresses of the Main Office**
- E.g., 24 Johnson Road, Riverwoods Office Park, Bedfordview, Johannesburg;
- Private Bag x105, Melville, 2109;
- Johannesburg [City];
- Gauteng [Province];

**A4  Contact Details of the Organisation**
- 011 372 3300/3325 [Office Number];
- 086 663 2379 [Fax Number];
- LindiweC@etdpseta.org.za [E-mail address]

**A4  Name of the Municipality in which the Organisation is Situated**
- E.g., City of Johannesburg Metropolitan Municipality;

**A5  Standard Industrial Classification [SIC] Code for the Main Business Activity**

This is the Standard Industrial Classification of all Economic Activities (SIC) which is based upon the International Standard Industrial Classification of all Economic Activities (ISIC), with some adaptations to reflect local conditions. The SIC codes are used by StatsSA and other institutions to classify entities according to primary economic activity, and they provide a standardised framework for the collection, tabulation, analysis and presentation of statistical data. SIC codes can be used to bring together companies that produce similar products or services. *Appendix E* shows a list of SIC Codes and the Main Business Activity Descriptions Applicable to the ETD Sector. For example, ETDP SETA SIC Code is **95121** [Professional Organisation in Education].
A5 Constituency

ETDP SETA has 12 constituencies (see Appendix F).

Select the constituency that best describes your main activity.

Example: NGOs, NLPS, CBOs and CBCs in ETD

This data will be used to classify participants in the WSP/ATR submission according to constituencies so as to customize interventions required per constituency.

A6 Organization Size

This data will be used to classify participating companies in terms of size, whether small or medium or large. ETDPSETA interventions differ for different company sizes, e.g., 1-49, 50-149, 150+.

A7 Total Number of Employees in Each Province

E.g., Gauteng = 72, KwaZulu Natal = 5, Limpopo = 5, Eastern cape = 5 and the Total Number of Employees = 87

A7 Location

The data provided in A7 allows for compilation of statistics and the mapping of information by geographical information systems. Options available for selection include: Formal Urban Area [e.g., city, town, township, suburb] or Informal Urban Area [e.g., Shacks], or Traditional Area [e.g., Village] or a Farm.

A8 BEE Status

Black Enterprise is one that is 50.1% owned by black persons and where there is substantial management control. Ownership refers to economic interest while management refers to the membership of any board or similar governing body of the enterprise.

Black Empowered Enterprise is one that is at least 25.1% owned by black persons and where there is substantial management control. Ownership refers to economic interests. Management refers to executive directors. This is whether the black enterprise has control or not.

Black Woman-Owned Enterprise is one with at least 25.1% representation of black women within the black equity and management portion.

A Community or Broad-Based Enterprise has an empowerment shareholder who represents broad base members such as local community or where the benefits support a target group, for example, black women, people living with disabilities, the youth and workers. Shares are held via direct equity, non-profit organizations and trusts.

A Co-operative or Collective Enterprise is an autonomous association of persons who voluntarily join together to meet their economic, social and cultural needs and aspirations through the formation of a jointly-owned enterprise and democratically controlled enterprise.

Choose one that best describes your entity’s BEE status if you have any.
DETAILS OF THE PERSON WHO COMPLETED THE FORM

A9 - A17 Details and Contact Information of the Person who completed the Form

Provide the details and contact information of the person who completed the form and this person will serve as the official contact person with the ETDPSETA. The ETDP SETA will use this contact information in all future contact with your entity.

If your entity has appointed a SDF, this person will complete and submit the WSP and ATR and serve as the contact person with the ETDPSETA.

Employers are encouraged to appoint someone to perform the role of SDF for that entity. This could be an employee or an external person who is contracted specifically to perform that role.

The main function of the SDF is to promote and oversee the skills development initiatives in the entity and to compile and submit the WSP and ATR to the relevant SETA.

BANKING DETAILS

A18a-A18f Banking Details

A18a to A18f provides information on the bank account of the organisation [e.g., Name of the Bank, Account Number, Type of Account - , Branch Name and the Code].

This is the account that the ETDP SETA will use for grant payments or any other payments in respect of training/skills development.
NOTES:
1. Not all occupations in the list of Occupational Categories provided in Appendix C will be relevant to your organisation or entity. Only select the relevant occupations from the list provided. 2. Example: If your entity only has 135 employees and they fall in three [3] Major Occupations, then you will only need to provide the required information for those three occupations. 3. A uniform list of Occupations is used in the WSP and ATR to ensure consistency in reporting and monitoring, so that trends can be identified and aggregated across economic sectors.

