



# Workplace Skills Plan Submission Guidelines

## 2006 / 2007

**SUBMISSION DATE: 30 June 2006**

### CONFIDENTIALITY

All Workplace Skills Plans and Implementation Reports submitted will be treated in the strictest of confidence. THETA undertakes to only publish information that has been consolidated for the sector as a whole. The main purpose for this consolidated information will be to assist with the compilation of the Sector Skills Plan as well as to inform research and strategic direction.

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## 1. THETA – Tourism SETA Contact Details

Physical Address	36 – 38 Homestead Road Off 12 <sup>th</sup> Avenue Rivonia Johannesburg 2128
Postal Address	P O Box 1329, Rivonia, 2128
Telephone	+27 11 803 6010
Fax	+27 11 803 6702
Call Centre	0860 100 221
Email Address	<a href="mailto:info@theta.org.za">info@theta.org.za</a>
Website	<a href="http://www.theta.org.za">www.theta.org.za</a>

## 2. About THETA's Skills Development Department

The Skills Development Department within THETA focuses on enabling the skills development of employees within the tourism sector.

The Skills Development Department remains committed to the objectives of the Skills Development Act, which are:

- to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce;
- to integrate those strategies within the National Qualifications Framework (NQF) contemplated in South African Qualifications Authority (SAQA) Act 1995;
- to provide for Learnerships that lead to recognised occupational qualifications;
- to provide for the financing of skills development by means of a levy grant scheme and a National Skills Fund; and
- to provide for and regulate employment services; and to provide for matters connected therewith.

One of the key functions of the Skills Development Department is to compile a Sector Skills Plan through consultation with its stakeholders in the sector.

The Skills Development Department is also responsible for the following:

- Promoting the raising of skills levels in the tourism sector;
- Registering, promoting and implementing learnerships for the sector;
- Enabling and supporting skills development facilitators and employers to meet the legislative;
- Skills development requirements (workplace skills plans, implementation reports, etc)
- Providing incentives through the levy grant disbursement scheme;
- Promoting and supporting the National Skills Development Strategy.

## 3. Why participate in the Skills Development initiative?

Your participation in the skills development initiative helps raise the level of skills within your organization. However, your participation also has a national impact as collectively organizations

raise the skills level nationally thus contributing to the overall competitiveness of the tourism industry and country globally.

In addition, participating in the Skills Development initiative enables you to access skills development grants under the levy grant scheme.

#### **4. Skills Development Mandatory Grants**

A Skills Development Levy year or scheme year ends on the 31 March every year. From 2005 there will only be one mandatory grant per annum paid out quarterly in arrears. In 2005 the grant was based on your Workplace Skills Plan submission which was due on 30 September 2005.

Thereafter, the grant will be paid out on submission of both your Implementation Report (Annual Training Report) for the past year as well as your Workplace Skills Plan for the current year. The deadline for both these submissions will be 30 June 2006. I.e. both the plan and report are submitted simultaneously.

Should you qualify for a mandatory grant you will receive 50% of your annual contribution paid out on a quarterly basis in arrears.

Please note that no extensions for submission are permitted under the current regulations. (See [funding regulations](#))

Failure to submit the reports on time will result in an automatic disqualification. This means that your portion of levies will be, as required by the funding regulations, swept into the Discretionary Grant account.

The requirement for Skills Development Facilitators to be registered with THETA remains unchanged.

##### **4.1. How can my organisation access the Mandatory Grant?**

- Register a Skills Development Facilitator
- Submit your Workplace Skills Plan and Implementation Report by 30 June 2006
- Ensure my organisation is up to date with their levy contributions.

## 5. Diagrammatic representation for Grant Disbursements: 2006 - 2009

Mandatory Grants are controlled by the Skills Development Act: Grant Regulations which prescribe the submission dates for the WSP and ATR, from levy year 2006 / 2007 to be the 30<sup>th</sup> June. See: [Grant Regulations](#)

The following diagram represents Grant payments which from 2006 will be disbursed by THETA quarterly after approval of the Mandatory Grant application. *Thereafter in any given levy year the quarter will remain the same:*

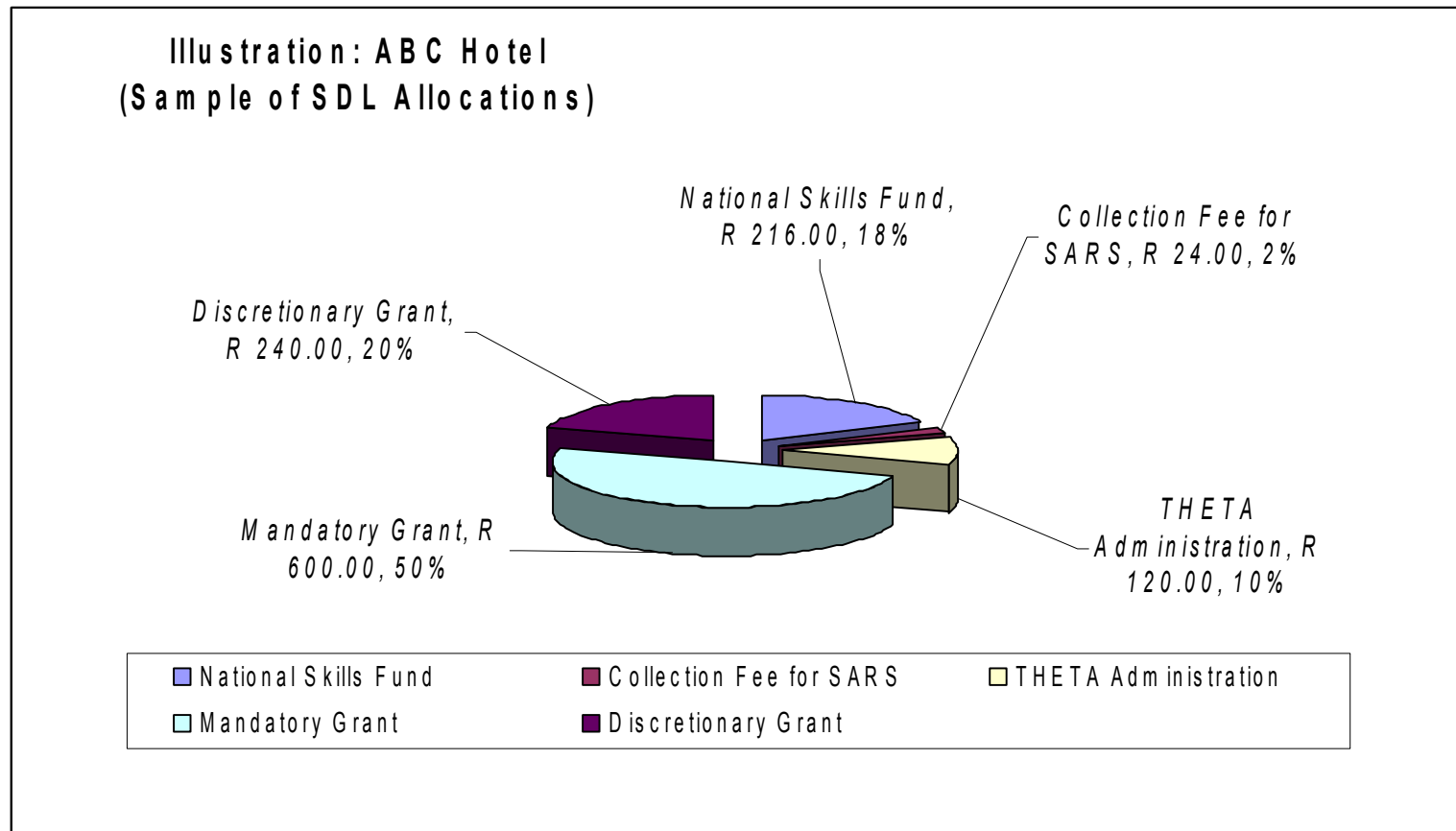
<b>Levy Contributions</b>	<b>Mandatory Grant Application Scheme Year: 2006/2007</b>	<b>Mandatory Grant Application Scheme Year: 2007/2008</b>	<b>Mandatory Grant Application Scheme Year: 2008/2009</b>
<i>Organisation A</i>	IR – 2005/2006 WSP – 2006/2007	IR – 2006/2007 WSP – 2007/2008	IR – 2007/2008 WSP – 2008/2009
<i>Submission date for Grant Application</i>	Submitted on or before 30 June 2006	Submitted on or before 30 June 2007	Submitted on or before 30 June 2007
<i>April / May e.g. R 100.00 x 2</i>	Paid quarterly, by end July 2006 <i>Quarterly Mandatory Grant Payment: R100.00 i.e. 50%</i>	Paid quarterly, by end July 2007	Paid quarterly, by end July 2008
<i>June / July / August / Sept e.g. R 100.00 x 4</i>	Paid quarterly, by end Nov 2006 <i>Quarterly Mandatory Grant Payment: R200.00</i>	Paid quarterly, by end Nov 2007	Paid quarterly, by end Nov 2008
<i>Oct / Nov / Dec e.g. R 100.00 x 3</i>	Paid quarterly, by end Feb 2007 <i>Quarterly Mandatory Grant Payment: R150.00</i>	Paid quarterly, by end Feb 2008	Paid quarterly, by end Feb 2009
<i>Jan / Feb / March e.g. R 100.00 x 3</i>	Paid quarterly, by end May 2007 <i>Quarterly Mandatory Grant Payment: R 150.00</i>	Paid quarterly, by end May 2008	Paid quarterly, by end May 2009
<i>Total Annual Levy Contribution: R1200.00</i>	<i>Mandatory Grant Payment / 50% R 600.00</i>		

### 5.1. Illustration - Sample of SDL Allocation

'ABC Hotel' pays R100.00 / month to the South African Receiver of Revenue (SARS) in Skills Development Levy. (SDL)  
Their total annual SDL contribution is R100.00 x 12 months = **R1200.00**.

