



**Energy Sector Education and Training Authority
(ESETA)
Workplace Skills Plan & Annual Training Report
Guidelines**

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Foreword

The Energy Sector Education and Training Authority publishes this document for use by the energy sector stakeholders particularly those that are affiliated to it.

Skills planning are a key element of the National Skills Development Strategy (NSDS). The development of WSP/ATR by employers and organisations in the sector helps the SETA to further refine the development of Sector Skills Plan for the current NSDS circle.

This document has been developed as a result of the promulgation of Skills Development Act of 1998, Skills Development Levies Act of 1999, and their subsequent Regulations.

Employers are urged to ensure that they familiarise themselves with the contents of this document before they fill in the WSP/ATR ESETA template for their Mandatory Grants applications.

The guidelines address the following issues:

- Definition of occupational categories
- Grant types
- Grant allocation
- Submission deadlines
- Definitions of some frequently used words
- What employers need to do to access their Mandatory Grants, etc?

1. Introduction

1. This document has been compiled to provide direction and guidance on Workplace Skills Planning for organizations/employers affiliated to ESETA for the submission of the Workplace Skills Plan/Annual Training Report (WSP/ATR).

1.1. An organization/employer seeking recovery of a grant against the levy payment must meet the eligibility criteria for grant recovery. It must:

- a) Have registered with SARS in terms of section 5 of the Skills Development Levies Act of 1999
- b) Have paid the levies directly to SARS, in the manner and within the period determined in section 6 of Skills Development Levies Act, of 1999;
- c) Be up to date with the levy payments to SARS, at the time of approval and payment of a grant from the payments of the levy income transferred to ESETA.
- d) Achieve a national standard of good practice.(optional)
NB. An employer must secure an agreement about the information required from the SETA on this matter.
- e) Ensure the achievement of the equity targets in the Workplace Skills Plan
- f) Have submitted an Annual Training Report the previous financial year unless they are a newly formed company.

1.2. An organization/employer, through its affiliation to ESETA, and subject to certain criteria, may recover up to 50% of the total levy payment.

1.3. Employers are required to register with SARS and pay a Skills Development Levy each month. The Levy is calculated at 1% of the total payroll of the company/organization.

2. What employers need to do access Levy grants?

They must submit:

- a) A Workplace Skills Plan (2009/10) by **30 June 2009**
- b) Meet all the requirements stated in terms of 1.1(a) to 1.1(b) of the guidelines.

N.B: Employers who require an extension to submit the WSP/ATR later than the 30 June 2009 deadline are requested to do so in writing to seek permission from the ESETA Board prior the deadline date. The extension should not be more than 1 month.

3. The allocation of grants

3.1 Mandatory grants

ESETA will allocate mandatory grants to an employer if-

- a) The employer has submitted an application for a grant in the form prescribed for a combined Workplace Skills Plan and Annual Training Report.

N.B: A WSP/ATR forms are available to employers on request from ESETA and from the ESETA website (SSP Document Downloads)

- b) An employer who has newly registered in terms of section 3(1) of the Skills Development Levies Act must submit an application for WSP/ATR grant within 6 months of establishment.
- c) The employer does not claim a mandatory grant within time period specified in 2(a) and 2(b), the SETA will transfer the unclaimed mandatory fund to a discretionary grant fund.

3.1.1 Mandatory Grants Payments

Submission of a WSP/ATR shall be equivalent to 50 per cent of the total levies paid by the employer in terms of section 3(1) of the Skills Development Levies Act during each financial year;

3.2 Discretionary grants.

ESETA may, of any surplus money determine and allocate the discretionary grants to employers who qualify.

ESETA has prepared the separate Funding Policy document, which clearly outlines the application process on this type of grant.

The Funding policy document is available to employers on request

4 Equity Targets

Category	Percentage to be achieved
Blacks	85%
Woman	54%
Disabilities	4%

5 Definitions

5.1 Definition of OFO

OFO: Organizational Frame Work for Occupation

OFO LINK: www.nopf.co.za

5.2 Definitions of occupational groups and levels used

MANAGERS: Plan, organize, direct, control, coordinate and review the operations of government, commercial, agricultural, industrial and non-profit enterprises and other organizations and departments.