EMPLOYMENT SUMMARY

B: Total Number of Permanent Employees by Occupational Category, Gender, Population Group, Disability Status and Age Groups as on the 31st March 2012

Employment Summary is reported at one [1] Major Occupational Category using Organizing Framework of Occupations [OFO] Version 2012. The OFO is a coded occupational classification system which was adopted by the DHET and used as a key tool for identifying, reporting and monitoring skills demand in the South African labour market. The Quality Council for Trades and Occupations [QCTO] also use it as the basis for the development of occupational qualifications.

Provide the total number of employees in terms of population group by occupational category, gender, disability, and age group;

Employers who fail to use Major Occupational Categories and the Occupations as outlined in the OFO Version 2012 will be disqualified;
**SECTION B: EMPLOYMENT SUMMARY - AN EXAMPLE**

B: Total Number of Permanent Employees by Occupational Category, Gender, Population Group, Disability Status and Age Groups as on the 31st March 2012

[Refer to Appendix A for the full description of each occupational category and examples of the most common jobs, titles or alternative titles]

<table>
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<th>Occupations</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Persons with Disability</th>
<th>Age groups</th>
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<td>A</td>
<td>C</td>
<td>I</td>
<td>W</td>
<td>A</td>
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<td>MANAGERS</td>
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<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
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<td>PROFESSIONALS</td>
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<td>2</td>
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<td>TECHNICIANS AND ASSOCIATED PROFESSIONALS</td>
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<td>3</td>
<td>19</td>
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<td>2</td>
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<td>CLERICAL SUPPORT WORKERS</td>
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<td>15</td>
<td>1</td>
<td>1</td>
<td>22</td>
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<tr>
<td>SERVICE AND SALES WORKERS</td>
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<td>5</td>
<td>1</td>
<td></td>
<td>8</td>
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<tr>
<td>SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS</td>
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<td>5</td>
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<td>46</td>
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</tbody>
</table>


SECTION C: SCARCE SKILLS

NOTES:
Scarce Skills refer to a situation in which there is a lack of adequately qualified and/or skilled individuals in the accessible labour market currently or in the future. This situation exists when employer finds it difficult to find people with the skills required. Scarce Skills are reported at the six-digit codes [e.g., 241101 - Early Childhood Development Practitioners; 241201 - Foundational Phase School Teacher; 132201 - Finance Manager; 242101 - University Lecturer]. The data collected in this section is used to compile the list of scarce and critical skills included in the Sector Skills Plan [SSP] Update which is submitted to DHET annually. The DHET uses this list to compile a national list for scarce and critical skills submitted to parliament.

According to the DHET Framework for Identifying and Monitoring Scarce Skills (2005d: 24-25), the symptoms of scarce skills are often manifested through the following:
- Hard-to-fill vacancies, or long-term vacancies;
- Recruitment of skilled workers from outside the country to fill positions;
- Higher wages for a particular skill;
- Lower productivity, quality or service delivery levels; and
- Lower productivity growth.

C: Occupations Classified as Scarce Skills by Job Specialisation and Alternative Title, Reasons for Scarcity, Projected Number of Staff Needed, Interventions Needed, NQF Levels (Annexure B), and Number of Persons to be Recruited from Outside South Africa
- Select Job Specialisation within an Occupation that you regard as scarce in your organisation;
- Write the associated six digit OFO code in the first column;
- Name of the Job Specialisation in the second column;
- Name of the alternative Title [if applicable] in the third column;
- Reasons for scarcity in the fourth column (see Annexure C to assist you with some of the reasons why some occupations are scarce);
- Indicate how many people are needed in each Job Specialisation in the fifth and sixth columns;
- Indicate the type of Learning Programme and the Name of the Learning Programme required to address the scarce skills (Annexure D);
- Indicate NQF level in the seventh column if it is NQF aligned (see Annexure B);
- If applicable, also include the number of qualified persons you intend to recruit from outside South Africa;
### SECTION C: SCARCE SKILLS: AN EXAMPLE

C: Occupations Classified as Scarce Skills by Job Specialisation and Alternative Title, Reasons for Scarcity, Projected Number of Staff Needed, Interventions Needed, NQF Levels (Annexure B), and Number of Persons to be Recruited from Outside South Africa

