

Course Name	Skills Development Facilitator
Module Name	Skills Development Facilitator
Module Code	606
Version No	1 (March 2018)
Status	Complete
Unit Standards	15217 - NQF 5, 15218 - NQF 6, 15227 - NQF 4, 15228 - NQF 5, 15232 - NQF 5
Credits	30

LEARNER GUIDE

Skills Development Facilitator

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Dear Learner

This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standards:

Unit standard ID:	Unit standard title:
15217	Develop an organisational training and development plan
15218	Conduct an analysis to determine outcomes of learning for skills development and other purposes
15227	Conduct skills development administration in an organization
15228	Advise on the establishment and implementation of a quality management system for skills development practices in an organization
15232	Coordinate planned skills development interventions in an organisation

You will be assessed during your study. This is called formative assessment. You will also be assessed on completion of this unit standard. This is called summative assessment. Before your assessment, your assessor will discuss the unit standard with you.

It is your responsibility to complete all the exercises in the Assessor Guide. The facilitator will explain the requirements of each exercise with you. You will also be expected to sign a learner contract in your assessor guide. This contract explains responsibility and accountability by both parties.








On the document “Alignment to NQF”, you will find information on which qualification this unit standard is linked to if you would like to build towards more credits against this qualification.

Please contact our offices if you would like information with regards to career advising and mentoring services.

Office: 051-4511120

Enjoy the learning experience!

Key to Icons

	Important Information
	Quotes
	Personal Reflection
	Individual Formative Exercise
	Group Formative Exercise
	Summative Exercise
	Note-pad: Supplementary Information

Alignment to NQF

Element of Programme	
1. Name of programme	Skills Development Facilitator
2. Purpose of the programme	To capacitate Skills Development Facilitators to manage the training cycle by facilitating the process of planning, executing, evaluation and quality control of the skills development process in an organisation.
3. Duration of the programme	5 days
4. NQF level	6
5. NQF credits	30
6. Specific outcomes	See the unit standard guide
7. Assessment criteria	See the unit standard guide
8. Critical cross-field outcomes	See the unit standard guide
9. Learning assumed to be in place	See the unit standard guide
10. Essential embedded knowledge	See the unit standard guide
11. Range statement	See the unit standard guide
12. Recognition of Prior Learning (RPL)	Option is available.
13. Learning Materials	Learner Guide, Assessor Guide with Model answers, PoE workbook, Facilitator guide, Unit Standard Guide

Learning Unit I

AN OVERVIEW OF SKILLS DEVELOPMENT LEGISLATION IN SOUTH AFRICA

Learning Outcomes

Understand and interpret legislation, regulations and structure of SAQA relevant to Skills development:

1. National Strategic Framework
2. Skills development legislation of South Africa
3. Establishment of SETA's
4. Changes in skills development legislation
5. ETQA's
6. Grant Regulations
7. Employment Equity Act
8. Broad Based Black Economic Empowerment Act
9. 9. Other regulations impacting on skills development

INTRODUCTION



“Is there an integration of education and training programmes?

Are they offered to all regardless of race or sex, with all relevant stakeholders having some say on crucial issues (participation), and needs (relevance) in such a way that it is plain for all to see what is happening (transparency)?

Do all get opportunities to train (access) and develop in jobs and careers (progression) in a way that they are now more widely employable (portability).

Does the training clearly result in capabilities (outcomes) that have appropriate standards, and that consider what people already know or can do (recognition of prior learning)?

The overall answer to these things (yes/no) says something about the credibility of training in the organisation.”

Prof. Ian Bellis (Former IPM Human Resources Directory)

This quote summarises the role of the Skills Development Facilitator in an organisation. In other words, the Skills Development Facilitator’s main task is to manage the Skills Development of an organisation in such a way that it contributes towards the strategic growth not only of the company and its employees, but also of the country and its citizens.

In order to achieve this, it is imperative that the SDF understands the Strategic, Regulatory as well as Legislative landscape of Skills Development in South Africa. This section is aimed at capacitating the

I.0 NATIONAL SKILLS DEVELOPMENT PLAN

As distinct from the previous National Skills Development Strategies, the National Skills Development Plan (NSDP) has been crafted in a policy context of the National Development Plan (NDP) and the White Paper on Post School Education and Training (WP-PSET). There is an explicit acknowledgement that South Africa needs to join hands and minds to generate the solutions to our challenges. The slogan of the NDP emphasises this cooperative paradigm in “Our Future – Make It Work”.

The entire post school system has been the focus of a significant and radical improvement in the quality of education and training. The NDP calls for such an improvement in the quality of education and training to enhance the capabilities of our people so that they are active participants in developing the potential of the country. The vision implicit in this is that by growing the economy faster, more people will be drawn into and will create work; thereby raising living standards for all, but particularly of the poor. The NSDP is informed by this vision and proposes that an understanding and determination of the demands of the labour market and of national priorities must be interpreted into appropriate interventions from education and training institutions.

The NSDP and the new SETA Landscape will be ushered in as from 1 April 2020. This new dispensation will bring about changes with regards to the leadership and governance in Skills Development. SETAs will remain an authoritative voice of the labour market and experts in their respective sectors. For the country to achieve high levels of economic growth and address unemployment, poverty and inequality, social partners must work together to invest in skills development in order to achieve the vision set in the NSDP of an educated, skilled and capable workforce for South Africa.

Vision of the National Skills Development Plan (NSDP)

‘An Educated, Skilled and Capable Workforce for South Africa’

Mission of the NSDP

To improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social development whilst also seeking to address systemic considerations.

Purpose of the NSDP

The NSDP seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development.

Outcomes of the NSDP

Identify and increase production of occupations in high demand: The primary aim of determining occupations in high demand is to improve the responsiveness of the post school education and training system to the needs of the economy and to the broader developmental objectives of the country. The national list of occupations in high demand will be compiled and reviewed for every two years, to support planning processes in the post school education and training sector, particularly in relation to enrolment planning, decision making on the prioritisation of resource allocation, qualification development, and career information and advice.

Linking education and the workplace: Improving the relationship between education and training and work is a key policy goal of the WP-PSET. This recognises the importance of workplace-based learning in achieving the policy objectives of the post school education and training system. The WP-PSET is unequivocal that the main purpose of TVET is to prepare students for the world of work, a position that is in line with international practice. The OECD's review of TVET systems in 20 countries concluded that a key feature common to effective TVET systems everywhere is a focus on training for employment. Workplace-based learning is important for the employment prospects of students in the system. The role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education. Figure 1 below depicts the positioning of skills levy institutions as bodies that seek to link demand with supply. The SETAs can facilitate and broker the linkages between the labour market, employers and sectors with the education and training institutional supply.

Improving the level of skills in the South African workforce: South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of mobility of the workforce, largely as a result of inadequate, quality assured training for those already in the labour market. The Skills Supply and Demand in South Africa Report (2016), indicates that it is universally recognised that higher levels of educational attainment are associated with better health and wellbeing, higher employment rates, better labour opportunities, and higher earnings. The NGP calls for increased workplace training of workers already in employment in order to improve productivity and the overall growth and development of our economy. To address this challenge, the Mandatory Grant, Discretionary Grant and Administration budgets of the SETAs will be reviewed as SETAs are required to support employed workers.

Increase access to occupationally directed programmes: The NDP target of 30,000 artisans to be produced annually by 2030 is an indication that South Africa's intermediate skills base is too low to support the country's socio-economic development goals. The workforce is also not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy. To address this, the Quality Council for Trades and Occupations has, since 2012, been developing new occupational qualifications which will become an important part of the offerings in TVET colleges and CET colleges. The new occupational qualifications require some work experience for certification. Although there might be some flexibility in the design of different qualifications, there is no doubt that the system requires better and more systemic arrangements for workplace-based learning in order for the programmes to inspire confidence among employers and to improve employment outcomes for students. Skills levy institutions through their funding will play an important role in supporting the increased production of occupationally directed programmes.

