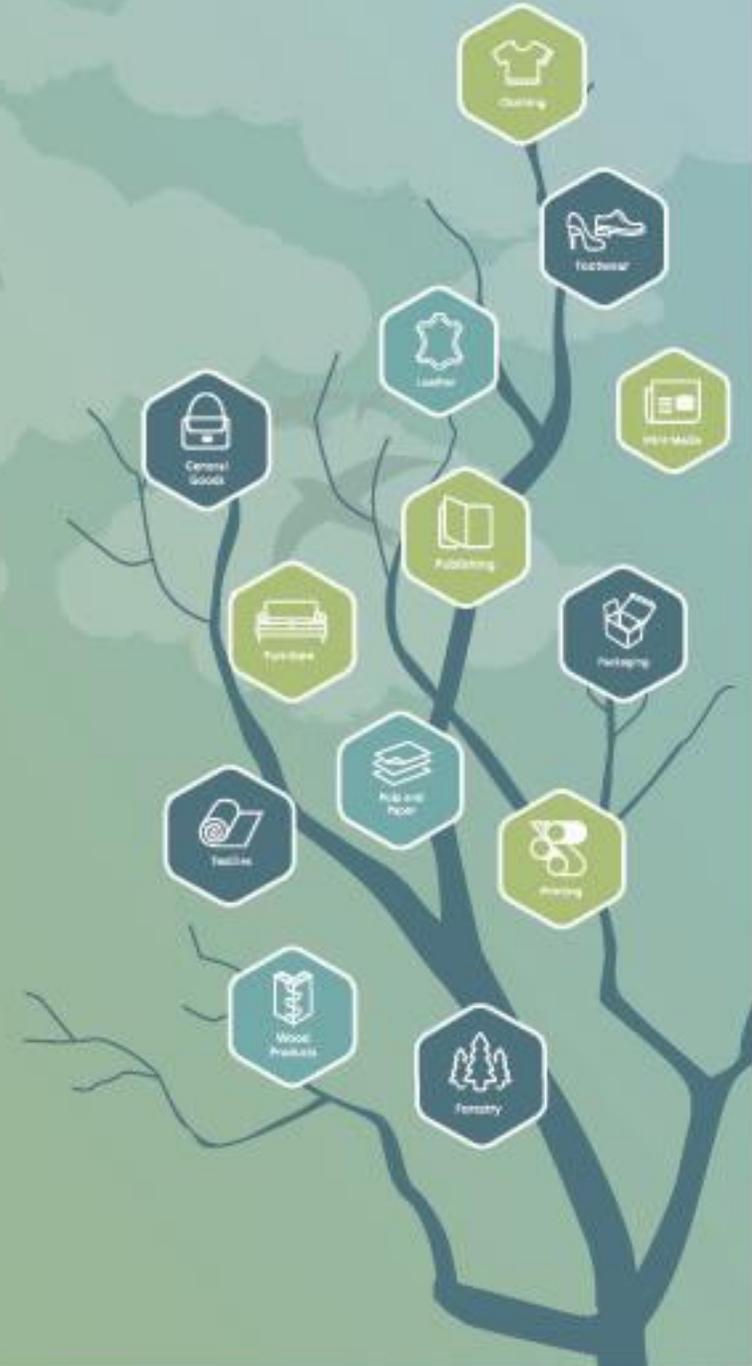


**SKILLS PLANNING RESEARCH AND REPORTING  
FEBRUARY-2019/20**

**Mandatory Grant Workshop  
Presented by : Sylvia Tsunke**



