The Role of the SDF and New Developments in Skills Development

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>08h00</td>
<td>Registration and Tea</td>
</tr>
<tr>
<td>08h30</td>
<td>Fasset welcome</td>
</tr>
<tr>
<td>08h35</td>
<td>Fasset speaker</td>
</tr>
<tr>
<td>10h20</td>
<td>Tea break</td>
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<tr>
<td>10h40</td>
<td>Fasset speaker continued</td>
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<tr>
<td>12h20</td>
<td>Lunch</td>
</tr>
<tr>
<td>13h00</td>
<td>Fasset speaker continued</td>
</tr>
<tr>
<td>14h20</td>
<td>Comfort break</td>
</tr>
<tr>
<td>14h40</td>
<td>Fasset speaker continued</td>
</tr>
<tr>
<td>16h00</td>
<td>Closure</td>
</tr>
</tbody>
</table>
Overview

Section 1: Structures, relationships & skills development legislation

Section 2: Assessment & the National Qualifications Framework (NQF)

Section 3: Understanding learning programmes

Section 4: Developing the strategic role of the Skills Development Facilitator (SDF)

Section 5: Developing & implementing a Workplace Skills Plan (WSP)

Section 6: Organising Framework for Occupations (OFO)

Section 7: Levies, grants & Fasset-funded Interventions

Section 1

Structures, relationships and skills development legislation
Legislative overview

- Legislation:
  - South African Qualifications Authority Act 1995
  - Skills Development Act 1998
  - Skills Development Act (Amended) 2008
  - Skills Development Levies Act 1999
  - Quality Council for Trades & Occupations (2010)

- Revised Acts:
  - Higher Education Act
  - General and Further Education & Training Act

Skills Development Act

- Skills Development Act (SDA) promulgated in 1998 to:
  - Develop skills of SA workforce
  - Increase levels of investment in education and training in the labour market
  - Improve the return on investment
  - Encourage employers to use the workplace as an active learning environment
  - Provide employees with opportunities to acquire new skills

- Amendments to the Act in 2008
- Ministry changed from DoL to DHET in Nov 2009
- Established an institutional and financial framework:
SDA continued

- National Skills Authority (NSA)
- National Skills Fund (NSF)
- Levy-grant scheme
- Sector Education and Training Authorities (Setas)
- Labour centres of the Department
- Accredited trade test centres
- Skills development institutes
- Quality Council for Trades and Occupations (QCTO)
- Skills development forum for each province
- National Artisan Moderation Body
- Productivity South Africa

Skills Development Levies Act (SDLA)

- SDLA promulgated in 1999
- Intention of creating the rules around SDL collection
- Collected by SARS
- To finance skills development programmes
  - International benchmark is that 5% or more is spent on training
  - 1% of R500,000 total payroll per annum
  - A European company is 6-8%
  - A USA company is 5%
  - In 2000 in SA, spend was 1.3% of payroll
  - 2002/2003 = 2.1% (all) whereas large companies spent 2.8%
Setas

- 23 different Setas per economic sector
- Main function:
  - To identify and address skills needs in their sector
    - Compile and implement Sector Skills Plan
    - SDL grant claim process (Mandatory Grant)
    - Establish and promote learnerships
    - Facilitate discretionary grants and Seta programmes
  - Quality assure education and training in their sector
    Responsible for:
    - Accredit training providers (quality checks, monitoring and moderations) – Education and Training Quality Authority (ETQA)

Funding of Setas

- Firms pay 1% of payroll as SDL to SARS
- 20% of 1% to NSF
- 80% of 1% to Setas
  - 10% for Seta administration
  - 50% to firms who claim Mandatory Grants
  - 20% available for discretionary grants
  - Unclaimed levies to projects
- Management Boards of Setas decide on strategy and allocation of funding to interventions
Governing Ministry