<table>
<thead>
<tr>
<th>Code</th>
<th>Job Specialisation</th>
<th>Alternative Title</th>
<th>Reason/s for Scarcity</th>
<th>Projected Number of Staff Needed</th>
<th>Intervention Needed</th>
<th>Type of Learning Programme</th>
<th>Name of the Learning Programme</th>
<th>NQF Level [1-10]</th>
<th>Number of Qualified Persons to be Recruited from Outside South Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>122301</td>
<td>Research and Development Manager</td>
<td>Research Manager</td>
<td>There are no people with the necessary skills in this occupation</td>
<td>1 0</td>
<td>Education</td>
<td>Education</td>
<td>PhD in Education</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>


SECTION D: CRITICAL SKILLS

NOTES:
Critical Skills refer to particular capabilities required within an occupation or particular occupationally specific ‘Top Up’ skills required for performance within that occupation to fill a gap that might have arisen as a result of changing technology or work environment. It could also refer to a lack of proficiency of existing staff or ability to perform their roles to the optimum level. Critical Skills are important indicators as they signal a lack of business efficiency or inappropriate recruitment strategies and may also be symptomatic of skills shortages within an organisation.

D: List of Critical (top up) Skills Required per Job Specialisation, Reasons for Importance, Interventions Programme Needed, Estimated Number of Staff that would benefit from each Programme and Number of Persons with the required Skills likely to be recruited from Outside South Africa (SA)

1. Select Job Specialisation within an Occupation that you have identified as lagging behind in their performance in your organisation;
2. Write the associated six digit OFO code in the first column;
3. Name of the Job Specialisation in the second column;
4. Reasons for importance in the fourth column;
5. List the name of the Top Up Programme required to bridge the identified gap;
6. Indicate NQF level in the sixth column if it is NQF aligned (see Annexure B);
7. Indicate how many people would benefit from each programme in the seventh column;
8. If applicable, also include the number of qualified persons you intend to recruit from outside South Africa;
### SECTION D: CRITICAL SKILLS: AN EXAMPLE

D: List of Critical (top up) Skills Required per Job Specialisation, Reasons for Importance, Interventions Programme Needed, Estimated Number of Staff that would Benefit from each Programme, and Number of Persons with the required Skills likely to be Recruited from outside South Africa (SA)

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Top-Up Skill</th>
<th>Reason/s for Importance</th>
<th>Intervention Needed</th>
<th>NQF Level</th>
<th>Estimated Number of Staff that would Benefit from each Programme</th>
<th>Number of Qualified Persons to be Recruited from outside SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Job Specialisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>732101</td>
<td>Driver - Messenger</td>
<td>Computer Training + Record Keeping</td>
<td>Inherent job requirement</td>
<td>Computer Literacy and record keeping course</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION E: PLANNED TRAINING AND SKILLS DEVELOPMENT

NOTES:
When completing this section, keep in mind that the 2011-12ATR must reflect the implementation of the previous year’s plan [WSP]. Therefore, the training described in this section of the WSP should not be a hypothetical wish list, but a stated intent to conduct the training specified for those occupations. Should your organisation not conduct the training recorded in the WSP, you will be required to explain in the ATR why this was not done. The ETDP SETA will evaluate your ATR to see if it reflects a reasonable implementation of the WSP.

E1: A Summary of the Planned Beneficiaries of Training per Occupational Category, by Gender, Population Group, Disability Status and Age Groups for the 2012/13 Financial Year

Indicate the number of employees that your organisation is planning to train in the forthcoming year according to Major Occupational Category, Population Group, Gender, Disability Status and Age Groups;

Remember that the age breakdown must be congruent to the total number of employees as outlined above [see Example below];
### SECTION E: PLANNED TRAINING AND DEVELOPMENT: AN EXAMPLE

#### E1: A Summary of the Planned Beneficiaries of Training per Occupational Category, by Gender, Population Group, Disability Status and Age Groups for the 2012/13 Financial Year