PROFESSIONALS: Perform analytical, conceptual and creative tasks through the application of theoretical knowledge and experience in the fields of the arts, media, business, design, engineering, physical and life sciences, transport, education, health, information and communication technology, the law, social science and social welfare.

TECHNICIANS AND TRADES WORKERS: Perform a variety of skilled tasks, applying broad or in depth technical, trade or industry specific knowledge, often in support of scientific, engineering, building, manufacturing and processing activities.

COMMUNITY AND PERSONAL SERVICE WORKERS: Assist Health Professionals in the provision of patient care, provide information and support on a range of social welfare matters, and provide other services in the areas of aged and child care, education support, hospitality, defense, policing and emergency services, security, travel and tourism, fitness, sports and personal services.

CLERICAL AND ADMINISTRATIVE WORKERS: Provide support to managers, professionals and organizations by organizing, storing, manipulating and retrieving information.

SALES WORKERS: Sell goods, services and property, and provide sales support in areas such as operating cash registers and displaying and demonstrating goods.

MACHINERY OPERATORS AND DRIVERS: Operate machines, plant, vehicles and other equipment to perform a range of agricultural, manufacturing and construction functions, move materials, and transport passengers and freight.

ELEMENTARY WORKERS: Perform a variety of routine and repetitive physical tasks using hand and power tools, and machines either as an individual or as part of a team assisting more skilled Workers such as Trades Workers, and Plant and Machine Operators.

Skills Priorities: This should reflect the main reason for an employer to send an employee on this course. These reasons will indicate the skills gap that was identified by the employer, e.g. leadership development, customer service, etc.

Skills Programmes: Skills programmes: These are shorter clusters of unit standards based training courses that lead to NQF credits, but not full qualifications. They result in a minimum of 1 (one) NQF Credit and stop short of being a full NQF Qualification.

Learnerships: These are outcomes based learning that combines theory and practice and they have more than 120 credits. They take place when there is a tripartite agreement signed among employer, training provider and a learner.

5.3. Tasks associated with the occupational groups in all levels as per OFO

Occupation	Tasks
MANAGERS	<ul style="list-style-type: none"> • Setting the overall direction and objectives of organizations and departments within organizations • Formulating, administering and reviewing policy and legislation to ensure organizational and departmental objectives are met • Directing and coordinating the allocation of assets and resources • Directing, controlling and coordinating the activities of organizations and departments, either personally or through senior subordinate staff • Monitoring and evaluating overall organizational and departmental performance, and adjusting policies, rules and regulations to ensure objectives are met • Representing the organisation at official occasions, in negotiations, at conventions, seminars, public hearings and forums, and liaising between areas of responsibility
PROFESSIONALS	<ul style="list-style-type: none"> • Communicating ideas through

	<p>language, printed and electronic media, and artistic media including the visual and performing arts</p> <ul style="list-style-type: none">• Analyzing, planning, developing and implementing programs and solutions to resolve business and economic problems• Providing services in financial accounting, human resource development, publicity and marketing, and the efficient operation of organizations• Flying aircraft, and controlling and directing the operation of ships, boats and marine equipment• Conducting and analyzing research to extend the body of knowledge in the field of the sciences and developing techniques to apply this knowledge• Designing products, physical structures and engineering systems• Researching and developing curricula, and teaching students in a range of educational settings• Designing, implementing, testing and maintaining technologies and services that enable information to be accessed, stored, manipulated, processed, and disseminated• Identifying and treating, and advising on, health, social, and personal issues
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	<ul style="list-style-type: none"> • Advising clients on legal matters
<p>TECHNICIANS AND TRADES WORKERS</p>	<ul style="list-style-type: none"> • Providing technical assistance for the production, recording and broadcasting of artistic performances • Providing technical assistance for the production, recording and broadcasting of artistic performances • Operating chemical, gas, petroleum and power generation equipment • Cutting and styling hair • Propagating and cultivating plants, and establishing and maintaining turf surfaces for sporting events • Shearing, caring for, training and grooming animals, and assisting Veterinarians • Preparing and cooking food • Operating printing and binding equipment • Constructing, repairing, fitting-out and finishing buildings and other structures • Repairing and maintaining motor vehicles, aircraft, marine craft and electrical and electronic machines and equipment • Fabricating, repairing and maintaining metal, wood, glass and textile products • Providing technical support to users of