Of the total levies paid, 18% or R216.00 is allocated directly to the National Skills Fund, 2% or R24.00 is allocated as the collection fee for SARS, and 10% or R120.00 is retained by THETA for its administrative costs.

Of the 70% or R840.00 remaining, 50% or R600.00 is claimable in Mandatory Grants and 20% or R240.00 is available in Discretionary Grants.



Levy Scheme Year	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
SDL Payments	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00	R100.00
Mandatory Grant Claim			<b>30 June annually</b>									
Quarterly Grant Payments		<b>Grant paid end of Feb:</b> 50% of sum of Oct, Nov, Dec SDL		<b>Grant paid end of July:</b> 50% of sum of April & May SDL				<b>Grant paid end of Nov:</b> 50% of sum of June, July, Aug, Sept SDL			<b>Grant paid end of Feb:</b> 50% of sum of Oct, Nov, Dec SDL	

<b>Levy Contributions</b>	<b>Mandatory Grant Application Scheme Year: 2006/2007</b>	<b>Mandatory Grant Application Scheme Year: 2007/2008</b>	<b>Mandatory Grant Application Scheme Year: 2008/2009</b>
<i>Organisation A</i>	IR – 2005/2006 WSP – 2006/2007	IR – 2006/2007 WSP – 2007/2008	IR – 2007/2008 WSP – 2008/2009
<i>Submission date for Grant Application</i>	Submitted on or before 30 June 2006	Submitted on or before 30 June 2007	Submitted on or before 30 June 2007
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<i>Total Annual Levy Contribution: R1200.00</i>	<i>Mandatory Grant Payment / 50% R 600.00</i>		

## 6. The Skills Planning Process

In order for skills development to be successful it must have relevance to your business. In other words, it must contribute to your company's mission, vision and business objectives.

It is proposed that before you begin the skills planning process, the skills development facilitator must have a clear understanding of the direction in which the business is going as reflected in the business vision and mission statements, and how it intends getting there through the business' strategies and objectives.

The next step then is auditing. Auditing involves determining whether the resources you have will enable you to achieve, in the first instance, your business objectives. The business objectives are derived from your strategy and this continually brings you closer to the end result being the organisational vision. The auditing process could look at processes, procedures, products and people. It has been said that people are singularly the most valuable resource to a business. So, how then does one audit people?

It is not so much the people that are being audited but rather the skills that people collectively bring to an organisation or business. This audit can take the form of a skills gaps analysis or skills audit.

This is done, on the most basic level by determining the education and skills levels of all employees (derived through questionnaires, performance appraisals, and staff interviews) comparing this to the desired or required skills (organisational audit and business plan) and then planning for training and education interventions to address any gaps that are identified as a result.

At the skills planning level, you need to establish what skills are required to achieve the organisations business objectives. The following step is to identify whether your current workforce have the necessary skills. If not, you potentially have a skills shortage. Training therefore needs to be focused on closing the skills gaps otherwise any value adding education and development initiatives will not have the desired impact. Essentially, skills planning help get the basic skills fundamentals in place.

## 7. The Skills Development Facilitator

In terms of the Skills Development Act the Skills Development Facilitator's (SDF) responsibilities include:

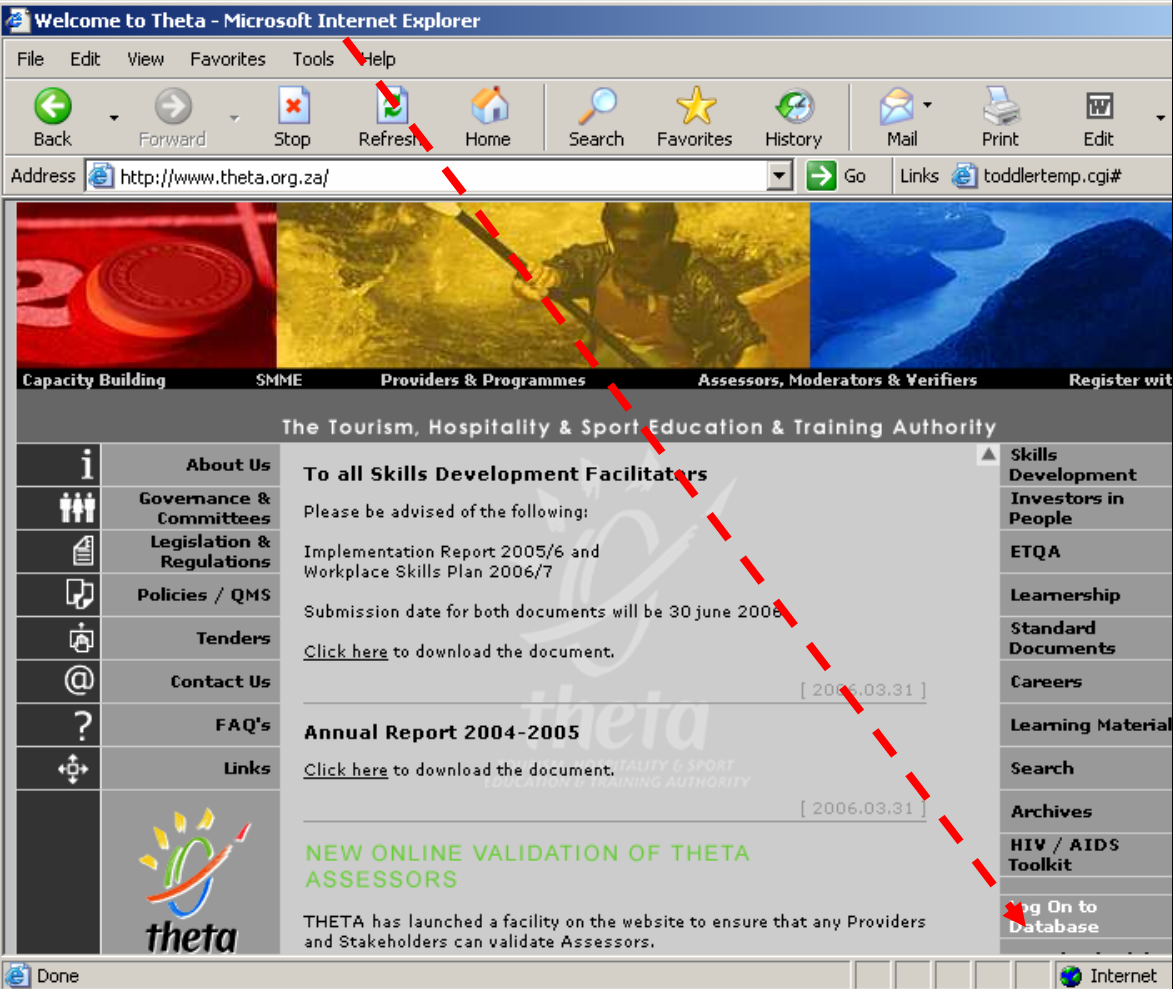
- Assisting the employer and employees to develop the workplace skills plan
- Advising the employer and employees on the implementation of the workplace skills plan
- Assisting the employer to draft the annual report on the implementation of the Workplace Skills Plan
- Advising the employer of any quality standards set by the SETA
- Acting as a contact person between the employer and the SETA, and
- Serving as a resource with regard to all aspects of skills development
- Providing THETA with additional information that may be required.

### 7.1. Process for registration as a Skills Development Facilitator

If you have not yet registered a Skills Development Facilitator and have now been identified a Skills Development Facilitator for your organization, please apply for registration on the THETA SMS system.