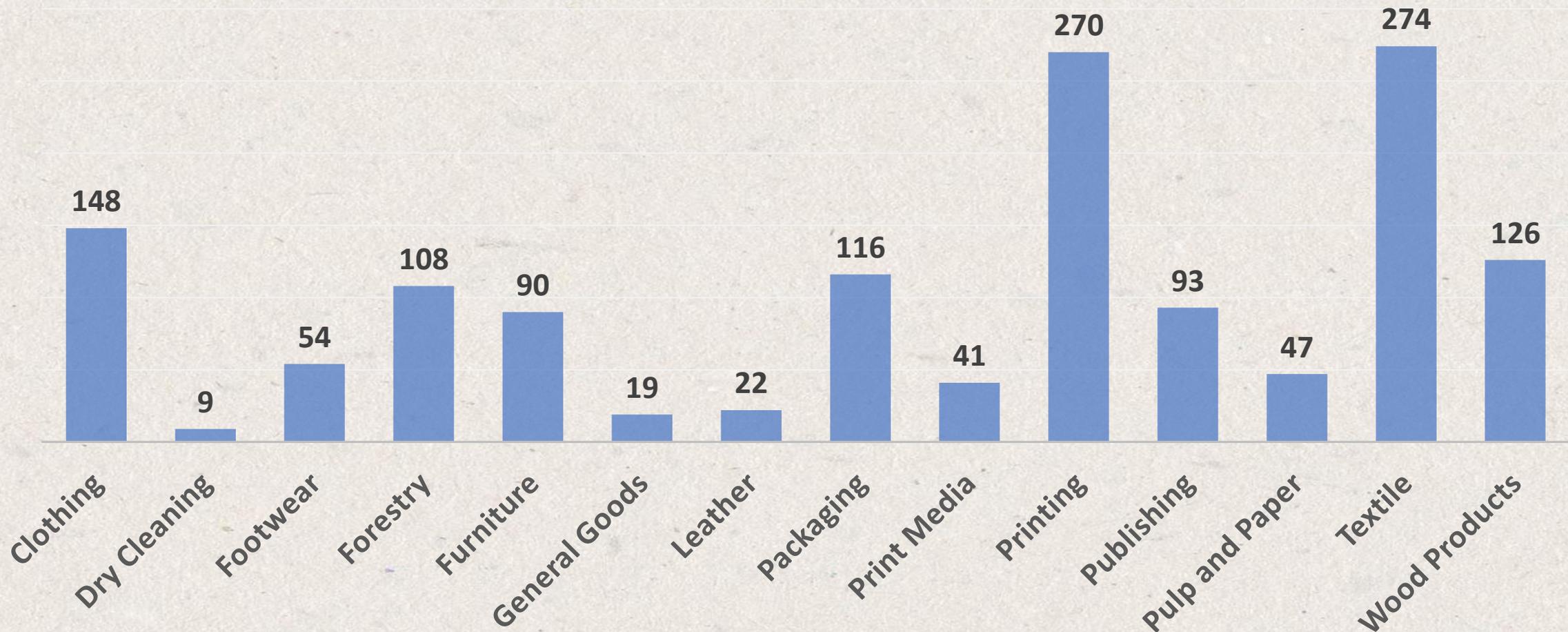
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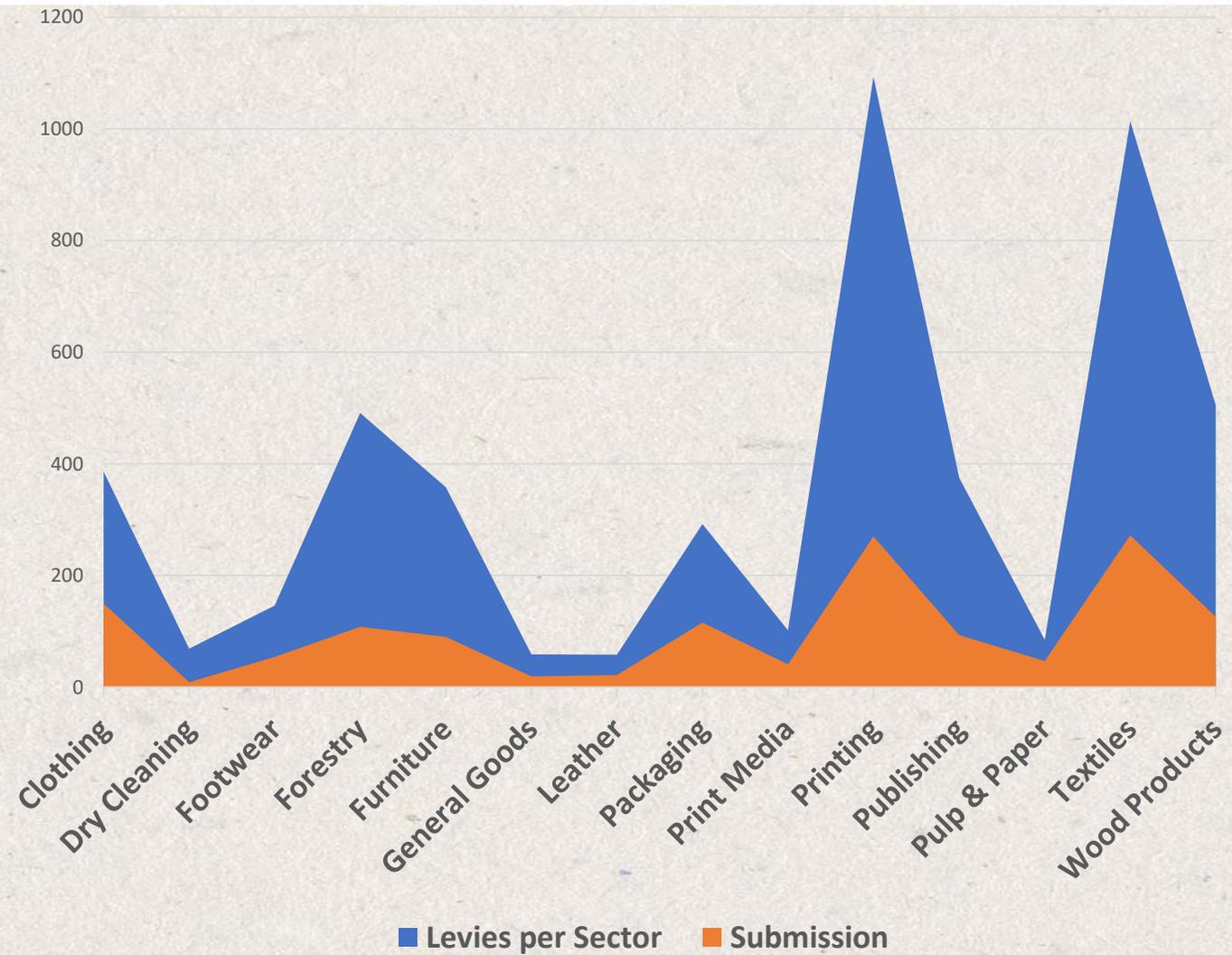