- Department of Labour (DoL) governed the Setas up to 31 October 2009 – from 1 April 2000
- Setas were licensed for five year periods by the DoL
- DHET was created in July 2009 to address higher and further education needs
- Setas are now licensed by the Department of Higher Education and Training (DHET)
- Since 1 November 2009 Setas report to DHET
- DHET strategy will encompass the range of institutions under their management

DHET strategy

- Five (5) programmes:
  - Programme 1: Administration
  - Programme 2: Human Resources Development, Planning and Monitoring Coordination
  - Programme 3: University Education
  - Programme 4: Vocational and Continuing Education and Training
  - Programme 5: Skills Development
NQF Act

- Setas acted as ETQAs
- ETQA function conferred in terms of SAQA Act 1995
- SAQA Act repealed
- NQF Act (2008)
- NQF Act created 3 Quality Councils (QCs)
### Quality Councils

- 3 quality councils established via the NQF Act with 3 corresponding frameworks

<table>
<thead>
<tr>
<th>Name of Quality Council</th>
<th>Name of Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council on Higher Education (CHE) with its Higher Education</td>
<td>Higher Education Qualifications Framework (HEQF)</td>
</tr>
<tr>
<td>Quality Committee (HEQC)</td>
<td></td>
</tr>
<tr>
<td>Umalusi</td>
<td>General and Further Education and Training Qualifications</td>
</tr>
<tr>
<td></td>
<td>Framework (GFETQF)</td>
</tr>
<tr>
<td>Quality Council for Trades and Occupations (QCTO)</td>
<td>Occupational Qualifications Framework (OQF)</td>
</tr>
</tbody>
</table>

### Functions of the QCTO

- Design occupational standards and qualifications and submit them to SAQA for registration on the NQF
- Quality assurance, delivery, assessment and certification processes for occupational standards, qualifications and learning in and for the workplace
- Promote the objectives of the NQF
- Liaise with SAQA, Quality Councils (QC) and Professional Bodies (PB)
- PBs may work with one or more QCs depending on the purpose, scope and design of the qualification
SAQA Act 1995

- SAQA Act promulgated in 1995. Responsible for:
  - Overseeing the development and implementation of the NQF
  - Formulating policy and criteria for registration of various bodies (ETQA/Standard Advisory Panels/SGB’s)
  - Responsible for registration of unit standards and qualifications
  - Ensure the unit standards and qualifications are internationally comparable
- NQF Act of 2008 replaced SAQA Act but did not repeal SAQA

NQF

- National Qualifications Framework
- Comprises 3 qualifications frameworks
- A vehicle for:
  - Eradication of injustice and achievement of reconstruction and development goals
  - Transformation and promotion of quality in education and training
NQF continued

- It does this by:
  - Creating an integrated national framework of learning achievements
  - Facilitating access to mobility and progression within education, training and career paths
  - Enhancing the quality of education and training
  - Accelerating the redress of past unfair discrimination in education, training and employment opportunities
  - Contributing to full personal development of each learner and the social and economic development of the nation

ETQA

- Setas were accredited by SAQA to be ETQAs:
  - Check the status of workplace providers, training centres and education and training institutions
  - Where the required standards are met, accredit theoretical training offered
  - Accredit workplace providers so training could happen on the job
  - Evaluate and moderate assessment
  - Advise employers on which accredited training providers to use
  - Assist with the evaluation of learning programmes
  - Facilitate the training of workplace assessors
Quality Assurance Partners

- Expertise in QA is traditionally located in PB’s in sector.
- Fasset has a decentralised model around QA, where expertise exists in PB’s.
- Quality Assurance Partner (QAP) model.
- PB’s accredit qualifications and training providers that fall within their scope:
  - For Fasset as a QAP.
  - In their traditional PB function.