The table below is a Quick-Guide or Job Aid, to show you how to register as an SDF:

STEP	ACTION
1.	Access the THETA website through the following address: <a href="http://www.theta.org.za">www.theta.org.za</a> The THETA Homepage will appear.

STEP	ACTION
2.	<p>Select the <b>“Log on to Database”</b> link on the right hand side of the menu bar.</p>  <p>The screenshot shows the Microsoft Internet Explorer browser window displaying the website <a href="http://www.theta.org.za/">http://www.theta.org.za/</a>. The browser's address bar shows the URL. The website header includes navigation links: Capacity Building, SMME, Providers &amp; Programmes, Assessors, Moderators &amp; Verifiers, and Register with. The main content area features a sidebar with various menu items: About Us, Governance &amp; Committees, Legislation &amp; Regulations, Policies / QMS, Tenders, Contact Us, FAQ's, and Links. The main content area displays a notice titled "To all Skills Development Facilitators" regarding the implementation report and workplace skills plan for 2006/7, with a submission date of 30 June 2006. Below this, there is a section for the "Annual Report 2004-2005" and a new announcement: "NEW ONLINE VALIDATION OF THETA ASSESSORS". The right-hand sidebar contains a vertical menu with items such as Skills Development, Investors in People, ETQA, Learnership, Standard Documents, Careers, Learning Material, Search, Archives, HIV / AIDS Toolkit, and Log On to Database. A red dashed arrow points from the "Log On to Database" link in the right-hand menu to the "Refresh" button in the browser toolbar.</p> <p>The THETA Stakeholder Logon Application appears.</p>

3. Select the “**Register as a Skills Development Facilitator**” icon just below the pointing hand and Username and Password window.

The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "TOURISM, HOSPITALITY & SPORT EDUCATION & TRAINING AUTHORITY - Microsoft Internet Explorer". The address bar shows "http://172.16.252.5/cdas/theta.asp". The page features a banner with the "theta" logo and several images. Below the banner is a login form with fields for "Username:", "Password:", and "Logon to:" (set to "Skills - Current Year"). There are "Enter" and "Change Password" buttons. Below the form are three links: "Register as a Skills Development Facilitator", "Log an issue/enhancement Here", and "Provider Accreditation". A red dashed line with a pointing hand icon points from the "Register as a Skills Development Facilitator" link up to the "Logon to:" dropdown menu. At the bottom, it says "This site is best viewed in Microsoft Internet Explorer 6.0 with a Screen" and "© Copyright: 2006, Deloitte & Touche SETA Services, All rights reserved."

4. This will open a template with fields for completion and submission, titled 'Registration of A Skills Development Facilitator'

Complete all required information and press the 'Submit' window provided on the bottom left hand side of the form.

**Skills Development Facilitator - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss

Address [http://172.16.252.5/CDAS/SDF/SDF\\_Registration\\_Popup.asp?str=SetaName%3](http://172.16.252.5/CDAS/SDF/SDF_Registration_Popup.asp?str=SetaName%3) Go Links [toddlertemp.cgi#](#)

**Registration of Skills Development Facilitator**  
Please refer to Annexures of Regulation 103 to the Skills Development Act (Act No. 97 of 1998)

**Personal Details:**

Surname	First Name	Initials	Title
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ID Number	(For statistical purposes only)		
	Gender	Population Group	Disabled
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
Highest Level of Education	<input type="text"/>		
Current Occupation	<input type="text"/>		
Experience	Experience relevant to Skills Development Facilitator		
	<input type="text"/>		
	Duration of total experience in years <input type="text"/>		

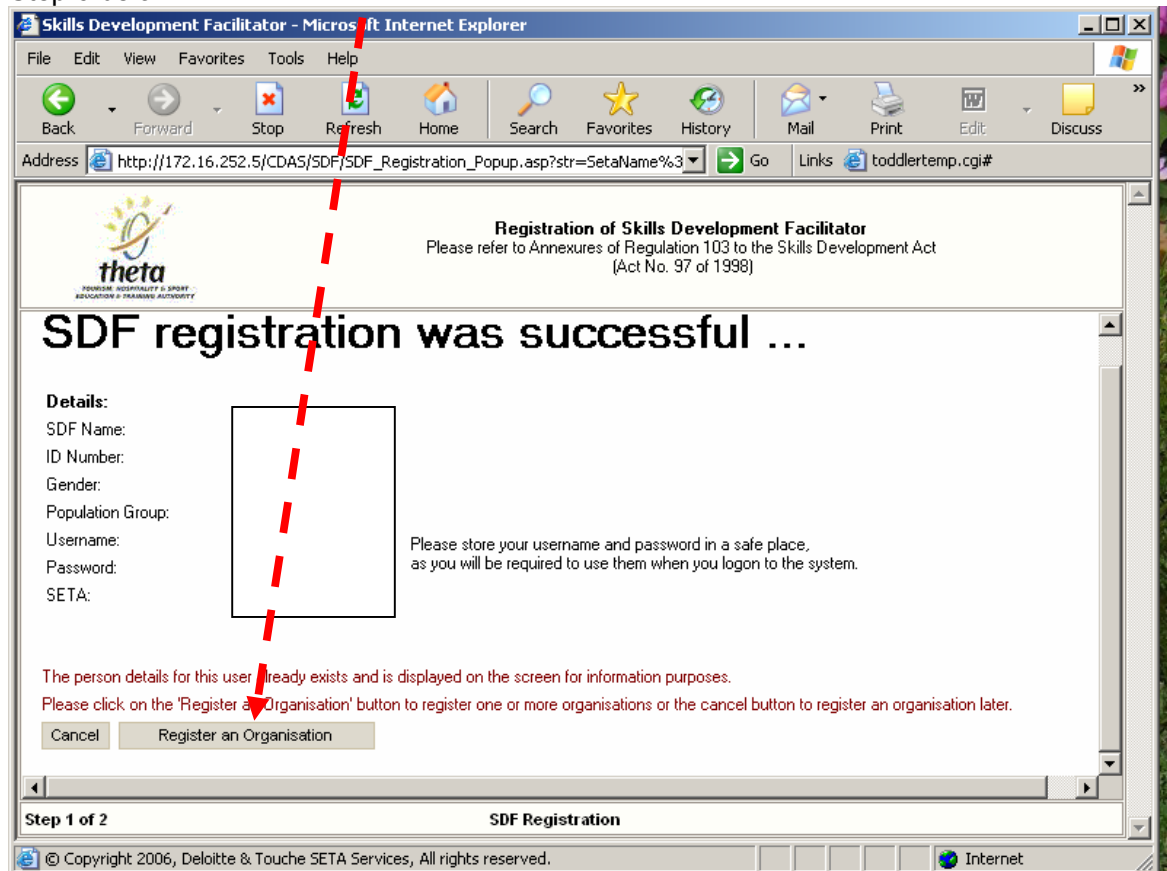
**Step 1 of 2** **SDF Registration**

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5. Step 2: After submitting your details for registration, and pressing 'submit' the following page will open re-confirming your
- SDF Name
  - ID Number
  - Gender, etc.

Please click on the '[Register an Organisation](#)' button to register one or more organisations. Please do not press 'cancel' – this will result in your registration being unsuccessful. An SDF must be registered (linked) to a particular organisation or organisations.

These organisation(s) must correspond to those who submit letters of appointment, as per Step 6 below.



6. Ensure the relevant person (HR Manager, Financial Officer, General Manager, Owner, etc) within the employer organisation faxes a letter confirming appointment of the SDF for the attention of the THETA Levies & Grants Department to: 011 803 6702

Mandatory requirements for the Letter of SDF Appointment are:

- Must be on the company letterhead
- Must specify the organisations SDL numbers(s)
- Must specify any subsidiary organisations or SDL numbers within THETA's scope that the SDF may act on behalf of.
- Must specify the nominated SDF's full name and surname.
- Must specify the SDF's ID number.

7. Only upon receipt of the above letter and submission of the completed form (4 above) will THETA accept registration of the SDF.

8.	Acceptance of the SDF is done via the SMS system which activates the requested Username and password and will allow the SDF to access information pertinent to the organisation they represent.
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## 8. Introduction to the SETA Management System (SMS)

### 8.1. What is the SMS?

The SETA Management System (SMS) is a computer application. This application is accessed via our website by stakeholders who have registered a Skills Development Facilitator. SMS was designed and developed with our outsourced IT partners Deloitte and Touché Seta Services.