# Mandatory grant submission 2018-2019

- Total number of WSP's received is 1417



# Levy Entities vs Submission



Sector	Levies per Sector	Submission	
Clothing	386	150	38.86%
Dry Cleaning	69	9	13.04%
Footwear	146	54	36.99%
Forestry	491	108	22.00%
Furniture	358	90	25.14%
General Goods	59	19	32.20%
Leather	58	22	37.93%
Packaging	292	116	39.73%
Print Media	102	41	40.20%
Printing	1093	270	24.70%
Publishing	375	93	24.80%
Pulp & Paper	85	47	55.29%
Textiles	1014	272	26.82%
Wood Products	505	126	24.95%



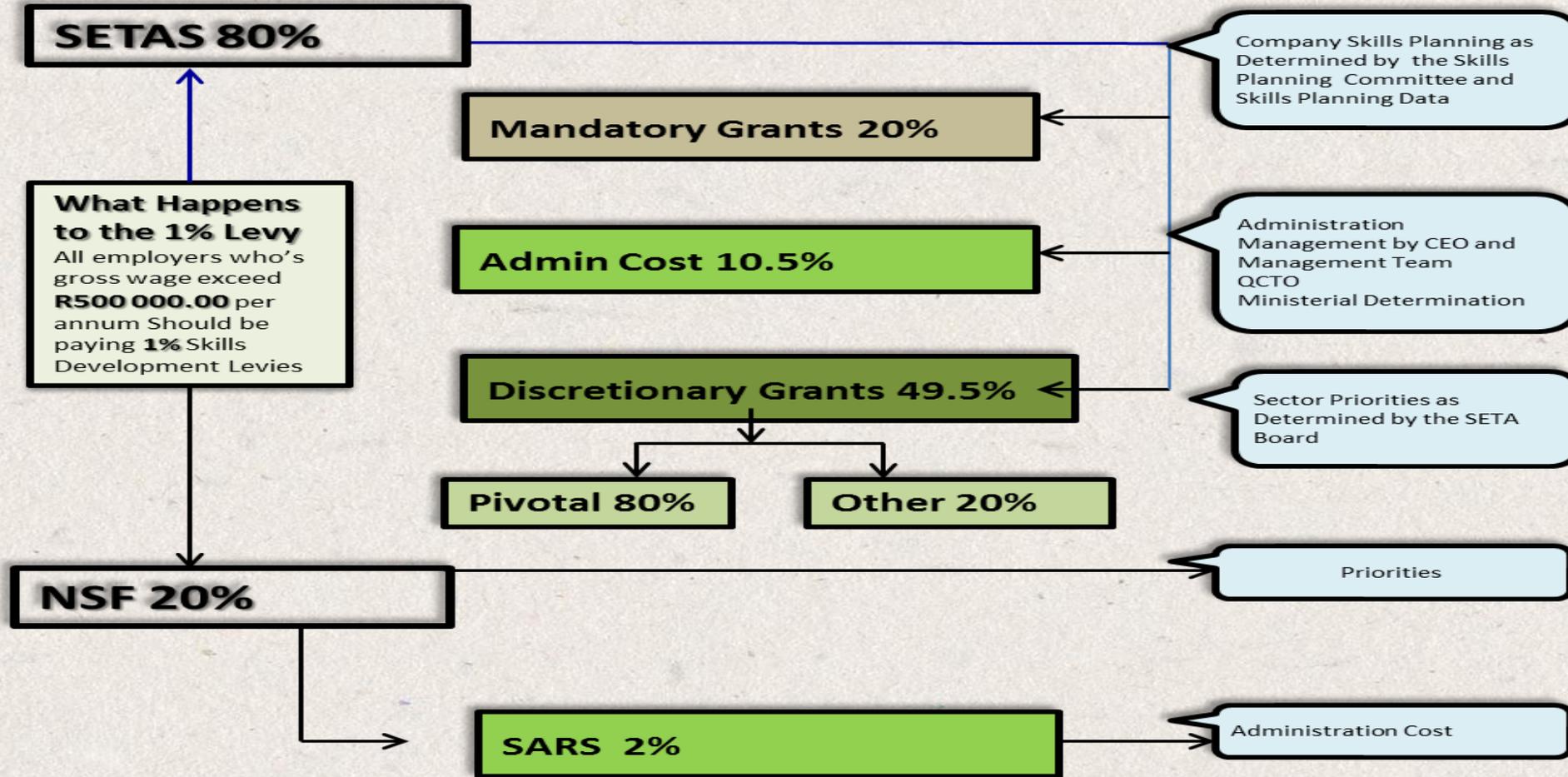
# SETA Grant Regulations

- Regulated SETA administration fund
- Provide for SETAs to contribute to QCTO
- Discourage accumulation of surpluses
- Improve quality and quantity of labour market information
- Promote NQF registered and quality assured PIVOTAL programmes
- Create framework for expanded use of public education and training providers.



# SETA Grant Regulations

- Distribution of skills development levy income



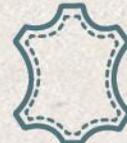
# SETA Grant Regulations

- The intention of Mandatory Grants is to incentivise employers:
  - plan & implement training for their employees
  - create training and work experience opportunities for unemployed people
- Mandatory Grant Applications
  - Submission due by **30 April**
  - Better alignment with skills development and financial year



# SETA Grant Regulations

- Mandatory Grants
  - Increased monitoring of WSP implementation against Board criteria
    - Criteria for approval
    - Evidence requirements
    - Quality & accuracy standards for WSPs & ATRs
  - Evidence of consultation and sign-off by labour representative (unless explanation is provided)



# SETA Grant Regulations

- **Assisting Small Enterprises**

- Support to small enterprises require more emphasis
- Simplified mandatory and discretionary grant application processes
- Simplified format for reporting on PIVOTAL training
- Enhanced processing of grant payments due to small enterprises
- Projects designed to address skills needs of small enterprises.



# Workplace Skills Planning

- **The Workplace Skills Plan (WSP),** is one of the most powerful tools delivered to employers through skills development legislation.
- It is aimed at business expansion and sustainability.
- It is completed by companies with information specific to their business and the sector in which they operate.
- The Sector Skills Plan (compiled by the FP&M SETA) is an important resource to be used in the compilation of the WSP
  - Identify sector trends
  - Identify scarce and critical skills needs
  - Identify skills development interventions to address skills needs.