Support the growth of the public college institutional type as a key provider of skills required for socio-economic development: Technical and Vocational Education and Training Colleges The WP-PSET describes TVET colleges as the cornerstone of the post-school education and training system for South Africa and proposes an expansion of this institutional type to absorb the largest enrolment growth in the post-school system. The NDP also situates TVET colleges as critical pillars of the emerging post-school system and vital for social and economic development. The growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications. These will articulate directly into the world of work for the growing numbers of young people leaving the schooling system.

Community Education and Training Colleges; The NSDP acknowledges the role to be played by the Community Education and Training (CET) institutional type in expanding skills development in the country. The CET colleges will cater for the knowledge and skills needs of the large numbers of adults and youth requiring education and training opportunities, unemployed people, and those employed but in low or semi-skilled occupations.

Skills development support for entrepreneurship and cooperative development: The NDP has set the target of 5% for the Gross Domestic Product (GDP) and unemployment reduction to 6% by 2030. This is expected to be achieved through the creation of 11 million jobs, the majority of which are expected to be contributed by small and expanding businesses. Small, Medium and Micro-sized Enterprises are a crucial part of South Africa's economic growth. Skills levy institutions will actively support skills development needs of entrepreneurs and cooperatives within their sectors, with particular focus on the unemployed, youth, women and people with disabilities.

Encourage and support worker-initiated training: South Africa has a long history of worker education and training that needs to be supported and expanded. Worker-initiated education and training can contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate. Skills levy institutions will play a crucial role in supporting and encouraging worker training initiatives. This will benefit the workplace, our economy, as well as the developmental objectives of our country.

Support career development services: Career development is a key component of the NSDP. For each and every person being able to embrace their full potential, career development is vital. Our entire skills development system must dedicate the required resources to support career and vocational guidance as this has proved to be a critical component in successful skills development initiatives world-wide. Both the SETAs and the NSF respectively must seek to build career guidance initiatives in their sectors and generally as a key component of the NDSP.

THE WHITE PAPER FOR POST SCHOOL EDUCATION AND TRAINING (WP-PSET)

The WP-PSET enunciates: “National economic development has been prioritised, and the role of education and training as a contributor to development has begun to receive much attention. This is not to devalue the intrinsic importance of education.

Quality education is an important right, which plays a vital role in relation to a person’s health, quality of life, self-esteem, and the ability of citizens to be actively engaged and empowered. However, few can argue with the need to improve the performance of the economy, to expand employment and to equip people to achieve sustainable livelihoods.

This means improving partnerships, developing effective and well understood vocational learning and occupational pathways, and improving the quality of the learning and work experiences along those pathways”.

Understanding Skills Needs

In this regard a multi-tiered approach is proposed:

I. Firstly determining skills at organisational level, understanding skills needs at the workplace, both in public and private sectors;

2. Secondly, determining skills at sectoral level of occupations in high demand and priority occupations; and

3. Thirdly, determining skills, at national level, which includes provincial and local levels of occupations in high demand and priority occupations.

Some of these tiers are already in place, requiring improvements from time to time, such as through Workplace Skills Plans (WSPs) and Sector Skills Plans (SSPs) developed by the SETAs. It is the role of the SETAs to analyse the WSPs when they prepare and consult on their SSPs.

The Role of SETAs on the Demand and Supply Side

On the demand side:

1. Conduct labour market research and develop Sector Skills Plans (SSP);
2. Develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); and submit quarterly reports.
3. On the supply side:
4. Address sector skills needs and priorities;
5. Address scarce and critical skills (PIVOTAL) through implementation of learning programmes (i.e. Artisans and Learnerships);
6. Facilitate easy access and different entry points (Articulation and RPL); and
7. To collaborate with the relevant Quality Council, especially the Quality Council for Trade and Occupations to ensure quality and provision of learning programmes.

2. SKILLS DEVELOPMENT ACT (1998)

2.1 Purpose of the Skills Development Act (1998)

The stated purpose of the Skills Development Act (SDA) 1998:

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

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

- c) to encourage employers
 - i) to use the workplace as an active learning environment
 - ii) to provide employees with the opportunities to acquire new skills
 - iii) to provide opportunities for new entrants to the labour market to gain work experience
 - iv) to employ persons who find it difficult to be employed

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

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

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

- g) to assist:
 - i) work-seekers to find work
 - ii) retrenched workers to re-enter the labour market
 - iii) employers to find qualified employees; and
 - iv) to provide and regulate employment services.

Purpose of the Skills Development Act (SDA) as Amended (2008)

In 2008 the SDA was amended. The introduction to the amended legislation states:

To amend the Skills Development Act, 1998, so as to define certain expressions and amend certain definitions; to extend the functions of the National Skills Authority; to change the composition of the National Skills Authority; to extend the Minister's powers in respect of SETA's; to provide anew for the obligations of SETA's in respect of financial management; to require SETA's to conclude service level agreements with the Di General; to ensure that the membership of SETA's is representative of designated groups; to empower the Minister to make regulations regarding learnership agreements; to regulate private employment service agencies; to allow the use of money in the National Skills Fund for the administration of the Fund; to provide anew for budgeting in respect of training by national and provincial public entities; to empower the Minister to establish and promote a national standard to promote good practice in skill development; to extend the Minister's power to make regulations; and to amend Schedule 2; to effect consequential amendments to the Mine Health and Safety Act, 1996: and to provide for matters connected therewith.

The purpose of the SDA is to be achieved through the establishment of the following institutions:

- a) establishing an institutional and financial framework comprising
 - i) the National Skills Authority (NSA)
 - ii) the National Skills Fund (NSF)
 - iii) a skills development levy-financing scheme as contemplated in the Skills Development Levies Act
 - iv) Sector Education and Training Authorities (SETA's)
 - v) provincial offices of the Department
 - vi) labour centres of the Department
 - vii) accredited trade test centres
 - viii) skills development institutes
 - ix) the Quality Council for Trades and Occupations
 - x) a skills development forum for each province
 - xi) a national artisan moderation body
 - xii) Productivity South Africa

- b) encouraging partnerships between the public and private sectors of the economy to provide education and training in and for the workplace;
- c) co-operating with the South African Qualifications Authority

In summary the SDA as amended remained largely the same, however resulted in the following relevant changes:

- to provide new and amend existing definitions
- to empower the Minister to establish and promote a national standard to promote good practice in Skills Development

2.2. Purpose of the Skills Development Levies Act

The principal aim of the SDLA is to finance skills development programmes by a compulsory levy system. Based on the Act, every company that exceeds the threshold set for the annual payroll (currently this threshold is R 500,000 total payroll per annum), as calculated for Pay as You Earn (PAYE), has to pay one percent (1%) of their total payroll as a Skills Development Levy (SDL).

The SDLA (1999) did have an effect as expenditure on training increased. The average expenditure on training, as a percentage on payroll, in 2002/2003 was 2.1%. Large enterprises spent at 2.8% which is much higher than medium and small enterprises. This pattern of higher levels of spending in large enterprises is similar internationally, where expenditure on training usually increases with enterprise size. (Labour Market Review 2005)

3. ESTABLISHMENT OF SETA'S

Section 9 of the SDA allowed for the establishment of SETA's in 2000. The legislation stated that the Minister may establish a Sector Education and Training Authority (Seta) with a constitution, for any national economic sector.

Twenty-five (25) SETA's were established in March 2000 in terms of the Skills Development Act (SDA) to cover all sectors in South Africa, including government, and to serve the training needs of the various industries. In 2005 the number of SETA's was reduced to twenty-three (23). In 2010 it was reduced again to 21.

3.1. Functions of the SETA's

As newly created organisations the SETA functions were governed by the functions outlined in Section 10 of the legislation.