### 8.2. Benefits of THETA utilising an online system / SMS

1. It is used to check, monitor and update organisational information. Currently the alternative data source used by SETA's is from SARS or the Department of Labour database. This information is more often than not unreliable or out of date.
2. Provides for a complete database of the correct and updated Skills Development Facilitator and Employer Contact Persons. (If not the same person). This is important because the SDF is the main contact point between the company and the SETA. When an SDF is replaced, the Employer Organisation must notify THETA in writing at the time.
3. Records Training Committee members and details. These details should be updated when a new member joins or an old member resigns or annually, as required. (Applicable to employers of 50 persons or more only)
4. Allows input and viewing of Workplace Skills Plan (WSP) and Implementation Report (IR). In this application you can view plans and reports submitted per levy or scheme year. A report input cannot be edited for a previous levy year. Once the plan has been submitted information cannot be changed.
5. Monitors Levies and Grants: This screen allows member employers and/or their appointed SDF to monitor monthly SDL contributions and calculate grant allocations, prior to payment. If irregularities are noted, member employers are encouraged to be proactive and contact THETA to try to rectify before it impacts on their grant disbursements. THETA encourages employers to keep their SDL201 proof of payments attached to banking deposits / online transfers. THETA's SMS allows for confirmation of the same, cross-checking and reconciliation purposes.

### 8.3. How do I access it?

Before you can access SMS you need to have a computer with Internet access and SMS User Identification and password. Only registered Skills Development Facilitators have access to the SMS system.

A registered SDF specifies their own Username and Password when they apply to THETA for acceptance as a Registered SDF. The requested User Name and Password is activated by THETA when the application for registration as an SDF has been approved by the Levies & Grant Department.

For queries, please refer to ['Process for registration as a Skills Development Facilitator'](#) or contact:

Ms. Abigail Shabangu  
Ms. Nomhle Shabangu

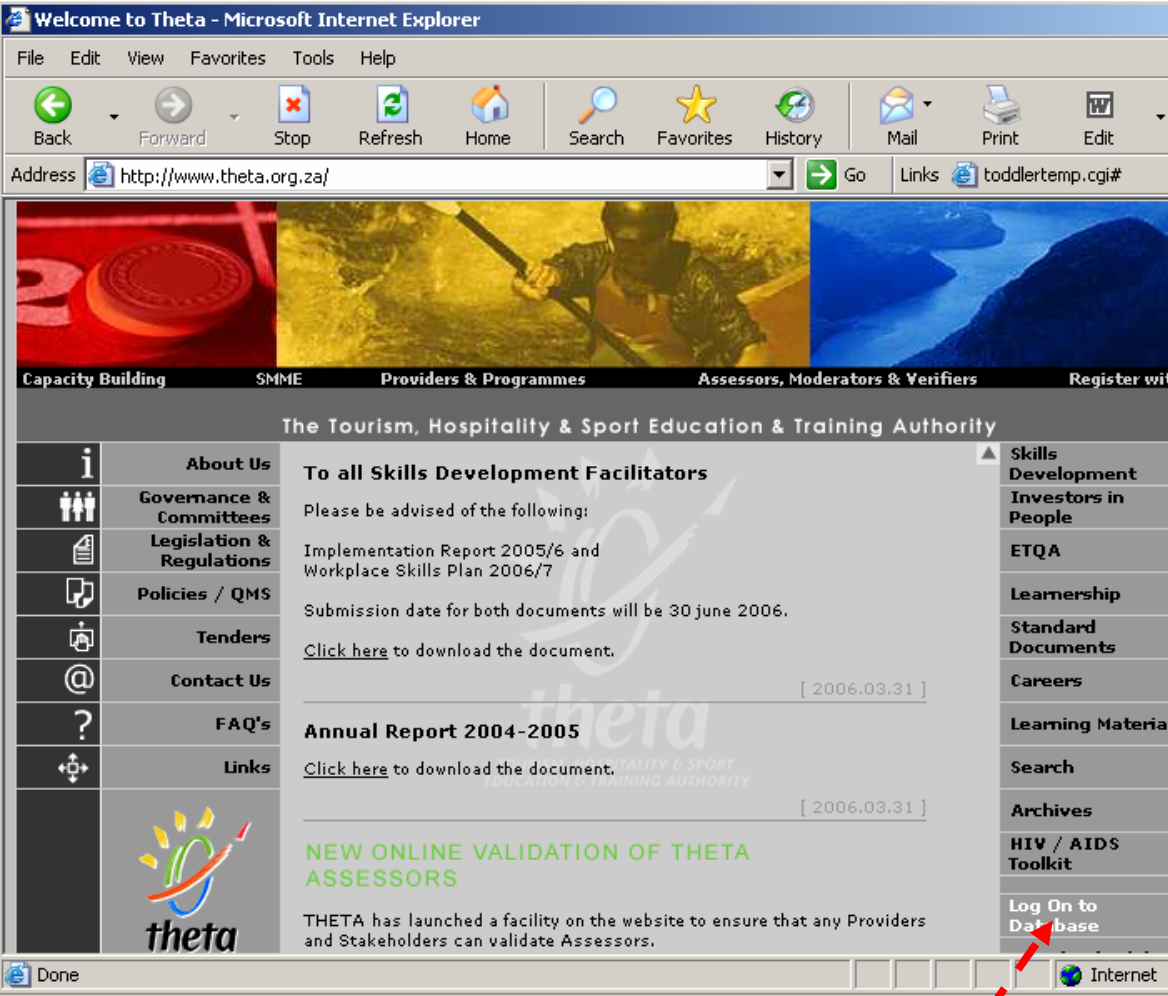
Levies & Grants Co-ordinator  
Levies & Grants Administrator

[abigail@theta.org.za](mailto:abigail@theta.org.za)  
[nomhle@theta.org.za](mailto:nomhle@theta.org.za)

Keeping your password safe is your responsibility. If you feel it has been compromised, CHANGE IT!  
Your password is CASE SENSITIVE but not restricted to only alpha or numeric

#### 8.4. Quick Guide for accessing the SMS

The table below is a Quick-guide or Job Aid, to show you how to access the SETA Management System (SMS):

STEP	ACTION
1.	<p>Access the THETA website through the following address: <a href="http://www.theta.org.za">www.theta.org.za</a> The THETA Homepage will appear.</p> 
2.	<p>Select the “<b>Log on to Database</b>” link on the right hand side of the menu bar. The THETA Stakeholder Logon Application appears.</p>
3.	<p>Type in your <b>USERNAME</b> and <b>PASSWORD</b> allocated by the THETA, and enter relevant information into required fields.</p> <p>Select the current levy year for “<b>LOGON TO</b>” details E.g. 1 April 2001 to 31 March 2002 implies levy year two or 1 April 2002 to 31 March 2003 implies levy year three.</p> <p><b>Note:</b></p>

STEP	ACTION																
	<p>Please <b>change</b> your PASSWORD by following the screen prompts, should you feel that your information has been compromised.</p> <p>PRESS / CLICK <b>ENTER</b></p> <p>The <b>Skills Development Facilitator DASHBOARD</b> will appear.</p>																
4.	<p><b>CLICK</b> on the Company Name with your mouse.</p> <p>The <b>Organisation Info Screen</b> will appear (this application is currently open).</p> <p>Various <b>TAB KEYS</b> appear on the top margin of the Organisation Info Screen; and the function of each TAB KEY is summarised below:</p> <table border="1" data-bbox="261 707 1278 1173"> <thead> <tr> <th data-bbox="261 707 523 741">TAB KEY</th> <th data-bbox="528 707 1278 741">DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 748 523 808"><b>Organisation Info</b></td> <td data-bbox="528 748 1278 808">Update contact details and physical address</td> </tr> <tr> <td data-bbox="261 815 523 848"><b>Org Contacts</b></td> <td data-bbox="528 815 1278 848">Add optional contact persons</td> </tr> <tr> <td data-bbox="261 855 523 916"><b>SDF</b></td> <td data-bbox="528 855 1278 916">Update Qualifications and Role / Function / Responsibilities</td> </tr> <tr> <td data-bbox="261 922 523 983"><b>WSP Plan &amp; Report</b></td> <td data-bbox="528 922 1278 983">Input data and review for correct / valid statistical representation</td> </tr> <tr> <td data-bbox="261 990 523 1050"><b>Training Committee</b></td> <td data-bbox="528 990 1278 1050">Update member details</td> </tr> <tr> <td data-bbox="261 1057 523 1117"><b>Grants &amp; Levies</b></td> <td data-bbox="528 1057 1278 1117">Monitor monthly contributions and ensure payments updated</td> </tr> <tr> <td data-bbox="261 1124 523 1173"><b>Associated SDF</b></td> <td data-bbox="528 1124 1278 1173">Any SDF linked to company via other subsidiaries / divisions</td> </tr> </tbody> </table>	TAB KEY	DESCRIPTION	<b>Organisation Info</b>	Update contact details and physical address	<b>Org Contacts</b>	Add optional contact persons	<b>SDF</b>	Update Qualifications and Role / Function / Responsibilities	<b>WSP Plan &amp; Report</b>	Input data and review for correct / valid statistical representation	<b>Training Committee</b>	Update member details	<b>Grants &amp; Levies</b>	Monitor monthly contributions and ensure payments updated	<b>Associated SDF</b>	Any SDF linked to company via other subsidiaries / divisions
TAB KEY	DESCRIPTION																
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5.	<p>You may:  Add new information,  Change existing information or  Delete irrelevant info from these applications by selecting the relevant <b>TAB KEY</b>  Press <b>ENTER</b> to ensure that all changes are updated on the SMS.</p>																
6.	<p><b>Log-off</b> or <b>EXIT</b> the SMS when all required actions are performed on specific TAB KEY chosen</p> <p>Click on the <b>“LOCK AND KEY”</b> icon in the top left corner of the SMS Menu</p> <p><b>OR</b></p> <p>Close the screen window by clicking on the <b>“X”</b>, in the top right corner</p>																