Quality Assurance Partners continued

- No need to ‘re-invent the wheel’, use existing expertise which is appropriate and familiar to the sector.
- There are advantages and disadvantages in the QAP model:
  - Did not interrupt delivery in sector and create two parallel QA systems.
  - Practices of QAPs differ.
- Professional bodies have now been absorbed into the NQF Act (2008).
Quality Assurance Partners continued

- Was researched and adopted as model for later QA structures
- PBs meet rigorous criteria to accredit education and training providers and are managed through a Service Level Agreement (SLA) with Fasset
- Current QAPs:
  - Association of Certified Chartered Accountants (ACCA)
  - Association of Accounting Technicians (AAT)
  - Chartered Institute of Management Accountants (CIMA)
  - Institute of Certified Bookkeepers (ICB)
  - Chartered Secretaries Southern Africa (CSSA)
  - Pastel Accounting
- SAICA is not a QAP, it is an ETQA

Transitional arrangements

- QCTO established in April 2010 with an appointed Board but not fully operational
- Functions to be taken over from SAQA
  - Standard-setting and qualifications development functions
    - Existing qualifications
    - New qualifications
- Functions to be taken over from Seta ETQAs but possibly delegated:
  - Provider accreditation
Section 2

Assessment and the NQF

Definition of assessment

- A structured process for gathering evidence and making a judgment about an individual’s performance in relation to registered national standard(s)

- By completing an assessment learners are declared competent and awarded a unit standard(s) or qualifications (credits) on the NQF
Importance of assessment

- Why is assessment important?
- Why do employers not often follow up with assessing their learners?

Types of assessment

- 2 types of assessment exist:
  - **Formative assessment**: This takes place during the process of learning and teaching
  - **Summative assessment**: This is carried out against the outcome of a learning programme and usually takes place at the end
- Some methods:
  - Observation
  - Demonstrating and questioning
  - Exams and tests
  - Written or oral tests
  - Projects and assignments
  - Role-play simulations
Assessing competence

- Assessment will reflect your:
  - **Practical competence** – perform a set of tasks
  - **Foundational competence** – understand what and why you are doing the task
  - **Reflexive competence** – you can integrate what you know and perform in a different context

Recognition of Prior Learning (RPL)

- A process whereby people are given formal recognition for the skills and knowledge they already have, regardless of where the learning took place
- They will complete an assessment, similar to what is described above and in return will be certificated in accordance with their competence
Section 3

Understanding learning programmes

What is a learning programme?

- Setas must establish learning programmes in terms of the SDA amended
- Previous focus of SDA 1998 was learnerships
- More flexible approach to range of learning programmes
- Learning programmes matrix (LPM) provide this range
Learning Programmes Matrix continued

- Provides a framework/classification scheme of different learning programme types
- Not an official document but used for Seta reporting to the DHET and BEE scorecard
- 7 elements of Learning Programmes Matrix (LPM)
- The following areas are described:
  - Learning Type
  - Learning Site
  - Learning Mode
  - Learning Achievement

LPM continued

7 types of programmes:
1. *Institution-based theoretical instruction alone – formally assessed through the institution e.g. degree, certificate, diploma*
2. *Institution-based theoretical instruction and some practical learning with an employer or in a work simulated environment – formally assessed through the institution e.g. technical degree, technical certificate, professional degree*
3. Recognised or registered workplace structured experiential learning – formally assessed by a statutory occupational or professional body e.g. articles leading to registration
LPM continued

4. Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body e.g. learnership

5. Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body e.g. skills programmes credits against registered unit standards

6. Occupationally-directed instructional programmes – not usually formally assessed e.g. seminars, CPD

7. Work-based only – not usually formally trained or assessed e.g. Informal training on-the-job, life experience

Skills programmes and unit standards

- LPM 5
- Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body e.g. skills programmes credits against registered unit standards
Unit standards

- A unit standard is:
  - A collection of knowledge, skills and attributes in which a candidate must prove **competence** (in a **structured assessment**) to gain credits on the NQF
  - A 'portable module of competency'

- A unit standard document describes:
  - A coherent and meaningful outcome of learning that we want recognised nationally (**title**)
  - The smaller more manageable outcomes that make up the main outcome (**specific outcomes**)
  - The standards of performance required as proof of competence (**assessment criteria**)

What is a credit?