These were stated as:

- a) develop a sector skills plan within the framework of the national skills development strategy
- b) implement its sector skills plan by
 - i) establishing learnerships
 - ii) approving workplace skills plans
 - iii) allocating grants in the prescribed manner to employers, education and training providers and workers; and
 - iv) monitoring education and training in the sector
- c) promote learnerships by
 - i) identifying workplaces for practical work experience
 - ii) supporting the development of learning materials
 - iii) improving the facilitation of learning; and
 - iv) assisting in the conclusion of learnership agreements
- d) register learnership agreements
- e) within a week from its establishment, apply to the South African Qualifications for accreditation as a body contemplated in Section 5(1)(a)(ii) (bb) and must, within 18 months from the date of that application, be so accredited
- f) collect and disburse the skills development levies in its sector
- g) liaise with the National Skills Authority on
 - i) the national skills development policy
 - ii) the national skills development strategy; and
 - iii) its sector skills plan
- h) report to the Director-General on
 - i) its income and expenditure; and

- ii) the implementation of its sector skills plan
- i) liaise with the employment services of the Department and any education body established under any law regulating education in the Republic to improve information
 - i) about employment opportunities; and
 - ii) between education and training providers and the labour market
- j) appoint staff necessary for the performance of its functions; and
- k) perform any other duties imposed by this Act or consistent with the purposes of this Act.

In summary, the SETA's have four main functions:

- To disburse grants in terms of the levy grant scheme
- To register learners on learnerships
- To register providers, assessors, moderators and verifiers of education and training
- To support the sector to meet skills needs

3.2. Ministry-In-Charge

The governing ministry for the SETA's, up to October 2009, was the Department of Labour (DoL). Since 1 November 2009, the SETA's report to the Department of Higher Education and Training (DHET).

Following the April 2009 national elections, the DHET was created to address the post-school (higher and further education and training) needs, and related institutions in South Africa.

The DHET scope includes the following domain that was previously the domain of the DoL or the Department of Education (DoE):

- The NQF
- Adult Basic Education and Training (ABET)
- Further Education and Training (FET)
- SETA's
- The NSF
- The NSA

- Higher Education and Training.

The DoL retains control of employment of employment services, labour centres and Productivity SA (previously the National Productivity Institute NPI).

3.3. Twenty-one SETA's:

On April 29, 2010, the then Higher Education and Training Minister, Dr Blade Nzimande, gave a statement detailing the public release of the proposed new SETA landscape. This new landscape reduced the then current 23 SETA's down to 21 SETA's.

The 21 SETA's operating in South Africa are:

- 1 – Agricultural Sector Education Training Authority (AgriSETA)
- 2 – Banking Sector Education and Training Authority (BANKSETA)
- 3 - Construction Education and Training Authority (CETA)
- 4 - Chemicals Industries Education and Training Authority (CHIETA)
- 5 - Culture Arts, Tourism, Hospitality and Sports Education and Training Authority (CATHSETA)
- 6 - Energy and Water Education and Training Authority (ESETA)
- 7 - Education Training and Development Education and Training Authority (ETDPSETA)
- 8 - Financial and Accounting Services Education and Training Authority (FINSETA)
- 9 - Fibre, Processing & Manufacturing Education and Training Authority (FPA SETA)
- 10 - Food and Beverage Manufacturing Industry Education and Training Authority (FOODBEV)
- 11 - Health and Welfare Sector Education and Training Authority (HWSETA)
- 12 - Insurance Sector Education and Training Authority (INSET)
- 13 - Local Government Sector Education and Training Authority (LGWSETA)
- 14 - Media, Advertising, Information and Communication Technologies Education and Training Authority (MICT)
- 15 - Manufacturing, Engineering and Related Services Education and Training Authority (MERSETA)
- 16 - Mining Qualifications Authority Education and Training Authority (MQA)
- 17 - Public Service Sector Education and Training Authority (PSETA)
- 18 - Safety and Security Education and Training Authority (SASSETA)

19 - Services Sector Education and Training Authority (SERVICES)

20 - Transport Education and Training Authority (TETA)

21 - Wholesale and Retail Sector Education and Training Authority (W&RSETA)

SETA'S cover specific sectors, for example BANKSETA services the banking and microfinance industries whereas the AGRISETA services the primary and secondary agricultural sectors.

The law stipulates that employers must register with the Seta whose scope includes the main business activity of the registrant. The scope of each Seta includes a specific set of Standard Industrial Classification (SIC) codes, which describe specific business activities. A list of SIC codes can be found on the relevant SETA's website.

3.4. Quality Assurance of Education by the Seta

As a result of their function in monitoring of education and training providers designated by the SDA, SETA's acted as quality assurance bodies for education and training in their sector and in terms of qualifications designated in their scope by the South African Qualifications Authority (SAQA).

SAQA, as the body who is responsible for the development and implementation of the NQF, designates several Education and Training Quality Authority (ETQA) bodies whose responsibility it is to quality assure parties to the education and training process i.e. providers of training (both theoretical and workplace providers), assessors and moderators of training.

With the implementation of the NQF Act (2008), the 31 ETQA were centralised into three Quality Councils (QCs) which were responsible for standards-setting and quality assurance.

These QC's may, in terms of the NQF Act (2008) delegate quality assurance functions. The QC for occupational qualifications, the Quality Council for Trades and Occupations (QCTO), once operational (expected in 2016), may delegate quality assurance functions to SETA's.

4. CHANGES IN THE SAQA ACT (1995) AND THE NQF ACT (2008)

4.1. Background to the changes in the SAQA Act (1995) and the NQF Act (2008)

In the early 1990's the South African government realised that if a country would like to experience economic growth, they had to utilise their citizens and in order to do this, training would be of the utmost importance.

In 1992 eight working groups were established and charged with developing a new national training strategy.

The working groups had representation from trade unions, employers, the State, providers of education and training, the African National Congress (ANC) Education Department, and the Democratic Alliance (DA). Working Group 2 reached agreement on a new integrated framework and 1994 saw the publication of three documents which laid the foundation for the South African Qualifications Authority (SAQA) Act.

The South African Qualifications Authority Act No. 58 (SAQA Act) was published in 1995 and stipulated:

- the development and implementation of the National Qualifications Framework (NQF) and
- the establishment of the SAQA, a body who would be responsible for the development and implementation of the NQF.

The National Qualifications Framework Act No. 67 of 2008 was promulgated in February 2009. This new Act provides for the National Qualifications Framework and the South African Qualifications Authority as originally set out in The SAQA Act (1995). It also provides for the responsibilities of Ministers, Quality Councils and for the transitional arrangements. Although closely based on the SAQA Act (1995), the NQF Act repeals the SAQA Act of 1995.

4.2. Objectives of the NQF

The objective of the NQF Act (2008) is to provide for further development, organisation and governance of the NQF. The Act applies to qualifications offered by educational institutions, skills development providers and professional designations, subject to the limitations prescribed in this Act.

The specific objectives of the NQF are to:

- create a single integrated national framework for learning achievements
- facilitate access to, and mobility and progression within, education, training and career paths
- enhance the quality of education and training
- accelerate the redress of past unfair discrimination in education and training
- accelerate employment opportunities.

The NQF is designed to contribute to the full personal development of each learner and the social and economic development of the nation.

SAQA and the Quality Councils (QCs) must seek to achieve the objectives of the NQF by:

- developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements
- ensuring that South African qualifications meet appropriate criteria and are internationally comparable
- ensuring that South African qualifications are of an acceptable quality

4.3. Changes in the NQF Act (2008)

Changes have come into being with the repealing of the SAQA Act (1995) and the promulgation of the NQF Act (2008). These are discussed below:

The main features of the new NQF Act (2008) that distinguish it from the SAQA Act (1995) are:

- **The NQF:** The initial SAQA Act of 1995 did not describe the NQF, as it had not been established. The NQF Act (2008) contains such a description clarifying the notion of an NQF and the way it is organised (including its sub frameworks).