## 9. Introduction to the Guidelines document

These Guidelines have been developed by THETA to assist Skills Development Facilitators, Training Committees and other users in the tourism sector to:

- Understand the requirements for skills development planning
- Encourage consultation within member employer organisations on skills development
- Develop and submit the Workplace Skills Plan (WSP)

This guidelines document follows the structure, flow and order of the Workplace Skills Plan as well as the SETA Management System (SMS). The guidelines should be read in conjunction with the [THETA Skills Development and Mandatory Grant](#) document.

A table will be provided indicating the 'Field' to be completed in the Workplace Skills Plan and an 'Explanation' is provided where necessary. Please note that explanations have been provided only where deemed necessary.

## 10. What is a Workplace Skills Plan?

The Workplace Skills Plan provides the basis for identifying and planning for skills development initiatives which are pertinent not only to the national need but most importantly relevant to your organisations strategy and to individual development needs.

It also provides the basis against which you can report progress towards skills development needs, and to target all skills development interventions to address specific organisational and strategic needs.

### 10.1. How should the WSP be submitted?

Mandatory grant submissions – Workplace Skills Plans and Implementation Reports - must be completed and submitted online using THETA's Seta Management System.

*Original or faxed templates submitted in hard copy to THETA offices will not be accepted for grant payment.*

In addition to submitting the completed form online, please ensure that the Skills Development Facilitator (SDF) and the relevant Authorised Signatory sign the Authorisation Page and fax it for the attention of Ms. Abigail Shabangu, Levies & Grants Co-ordinator, on 011 803 67025. Couriered and hand delivered copies are also acceptable. Please ensure the organisations registered name and Skills Development Levy (SDL) number are clearly visible on the authorisations page.

Please retain a copy of the Workplace Skills Plan submission, incl. authorisation pages, for your own records.

### 10.2. Updated templates and requests for new or updated information

THETA has attempted to simplify its documentation requirements in an effort to avoid duplication or requesting information that it may already have on its database.

In some cases, Fields are included to determine if there is any updated data that needs to be captured by THETA. In other cases, THETA has also included new sections or requested information not required in previous WSP's that will assist it to generate more complete and extensive sectoral data and make sense of the trends within education and training across the sector. This information is extremely useful not only

to THETA to update the Sector Skills Plan, but also to determine where it should be concentrating its efforts to support the sector in attaining the skills levels it requires.

The Guidelines will now attempt to address each section of the Workplace Skills Plan in turn.

## **11. Sections of the Workplace Skills Plan**

The structure, flow and order of the Workplace Skills Plan, and the guidelines should be read in conjunction with the Workplace Skills Plan Document.

The Workplace Skills Plan Template contains,

A3	National Provincial Profile
A4	Current Employment Profile
A5	Annual Skills Priorities
A6	Planned Beneficiaries of Education and Training
A7	External Beneficiaries (Including 18.2 learners) of Education and Training
A8	Age Profile (new)
A9	Educational Profile (new)
A10	Broad-based Economic Empowerment Compliance (revised)
A11	Scarce and Critical Skills (revised)
A12	Development and Consultative Processes
A13	Authorisation Form

A table will be provided indicating the 'Field' to be completed in the Workplace Skills Plan and an 'Explanation' where necessary. Please note that explanations have been provided only where needed.

### **11.1. A3 NATIONAL PROVINCIAL PROFILE**

The reason for requesting information on the provincial profile of your organisation is for the SETA to identify the breakdown of employees / branch in the various provinces, so that it can identify areas in need of support from the SETA.

Against each National Province you are required to insert the number of employees employed in this area.

The national definitions for the provinces apply.

### **11.2. A4 CURRENT EMPLOYMENT PROFILE**

Below is a table with fields and explanations to enable you to complete the Current Employment Profile section of the Workplace Skills Plan.

#### **Occupational Groups**

Click below to read the Standard Occupational Codes

[Word doc: 43kb](#)

It is incumbent on you to allocate an occupational code to each role within your organisation. You will then be in a position to track the number and profile of employees against these categories.

The categories allow for the SETA to compare reports and to analyse and interpret the levels of employment within employers across the sector. These codes have been identified by THETA, in line with

the national requirements, to simplify the process for you, and to allow for common reporting categories across the sector.

This is defined as the total workforce in respect of whom Skills Development Levies have been paid to SARS. Please include all permanent staff including, partners, directors and learners (irrespective of whether or not they are exempt for the SDL). Do not include other employees for whom you do not pay SDL e.g. temporary workers. Ensure that the number of staff reported in form A3 matches the total reported in A4.

### Profile per population group

Fields	Explanations
Occupational group	This has been broken down into broad categories along SOC codes As defined above and in the annexure
African M/F/D	This is the total number of Africans currently employed in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Coloured M/F/D	This is the total number of Coloureds currently employed in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Indian M/F/D	This is the total number of Indians currently employed in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Whites M/F/D	This is the total number of Whites currently employed in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Total M/F/D	This is the total number of male, female and disabled persons currently employed in your company in the broad occupational categories (SOC codes)
Sub Total	Self Explanatory
Grand Total	Self Explanatory

M= Male

F = Female

D = Person with a Disability

### Disabled Persons<sup>f</sup> column

For purposes of completing this table, disabled persons are in the first instance categorized along race and gender and then in addition included in the disabled person's column. For example,

African		
M	F	D
4	3	2

This indicates that of the total of 7 Africans currently employed in your organisation. This includes 2 persons with disabilities.

<sup>f</sup> People are considered as persons with disabilities who satisfy all the criteria in the definition of

1. having a physical or mental impairment;
2. which is long term or recurring;
3. which substantially limits their prospects of entry into, or advancement in, employment.

For more comprehensive information, and Codes of Good Practice on the Employment of People with Disabilities, please visit the department of Labour website, [www.labour.gov.za](http://www.labour.gov.za)

### 11.3. A5 ANNUAL SKILLS PRIORITIES FORM

Skills priority areas have been identified and defined into seven broad categories, as listed below and repeated on the Workplace Skill Plan and Implementation Report (2006/2007) templates.

THETA is currently engaged in research activities to further determine the Critical and Scarce Skills within the tourism sector. THETA's [Sector Skills Plan 2005 – 2009 \(hyperlink to page – http://www.theta.org.za/skills/index.asp?thepage=sector\\_skills.htm\)](http://www.theta.org.za/skills/index.asp?thepage=sector_skills.htm) will be updated to reflect these in due course.

The current skills needs of the sector will be met by addressing each of the strategic skill priority areas. Typically these are areas where training and development need to take place in order to close potential learning gaps that have been identified.

<b>Skills Priority Areas</b>	<b>Typical examples of learning content</b>
Management and Leadership	Supervisory and management training, Management, Professional and Graduate Development programmes, MBA, teamwork skills training, strategic leadership, diversity management training, etc.
Information Technology	Software package training, computer literacy training, network engineering and IT support services training, hardware training, internet based solutions training, electronic banking, internet research, etc.
Technical Skills	Sector specific programmes and training that relate to the operation of the business, e.g. Hospitality: Chef training, table service, housekeeping, reservations, etc. Tourism: Reservations, itinerary planning, package costing, marketing, etc. Gaming: Slots, dealing, cashiering / cash up, etc.
Client Service	Call centre training, customer care, account management, communication skills, problem solving, telephone etiquette, etc.
Legislative Compliance	Compliance training, Skills Development Facilitator training, money laundering training, sub-sector specific regulatory and/or legislative training, etc.
Support and Administrative Skills	Secretarial and admin courses, payroll and financial training, etc.
Employee Development	Career and career management training, life skills & personal development programmes, diversity management, emotional intelligence programmes, HIV / AIDS awareness,

#### **Level of planned education and training: Number of learning interventions/programmes**

The company is required to identify the NUMBER of learning interventions/programmes that are planned in line with each of these strategic priorities for the duration 1 April .... – 31 March ....