# Workplace Skills Planning

- The construction of a WSP plays a major role in a number of vital areas –
  - Management and employees enter into discussions regarding skills planning in the workplace.
  - Skills available and skills gaps are identified and discussed in a positive way.
  - Management has a platform to share the company's goals with employees, who in turn gain better understanding and more commitment to the process of achieving them.
  - Companies begin to uncover talents and skills they did not know they had available.



# Workplace Skills Planning

- **Steps to follow when compiling your WSP/ATR:**
  1. Form a Skills Development Committee (SDC)
  2. Nominate an internal or external Skills Development Facilitator (SDF)
  3. Identify long-term goals for an organisation
  4. Focus on key skills needs (critical and scarce skills)
  5. Determine current employee skills and/or competencies by conducting a skills audit
  6. Conduct a training needs analysis
  7. Develop the WSP
  8. Report on training conducted during the previous year (annual training report)
  9. Complete Hard to Fill Vacancies
  10. Complete Skills Gaps
- The final content of the WSP should be the result of meaningful interaction between employers and employees, using current structures, SDCs or union/management structures to obtain input.



# Workplace Skills Planning

- Step 1: Form a Skills Development Committee (SDC)
- Membership
  - Stakeholders (management, employees, union representatives)
  - Where there is a trade union presence, nominated representatives should serve on the SDC.
  - Where there is no representative trade union, employees should nominate representatives
  - Members should represent different functional areas and occupational categories
  - Equity (gender, race, disability) should be considered
- Responsibilities
  - The SDC must meet regularly and must record the minutes of the meetings as proof of consultation
  - The SDC must collectively deliver and contribute to the WSP and ATR
  - Appointment of a SDF; and
  - **Complete and sign-off the WSP and ATR (where applicable)**



# Workplace Skills Planning

- Step 2: Nominate an internal or external Skills Development Facilitator (SDF)
- All employers must appoint an SDF to comply with the provisions of the Skills Development Act.
- The appointment of the SDF is key to claiming of relevant grants and ensuring the implementation of the WSP during the training year.
- The SDF's role includes -
  - Assisting the employer to develop a WSP;
  - Submitting the WSP to the SETA;
  - Advising the employer on implementation of the WSP;
  - Assisting the employer to draft the ATR in line with the approved WSP and grant funding regulations;
  - Advising the employer on quality assurance requirements as set by the SETA; and
  - Liaising with the SETA on behalf of the company.



# Workplace Skills Planning

- Step 3: Identify long-term goals for an organisation
  - The business' strategic priorities help to identify long-term skills development goals for the organisation. When planning your training you should include the vision, mission and values of the organisation as these assist with the formulation of your strategy (key objectives).
  - Employees need to enable the organisation to achieve its objectives.
  - The SDF must identify the learning/development interventions needed for staff to assist the organisation with achieving this aim.
  - When detailing strategic business and/or skill priorities, make linkages to business and employment equity plans.
- Step 4: Focus on key skills needs (critical and scarce skills)
  - The WSP should cover all planned skills development training, including learnerships.
  - Identify key skills needs using the organisation's business plan and the FP&M Sector Skills Plan. The SSP contains a list of scarce and critical skills per sub-sector.



# Workplace Skills Planning

- Step 5: Determine current employee skills and/or competencies by conducting a skills audit
  - It is necessary to determine the current employee skills and/or competencies profile by conducting a skills audit.
  - The skills audit should reflect all the skills and competencies of the workforce, whether obtained through formal learning programme interventions (qualifications) or work experience / in-house training.
- Step 6: Conduct a training needs analysis
  - The future skills profile can be developed by using a training needs analysis based on future business needs as well as the SETA Sector Skills Plan.
- Step 7: Develop the WSP
  - Identify the gaps between current and required future skills profiles and identify skills development interventions to address these priorities.
  - This should be reflected in the WSP.