	<p>computer hardware and software</p> <ul style="list-style-type: none"> • Carrying out tests and experiments, and providing technical support to medical, scientific and engineering professionals
<p>COMMUNITY AND PERSONAL SERVICE WORKERS</p>	<ul style="list-style-type: none"> • Attending accidents, planning and implementing leisure activities for individuals in health care and the community, and providing nursing care for patients • Advising clients on emotional, financial, recreational, health, housing and other social welfare matters • Planning, conducting and participating in educational and recreational activities to encourage the physical, social, emotional and intellectual development of children • Assisting Professionals in the provision of care and support to aged and disabled persons; patients in hospitals, clinics and nursing homes; and children in residential care establishments • Serving and selling food and beverages in bars, cafes and restaurants • Supervising staff in hotels, carrying luggage and escorting guests • Providing specialized military services to the defense forces • Maintaining public order and safety

	<ul style="list-style-type: none"> • Protecting, patrolling and guarding properties and advising clients on security requirements • Providing a range of personal services such as beauty therapy, teaching people to drive, arranging funerals, and organizing and providing advice about travel and accommodation • Organizing and supervising groups and individuals pursuing physical fitness goals and outdoor adventure, participating in and officiating at sporting competitions, and coaching and training sporting competitors
<p>CLERICAL AND ADMINISTRATIVE WORKERS</p>	<ul style="list-style-type: none"> • Producing, recording and evaluating financial, production, stock and statistical information • Performing secretarial functions • Overseeing and controlling office functions • Greeting clients and visitors and responding to enquiries and requests for information • Entering, processing and editing text and data • Administering projects and programs • Receiving, processing and sending mail, documents and information

SALES WORKERS	<ul style="list-style-type: none"> • Promoting goods and services, properties and businesses to potential buyers Selling goods and services, properties and businesses to buyers • Engaging prospective buyers • Determining buyers requirements • Receiving and processing payments for goods and services, properties and businesses purchased by a variety of payment methods
MACHINERY OPERATORS AND DRIVERS	<ul style="list-style-type: none"> • Operating earth moving and mining equipment • Transporting passengers and freight to set destinations • Setting up, controlling and monitoring the operation of machines, plant and equipment • Receiving, loading, unloading and dispatching goods • Cleaning machines, plant and equipment and performing minor repairs
ELEMENTARY WORKERS	<ul style="list-style-type: none"> • Assisting with maintenance work • Supporting mining activities • Spreading, leveling and finishing concrete and bituminous paving materials, and assembling and Erecting scaffolding and rigging

	<ul style="list-style-type: none">• Processing meat and seafood, and assisting with producing and preparing food• Loading and unloading machines, assembling components, and grading, inspecting and packing Supporting the production of products• Loading and unloading freight from trucks, trains and ships, and stocking shelves in stores and Assisting in supermarkets• Cleaning commercial, industrial and domestic premises, vehicles and machines• Assisting with cultivating and harvesting crops, plants and forests, and with livestock production
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5.4 Definition of Scarce and Critical Skills

“... Refers to an ABSOLUTE or RELATIVE demand, current or future for skilled, qualified and experienced people to fill ... particular OCCUPATIONS or SPECIALISATIONS in the labour market.”

ABSOLUTE scarce skill: New or emerging occupation
Replacement demand

RELATIVE scarce skill: Geographic considerations
Equity considerations
Replacement demand

CRITICAL skill: Where an element of practical or fundamental competence is required and allows for specialization - “top-up”

6. NQF levels

NQF levels	Description of the level
1	Grade 1 (first primary year) to Grade 9 (Standard 7)
2,3 & 4	Grade 10 (Standard 8) to Grade 12 (Standard 10/Matric)
5	Higher diplomas, National Certificates & National Diplomas
6	First Degrees
7	Honours degrees
8	Master’s and doctoral degrees

7. Contact Details

For more information please contact the following persons:
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