The learning interventions/programmes can include but is not limited to the following delivery mechanisms:

- Learnerships
- On-line computer based programmes
- Continuous Professional Education (CPE)
- Short courses (internal or external)
- Conferences

- Trainee programmes
- Diplomas
- Courses with private external training providers
- Workshops
- Internships (structured)
- On-the-job training schemes / In-house courses
- Guest lectures
- Mentoring schemes
- Universities, technikons or private training provider courses
- Distance education programmes
- In-house courses and training workshops
- Satellite transmission training sessions

It is acknowledged that the nature and duration of the learning interventions will vary dramatically between programmes, and between organisations. THETA would like to see that a range of the strategic priorities have been addressed within the company and across the NQF levels.

Please note that there is space provided should your company have planned skills development interventions in line with additional strategic priorities.

### **NQF levels**

It is appreciated that assigning NQF (National Qualifications Framework) levels to learning interventions may be still be difficult as many standards and qualifications have still not been registered with SAQA. However, we also recognise that many companies have already begun the process of aligning their learning interventions with the registered unit standards.

In the case where you still need to attach NQF levels to your learning interventions, the process is as follows:

- Identify the exit level outcomes of the learning intervention. In other words what will the final outcomes be of the learning intervention?
- Read the NQF level descriptors included in this document as an Annexure.
- Match the learning outcomes to the NQF level, which most closely describe them.
- There is a list of unit standards and qualifications available on the THETA website, [www.theta.org.za](http://www.theta.org.za) or refer to the SAQA website for a comprehensive listing of all registered Unit Standards and qualifications across all sectors. ([www.saqa.org.za](http://www.saqa.org.za))

The eight-levels of the NQF have been divided into three bands: General Education and Training, Further Education and Training and Higher Education and Training.

<b>BAND</b>	<b>LEVEL</b>	<b>EDUCATION &amp; TRAINING INTERVENTION</b>
<b>GET</b> General education and training	1	ABET Level 4/ Grade 9 National certificates
	2	National certificates
<b>FET</b> Further education and training	3	
	4	
<b>HET</b> Higher education and training	5	National diplomas National certificates
	6	National first degrees Higher diplomas

	7	Professional qualifications Honours degrees
	8	Post-doctoral research degrees Doctorates Masters degrees

If the Level is not known then the 'unknown' column is to be marked.

If the learning interventions are aligned to the NQF, you would mark the column "NQF aligned" with the number of learning interventions which are, or are not aligned with the NQF standards and qualifications under the column Y for Yes and N for No. The sum of the numbers in these columns should equal the sum of the number of learning interventions attached to the previous columns

For those learning interventions you mark under the Yes column, then you would include the SAQA Registered Number for the Unit Standard/s and the NQF Level linked to the learning activities.

#### 11.4. A6 PLANNED BENEFICIARIES OF EDUCATION AND TRAINING

This table identifies beneficiaries who will participate in the learning interventions outlined in A6. The table captures the number of people and their profile, and not the frequency of learning interventions.

In other words, if Joe Bloggs is scheduled to participate in 5 learning interventions you will capture a '1' under his category, white male. This tells us one person in that occupational group is to receive training.

##### Occupational Groups

Please see the SOC codes in the Annexure (source the document "Workplace Skills Planning and Reporting Categories").

It is incumbent on you to allocate an occupational code to each role within your organisation. You will then be in a position to track the number and profile of employees against these categories.

These codes have been identified by the THETA to simplify the process for you, and to allow for common reporting categories across the sector.

##### Beneficiaries per population group

Fields	Explanations
Occupational group	This has been broken down into broad categories along SOC codes As defined above and in the annexure
African M/F/D	This is the total number of Africans who are scheduled to participate in learning interventions in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Coloured M/F/D	This is the total number of Coloureds who are scheduled to participate in learning interventions in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Indian M/F/D	This is the total number of Indians who are scheduled to participate in learning interventions in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Whites M/F/D	This is the total number of Whites who are scheduled to participate in learning interventions in your company in the broad occupational categories (SOC codes) split along race, gender, and disabled demarcations
Total	This is the total number of male, female and disabled persons employed in

M/F/D	your company in the broad occupational categories (SOC codes) who are scheduled to participate in learning interventions over the coming financial year (1 April 2002 - 31 March 2003)
Sub Total	Self Explanatory
Grand Total	Self Explanatory

M= Male  
F = Female  
D = Person with a Disability

**Disabled Persons column**

For purposes of completing this table, disabled persons are in the first instance categorized along race and gender and then in addition included in the disabled person's column. For example,

African		
M	F	D
4	3	2

This indicates that there are in total 7 Africans who are scheduled to participate in learning interventions, which includes 2 people with disabilities.

**11.5. A7 EXTERNAL BENEFICIARIES (INCLUDING 18.2 LEARNERS) OF EDUCATION & TRAINING**

This table identifies external beneficiaries who will participate in the learning interventions outlined in A6. The table captures the number of people and their profile, and not the frequency of learning interventions.

**External beneficiaries (Including 18(2) Learners)** relate to Learners on Learnerships, Internships, Bursaries, and Graduate programmes and contract and temporary workers.

**Occupational Groups**

Please see the SOC codes in the Annexure (source the document "Workplace Skills Planning and Reporting Categories").

It is incumbent on you to allocate an occupational code to each role within your organisation. You will then be in a position to track the number and profile of employees against these categories.

These codes have been identified by THETA to simplify the process for you, and to allow for common reporting categories across the sector.

**11.6. A8 AGE PROFILE**

The reason for requesting information on the age profile of your organisation is for the SETA to identify the breakdown of employees in various age groups, so that it can identify areas in need of support from the SETA.

Against each age determinant you are required to insert the number of employees employed in this area as at 1 April in the year of submission.

## 11.7. A9 EDUCATIONAL PROFILE

The reason for requesting information on the educational profile of your organisation is for the SETA to identify the breakdown of employees in various educational groups, so that it can identify areas in need of support from the SETA.

Against each educational determinant you are required to insert the number of employees employed in this area, as at 1 April in the year of submission.

## 11.8. A10 SIC CODES

The Skills Development Facilitator is required to select one Standard Industrial Classification (SIC) code that matches the employer's main business activity. See [THETA Standard Industrial Classification Codes](#)

While more than one code may be applicable, for example, a hotel (SIC: 64104) may also operate a restaurant with a liquor license (SIC: 64201), the employer must select ONE code that best describes the organisations core activities.

The reason for requesting the SIC code to be specified is for the SETA to identify the breakdown of employers and employees in industry categories, sub-sectors and chambers, so that it can develop a realistic perspective on the size, nature and extent of the various sub-sectors within chambers.

## 11.9. A11 BROAD-BASED ECONOMIC EMPOWERMENT COMPLIANCE

THETA's interest in BEE compliance is to gauge commitment to and achievement of the 2009 Milestones as they pertain to the Skills Development Indicator only.

In the Tourism Charter, Skills Development is weighted at 20% in the first five years for the period, ending 31 Dec 2009, displaying its relative importance in terms of impacting human capacity building in the tourism sector.

Through the analysis of data gleaned from this new form, THETA intends to -

- Establish the level of commitment to Skills Development within its member-organisations, specifically as they pertain to the achievement of BEE targets; and
- Be guided in the planning and delivery of interventions that seek to assist its members to achieve greater BEE compliance;

The information requested in this form is for statistical purposes only and individual ratings will not be disclosed by THETA to any external entity.

The SDF is required to answer the following questions:

Question	Explanation
1. Planned skills development expenditure (or estimate) for the current financial year	Specify in a Rand value the estimated or actual cost of all planned training interventions.
2. % of payroll spend on skills development (incl. Skills Development levy) on all Accredited Training	= Accredited Training skills spend / payroll = Or Cost of all accredited training & development interventions / payroll e.g. R 45000 / R1.8m

	= 2.5%
3. % of skills development budget spent on black employees	= % of skills development spend on Black employees (incl. Asian, Coloured) / Total skills spend on all employees e.g. R 33750 / R 45000 = 75%
4. Number of learnerships as a % of total employees	= Number of persons on registered Learnerships / Total number of employees e.g. 1 / 8 = 12.5%
5. Number of black learners as a % of total learners	= Number of black persons (incl. Coloured and Asian) on registered Learnerships / Total number of persons on registered Learnerships e.g. 1 / 1 = 100%

### 11.10. A12 SCARCE AND CRITICAL SKILLS

In February 2005, the second National Skills development Strategy (NSDS), 2005 – 2010, was launched. The strategy is aligned to the Skills Development Act of 1998. One of the objectives of the NSDS (Objective 1) is the prioritizing and communicating of critical skills for sustainable growth, development and equity.