- **Role of SAQA:** The SAQA Act (1995) gave SAQA the task of conceptualising the NQF and leading its implementation. SAQA is the custodian of the values of the NQF, a research organisation, the learning achievements database manager and advisor on the entire NQF system. SAQA will also work very closely with the three quality councils in fulfilling the objectives of the NQF.
- **Simplification:** The SAQA Act (1995) sanctioned SAQA to recognise and utilise substructures to carry out the design of standards and qualifications and to undertake quality assurance. Thus, NQF processes became complicated with overlapping directives. The NQF Act (2008) names three quality assurance councils with clear lines of accountability and specific requirements for collaboration and dispute resolution.

SAQA continues to exist as the apex body in education and training quality assurance with many of its functions unchanged.

4.4. Functions of SAQA

The SAQA must, in order to advance the objectives of the NQF perform certain functions. The main functions of SAQA are standards-setting and quality assurance. Their functions include:

- oversee the implementation and achievement of the NQF in accordance with an implementation framework prepared by the SAQA after consultation with the QCs
- develop and publish the content of level descriptions (descriptors) for each level of the NQF and reach agreement on the content with the QCs – ensuring their relevancy (level descriptors are statements describing learning achievement at a level on the NQF)
- develop and implement policy and criteria, after consultation with the QCs, for the development, registration and publication of qualifications and part-qualifications (standards-setting)
- develop policy and criteria, after consultation with the QC's, for assessment, recognition of prior learning and credit accumulation and transfer.
- develop and implement policy and criteria for recognising a professional body and registering a professional designation for the purposes of this Act, after consultation with statutory and non-statutory bodies of expert practitioners in occupational fields and with the QCs.

- maintain a National Learners' Records Database (NLRD) comprising registers of national qualifications, part-qualifications, learner achievements, recognised professional bodies, professional designations and associated information;
- evaluating foreign qualifications and public information on the NQF

The repeal of the SAQA Act (1995) and replacement by the NQF Act (2008) removed the quality assurance function from SAQA. Quality assurance is now being performed by the QC's.

4.5. What is the NQF?

In the SAQA Act (1995) and in its replacement NQF Act, the NQF is an integrated framework of all qualifications and components of qualifications at all levels. This has led to the NQF being compared to a ladder. The NQF covers many possible learning and career paths, which include all forms of education and training and each step in the ladder represents progress. In that way the ladder is designed to make it easier for people to move upwards in their career paths.

We can go further by saying that each step of the ladder is governed by principles and guidelines that standardise the learning that takes place at that step or level. The NQF is a structure used to establish a common understanding of learning achieved. The NQF has won wide acceptance as the principal instrument through which national education and training qualifications are recognised and quality assured.

The National Qualifications Framework is vital to South Africa's future, by building and developing qualifications that are based on clearly defined national and international standards wherever possible.

NQF STRUCTURE

BAND	NQF LEVEL	TYPES OF QUALIFICATIONS AND CERTIFICATES	LOCATIONS OF LEARNING FOR UNITS AND QUALIFICATIONS
Higher Education and Training Certificate – HET			
Higher Education and Training (HET)	10	◆ Doctorates	Tertiary/Research/Professional Institutions
	9	◆ Masters	
	8	◆ Post graduate diplomas ◆ Certificates, Bachelors with honours	
	7	◆ Bachelor's Degrees ◆ Graduate diplomas	
	6	◆ Higher Diplomas	Universities, Technikons (Universities of Technology), Colleges, Workplace, Private/ Professional Institutions (Training Providers)
	5	◆ Diplomas ◆ Occupational Certificates	
Further Education and Training Certificate – FET			
Further Education and Training	4	School / College / Trade Certificates / Learnerships Mix of units from all	State/Private High Schools, Technical Schools and Colleges, Private Colleges, Nursing/Military/Police Training Centres, Industry Training Boards, RDP/Labour Market Schemes, Unions, Workplaces
	3		
	2		
General Education and Training Certificate – GET			
	I	Senior Phase	ABET level 4

General Education and Training	Intermediate Phase	ABET level 3	Formal Urban/Rural/Farm/Special Schools, occupational/work-based training, RDP/Labour Market Schemes, NGO's – churches, night schools, ABET programmes, private providers, Industry Training Boards, Unions, Workplaces, upliftment/community programmes
	Foundation Phase	ABET level 2	
	Pre-school	ABET level 1	

NB: Please note that ABET (Adult Basic Education and Training) Levels 1 to 4 are all on NQF Level 1

NQF STRUCTURE - QUALIFICATION EQUIVALENT:

NQF Level	School Grade/Qualification
1	Pre-school and Primary School to Grade 7
2	Secondary School Grade 8
3	Secondary School Grade 10
4	Secondary School Grade 12
5	National Certificates and Diplomas
6	National Certificates and Diplomas
7	Bachelor's Degrees and Graduate Diplomas
8	Post graduate diplomas and Certificates, Bachelors with honours
9	Masters
10	Doctorates
ABET Level	School Grade Equivalent
1	Primary School Grade 3
2	Primary School Grade 5
3	Primary School Grade 7
4	Secondary School Grade 9

**CREDIT VALUES OF NATIONAL QUALIFICATIONS WITHIN THE AMBIT OF THE
NQF:**

Qualification	Minimum Credit Value	Approximate Duration in Years
National Certificates	120	One
National Diplomas	240	Two
First Degrees	360	Three
Honorary Degrees	480	One
Master's degrees	720	Two
Doctorates	1 440	Four

5. ETQAS (EDUCATION AND TRAINING QUALITY ASSURANCE)

An ETQA is a body that is responsible for ensuring the quality of the delivery and assessment of registered standards and qualifications by education and training providers in its relevant sector.

The current function of an ETQA SAQA 2007) is to:

- Accredite providers to conduct assessments against unit standards and qualifications registered on the NQF
- Promote quality amongst constituent providers
- Monitor provision of training – conduct quality audit at specified intervals
- Evaluate assessment and facilitate moderation among constituent providers
- Register assessors
- Certificate learners
- Co-operate with relevant moderating bodies
- Recommend new standards or qualifications to National Standards Bodies (NSB's)
- Recommend modifications to existing standards and qualifications to NSB's
- Submit reports to SAQA

5.1. Quality councils

The NQF is a single integrated system which comprises of three co-ordinated qualifications sub-frameworks, for:

- General and Further Education and Training, contemplated in the GENFETQA Act, i.e. the **General and Further Education and Training Qualifications Framework (GFETQF)**
- Higher Education, contemplated in the Higher Education Act, i.e. **Higher Education Qualifications Framework (HEQF)**
- Trades and Occupations, contemplated in the Skills Development Act, i.e. **the Occupational Qualifications Framework (OQF)**

The three Qualification Frameworks will still be part of one NQF.

Each of the three frameworks has a responsible quality assurance council (ETQA):

- The **Council on Higher Education (CHE)**, with its Higher Education Quality Committee (HEQC)
- **Umalusi** for General and Further Education
- **Quality Assurance Council for Trades and Occupations (QCTO)** is the new body responsible for the quality assurance of occupational qualifications.

The QCTO may delegate specific quality assurance activities to suitable agencies, primarily the SETA's (Sector Education Training Authorities) and other bodies who choose to work with the QCTO.

The QCTO was established on 23 February 2010, the Board of the QCTO has been appointed and started operation in 2010.