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Persons with Disability</th>
<th>Age Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code</td>
<td>Occupational Category</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1 MANAGERS</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2 PROFESSIONALS</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3 TECHNICIANS AND ASSOCIATED PROFESSIONALS</td>
<td>3</td>
<td></td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>4 CLERICAL SUPPORT WORKERS</td>
<td>4</td>
<td></td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5 SERVICE AND SALES WORKERS</td>
<td>5</td>
<td></td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>6 SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS</td>
<td>6</td>
<td></td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>7 PLANT AND MACHINERY OPERATORS AND ASSEMBLERS</td>
<td>7</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8 ELEMENTARY OCCUPATIONS</td>
<td>8</td>
<td></td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>9 LEARNERS</td>
<td>9</td>
<td></td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>
E2: A SUMMARY OF PLANNED TRAINING PER OCCUPATIONAL CATEGORY, BY TYPE OF LEARNING PROGRAMME AND NUMBER TO BE TRAINED AT SPECIFIC NQF LEVELS

Indicate the number of employees that your organisation is planning to train in the forthcoming year according to Major Occupational Category, Type of Learning Programme, Name of Learning Programme;

For the Type of Learning Program intended Please (see Annexure D);

In the remaining three columns indicate the number of people to be trained at the Basic (NQF Levels 1, 2 & 3), Intermediate (NQF Levels 4 & 5) and Advanced (NQF Levels 6 - 10).
## E2: A SUMMARY OF PLANNED TRAINING PER OCCUPATIONAL CATEGORY, BY TYPE OF LEARNING PROGRAMME AND NUMBER TO BE TRAINED AT SPECIFIC NQF LEVELS

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupational Category</th>
<th>Type of Learning Programme</th>
<th>Name of the Learning Programme</th>
<th>Number to be trained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Basic Entry Level</td>
</tr>
<tr>
<td>1</td>
<td>MANAGERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PROFESSIONALS</td>
<td>Educational Qualification</td>
<td>Master in Education</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TECHNICIANS AND ASSOCIATED PROFESSIONALS</td>
<td>Continuous Development Professional</td>
<td>Trade Test</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CLERICAL SUPPORT WORKERS</td>
<td>Short Course</td>
<td>Business Writing Skills</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SERVICE AND SALES WORKERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PLANT AND MACHINERY OPERATORS AND ASSEMBLERS</td>
<td>Short Course</td>
<td>Advanced Professional Driving</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ELEMENTARY OCCUPATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>LEARNERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTES:
This includes the amounts spent on items such as the payment of external training providers, the
development and/or purchase of learning materials, hiring training venues, and also meals and
accommodation of learners attending training programmes. This amount should not include the
following costs: the salaries or remuneration of the entity’s own trainers engaged in training, the
salaries or remuneration of the employees attending training interventions, as well as their
subsistence and travel allowance, and costs incurred related to training that result in assets
accruing to the entity, for example, the building of a seminar room or the purchase of computers
for training purposes.

F1: Levies Paid, Total Education and Training Budget and Actual Spending on Education,
Training and Development for the Year 1 April 2011 to 31 March 2012 (Include Rand Values)
Levies Paid: Insert the total number of levies paid in the year 1 April 2011 to 31 March
2012;
Total Education and Training Budget: The total amount of money intended to be spend on
education and training of people for the 1 April 2012 to 31 March 2013;
Actual Spending: Insert the total amount that was spent on training that was delivered
internally by your organisation’s own training personnel and by externally contracted
providers.

<table>
<thead>
<tr>
<th>Levies Paid</th>
<th>Total E&amp;T Budget</th>
<th>Actual Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Delivered by External Contracted Providers</td>
</tr>
<tr>
<td>R17 561.00</td>
<td>R30 000.00</td>
<td>R25 175.00</td>
</tr>
</tbody>
</table>

F2 Number of Employees who Participated in the 2011-2012 Training by Occupational Category,
Gender, Population Group, Disability and Age Groups
Indicate the number of employees who have successfully completed the planned
programmes as outlined in the 2011-12 Workplace Skills Plan by Major Occupational
Category, Population Group, Gender, Disability Status and Age Groups;
Remember that the age breakdown must be congruent to the total number of employees
as outlined above;
### F2: NUMBER OF EMPLOYEES WHO PARTICIPATED IN THE 2011-2012 TRAINING BY OCCUPATIONAL CATEGORY, GENDER, POPULATION GROUP, DISABILITY STATUS AND AGE GROUPS

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupational Category</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Persons with Disability</th>
<th>Age groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>C</td>
<td>I</td>
<td>W</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td>MANAGERS</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>PROFESSIONALS</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>TECHNICIANS AND ASSOCIATED PROFESSIONALS</td>
<td>5</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>CLERICAL SUPPORT WORKERS</td>
<td>1</td>
<td></td>
<td>11</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>SERVICE AND SALES WORKERS</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PLANT AND MACHINERY OPERATORS AND ASSEMBLERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ELEMENTARY OCCUPATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>LEARNERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>