- Unit standards may vary in credit weighting, depending on the required length of time it would take to master the unit standard
- Each unit standard has credits assigned to it
- Credits refer to the weight assigned to a unit standard. It indicates the time an average learner would take to achieve the unit standard
  - 1 credit = 10 notional hours of learning
  - Notional hour: A notional hour is the amount of hours an average learner would require to master a unit standard
Qualifications

- LPM 1 and 2
- Qualifications may consist of a number of unit standards equaling a minimum of 120 credits
- According to the NQF Act *qualification* means a registered national qualification
- Each qualification will specify the credits required
- SAQA used to accredit a quality assuror for the qualification. Now QCs
- An occupational qualification would consist of:
  - Fundamental unit standards
  - Core unit standards
  - Elective unit standards

Qualifications continued

- There are various types of qualification:
  - Part qualification: an assessed unit of learning that is registered as part of a qualification
  - Full qualification: *Unit standards-based qualification*
  - Full qualification: *Outcomes-based qualification*. An outcomes-based qualification does not consist of unit standards. Such qualifications list exit level outcomes that a learner has to achieve together with associated assessment criteria
  - **QCTO** products: National Skills Award and National Skills Certificate
Occupational qualifications

- Institution-based theoretical instruction and some practical learning with an employer or in a work simulated environment – formally assessed through the institution e.g. professional degree
- Could be developed and quality assured by QCTO
- Professional bodies and industry associations may:
  - Work with one or more QCIs depending on the purpose, scope and design of the qualification in question
  - Seek registration by SAQA to register professional designations on the NQF

Occupational qualifications continued

- Two types of occupational qualification
  - Format still under discussion
  - National Occupational Award certifies – competence to practice an occupation listed on the Organising Framework for Occupations (OFO)
  - National Skills Certificate certifies – competence to practice a specialisation
  - Related to an occupation or group of related occupations
  - Credit values vary according to the needs of the occupation or specialisation
Occupational qualifications continued

- Aim of occupational qualifications:
  - Qualify a person to practice the occupation
  - NOT to qualify a person in a field of learning
- Qualifications are based on:
  - Occupational curricula
  - Qualification Assessment Specifications for external assessment
  - Assessable learning outcomes presented to SAQA for registration on the NQF
- Occupational qualifications:
  - 3 kinds of occupational unit standards (knowledge and theory, practical skills and work experience)
  - Development based on demand, not supply

Scope of occupational qualifications

- General knowledge and theory
- General practical skills
- Specialised practical skills
- Specialised knowledge and theory
- Work experience

Integrated summative assessment of occupational competence

National Occupational award

General qualifications

'Stage 2' qualifications

Work experience qualifications

Other QCs

OCTO and professional bodies
# 10 levels of the NQF

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Band</th>
<th>Types of Qualifications and Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Higher Education and Training</td>
<td>Doctorates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters Degrees</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Postgraduate Diplomas and Professional Qualifications</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Bachelors Degrees and Advanced Certificates</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Diplomas and Advanced Certificates</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Higher Certificates and Advanced National (Vocational) Certificates</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Further Education and Training</td>
<td>School/College/Trade Certificates e.g. Matric or N4</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>School/College/Trade Certificates e.g. Grade 11 or N3</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>School/College/Trade Certificates e.g. Grade 10 or N2</td>
</tr>
<tr>
<td>1</td>
<td>General Education and Training</td>
<td>Grade 9 / ABET level 4 (10 years of education)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 7 ABET level 3 (8 years of education)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 5 ABET level 2 (6 years of education)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 3 ABET level 1 (4 years of education)</td>
</tr>
</tbody>
</table>

Proposed descriptors, SAQA to advise final

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# National picture

![National picture diagram](image-url)
Work-based learning

- LPM 4
- Occupationaly-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body e.g. learnership
- A learnership is a structured learning programme that leads to a qualification and includes both structured work experience (practical) and structured institutional learning (theory).