To meet this objective, and ensure the WSP remains a source of useful, relevant information for the purposes of updating the Sector Skills Plan annually, THETA requires the SDF to identify, communicate and report on Scarce and Critical Skills.

#### Definitions

'Scarce skills' are reserved for those *occupations* in which there is a scarcity of qualified and experienced people – current or an anticipated – identified in respect of

- Geographical location (Relative)
- Equity (Relative)
- A new or emerging occupation for which there are no programmes / qualifications (as yet) (Absolute)
- Firms, sectors and/or country experiencing economic blockage (can't grow) / lower productivity growth (Absolute)
- Replacement demand and supply indicators (Absolute &/or Relative)

'Critical Skills' are particular or specific skills that are critical to the occupation to ensure competence and competitiveness. Critical skills refer to "top-up" skills required within a specific occupation. Critical skills can refer to cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, IT skills, working in teams etc. It can also refer to technical top-up skills related to the specific occupation.

In keeping with international trends is reserved for internal skills gaps

- Key or generic skills / critical cross-field outcomes such as problem solving, learning to learn), language and literacy skill, mathematical skill, IT skill)
- Technical (top-up) skill linked to occupational classification system.
- Firms or sectors experiencing productivity, service delivery, quality (wastage) problems linked / related to skills deficits.

'Specialisation / Job' is the occupation or job the incumbent would be employed as. For example, 'Executive Chef'; 'National Tourist Guide', etc.

'Occupation' refers to the occupational category or group the job is classified under. Refer [#Definitions of Occupational Groups](#) below.

'Intervention(s)' are the most appropriate learning strategies to address the scarce or critical skills identified against the occupation. Below is a list of learning interventions or learning programme types which may be used as an indication.

#### *NQF level*

Indicate the appropriate level (real or estimated) at which an intervention should be directed. This column is to be completed irrespective of whether or not NQF aligned interventions are available. If no interventions exist or if the existing interventions are not NQF aligned, and estimation should nevertheless be made.

#### *NQF Aligned – Y/N*

Provide information on whether or not the most suitable intervention is NQF aligned (i.e. unit standards and/or qualification exists and an accreditation body appointed) or not. A tick ✓ can be used in the column under Y if the most appropriate intervention method identified in column 5 is NQF aligned. If the most appropriate intervention method identified in column 5 is not NQF aligned a tick ✓ can be used in the column under N.

#### *Need*

Indicate the total number of persons required in your organisation to meet scarce or critical skills shortages per occupation for the identified period. i.e. the total number of people that are required and/or that need to be trained to meet the needs identified. It must be noted that the number to be recorded should provide an indication of the total number needed and not necessarily the number that will be trained over the period. THETA will use this list for prioritising. It will not be expected that all skills needed should be addressed by the employer. Any specific explanations, requirements or specifications can be provided in the Comments section.

#### *Comments*

Add narratives and explanations against any of the information provided in the reporting template. This column need not be completed. It could include explanations and/or any important additional information or specifications such as issues that pertain to a particular geographical location, target group, etc.

## **11.11. A13 DEVELOPMENTAL AND CONSULTATIVE PROCESSES**

### **1) Describe the process used to develop the Workplace Skills Plan**

The Skills Development Facilitator is required to reflect on the process used to develop the workplace skills plan.

This may include providing information on the following:

- Source of information such as:
  - Documentation available on training plans and costs
  - Individual training records and development plans
  - Management plans
- Involvement of various players and their respective responsibilities
- Process of data collection, collation, interpretation and analysis
- Record keeping and reporting mechanisms
- The role of the SDF in the process

### **2) How does the plan relate to the organisation's Employment Equity Plan goals?**

The comments may include how the skills development strategy will contribute to the attainment of employment equity goals, and how the planning processes may be aligned.

**3) Was the draft plan reviewed and considered by the Training Committee (Skills Development Committee)?**

Some evidence of the process of consultation may be included, such as committee meeting minutes. It is also incumbent on the Skills Development Facilitator to ensure that all levels of the organisation are represented in the Training Committee.

**11.12. A11 AUTHORISATION FORM**

This section is self explanatory, the questions remaining relate to who can be appointed to sign on behalf of the 'Authorised Signatory'. The organisation can determine this, but it is recommended that it be a person of significant standing within the organisation, such as the Managing Director or the Financial Director. The person must be able to authenticate the information, and represent the organisation in this verification process.

Similarly the organisation will select who can sign on behalf of the Training Committee, as the employer representative and the employee representative.

The Skills Development Facilitator who signs the document is the registered SDF (Skills Development Facilitator) with the THETA.

The organisation also confirms that they are up-to-date with levy payments to SARS. This is proof that consultation has occurred between employer and employees (through the Training/Skills Development Committee).

## 12. NQF LEVELS SUMMARY DOCUMENT

**NQF LEVEL DESCRIPTORS**  
**Table 2: Proposed Model of SA Level Descriptors**

Level	Foundational Competence	Practical Competence	Reflexive Competence
<b>GET</b>			
1	Demonstrate use of recall and elementary comprehension skills in a narrow range of areas with dependency on ideas of others. Possession of basic skills. Receive and pass on information.	Operate in closely defined contexts under close supervision. Carry out repetitive and predictable procedures. Perform clearly defined tasks.	Perform directed activity. No responsibility for the learning of others.
<b>FET</b>			
2	Demonstrate basic comprehension and employ a narrow range of skills. Apply known solutions to familiar problems. Basic processing of readily available information.	Show basic competence in a limited range of established and familiar contexts under general supervision and quality control. Follow established and familiar procedures. Co-operate with others.	Some limited/restricted responsibility for quantity and quality of one's own output. Possibility of responsibility for guiding others.
3	Possession of a well-developed range of skills. Apply relevant knowledge with underpinning comprehension in a number of areas. Demonstrate ability to make comparisons and interpret available information.	Operate in a number of contexts some of which may be non-routine. Make significant choice from a wide range of procedures. Co-ordinate with others.	Significant responsibility for quantity and quality of one's own output under general supervision and quality checking. Possibility of being responsible for the output of others.
4	Possession of wide-ranging scholastic or technical skills. Possession of a broad knowledge base incorporating some basic theoretical concepts.	Operate in a variety of familiar and unfamiliar contexts under broad guidance and evaluation. Select from a considerable choice of procedures.	Complete responsibility for quantity and quality of output. Possible responsibility for the quantity and quality of output of others.

Level	Foundational Competence	Practical Competence	Reflexive Competence
	Demonstrate ability to access, analyse and evaluate information independently. Employ a range of responses to well-defined but often unfamiliar or unpredictable problems.	Give presentations to an audience.	
<b>HET</b>			
5	Possession of wide-ranging specialised scholastic or technical skills. Possession of a broad knowledge base with substantial depth in other areas.	Operate in a variety of routine and non-routine contexts under general supervision. Select from a wide choice of procedures ranging from standard and non-standard. Plan, select or present information, methods or resources.	Full responsibility for the nature, quantity and quality of output. Possible responsibility for the achievement of group output.
6	Possession of wide-ranging, specialised scholastic, professional or technical skills and basic (applied or theoretical) research across a major discipline. Ability to analyse, evaluate and reformat a wide range of information. Ability to formulate appropriate responses to resolve both concrete and abstract problems. Generate ideas by analysing information and concepts at an abstract level.	Operate in highly variable scholarly, technical, professional contexts within broad parameters for well-defined activities. Select from a wide choice of procedures, standard and non-standard, and often in non-standard combinations in a major discipline. Diagnose problems and create appropriate responses to resolve both concrete and abstract problems in a range of technical, professional and management functions.	Complete accountability for determining and achieving personal and/or group output.
7	Possession of highly specialised, scholastic, professional, technical and advanced research across a major discipline. Demonstrate ability to critically review, consolidate and extend a systematic and coherent body of knowledge.	Operate in complex, variable, highly specialised and unpredictable contexts within broad parameters and functions. Select from a full range of advanced procedures in a major discipline. Diagnose problems and create appropriate responses to resolve contextual and	Complete accountability for determining for determining, achieving and evaluating personal and/or group output.