6. GRANT REGULATIONS:

THE SECTOR EDUCATION AND TRAINING AUTHORITIES (SETA's) GRANT REGULATIONS REGARDING MONIES RECEIVED BY A SETA AND RELATED

MATTERS Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012

The SETA Grant Regulations have been released by DHET in order to:

- (a) regulate the proportion of funds available for skills development that is spent on administration;
- (b) provide for SETA's to contribute to the cost of the work of the Quality Council for Trades and Occupations (QCTO);
- (c) discourage the accumulation of surpluses and the carryover of unspent funds at the end of each financial year;
- (d) improve the quantity and quality of labour market information received by SETA's in the form of Workplace Skills Plans (WSP) and the Annual Training Reports (ATR) and Pivotal Training Reports (PTR), to inform planning;
- (e) promote National Qualification Framework (NQF) registered and quality assured PIVOTAL programmes that address priority scarce and critical skills needs identified in Sector Skills Plans (SSP); and
- (f) create a framework within which expanded use is made of public education and training providers for the provision of skills development programmes.

In short, the revised SETA Grant Regulations will give the National Skills Accord "teeth" as the commitments of the accord now become enforceable through these regulations.

The revisions to the SETA Grant regulations are summarised as follows:

6.1. Mandatory Grants

- Submission of WSP & PPT and ATR & PTR deadline will be the 30th June in 2013 and 30 April in 2014 and the subsequent years.
- A total of 20 percent Mandatory Grant will be payable to approved WSP & PPT and ATR & PTR submission on quarterly basis effective 1st of April 2013.
- WSP & PPT and ATR & PTR to be signed-off by organized labour where applicable, particularly with those employers who have a recognition agreement with a trade union or unions in place; otherwise SETA's will not be able to approve payment.
- Before making payments, the SETA must approve the WSP & PPT and ATR & PTR to ensure the levy paying employer meets quality standards set by the SETA.

6.2. Discretionary Grants

- Only 9.90 percent of the levies paid will now be available for Discretionary Grants, which will be used by the SETA to address scarce and critical skills stipulated in the SETA Annual Performance Plan. Unclaimed mandatory funds will be transferred to discretionary fund. Unused funds will have to be paid to the National Skills Funds (NSF) by 1st October of each year.
- Section 6 (1) to (15) stipulates the conditions and requirements for discretionary grants

6.3. Pivotal Programmes

- A total of 39.60 percent of the levies paid will be allocated to Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes
- These PIVOTAL Programmes will be offered through SETA's Funding Framework and various funding windows will be opened in the financial year which stakeholders may apply for.

6.4. Administration Fee

- A total of 10.5 percent is allocated to the administration of the SETA and 0,5 percent of that is to be paid to the QCTO
- A total of 18% is paid directly to the National Skills Fund which is administered by the National Skills Authority
- The South African Revenue Service is paid an administration fee of 2% for the collection of the levies.

DETERMINING YOUR SKILLS LEVY

To establish whether you are liable to pay a skills levy, determine what your annual employment is. Consider the following to establish the employment cost:

- Include:
 - Normal salary, wages, overtime pay, bonus, gratuity, commission, leave pay, etc.;
 - Remuneration paid to employees who do not have to pay tax, i.e. their remuneration falls below the income tax threshold;
 - Pensions and retirement allowances;
 - 50% of travelling allowances;
 - 50% of any allowances to holders of public office;
 - Fringe benefits valued in terms of the Income Tax Act (in the Seventh Schedule).
- Exclude:
 - Lump sums from pension, provident and retirement annuity funds;
 - Amounts payable to a learner in terms of a contract of employment (as defined in the Skills Development Act);
 - Amounts paid to independent consultants or labour brokers;
 - Reimburse allowances, e.g. entertainment or travel allowances;
 - Amounts paid to non-executive directors of private companies.

7. EMPLOYMENT EQUITY ACT No. 55 of 1998

The right to equality is enshrined in the South African Bill of Rights which forms part of the Constitution.

The Employment Equity Act was promulgated in 1998 to give voice to these rights and its aims are:

- To promote equal opportunity and fair treatment in employment through the elimination and **prohibition of unfair discrimination**;
- To ensure equal representation in all occupational categories by the **implementation of affirmative action** measures for “designated groups”.

The Act classifies a “designated group” as black people (this definition includes Blacks, Coloureds and Indians/Asians), women and people with disabilities.

All “designated employers” must comply. A “designated employer” is:

- An employer who employs 50 or more employees or
- An employer who employs less than 50 employees, but whose annual turnover exceeds thresholds established.

All employers must promote equal opportunity and eliminate unfair discrimination in any employment policy or practice, including, but not limited to:

- Recruitment procedures, advertising and selection criteria, job classification and grading, remuneration, employee benefits, job assignments, the working environment, training and development, performance evaluation systems, promotions, transfers, demotions, disciplinary procedures and dismissal.
- This means that employers should review and adjust all employment policies and practices to ensure that they are not in conflict with either the Bill of Rights or the EEA. In addition, employers may not discriminate on the grounds of race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language or birth.

“Designated employers” must also:

- Apply “reasonable accommodation” and affirmative action measures for people from “designated groups” to achieve employment equity;
- Appoint a senior manager in charge of employment equity;
- Consult with employees;
- Analyse its employment policies, practices and procedures to identify barriers to employment;
- Prepare an Employment Equity Plan jointly with its employees. This plan sets out targets that should be achieved within a given time frame;

- Report on progress against the Employment Equity Plan.

The NSDS III places a strong emphasis on equity by introducing the following 7 key developmental and transformational imperatives:

- **Race** – prioritise confronting racial inequalities, with a focus on giving more opportunities to previously (and currently) disadvantaged South Africans. This requires focused attention on skills provision for blacks in general and Africans in particular.
- **Class** – pay attention to provision of skills in a manner that significantly reduces social inequalities in the economy and society.
- **Gender** – calls for attention to be paid to access to skills by women, especially black women. Skills development initiatives must contain within them specific programmes and strategies to promote gender equality in skills development, in employment and career development and in the economy.
- **Geography** – pay attention to rural economic development and provision of skills for rural development. Focus on the production of skills for rural development. Train rural people for development of the rural areas themselves.
- **Age** – must pay attention to the training of youth for employment, i.e. those **under 35** years of age.
- **Disability** – significantly open opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability.
- **The HIV and AIDS pandemic** – all skills development initiatives must incorporate the fight against this pandemic and management of HIV and AIDS in the workplace.

The Act also provides for the establishment of a Commission of Employment Equity, which is a stakeholder body responsible for establishing Codes of Good Practice. The Commission of Employment Equity is responsible for monitoring employment activities to ensure that the Codes of Good Practice are met.

OTHER LEGISLATION AND REGULATIONS OF INTEREST:

- The Cabinet Memorandum No.53 of 2012: Directive on the utilisation of training budgets in the public service
- the Human Resources Development Strategy (HRDS);
- the National Skills Development Strategy (NSDS) III;
- the Industrial Policy Action Plan (IPAP);
- the New Growth Path (NGP);
- the National Skills Accord;
- the Green Paper for Post-school Education and Training (GP);
- the Strategic Infrastructure Projects (SIPS).

Learning Unit 2

SKILLS DEVELOPMENT IN A COMPANY

Learning Outcomes

Understand the skills development process in an organisation:

1. The appointment and role of the SDF
2. The appointment and role of the training committee
3. The Workplace Skills Plan (WSP), Planned Pivotal Training (PPT) and Annual Training Report (ATR)

INTRODUCTION

I. SKILLS DEVELOPMENT FACILITATOR

A Skills Development Facilitator is responsible for the planning, implementing and reporting of the training in an organisation, with Seta related duties.

I.1 Appointment of an SDF

In larger organisations, a currently employed training or Human Resources manager may be appointed as an internal SDF. In smaller organisations there is often no dedicated training or HR professional fulfilling this role and so a manager or company owner will take it on. The role can also be outsourced to a professional external SDF.