# Workplace Skills Planning

- The final content of the WSP should be the result of meaningful interaction between employers and employees, using current structures, SDCs or union/management structures to obtain input.
- Step 8: Report on training conducted during the previous year (annual training report - ATR)
  - The ATR must reflect all training that was conducted during the previous year including
    - External training
    - Internal or in-house training
    - Work integrated learning
    - Adult Education and training
  - The SDF must keep records of training conducted e.g. invoices from external providers, attendance registers for in-house training conducted, learner results etc.
  - The SETA may select any organisation as part of an audit sample when conducting monitoring and evaluation visits.



# Workplace Skills Planning

- Step 9: Complete hard to fill vacancies

A HARD-TO-FILL VACANCY (HTFV) refers to an occupation in your organisation that takes longer than 06 months to find a suitably experienced and qualified candidate.

List occupations in your organisation (at 6 digit OFO Occupational title) that were HARD-TO-FILL VACANCIES in the last financial year.	Select the PROVINCE in which the HTFV is being experienced	Identify a maximum of THREE main reasons why the listed occupations were HARD-TO-FILL VACANCIES.
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## REASONS FOR HARD- TO- FILL VACANCIES

Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation)

Lack of relevant experience

Poor remuneration

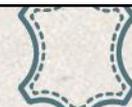
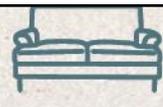
Unsuitable job location

Unsuitable working hours

Equity considerations

Slow recruitment processes

Other ( specify)



# Workplace Skills Planning

- Step 10: Complete the Skills Gaps
- A **SKILLS GAP** refers to skills that an employee does not have to carry out job tasks competently. It is also referred to as “top-up” skills. Divided into 5 categories;
- 1. Basic Skills i.e. Reading, Speaking, Critical Thinking etc.
- 2. Complex problem solving i.e. Identifying problems and reviewing related information
- 3. Resource management skills i.e. Personnel Resources, Coordination, Persuasion, Service Orientation
- 4. Systems skills i.e. Systems evaluation and analysis
- 5. Technical skills i.e. Technology Design,



# Workplace Skills Planning

The overall objective is -

- **To create a workforce**
  - empowered with the necessary skills, knowledge and recognized qualifications
  - enabled to access decent employment
  - qualified to contribute to the organisation's productivity and competitiveness in the global market
  - capable to adapt to changing technologies and labour market demands
- **To address the needs of the unemployed**
  - increased participation of youth, women, disabled and other disadvantaged sections
  - empowered with the necessary skills, knowledge and recognized qualifications
  - increased employability (in industry and self-employment)
  - increased placement and work experience



# Workplace Skills Planning

- Provides information from your organisation to the FP&M SETA on;
  - The geographic profile
  - The demographic profile
  - The current and predicted skills needs and gaps
  - Current skills development practices
  - Further interventions required
- Enables the SETA to;
  - Render support and assist to build capacity
  - Enhance Sector Skills Planning & research initiatives on overall training conducted and required by the Sectors.



# Workplace Skills Planning

- A levy paying employer claiming a mandatory grant must
  - meet the eligibility criteria for the payment of a mandatory grant
- An eligible employer – is when company
  - has registered for skills development levies;
  - has paid the levies in the prescribed manner (minimum threshold R500k per annum);
  - has submitted a WSP / PIVOTAL Plan and ATR/PIVOTAL Report within the prescribed timeframes (30 April) that contributes to the relevant SETA SSP
  - has submitted an Annual Training Report and/or PIVOTAL Training Report, demonstrating some alignment to the previous year's WSP and/or PIVOTAL Plan



# Workplace Skills Planning

- has provided evidence that the WSP and ATR have been subjected to consultation with the recognised trade unions and/or employee forum (medium/large companies) eg. Labour sign-off, Committee Membership List, Minutes of Meeting or has submitted an explanation
- It is the responsibility of SDF (acting on behalf of the employer) to ensure that the correct levy number is quoted on applications



# Workplace Skills Planning

- The mandatory grant application consist of the following important sections:
  - Organisational information
  - Banking details
  - Employment summary and Provincial Breakdown
    - Provides information on the current workforce (including learners)
  - Workplace Skills Plan
    - PIVOTAL plan
      - Planned implementation of PIVOTAL learning programmes e.g. apprenticeships, learnerships, credit bearing skills programmes, work integrated learning, bursary programmes (post school / tertiary qualifications at TVETs/ HEIs)
    - Non-PIVOTAL plan
      - Planned implementation of other learning programmes e.g. non-credit bearing skills programmes, in-house training (health and safety, HIV/Aids awareness)