Learnerships continued

- Registered with SAQA
- 18.1 (previously employed) and 18.2 (previously unemployed)
- 3-way contract: employer, learner and training provider
- employment contract terminates at the end of the learnership
Costs of learnerships

- Cost of training provision
- Equipment and technology
- Assessment
- Training and capacity building
- Professional registration
- Travel
- Accommodation (if required)
- Allowances

Reporting systems for learnerships

- Original or copies of the following:
  - Learner agreements/contracts
  - Standard forms and reports
  - Assessment guides
  - Training manuals
  - Employment contracts
  - Code of conduct
  - Certificates
  - Grievance and appeal discussions/proceedings
  - Progress reports
  - Placement records
## Apprenticeships

<table>
<thead>
<tr>
<th>Apprenticeships</th>
<th>Learnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on practical skills only, with some theory at a technical college</td>
<td>Combine theory and practice and include ‘non-trade’ areas at different levels for different occupations</td>
</tr>
<tr>
<td>Aimed at younger people starting work</td>
<td>Available for all generations</td>
</tr>
<tr>
<td>Aimed at new entrants/students to the job market</td>
<td>Available to new entrants and existing employees</td>
</tr>
<tr>
<td>Time-based learning</td>
<td>Competency-based learning that allows the learner to move at their own pace</td>
</tr>
<tr>
<td>Previously controlled by Industry Training Boards, now the Setas</td>
<td>Three party agreement, signed by the employer, training provider and the learner, registered with the Seta</td>
</tr>
<tr>
<td>Trade test, at Central Organisation of Trade Testing now called Indlela, to qualify</td>
<td>Competency-based assessment against registered national unit standards to be awarded a national qualification</td>
</tr>
</tbody>
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## Section 4

**Developing the strategic role of the SDF**
Role of the SDF

- Promote a learning culture in organisations
- Co-ordinate planned education, training and development in an organisation
- Advise on the alignment of skills development objectives and practices with strategic objectives in an organisation

Role of the SDF continued

- Advise on the establishment and implementation of a quality management system for skills development practices in organisations
- Assist the employer and employees to develop a workplace skills plan which complies with the requirements of the Seta
- Serve as a resource, expert and communicator with regard to all aspects of skills development and Seta initiatives
SDF as a professional

- SDF unit standards but no formal qualification
- The Association of Skills Development Facilitators of South Africa (ASDFSA)
- South African Board of Personnel Practitioners (SABPP)
- American Society for Training and Development (ASTD)

SDF knowledge, skills, attributes

- Knowledge
  - Skills development legislation
  - Business strategy (vision, mission, operational issues)
- Skills
  - Planning, organising and coordinating, communicating, facilitating, listening and questioning, researching and evaluating
- Attributes
  - Relationship-building, objectivity, integrity, conflict resolution
Training committee

Monitoring
- Budget (cost centres, people, comply to plan)
- WSP/EE plan

Communication
- Roadshows/newsletters
- Obtain buy-in and commitment
- Promote concept
- Liaise with others

Skills audit and development plans
- Job profiles
- SWOT skills analysis
- People assessment/career pathways
- Evaluation

Other
- Re-introduce cultural diversity training
- SGB involvement
- Implementation strategy
- Support EE plan

Training Committee

Assessment system
- Assessors
- Recognition of Prior Learning
- Qualify assurance systems
- Learnerships
- Head office policies and procedures

Compliance with legislation
- SDF
- WSP
- Implementation
- Timeframes
- Reporting
- International

Training committee mandate
- Establish milestones
- Capacity-building
- Vision, mission, scope
- Job profiles for committee (role of individual vs. role of group)
- and responsibilities
- Time to invest

Section 5

Developing and implementing a Workplace Skills Plan
Importance of the WSP

- Why is planning your organisation’s training and development important?
  - Buy-in and co-operation
  - Certainty – resource allocation
  - Assists with change and transformation issues
  - Implementation and measurement
  - Reflects business strategy

Issues to consider when preparing the WSP ...