I.2. The functions of an SDF are to:

- Assist the employer and employees to develop a Workplace Skills Plan which complies with the requirements of the Seta
- Submit the WSP to the relevant Seta
- Advise the employer on the implementation of the WSP
- Assist the employer to draft an Annual Training Report (ATR)
- Advise the employer on the quality assurance requirements set by the Seta
- Act as a contact person between the employer and the Seta
- Serve as a resource regarding all aspects of skills development
- Communicate SETA initiatives, grants and benefits to the employer
- Communicate with branch offices, and all employees in the main office and branch offices, concerning events and grants being offered at the Seta.

The employer must provide the SDF with the resources, facilities and training necessary to perform the functions set out.

An SDF is a:

- **Facilitator:** To facilitate the development of an employer's skills development strategy

- **Expert:** To serve as an expert resource for accrediting the employer as a training provider and for the implementation of appropriate learnerships and skills programmes
- **Administrator:** To complete and submit the WSP and ATR
- **Advisor:** To advise the employer/s and employees on the National Skills Development Strategy (NSDS) and on the implementation of the Workplace Skills Plan (WSP)
- **Educations and needs evaluator:** To assess the skills development needs of the organisation.
- **Mediator:** To serve as a contact person between the employer and the relevant SETA.

2. THE TRAINING COMMITTEE

It is strongly recommended that for organisations with more than 50 employees, a training committee is established for the purposes of consultation on training matters. This committee should reflect the interests of employees from all occupational categories in the organisation's workforce.

A consultative forum should be established, or an existing forum used if this is appropriate, for example, an existing diversity committee, affirmative action or employment equity forum.

All stakeholders should be included in this forum, for example:

- Representative trade unions
- Employee representatives from designated groups, all occupational categories and levels, and senior management, including the managers assigned with responsibility.

This forum should engage in proper consultation, which includes:

- The opportunity to meet and report back to employees and management
- Reasonable opportunity for employee representatives to meet with the employer
- The request, receipt and consideration of relevant information
- Adequate time being allowed for each of the above process

Ongoing interaction with and accessibility to senior management regarding workplace skills issues is critical to the success of this process.

The frequency of consultative forum meetings will vary from employer to employer depending on sophistication, existing levels of diversity, and what has already been accomplished in the workplace regarding skills development. Meetings should however take place regularly and employers should allow time for these meetings.

2.1. Role of the training committee

The role of a training committee is to:

- Drive and direct the skills development process
- Ensure that representative consultation takes place regarding up-skilling of employees
- Authorise and sign off the grant application to the Seta
- Ensure that the SDF is leading the way with the SD process
- Support the SDF in the efforts of 'spreading the word' regarding training and up-skilling

2.2. Constitution of the training committee

A training committee must have constitution in place with the given mandate and should be performance-driven to ensure commitment.

The committee should, aside from its legal obligations in terms of the Employment Equity Act and recommendations of the Skills Development Act, be committed to:

- Improving the quality of life of all workers, their prospects of work and mobility
- Improving productivity in the workplace and the competitiveness of the company
- Increasing the levels of investment in education and training and improving the return on that investment.

A training committee should represent the interests of all sectors of its workforce and should consult on the implementation and monitoring of its skills development plans in terms of the relevant Acts and the company's requirements.

2.3. Scope of a committee

The scope of the committee comprises the activities in the company, as these have been decided in consultation with staff, as identified and described in the Employment Equity Act (EEA), recommended in the SDA and the SDLA (1999) and any regulations, codes of good practice, directives and administrative guidelines published in terms of these Acts.

The committee is responsible for making recommendations to the Board of Directors of the organisation. The training committee is not responsible for the implementation of its recommendations.

The training committee may not be utilised as a forum in which to raise grievances and or demands not related to its scope and objectives.

2.4. Objectives of the Training Committee

The first objective of the committee is to promote the objectives of the Skills Development Act within the company by:

- Promoting skills development, by assessing and advising on the development of competency levels of employees so that individual and team performance can be improved, and the objectives of the Employment Equity Plan (EEP) realised
- Proposing actions to continuously enhance the skills level of employees so that technology, process and structural changes can be effectively implemented
- Developing a WSP
- Monitoring and reporting on the progress made in implementing the WSP
- Facilitating employee mobility through outcome-based education and training
- Assisting employees in utilising the opportunity to use workplace skills development as a mechanism to achieve nationally recognised unit standards and qualifications
- Enhancing the company's quality of education and training
- Addressing the company's past discrimination and imbalances
- Contributing to the personal development of learners
- Optimising the levy rebates from the Seta

Although not in the mandate of the SDA, where the training committee and the equity committee are combined, the second objective of the committee could be to promote the objectives of the EEA within the company by:

- Conducting analyses of its employment policies, practices, procedures and the working environment, in order to identify employment barriers which adversely affect people from designated groups,

- Developing of an employment equity plan which will achieve reasonable progress towards employment equity in the company's workforce
- Giving input into the preparation and compilation of the reports required to be submitted to the Director-General (DG) of the Department of Labour (DoL) and the Department of Higher Education and Training (DHET).
- Assisting with the internal procedures to resolve any dispute about the interpretation or implementation of the EEP.

3. THE WORKPLACE SKILLS PLAN(WSP), PLANNED PIVOTAL TRAINING (PPT) AND ANNUAL TRAINING REPORT (ATR)

3.1. Understanding the development of a skills plan

A Workplace Skills Plan (WSP) outlines the planned training and education interventions of an organisation. It is best practice for every organisation regardless of its size to determine the skills gaps within their organisation and decide how they will address these gaps through training.

SETA's base the payments of Mandatory Grants on the submission of a Mandatory grant application which contains a WSP (Workplace Skills Plan), as well as an ATR (Annual Training Report). A skills plan should be well-researched and reflect the training needs of the company before being documented in the WSP.

3.2. Benefits of planning

By compiling a training plan, an SDF could get the input from various role players within the company to ensure that the plan focuses on the needs that exist within the company. It is important to work with management to ensure:

- Buy-in and co-operation from management as well as
- Resource allocation



PIVOTAL = professional, vocational, technical and academic training.

The PIVATOL report was introduced by the Minister of Higher Education in 2012 with the Government Gazette publication on Grant Regulations. The intention seemed to be that the PIVATOL report will replace the WSP, but in practice, SETA's now require a WSP, PIVOTAL report and ATR.

To achieve the full benefit of training, training must be based on need identified within the company. Only then can it contribute to:

- Upgrading of skills
- Enabling change and transformation
- Assisting the organisation to achieve and maintain a competitive edge
- Instilling a culture of lifelong learning

By documenting the training that they have planned companies can measure the implementation of the plan to ensure that the development of employees – whose skills are a company's most important commodity – does not get side-tracked.

3.3. Planning process

It is important to understand all the influences or 'issues' that should be taken into consideration when starting the planning process. The Workplace Skills Plan must be aligned to the business plan and strategy of the employer.

The SDF should consider the following issues when developing a skills plan:

- **National and Sectorial Issues:** Identify key shortages within the country and sector.
- **Organisational issues:**
 - Examine company-wide goals and problems to determine where training is needed by means of a formal audit
 - Examine the Vision, Mission, Strategy and Objectives of the company as well as productivity, succession, career planning, transformation (EE and BEE)
 - Feed skills gap information into Sector Skills Plan (SSP) by means of WSP
- **Task related issues:**
 - Examine tasks performed and competencies required
 - Feed skills gap information into WSP by means of departmental/section plan
- **Individual issues:**
 - Examine competencies, current performance and career development needs in relations to training needs
 - Feed skills gap into WSP by means of Personal Development Plan

3.4. Conducting skills audits

In order to conduct a Skills Audit, also referred to as a Skills Needs Analysis, a competency profile can be developed for each job within a company, the competency profile will list the knowledge, skills and values and other behaviours employees require to be successful in their jobs.