# Workplace Skills Planning

- Annual Training Report
  - PIVOTAL training report
    - Actual implementation of PIVOTAL learning programmes e.g. apprenticeships, learnerships, credit bearing skills programmes, work integrated learning, bursary programmes (post school / tertiary qualifications at TVETs/ HEIs)
  - Non-PIVOTAL training report
    - Actual implementation of other learning programmes e.g. non-credit bearing skills programmes, in-house training (health and safety, HIV/Aids awareness)
- Adult Education and Training Plan
- Training Committee (list of members) – for medium and large firms only
- Sign-off (Authorisation page)
- **Research Annexure**
- **New information required;**
  - HARD-TO-FILL VACANCY (HTFV)
  - SKILLS GAP “top-up” skills



# Workplace Skills Planning

- ATR and/or Pivotal Report must reflect all training conducted
  - During April to March (of the previous financial year)
  - Internally or Externally
- The WSP and/or Pivotal Plan must reflect all planned training
  - Internally or Externally
  - Planned for April to March (of the current financial year)
- Important to remember
  - No Pivotal Plan/Report – no discretionary grants for medium/large firms



# Workplace Skills Planning

- The WSP/ATR must be duly authorised and signed-off by:
  - The Internal Training Committee / Skills Development Committee including designated labour representative
    - Firms employing 50 or more employees; or
  - The Owner / Chief Executive and designated employee representative
    - Firms employing less than 50 employees;