F3 Number of Beneficiaries who completed training by Occupational Category, Type of Learning, Name of the Learning Programme at specific NQF Levels

Indicate the number of employees who have successfully completed the planned programmes as outlined in the 2011-12 Workplace Skills Plan by Major Occupational Category, Type of Learning Programmes, Name of the Learning Programmes and NQF Levels, i.e., Basic Entry (NQF Levels 1-3), Intermediate (NQF Levels 4-5) and Advanced (NQF Levels 6-10);
## F3: Number of Beneficiaries who completed the training by Occupational Category, Type of Learning Programme and Number of Learners trained at specific NQF Levels

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupational Category</th>
<th>Type of Learning Programme</th>
<th>Name of Learning Programme</th>
<th>Number trained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Basic Entry Level</td>
</tr>
<tr>
<td>1</td>
<td>MANAGERS</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>PROFESSIONALS</td>
<td>Short Course</td>
<td>Public Sector M&amp;E</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>TECHNICIANS AND ASSOCIATED PROFESSIONALS</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>CLERICAL SUPPORT WORKERS</td>
<td></td>
<td>Records Management</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>SERVICE AND SALES WORKERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PLANT AND MACHINERY OPERATORS AND ASSEMBLERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ELEMENTARY OCCUPATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>LEARNERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>
SECTION G: GENERAL COMMENTS
Insert any clarification or comment that you wish to make on any aspect of the WSP or ATR. Provide the number of the item your comment refers to.

SECTION H: AUTHORISATION AND STAKEHOLDER SUPPORT

NOTE:
The purpose of this section is to ensure that all relevant stakeholders in your entity have played a part in the development of the WSP. It also ensures that the WSP is linked to other strategically important national, sector and organisational strategies and initiatives such as the National Skills Development Strategy, Sector Skills Plan, and the entity’s Strategy or Business Plan and Employment Equity Plan. To ensure that the WSP addresses the skills needs of your organisation, skills planning processes must be conducted in consultation with your organisation’s management, especially line-function managers and employee representatives. It is essential that employees and managers ‘own’ skills development processes. This will certainly contribute to more meaningful participation and support for the work of the Skills Development Facilitator and result in a more relevant WSP.

SIGNATORIES
H1 Name and Surname, Telephone Number, Original Signature and Date
- Provide the names, surnames and contact details of the person who completed the WSP and ATR, as well as the designated employee representative;
- The contact details provided here are for verification purposes;
- These parties must sign Section H;

AUTHORISATION
H2 Name & Surname, Telephone Number, Original Signature & Date of CEO/Managing Director
- Provide the details of the CEO of the Managing Director here, and this person must also sign Section H;
- The main purpose of this section is to focus management’s attention on the WSP and ATR to obtain their buy-in and commitment to ensuring that the implementation of the WSP is supported and monitored at all levels of management;
- This section also conveys to the ETDP SETA that the senior management approves and authorises the WSP and ATR and its submission to the ETDP SETA.
## ANNEXURE A: MAJOR OCCUPATIONAL CATEGORIES & SUMMARY OF THE TASKS

<table>
<thead>
<tr>
<th>MAJOR OCCUPATIONAL CATEGORY</th>
<th>DESCRIPTOR</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGERS</td>
<td>Managers plan, direct, coordinate and evaluate the overall activities of enterprises, governments and other organizations, or of organizational units within them, and formulate and review their policies, laws, rules and regulations.</td>
<td>Authorising material, human and financial resources to implement policies and programs. Ensuring appropriate systems and procedures are developed and implemented to provide budgetary control. Ensuring compliance with health and safety requirements, planning and directing daily operations. Establishing objectives and standards and formulating and evaluating programs and policies and procedures for their implementation. Formulating and advising on the policy, budgets, laws and regulations of enterprises, governments and other organizational units. Monitoring and evaluating performance of the organization or enterprise and of its staff, selecting, or approving the selection of staff. Representing and negotiating on behalf of the government, enterprise or organizational unit managed in meetings and other forums.</td>
</tr>
<tr>
<td>PROFESSIONALS</td>
<td>Professionals increase the existing stock of knowledge, apply scientific or artistic concepts and theories, teach about the foregoing in a systematic manner, or engage in any combination of these activities.</td>
<td>Conducting analysis and research, and developing concepts, theories and operational methods, and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology, and to life sciences including the medical and health services, as well as to social sciences and humanities. Providing various business, legal and social services. Supervision of other workers may be included. Teaching and educating handicapped persons. Teaching the theory and practice of one or more disciplines at different educational levels.</td>
</tr>
</tbody>
</table>