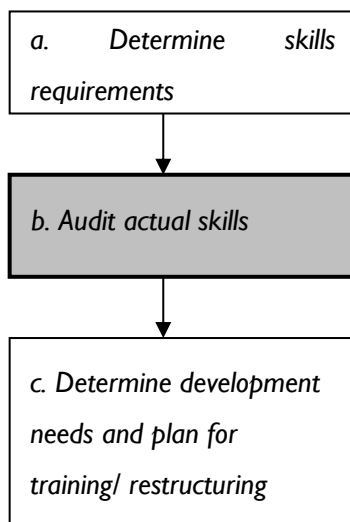
Conducting a skills needs analysis involves using the list of competencies of a given job, and comparing these to the list of competencies of the employee filling that particular position, Any variances should be recorded and noted as the skills gaps (if there is a shortfall in the competencies of the staff member).

The analysis of these variances in competency levels gives rise to a list of possible training interventions for possible training beneficiaries. This will be the input for the WSP. The skills need analysis can result in lengthy lists of skills gaps in the company. The most required skills and training needs should be prioritised. The remaining needs should be recorded and can be addressed during the next WSP period.

There are various methods of conducting Skills Needs Analysis: from the empirical methods to the informal processes like the above-mentioned method, The SDF should research different methods to suit the company they represent.

A MODEL FOR SKILLS AUDITING

There are three key stages to a skills audit. The first is to determine what skills each employee requires. The second stage is to determine which of the required skills each employee has. The third is to analyse the results and determine skills development needs. The outcome of the skills audit process is usually a training needs analysis, which will enable the organisation to target and provide information for purposes such as recruitment and selection, performance management and succession planning.



a. Determine skills requirements

In order to determine skills requirements, an organisation should identify current and future skills requirements per job. The result is a skills matrix with related competency definitions. Definitions can be allocated against various proficiency levels per job, such as basic, intermediate and complex.

b. Audit actual skills

The actual skills audit process is outlined below and involves an individual self-audit and skills audit. Results are collated into reporting documents that may include statistical graphs, qualitative reports and recommendations.

c. Determine development needs and plan for training/restructuring

Once skills audit information has been collected, an analysis of the results may be used for planning purposes relating to training and development and other Human Resource interventions. Recommendations are then discussed and agreed actions are implemented.

CURRENT STRATEGIES FOR SKILLS AUDIT IMPLEMENTATION

Skills audits may be conducted in various ways. Current approaches to skills audits include the following:

- ✓ Panel approach: A panel is normally made up of managers, Subject Matter Experts and HR experts. The skills audit form is completed through discussion and includes one-on-one feedback with the employee.
- ✓ Consultant approach: External consultants' interview both employees and managers, and may review performance and related documentation to establish an individual's level of competence
- ✓ One-on-one approach: This is like a performance appraisal, except that an individual is rated against a pre-defined skills matrix instead of his/ or her job profile. The employee's manager will hold a discussion with the employee to agree on skills audit ratings.

3.5. Completing and submitting the documentation

It is a requirement for all Skills Development Levy (SDL) paying companies to complete a WSP together with an ATR and submit to their Seta to claim the Mandatory Grant. The WSP/ATR must be submitted by the 30th of April of each year.

Actual training costs are not reimbursed via this grant, rather 20% of the SDL paid is refunded. This grant application is due by 30 April every financial year, and the Seta may not typically issue an extension for the late submission of this grant. The only instances where the Seta may consider grant extensions are cases of lateness due to *force majeure* and/or where the firm is a new entity in terms of registration for the SDL and has submitted the grant application within six months of registering as a levy paying entity.

3.6. Reporting on training implemented

The ATR section requires companies to report on the training that has taken place. In order to simplify this reporting process an SDF should keep records of all skills development interventions that took place during the year, recording the topic and the employees who benefited.

Reporting takes place for the period 1 April to 31 March. The submission date for WSP, PIVOTAL and ATR has changed to the 30th of April as from 2014.

Both the ATR and WSP will require the following information:

- The number of employees that were/will be trained in the organisation by job category and race.
- The interventions trained on/planned, including the number of employees to attend these interventions.

3.7. Important notes

It is a recommendation that the WSP be created in consultation with the training committee and signed off by the committee if the organisation has more than 50 employees. This consultation increases buy-in the organisation is bound to receive from its employees who will be on the receiving end of the WSP.

The penalty for submitting Mandatory Grant Applications late is losing the grant in full. The only exception to this is where a Mandatory Grant Application is submitted within six months of the registration in the case of an employer who has registered for the first time in terms of section 5(1) of the Skills Development Levies (SDL) Act.

3.8. Scarce and critical skills

The Department of Higher Education and Training (DHET) has mandated the SETA's to gather data on Scarce and Critical Skills. The information gathered is used to publish the National Scarce Skills List for South Africa; this list gives a comprehensive account of the skills that are needed for economic growth and development. The Department of Home Affairs makes use of the National Scarce Skills list to develop the current Work Permit Quota List that they publish annually.

It was adopted by the Accelerated Shared Growth in South Africa's Joint Initiative on Priority Skills Acquisition as the 'AgriSA Master Skills list' and can be used throughout schools and training institutions for career guidance.

Scarce Skills refer to an absolute or relative demand: current or in future, for skilled, qualified and experienced people to fill roles/professions, occupations or specialisations in the labour market. Scarce skills are usually measured in terms of occupation or qualification. Both 'occupation' and 'qualification' have the merit of being relatively straightforward to measure and readily understood.

The Ministry has also included a differentiation between absolute and relative scarcity of skills in the definition:

- **Absolute scarcity** refers to suitably skilled people who are not available in the labour market. Specific contexts in which absolute scarcities may arise include:
 - A new or emerging occupation, i.e. there are few if any people in the country with the requisite skills.
 - Firms, sectors and even the national economy are unable to implement planned growth strategies because productivity, service delivery and quality problems are directly attributable to a lack of skilled people

- Replacement demand would reflect an absolute scarcity where there are no people enrolled or engaged in the process of acquiring the skills that need to be replaced.
- **Relative scarcity** refers, for example, the context where suitably skilled people are in fact available in the labour market, but they do not exhibit other employment criteria, for example:
 - High-level work experience, for example project management of large construction sites such as dams or power plants.
 - Geographical location, for example people are unwilling to work outside urban areas.
 - Equity considerations, for example, there are few if any candidates with the requisite skills from specific groups available to meet the skills requirements of firms and enterprises. (DoL, 2007)

3.9. OFO codes and occupational categories

The OFO is a skill-based coded classification system, which encompasses all occupation in the South African context. The classification of occupations is based on a combination of skill level and skill specialisation which makes it easy to locate a specific occupation within the framework.

It is important to note that a 'job' and 'occupation' are not the same. The following definitions are applied in OFO:

- 'Job' is seen as a set of roles and tasks designed to be performed by one individual for an employer (including self-employment) in return for payment or profit
- 'Occupation' is seen as a set of jobs or specialisations whose main tasks are characterised by such a high degree of similarity that they can be grouped together for the purposes of the classification

The occupations identified in the OFO therefore represent a category that could encompass several jobs or specialisations, e.g. the occupation 'General Accountant' would also cover the specialisations 'Financial Analyst' and 'Insolvency Practitioner'.