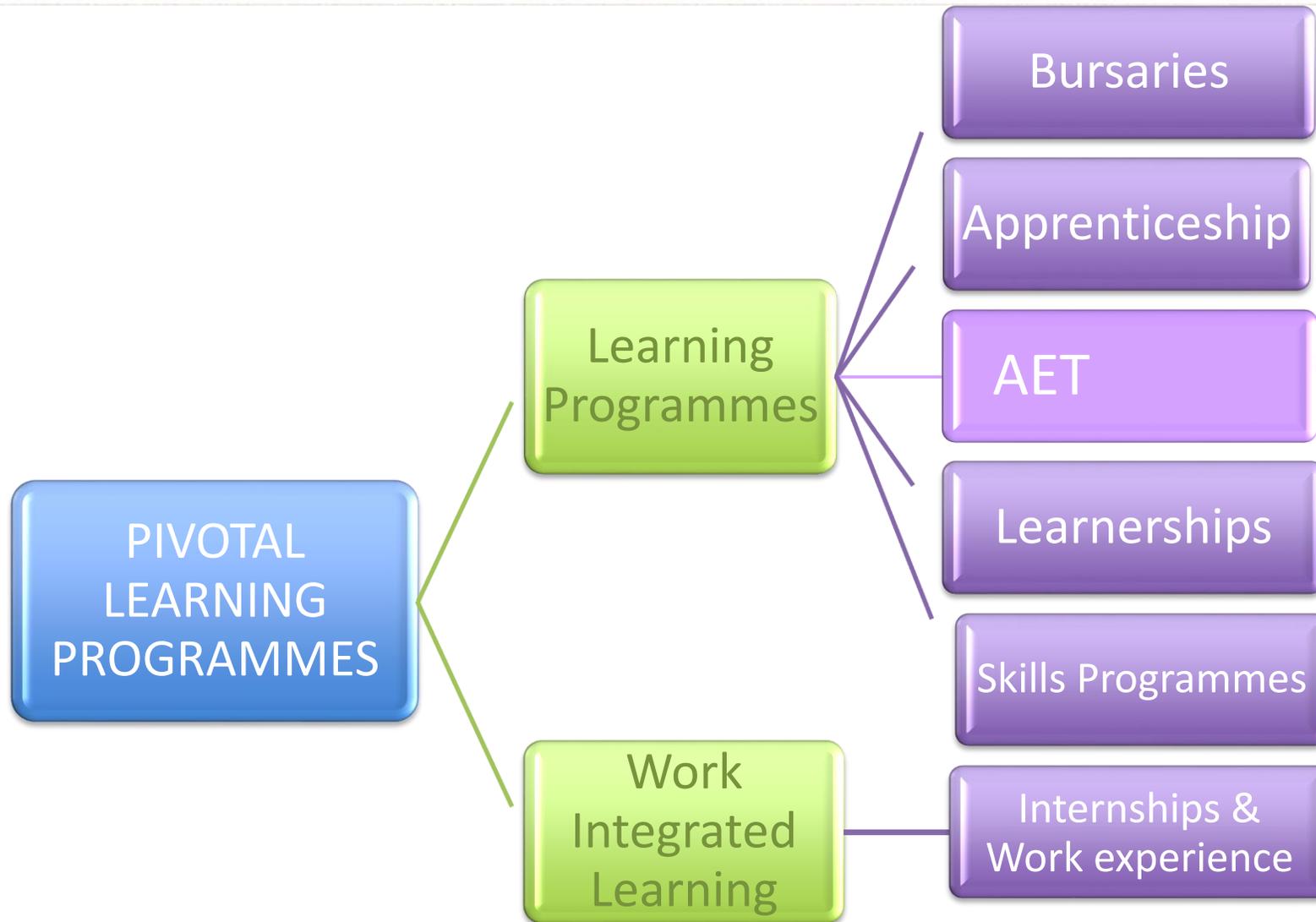


# Workplace Skills Planning

- Deadline for submissions:
  - on/or before 30 April :
- Applications to be submitted electronically via MIS
- Scanned authorisation page and scanned current proof of banking details to be upload to MIS
  - **Original proof of banking details will be required from first time applicants or if an applicant's banking details have changed since the previous year's submission.**
- Assistance will be supplied to applicants unable to access the MIS on request
- Requests for extension:
  - Anticipated delays – by 31 March
    - subject to approval by Board



# Pivotal Reporting



# Organising Framework for Occupations (OFO)

- Purpose
  - To standardise reporting terminology (easier to generate legislated reports)
  - To report on skills demand and supply
    - Inform the National Guide on occupations/ employment trends.
- The OFO is updated every two years
  - Version 17 is used for Workplace Skills Plans and Annual Training Report

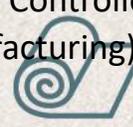
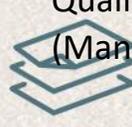


# Organising Framework for Occupations (OFO)

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE
FP&M SETA	2019/2020	2017-132102	Production / Operations Manager (Manufacturing)	Industrial Production Manager, Works / Workshop Manager (Manufacturing), Planning Manager (Manufacturing), Processing Unit Manager, Plant Superintendent, Processing Manager, Operations Manager (Production), Plant Manager (Manufacturing)