Level	Foundational Competence	Practical Competence	Reflexive Competence
	<p>Demonstrate ability to analyse, transform and critically evaluate new information, abstract data and concepts including evidence from a range of sources.</p> <p>Ability to create appropriate responses to resolve abstract contextual problems.</p>	<p>abstract problems.</p> <p>Ability to transfer and apply diagnostic skills in a range of contexts.</p>	
8	<p>Display mastery of a complex and specialised area of knowledge and skills.</p> <p>Ability to generate, evaluate and synthesize information and concepts at highly abstract levels.</p> <p>Demonstrate expertise in highly specialised and advanced technical, professional and/or research.</p>	<p>Operate in complex, advanced and highly specialised contexts.</p> <p>Select from complex and advanced procedures across a major discipline.</p> <p>Conduct research, or advanced technical or professional activity.</p> <p>Design and apply research methods and communicate research to peers.</p>	<p>Complete accountability for determining, achieving and evaluating personal and group output.</p>
8 <sup>+</sup>	<p>Possession of expert, highly specialised and in-depth technical/professional or research skills, both across a major discipline and interdisciplinary.</p> <p>Ability to generate, evaluate and synthesize information and concepts at highly abstract levels.</p> <p>Make a significant and original contribution in a specialised field and engage in critical dialogue.</p> <p>Ability to respond to abstract problems that expand and redefine existing knowledge.</p>	<p>Operate in highly specialised and unpredictable contexts.</p> <p>Select from highly complex, advanced and highly specialised procedures across a major discipline and interdisciplinary.</p> <p>Demonstrate command of methodological issues.</p> <p>Communicate results of research to peers and engage in critical dialogue.</p>	<p>Complete accountability for determining, achieving, evaluating and applying all personal and/or group output.</p>

## 13. DEFINITIONS OF OCCUPATIONAL GROUPS

The following definitions have been provided as a guideline to ensure consistency of interpretation of categories between organisations

### 13.1. Senior Officials (Major Group 1)

These would be generalist/line managers who have staff reporting to them. These individuals operate mostly in a strategic capacity. Executives can be defined as strategy formulators, senior managers as translators or interpreters of strategy and middle managers as those who implement strategy in the business context.

Senior officials and managers who determine, formulate, plan, direct or advise on government policies, as well as those of special-interest organisations, formulate laws, public rules and regulations, represent governments and act on their behalf, oversee the interpretation and implementation of government policies and legislation, or plan, direct, and coordinate the policies and activities of enterprises or organisations, or their internal departments or sections. Supervision of other workers may be included.

In some instances where specific professional, technical or operational skills and knowledge may be required of workers at legislative, administrative or managerial level, it may be difficult to decide in which category a specific job belongs. In these instances, additional information on the main tasks of the job in question is essential. If the main tasks require the operational application of specific professional knowledge or a particular technical skill, then the job belongs in a different major group. If, however, professional knowledge or technical skill serves only as a basis for legislative, administrative or managerial tasks, then the job belongs in this major group. For example, if one of the main tasks is to allocate research and development funds on the basis of financial knowledge, then the job belongs in this major group.

*Examples include: Executive Managers, CEO, Senior Managers (Managing Director, Middle Manager, Managers.*

### 13.2. Professional: (Major Group 2)

Individuals who possess specialist skills within a specific functional area. These individuals may be at a managerial equivalent level, but do not have staff reporting to them. Their core function is not to manage people, but to operate as a functional/technical specialist. Individuals falling into this category have a relatively high level of decision-making authority.

People who possess a high level of professional knowledge and experience in a field of physical and life sciences or the social sciences and humanities. 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 three activities.

Tasks performed by professionals usually include: 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 profession, as well as to social sciences and humanities; teaching the theory and practice of one or more disciplines at different educational levels; teaching and educating handicapped persons; providing various business, legal and social services; creating and performing works of art; providing spiritual guidance; preparing scientific papers and reports. Supervision of other workers may be included.

Depending on the specific tasks and degree of responsibility in executing them, as well as on the national educational and training requirements, it might be appropriate to classify some of the occupations that are identified here into Major Group 3, Technicians and

Associate Professionals. Such like cases are to be found in particular among teaching occupations, nursing occupations and social services occupations.

*Examples include: Financial and Accounting Professionals, Information Management and Analysis Professionals, Human Resources Professionals, Legal Professionals, Operations Management Professionals and Economists, Sales and Marketing Professionals, Computer Programmers, IT Technicians, Teaching Professionals, Management Consultants.*

### **13.3. Technicians and Associate Professionals: (Major Group 3)**

Individuals who are subject-matter experts operating in a fairly routine environment, which offers very little room for discretion in the carrying out of daily duties. Employees follow set rules and procedures and have limited decision-making power. This definition includes high level supervisors.

People who possess technical knowledge and experience in a field of the physical and life sciences or the social sciences and humanities. 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, and teach at certain educational levels. Tasks performed by technicians and associate professionals usually include: 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. Tasks also include: teaching children at primary and pre primary levels; teaching and educating handicapped persons; initiating and carrying out various technical services related to trade, finance, administration, including administration of a number of government laws and regulations, and to social work; providing artistic and sports entertainment; executing some religious tasks. Supervision of other workers may be included. Technicians and associate professionals may receive guidance from senior government officials, Managers or Professionals. It should be noted that, depending on the specific tasks and degree of responsibility in executing them, as well as on the national educational and training requirements, it might be appropriate to classify some of the occupations that are identified here into Major Group 2, Professionals. Examples are to be found in particular among teaching occupations, nursing occupations and social services occupations.

*Examples include: Associate Accounting and Financial Professionals, Associate Information Management and Analysis Professionals, Associate Human Resources, Associate Legal Professionals, Associate Operations Management Professionals and Economists, Associate Sales and Marketing Professionals, Associate Engineering and Technology Professionals.*

### **13.4. Clerks: (Major Group 4)**

This category encompasses all employees at a clerical level including, frontline clerks, tellers, enquiry clerks, filing clerks, data capturers etc. This definition includes supervisors.

*Note: tellers must however be included in the frontline clerk category.*

Clerks record, organise, store, compute and retrieve information related to the work in question, and perform a number of clerical duties especially in connection with money-handling operations, travel arrangements, requests for information, and appointments. Tasks performed by clerks usually include: stenography, typing, and operating word processors and other office machines; entering data into computers; carrying out secretarial duties; recording and computing numerical data; keeping records relating to stocks, production and transport; keeping records relating to passenger and freight transport; carrying out clerical duties in libraries; filing documents; carrying out

duties in connection with mail services; preparing and checking material for printing; writing on behalf of illiterate persons; performing money-handling operations; dealing with travel arrangements; supplying information requested by clients and making appointments; operating a telephone switchboard. Supervision of other workers may be included.

*Examples include: Bookkeepers, Data Capture Clerks, Tax clerks, Secretarial staff and typists, Receptionists, Cashiers/Tellers, Switchboard Operators, Administrative Assistants, Administrative Clerks, Filing Clerks, Post room Clerks, Printing assistants.*

### **13.5. Service & Sales Workers: (Major Group 5)**

Service workers and shop and market sales workers provide personal and protective services related to travel, housekeeping, catering, personal care, or protection against fire and unlawful acts, or they pose as models for artistic creation and display, or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as at stalls and on markets.

Tasks performed by service workers and shop and market sales workers usually include: organisation and provision of services during travel; housekeeping; preparation and serving of food and beverages; child care; rudimentary nursing and related care at homes or in institutions; personal care, such as hairdressing or beauty treatment; companionship; astrology and fortune-telling; embalming; funeral arrangements; protection of individuals and property against fire and unlawful acts and enforcement of law and order; posing as models for advertising, artistic creation and display of goods; selling goods in wholesale or retail establishments, as well as at stalls and on markets; demonstrating goods to potential customers. Supervision of other workers may be included.

*Examples include: Service Workers, Shop and Market Sales workers, Delivery Workers, Cleaning Workers, Security Worker, Technical and Maintenance workers, 'Tea ladies', Retail Sales Workers.*

### **13.6. Labourers & Elementary Occupations: (Major Group 6)**

People who perform mostly simple and routine tasks, involving the use of hand-tools and in some cases considerable physical effort, and generally only limited personal initiative and judgment.

Tasks performed by workers in elementary occupations usually include: selling goods in streets and public places, or from door to door; providing various street services; cleaning, washing, pressing; taking care of apartment houses, hotels, offices and other buildings; washing windows and other glass surfaces of buildings; delivering messages or goods; carrying luggage; door keeping and property watching; stocking vending machines or reading and emptying meters; collecting garbage; sweeping streets and similar places; performing various simple farming, fishing, hunting or trapping tasks performing simple tasks connected with mining, construction and manufacturing including product-sorting and simple hand-assembling of components; packing by hand; freight handling; pedalling or hand-guiding vehicles to transport passengers and goods; driving animal-drawn vehicles or machinery. Supervision of other workers may be included.

*Examples include: Kitchen Workers, Door-To-Door deliveries*

### **13.7. Learnership Recruits**

Apprentices and Section 18(2) learners are individuals who are registered and embarking on a registered Learnership. 18 (1) learners are not included here because they already form part of the current employment profile.

## **Conclusions**

This approach has the benefit of ensuring that the statistical analyses done using information obtained from the workplace skills plans have a greater degree of validity and reliability than would be the case if each organisation were to use the SOC codes and interpret these differently from company to company.