---

1 For a full list of all the Occupations, Specialisations and Alternative Titles please refer to the OFO Version 2012
<table>
<thead>
<tr>
<th>MAJOR OCCUPATIONAL CATEGORY</th>
<th>DESCRIPTOR</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNICIANS AND ASSOCIATED PROFESSIONALS</td>
<td>Technicians and associate professionals perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations.</td>
<td>Executing some religious tasks. Supervision of other workers may be included. Initiating and carrying out various technical services related to trade, finance, administration, including administration of government laws and regulations, and to social work. Providing technical support for the arts and entertainment; participating in sporting activities. Undertaking and carrying out technical work connected with research and the application of concepts and operational methods in the fields of physical sciences including engineering and technology, life sciences including the medical profession, and social sciences and humanities.</td>
</tr>
<tr>
<td>MAJOR OCCUPATIONAL CATEGORY</td>
<td>DESCRIPTOR</td>
<td>TASKS</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>CLERICAL SUPPORT WORKERS</strong></td>
<td>Clerical support workers record, organise, store, compute and retrieve information related, and perform a number of clerical duties in connection with money-handling operations, travel arrangements, requests for information, and appointments.</td>
<td>Carrying out clerical duties in libraries. Dealing with travel arrangements; supplying information requested by clients and making appointments. Entering data into computers; carrying out secretarial duties; recording and computing numerical data. Filing documents; carrying out duties in connection with mail services. Keeping records relating to passenger and freight transport. Keeping records relating to stocks, production and transport. Operating a telephone switchboard. Performing money-handling operations. Preparing and checking material for printing; writing on behalf of illiterate persons. Stenography, typing, and operating word processors and other office machines. Supervision of other workers may be included.</td>
</tr>
<tr>
<td><strong>SERVICE AND SALES WORKERS</strong></td>
<td>Service and Sales Workers provide personal and protective services related to travel, housekeeping, catering, personal care, or protection against fire and unlawful acts, or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as at stalls and on markets.</td>
<td>Caring for children; providing personal and basic health care at homes or in institutions, as well as hairdressing, beauty treatment and companionship. Demonstrating goods to potential customers. Enforcing of law and order. Housekeeping; preparing and serving of food and beverages. Organisation and providing services during travel. Posing as models for advertising, artistic creation and display of goods. Providing security services and protecting individuals and property against fire and unlawful acts. Selling goods in wholesale or retail establishments as well as at stalls and on markets. Supervision of other workers may be included. Telling fortunes; embalming and arranging funerals.</td>
</tr>
<tr>
<td><strong>SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS</strong></td>
<td>Skilled agricultural, forestry, fishery craft and related trades workers apply specific knowledge and skills to construct and maintain buildings, form metal, erect metal structures, set machine tools, or make, fit, cultivate, breed, raise, tend or hunt animals mainly to obtain meat, milk, hair, fur, skin, sericultural, apiarian or other products.</td>
<td>Breeding, raising, tending or hunting animals mainly to obtain meat, milk, hair, fur, skin, sericultural, apiarian or other products. Constructing, maintaining and repairing buildings and other structures; casting, welding and shaping metal. Cultivating, conserving and exploiting forests; breeding or catching fish; cultivating or</td>
</tr>
<tr>
<td>Plant and Machine Operators and Assemblers</td>
<td>Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control, drive and operate trains, motor vehicles and mobile machinery and equipment, or assemble products from component parts according to strict specifications and procedures. The work mainly calls for experience with and an understanding of industrial and agricultural machinery and equipment as well as an ability to cope with machine-paced operations and to adapt to technological innovations.</td>
<td>Driving and operating trains and motor vehicles. Driving, operating and monitoring mobile industrial and agricultural machinery and equipment; assembling products from component parts according to strict specifications and procedures. Operating and monitoring machinery and equipment used to produce articles made of metal, minerals, chemicals, rubber, plastics, wood, paper, textiles, fur, or leather, and which process foodstuffs and related products. Operating and monitoring mining or other industrial machinery and equipment for processing metal, minerals, glass, ceramics, wood, paper, or chemicals. Supervision of other workers may be included.</td>
</tr>
<tr>
<td>MAJOR OCCUPATIONAL CATEGORY</td>
<td>DESCRIPTOR</td>
<td>TASKS</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ELEMENTARY OCCUPATIONS</td>
<td>Elementary occupations involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort.</td>
<td>Carrying luggage and handling baggage and freight. Cleaning, restocking supplies and performing basic maintenance in apartments, houses, kitchens, hotels, offices and other buildings. Collecting and sorting refuse. Delivering messages or goods. Driving animal-drawn vehicles or machinery. Helping in kitchens and performing simple tasks in food preparation. Packing and unpacking produce by hand and filling shelves. Pedalling or hand-guiding vehicles to transport passengers and goods. Performing various simple farming, fishing, hunting or trapping tasks performing simple tasks connected with mining, construction and manufacturing including product-sorting. Providing various street services. Stocking vending machines or reading and emptying meters. Sweeping streets and similar places. Washing cars and windows.</td>
</tr>
</tbody>
</table>