- Understanding all the influences or ‘inputs’ into your training plan. These could include:
  - **National issues** – legislation, industry expectations, macro economic issues, market changes etc.
  - **Company issues** – Vision and mission, business strategy and objectives, transformation (EE and BEE), productivity, succession and career planning, health and safety, budget, skills gaps etc.
  - **Individual issues** – individual requests and ambitions, employee performance/competency issues, personal development plans, soft skills and ABET etc.
Conducting skills audits

- An organisational skills audit will entail:
  - Understanding vision, mission, strategy and objectives of the business
  - Determining what the skills are required if the organisation is to achieve goals
  - Assessing current skills
  - Identifying the gap and facilitating the bridging of that gap

Section 6

The Organising Framework for Occupations (OFO)
Structure of the OFO

- Major groups (1 digit) – 8
- Sub-Major (2 digits) – 43
- Minor (3 digits) – 98
- Unit Groups (4 digits) – 377
- Occupations (6 digits) – 1319
- Alternative titles and specialisations – 5179
- Skills Levels – 5 (NOT a grading system)

<table>
<thead>
<tr>
<th>OFO Major Groups</th>
<th>Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Managers</td>
<td>5, 4</td>
</tr>
<tr>
<td>2 Professionals</td>
<td>5</td>
</tr>
<tr>
<td>3 Technicians and trades workers</td>
<td>4, 3</td>
</tr>
<tr>
<td>4 Community and personal service workers</td>
<td>4, 3, 2, 1</td>
</tr>
<tr>
<td>5 Clerical and administrative workers</td>
<td>4, 3, 2, 1</td>
</tr>
<tr>
<td>6 Sales workers</td>
<td>4, 3, 2, 1</td>
</tr>
<tr>
<td>7 Machinery operators and drivers</td>
<td>2, 3</td>
</tr>
<tr>
<td>8 Elementary workers</td>
<td>2, 1</td>
</tr>
</tbody>
</table>

Organising Framework for Occupations (OFO)

- A skills-based, coded, classification system
- Clusters and captures all jobs into occupations
- Groups occupations based on skill specialisation and skill level and into successively broader categories or hierarchical levels that can be used for varying statistical and analysis purposes
- Setas report to DHET
- Encouraged by the DoL, now DHET
- Not a legal requirement but Setas have different approaches
What is the OFO?

- Skill specialisation – defined in terms of:
  - Range and complexity of the tasks
  - Field of knowledge required
  - Tools or equipment used
  - Materials worked on or information worked with
  - Goods or services provided
  - Specific context
  - Level or amount of formal education
  - Amount of previous experience in a related occupation
  - Amount of on-the-job training required to competently perform the set of tasks required

Why have an OFO?

- Principal tool for having a common language for collecting and analysing labour market information
  - Defining needs and aligning strategies requires a common language to speak about and define occupations e.g. IT Architect vs. Architect
  - Occupations provide the link to Occupational Qualifications (QCTO)
  - Clusters job titles used in industry in generic occupations
- Reference for advertising vacancies
How is the OFO used?

- TOP DOWN using descriptors
- Major Group Level (1st digit)
  - I am an Accountant - A Manager? / A Professional?
  - Provide descriptors at each level of the hierarchy

1 Manager

MANAGERS coordinate and direct functions of government, commercial, agricultural, industrial and non-profit enterprises and organisations, or departments or sections within them.

2 Professional

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.

Grouping by Descriptors: Sub-Major Group

- What type of manager am I?
- Major Group Level (2nd digit)
  - I think I am a Specialist Manager

11 Chief Executives, General Managers and Legislators
12 Farm Managers
13 Specialist Managers
14 Events, Hospitality, Retail and Service Managers

SPECIALIST MANAGERS plan, organise, direct, control and coordinate special functions within organisations such as advertising and sales, financial, personnel, production and distribution, education, health and welfare, or ICT.
Grouping by Descriptors:

**Minor Group**
- What type of Specialist Manager am I?
  - Minor Group Level (3rd digit)
    - I think I am a Business Administration Manager