FP&M SETA	2019/2020	2017-684901	Textile, Clothing, Footwear and Leather Processing Machine Mechanic	Sewing Machine Mechanic, Spray Gun Mechanic (Leather), Footwear Machine Mechanic / Fitter, Tufting Mechanician, Spinning Mechanician: Short Staple - Blowroom and Cards, Weaving Preparation - Technical Controller, Needle Punch Mechanician, Technical Printer – Finisher, Weaving Mechanician -Airjet Loom, Gripper Loom Mechanician
FP&M SETA	2019/2020	2017-662202	Printing Machinist	Instant Printer Operator
FP&M SETA	2019/2020	2017-251301	Multimedia Specialist	Instructional Designer, Interactive Media Designer, Digital Media Designer, Multimedia Artist
FP&M SETA	2019/2020	2017-214101	Industrial Engineer	Manufacturing Technology Engineer, Process Design Engineer, Operations Research Engineer, Produce Process Engineer, Industrial Efficiency Engineer, Process Engineer, Plant Engineer, Value Engineering, Enterprise Resource Management Engineer, Automation and Control Engineer, Quality Management Engineer
FP&M SETA	2019/2020	2017-264202	Editor	Magazine Designer, Publications Editor, Associate Editor, Subeditor, Technical Editor, Publications Advisor, Publications Officer, Features Editor, Website / Blog Editor, News Editor

FP&M SETA 2019/2020 2017-684305

Quality Controller (Manufacturing)



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**THANK YOU !**