## ANNEXURE B: LEVELS OF THE NATIONAL QUALIFICATIONS FRAMEWORK [NQF]

<table>
<thead>
<tr>
<th>NQF BAND</th>
<th>NQF LEVEL</th>
<th>GENERAL EDUCATION CLASSIFICATION SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education and Training (GET)</strong></td>
<td>Below NQF 1</td>
<td>ABET 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABET 2 / Std 3, Grade 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABET 3 / Std 5, Grade 7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>ABET 4 / Std 7, Grade 9</td>
</tr>
<tr>
<td><strong>Further Education and Training (FET)</strong></td>
<td>2</td>
<td>Std 8 / Grade 10, NATED 1 / NCV Level 1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Std 9 / Grade 11, NATED 2 / NCV Level 2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Std 10 / Grade 12, NATED 3 / NCV Level 3</td>
</tr>
<tr>
<td><strong>Higher Education and Training (HET)</strong></td>
<td>5</td>
<td>National/Higher Certificate</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>National Certificate/Diploma/Advanced Certificate/NATED 4 - 6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>National Certificate/ Advanced Diploma/ B Tech Degree/ Bachelor's Degree</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Bachelor Honour's Degree/Postgraduate Diploma/Bachelor's Degree (480 credits)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>National Certificate/Master's Degree/Master's Diploma</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Doctoral Degree &amp; Post-doctoral Degree</td>
</tr>
</tbody>
</table>
ANNEXURE C: SOME OF THE REASONS FOR SCARCE AND CRITICAL SKILLS

A. There are no people with the necessary skills in this occupation
B. There are people with the required skills in this occupation but they do not reside in our geographic location
C. There are people with the required skills in this occupation but they do not fulfill our equity requirements
D. This is a new and emerging occupation and therefore no people are trained in this occupation as yet
E. There are people currently in training but they are not available in the short term
# ANNEXURE D: TYPES OF LEARNING PROGRAMMES AND INTERVENTIONS