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>131</td>
<td>Advertising, Marketing and Sales Managers</td>
</tr>
<tr>
<td>132</td>
<td>Business Administration Managers</td>
</tr>
<tr>
<td>133</td>
<td>Construction, Distribution and Production/Operations Managers</td>
</tr>
<tr>
<td>134</td>
<td>Education, Health and Welfare Services Managers</td>
</tr>
<tr>
<td>135</td>
<td>Information and Communication Technology Managers</td>
</tr>
<tr>
<td>139</td>
<td>Miscellaneous Specialist Managers</td>
</tr>
</tbody>
</table>

**BUSINESS ADMINISTRATION MANAGERS** plan, organise, direct, control and coordinate the corporate, financial, personnel, policy and planning activities and guidelines within an organisation.

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Grouping by Descriptors:

**Unit Group**
- What type of Business Administration Manager am I?
  - Unit Group Level (4th digit)
    - I think I am a Finance Manager

<table>
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<tbody>
<tr>
<td>1321</td>
<td>Corporate (Administration &amp; Business) Services Managers</td>
</tr>
<tr>
<td>1322</td>
<td>Finance Managers</td>
</tr>
<tr>
<td>1323</td>
<td>Human Resource Managers</td>
</tr>
<tr>
<td>1324</td>
<td>Policy and Planning Managers</td>
</tr>
<tr>
<td>1325</td>
<td>Research and Development Managers</td>
</tr>
</tbody>
</table>

**FINANCE MANAGERS** plan, organise, direct, control and coordinate the financial and accounting activities within an organisation.
Checking Tasks or Skills for Unit Group (Finance Manager)

- Advising on investment strategies, sources of funds and the distribution of earnings
- Assessing capital finance proposals and the financial status of operational projects
- Coordinating the development, implementation and monitoring of accounting systems
- Delivering long range profit forecasts, budgeting and financial reporting
- Determining, implementing, monitoring, reviewing and evaluating budgetary and accounting strategies, policies and plans in consultation with other managers
- Directing the preparation of financial reports summarising and forecasting the organisation's financial position such as income statements, balance sheets and analyses of future earnings and income
- Ensuring compliance with financial legislation and standards
- Providing financial information and interpreting the implications for business performance and funding needs

Grouping by Occupation

132201 Finance Manager

Plans, organises, directs, controls and coordinates the financial and accounting activities within an organisation

- Account Systems Manager
- Budgeting Manager
- Chief Accountant
- Chief Financial Officer (CFO)
- Finance Director
- Financial Administrator
- Financial Controller
- Foreign Exchange Manager
- Internal Revenue Controller
- Revenue Assessment Manager
- Revenue Fraud and Prosecution Manager
**Grouping by Occupation and Comparing**

### Finance Manager (132201)
- Plans, organises, directs, controls and coordinates the financial and accounting activities within an organisation

### Accountant (221101)
- Plans and provides systems and services relating to the financial dealings of organisations and individuals, and advises on associated record-keeping and compliance requirements

<table>
<thead>
<tr>
<th>Account Systems Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting Manager</td>
</tr>
<tr>
<td>Chief Accountant</td>
</tr>
<tr>
<td>Chief Financial Officer (CFO)</td>
</tr>
<tr>
<td>Finance Director</td>
</tr>
<tr>
<td>Financial Administrator</td>
</tr>
<tr>
<td>Financial Controller</td>
</tr>
<tr>
<td>Foreign Exchange Manager</td>
</tr>
<tr>
<td>Internal Revenue Controller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal Accountant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Accountant</td>
</tr>
<tr>
<td>Chartered Accountant</td>
</tr>
<tr>
<td>Company Accountant</td>
</tr>
<tr>
<td>Corporate Accountant</td>
</tr>
<tr>
<td>Financial Analyst</td>
</tr>
<tr>
<td>Public Accountant</td>
</tr>
<tr>
<td>Treasury Accountant</td>
</tr>
</tbody>
</table>

**Scarce Skills**

- The DHET has mandated the Setas in recent years to gather urgent data on Scarce and Critical Skills.
- **Scarce skills**: people to fill job vacancies are scarce
- **Critical skills**: specific skill that is 'critical' to the full functioning of a person within their job
- These skills are linked to a coding system to enable cross sector and national research
What are the applications of the OFO?