<table>
<thead>
<tr>
<th>Learning Programme Types</th>
<th>Abbreviation</th>
<th>Description</th>
<th>Learning Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Diplomas</td>
<td>Ed</td>
<td>Theoretical knowledge provided by an institutional provider</td>
<td>Classroom based</td>
</tr>
<tr>
<td>Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bursaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Qualifications or Technical Programmes</td>
<td>TQ</td>
<td>General theoretical knowledge provided by an institutional provider and experiential learning with an employer or simulated environment</td>
<td>Mainly classroom based but includes simulation and may include workplace learning</td>
</tr>
<tr>
<td>Articles</td>
<td>I</td>
<td>A workplace or practical component is required in addition to a general theoretical knowledge based qualification (institutional provider) in order to obtain registration as a professional or licensed to practise</td>
<td>A compulsory or statutory workplace component of a qualification</td>
</tr>
<tr>
<td>Licensing requirements</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>L</td>
<td>A workplace or practical component is required in addition to a general theoretical knowledge based qualification (institutional provider) in order to obtain registration as a professional or licensed to practise</td>
<td>A compulsory or statutory workplace component of a qualification</td>
</tr>
<tr>
<td>Apprenticeships (Section 13)</td>
<td>Ls</td>
<td>An occupationally directed programme resulting in a registered qualification and that requires an agreement and/or contract</td>
<td>Mainly workplace based but includes classroom learning</td>
</tr>
<tr>
<td>Apprenticeships (Section 13)</td>
<td>Ap</td>
<td>An occupationally directed programme resulting in a registered qualification and that requires an agreement and/or contract</td>
<td>Mainly workplace based but includes classroom learning</td>
</tr>
<tr>
<td>Learnerships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeships (Section 13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Programmes</td>
<td>SP</td>
<td>An occupationally directed programme, registered by a SETA, which is presented by an accredited provider and when completed will constitute a credit towards an NQF registered qualification</td>
<td>Workplace and classroom</td>
</tr>
<tr>
<td>Short Courses</td>
<td>SC</td>
<td>Any learning or development programme that may or may not lead to credits towards an NQF registered qualification</td>
<td>Classroom or simulated or classroom and simulated</td>
</tr>
<tr>
<td>Continuing Professional Development</td>
<td>CPD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience for unemployed graduates (in scarce skills)</td>
<td>WE</td>
<td>Work experience provided by a workplace for unemployed graduates (in scarce skills)</td>
<td>Workplace only</td>
</tr>
</tbody>
</table>
## ANNEXURE E: SIC CODES AND MAIN ACTIVITY DESCRIPTIONS APPLICABLE TO THE EDUCATION, TRAINING AND DEVELOPMENT SECTOR

<table>
<thead>
<tr>
<th>SIC CODE</th>
<th>MAIN ACTIVITY DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>87110</td>
<td>General Research, e.g. CSIR</td>
</tr>
<tr>
<td>87132</td>
<td>Research and Development</td>
</tr>
<tr>
<td>92001</td>
<td>Pre-primary education and activities of after-school centres</td>
</tr>
<tr>
<td>92002</td>
<td>Primary and Secondary Education</td>
</tr>
<tr>
<td>92004</td>
<td>Education by Technical Colleges and Technical Institutions</td>
</tr>
<tr>
<td>92005</td>
<td>Education by Technikons</td>
</tr>
<tr>
<td>92006</td>
<td>Education by Teachers' Training Colleges of Education for Further Training</td>
</tr>
<tr>
<td>92007</td>
<td>Education by Universities</td>
</tr>
<tr>
<td>92008</td>
<td>Education by Correspondence and Private Vocational Colleges</td>
</tr>
<tr>
<td>92009</td>
<td>Other educational services - own account teachers, motor vehicle driving schools/tutors and music, dancing and other art schools etc</td>
</tr>
<tr>
<td>9200A</td>
<td>NGOs involved in Education</td>
</tr>
<tr>
<td>92010</td>
<td>Examination and Assessment Bodies</td>
</tr>
<tr>
<td>95121</td>
<td>Professional Organizations in Education</td>
</tr>
<tr>
<td>95200</td>
<td>Activities of Trade Unions</td>
</tr>
<tr>
<td>95920</td>
<td>Activities of Political Organisations</td>
</tr>
<tr>
<td>96310</td>
<td>Library and Archives Activities</td>
</tr>
<tr>
<td>96311</td>
<td>Provision and Operation of Libraries of all kinds</td>
</tr>
<tr>
<td>ANNEXURE F: ETDP SETA CONSTITUENCIES</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Public Schools with posts supported by the School Governing Body (SGB)</td>
<td></td>
</tr>
<tr>
<td>Public FET College with posts supported by the Council</td>
<td></td>
</tr>
<tr>
<td>Libraries and Archives</td>
<td></td>
</tr>
<tr>
<td>Independent Schools</td>
<td></td>
</tr>
<tr>
<td>Trade Unions as employers</td>
<td></td>
</tr>
<tr>
<td>Political Parties as employers</td>
<td></td>
</tr>
<tr>
<td>Research Organisations</td>
<td></td>
</tr>
<tr>
<td><strong>NGOs, NLPS, CBOs and CBCs in ETD</strong></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Development Centres</td>
<td></td>
</tr>
<tr>
<td>Private Providers of Education &amp; Training</td>
<td></td>
</tr>
<tr>
<td>Public Higher Education Institutions</td>
<td></td>
</tr>
<tr>
<td>Department of Educations</td>
<td></td>
</tr>
</tbody>
</table>
Education Training and Development Practices • Sector Education and Training Authority

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