- Tool behind DoL Employee Services System for SA
  - Chapter 4 of Setas’ SSP (identification of scarce skills)
- Link job-seekers to job advertisements
  - Capturing job-seeker information
  - Career guidance
- Mandatory Grants – most Setas
- Tool underpinning National Career Path Framework
  - Occupational qualifications
  - Learnership registration
  - Used for post title formulation and aligning HR development processes

Pitfalls

- People do not know how/where to search the OFO for occupations
- People confuse occupations, specialisation and alternate titles
- People confuse job titles or posts with occupations
- People want to see their unique job titles reflected
- Current OFO codes do not allow for more specialised contexts
- Link to education and training required for each OFO code is not clear
Resources

- MS Excel spreadsheet with tables to upload on Management Information Systems
- Web-enabled search utility for applicable occupations
  - www.nopf.co.za

Section 7

Levies, grants and Fasset-funded Interventions
Where your money goes . . .

**Your Company**

Pays Skills Development Levy to SARS
(1% of your company’s total remuneration)

Allocates the levy to Fasset

**SARS**

Allocates the levy to Fasset

**Fasset**

Mandatory Grants: Workplace Skills Plan (WSP) and Annual Training Report (ATR)

Receive up to 70% back from successful claims

Discretionary Grants:

Can receive more than 20% back

Final going to SETA

SARs retains 10% levy for admin purposes

During the year you can claim (2)

Where your money goes . . .

During the year you can claim

Where your money goes . . .

**Grants 2010/2011**

- Learnership Cash Grant
  - Employment under 150
  - SDL Payers
  - NLPs
- Pilot SMME Grant
  - Employment under 50
- Strategic Cash Grant
  - Seven (7) criteria
- Assessor and Moderator Grant
Other incentives

- Lifelong learning
  - Wide range of topics
- Development project beneficiaries
  - Unemployed learners @ Grade 12 level
  - Unemployed learners @ degree/diploma level
  - Accounting and non-accounting
- Research
  - Sector Skills Plan
  - Annual Grant Analysis
  - Numeracy and Literacy
- Learnership tax deductions

Learnership tax allowance

**Section 12 H**

<table>
<thead>
<tr>
<th>Months</th>
<th>Allowance Commence</th>
<th>Allowance Completion</th>
<th>Allowance (With Disability) Commence</th>
<th>Allowance (With Disability) Completion</th>
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</thead>
<tbody>
<tr>
<td>12 (1yr)</td>
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<tr>
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<td></td>
<td>R 180,000</td>
<td>R 300,000</td>
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<td></td>
</tr>
</tbody>
</table>

Completion allowance claimed when learner completes training.
Youth Employment Grant

- Announced in the 2010 Budget Speech
- Grant for hiring unskilled youth
- Provision of work experience by employer
- Two-year cash grant
- For tax-compliant businesses, non-governmental organisations and municipalities
- Details to be made available in September 2010, in discussion paper

Tools

- Fasset website: [www.fasset.org.za](http://www.fasset.org.za)
- On the website you can gain access to the following:
  - Download all the application forms you are required to complete for the grants
  - Latest Fasset information
  - List of all the relevant Fasset contacts
  - List of Fasset learnerships
  - List of SIC Codes
- Telephone a Fasset Skills Advisor who is willing to assist you in your role as SDF
Way forward

- Future:
  - National Skills Development Strategy (NSDS) III
  - Seta landscape
  - Human Resource Development Strategy (HRDS)
  - DHET strategy
  - Green paper later this year
  - NQF and QCTO regulations and guidelines

Fasset Skills Development Facilitator Workshop

Fasset Call Centre
086 101 0001