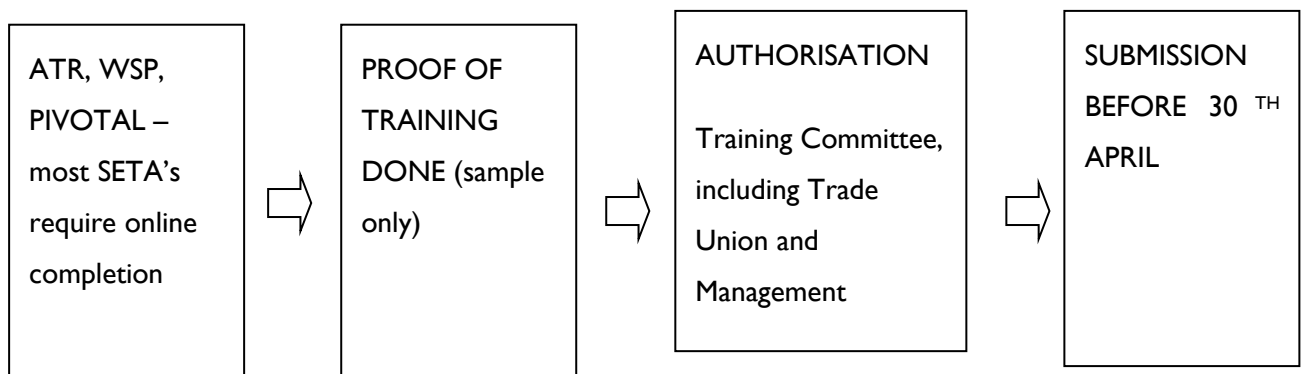
Identified occupations are classified according to two main criteria: skills level and skills specialisation, where skill is used in the context of competency rather than a description of tasks or functions.

The skill level of an occupation is related to competent performance of tasks associated with an occupation. Skill level is an attribute of an occupation, not of individuals in the labour force and can operationally be measured by:

- The level or amount of formal education and/or training
- The amount of previous experience in a related occupation
- The amount of on-the job training usually required to perform the set of tasks required for that occupation competently

It is therefore possible to make a comparison between the skill level of an occupation and the normally required educational level on the National Qualifications Framework as well as entry, intermediate and advanced levels referred to in the National Skills Development Strategy (NSDS).

In summary the process of WSP PIVOTAL and ATR is as follows:



Formative Exercise I

Learning Unit 3

EXECUTION OF THE SKILLS DEVELOPMENT PROCESS

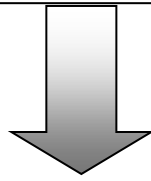
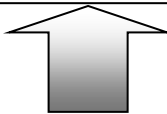
Learning Outcomes

Facilitate the Skills development process by:

1. Planning and conducting a skills audit
2. Design and plan learning interventions
3. Deliver learning interventions
4. Evaluate learning interventions

INTRODUCTION

NEEDS ANALYSIS = SKILLS AUDIT		
ORGANISATIONAL NEEDS <ul style="list-style-type: none"> • Vision, mission, strategic targets • Operational plan, operational performance targets • Employment Equity Targets 	INDIVIDUAL NEEDS <ul style="list-style-type: none"> • Job profile • Individual performance management & targets, individual development plan, 	NATIONAL SKILLS NEEDS <ul style="list-style-type: none"> • SETA skills report and targets • National Skills Development Strategy



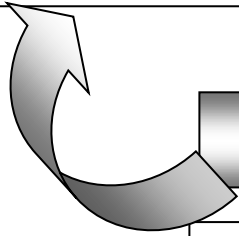
Quality Management system <ul style="list-style-type: none"> • Identify & interpret QA • Plan & prepare to design QA • Design QMS

DESIGN	LEARNING
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<ul style="list-style-type: none"> • Develop and verify a matrix of outcomes • Develop Training Plan = WSP • Source internal/external training

EVALUATE TRAINING

Review and report (ATR) Effectiveness indicators



DELIVER TRAINING



Administration: <ul style="list-style-type: none"> • Collate and store data • Provide skills development information • Contribute to improvement of systems & 	Plan and organise training
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Figure 1: The skills development cycle

I. WHAT PLAYS A ROLE IN THE SKILLS AUDIT

I.1. National skills trends:

Before starting with the company skills audit, the SDF must understand state of the National skills trends. This will assist the company in decisions regarding where the emphasis lies nationally and would further enable to company to maximise benefits with regards to discretionary grants.

All information needed in this regard, would be on the SETA websites; communicated through SETA road shows as well as in the SAQA website. Sources of information could include documents such as:

- Employment Equity Targets
- SETA skills plan (Updated annually and published on their website)
- The Cabinet Memorandum No.53 of 2012: Directive on the utilisation of training budgets in the public service
- The Human Resources Development Strategy (HRDS);
- The National Skills Development Strategy (NSDS) III;
- The Industrial Policy Action Plan (IPAP);
- The New Growth Path (NGP);
- The National Skills Accord;
- The Green Paper for Post-school Education and Training (GP);
- The Strategic Infrastructure Projects (SIPS).

I.2. Company Strategy

Strategic planning helps you to pull back the lens, get a big picture view and consider future scenarios. It gives you the best opportunity to maintain control, avoid serious pitfalls and capture opportunities. Thinking strategically about your company involves creating a vision for where you want to be in 2, 5 or 10 years, Strategic planning is not just for big companies and has benefits no matter what your scale or goals.

A company strategy consists of:

- **Vision:** Is like a beacon in the night – people can see where they are headed. It gives shape and direction to your organisation’s future and it helps people in setting goals which lead that way. When you review your company vision, get answers to the following questions:
 - Where does our company want to go?
 - When will it be there?
 - What will things be like when we get there?

- **Mission:** A clear, agreed-upon mission statement communicates the essence of your organisation to your stakeholders and to the public. It states what you are doing and who you are.
 - What are we busy with?
 - What is the problem or need we are trying to address?
 - What makes our organisation unique?
 - Who are the beneficiaries of what we do?
 - How do we do things?

- **Values:** Values are deeply held views about what we find worthwhile. Values answer the question: “What is important to us?”

Questions to ask when analysing your company values, include:

- How we want to behave towards team members
- How we want to behave with customers
- How we like to spend our time

Operational planning focuses tightly on the day to day operations with no more than a 12-month cycle. Depending on the company’s activities, the manager might want to further break things down to daily, weekly, monthly or seasonal activity segments. Operational planning focuses on adjusting and developing controls, increasing efficiencies and reducing time and costs. The purpose of an operational plan is to effectively execute the goals identified in the strategic plan. Operational planning will determine where to focus attention and where you can take a step back. In addition to informing human resource decisions (such as hiring additional help), operational planning can identify areas where you should look at outside professional assistance (accountant, technical advisor or shared administrative assistant).

Operational plans answer key questions such as “Who is doing what?”, “What are the day to day activities?”, “How will the suppliers and vendors be used?”, “What are the labour requirements?” and “What are the sources of raw materials?” Specific plans can be developed for human resources, production, facilities, logistics and distribution. The figure below shows how an organisation’s units can be distinguished but needs to work together to achieve the company strategy.

The key to developing both strategic and operational plans is for the higher-level management to step back from the daily activities, and allow business units to manage their own performance, obviously with agreed upon and controlled targets. It requires the allocation of time and a mental shift to ensure objectivity.

Many of the gaps identified both strategic and operational plans, can be overcome by training. This is where the role of the SDF (together with the training committee) becomes imperative.

2. THE SKILLS AUDIT

Usually the Human Resource Section will conduct a skills audit annually (before or at the end of the financial year), in consultation with all stakeholders to identify skills and training gaps between the available skills and required skills for all occupational categories within the organisation. The results of the skills audit will be used to develop a Workplace Skills Plan for the organization.

The skills audit must identify what we have what we need to do our job and to what the organisation needs.

The steps in the skills audit process are summarized in this table:

Step	Action
1	Train or source people to perform the skills audit
2	Define skills
3	Develop an action plan to perform the skills audit
4	Implement the action plan; Perform the skills audit
4.1	Identify jobs and job categories as well as employees per job
4.2	Identify job profiles in terms of race, gender, disability and job category

4.3	Identify employees who should be involved in the skills audit process
4.4	Identify methods that will be used during the skills audit process
4.5	Develop documents to record the information
4.6	Identify the applicable period
4.7	Identify skills requirements of jobs and skills profiles of employees (perform the skills audit)
4.8	Record skills audit results
4.9	Identify training needs

In other words, the Skills Audit will determine what skills the employee has and what does he/she needs according to the performance agreement.

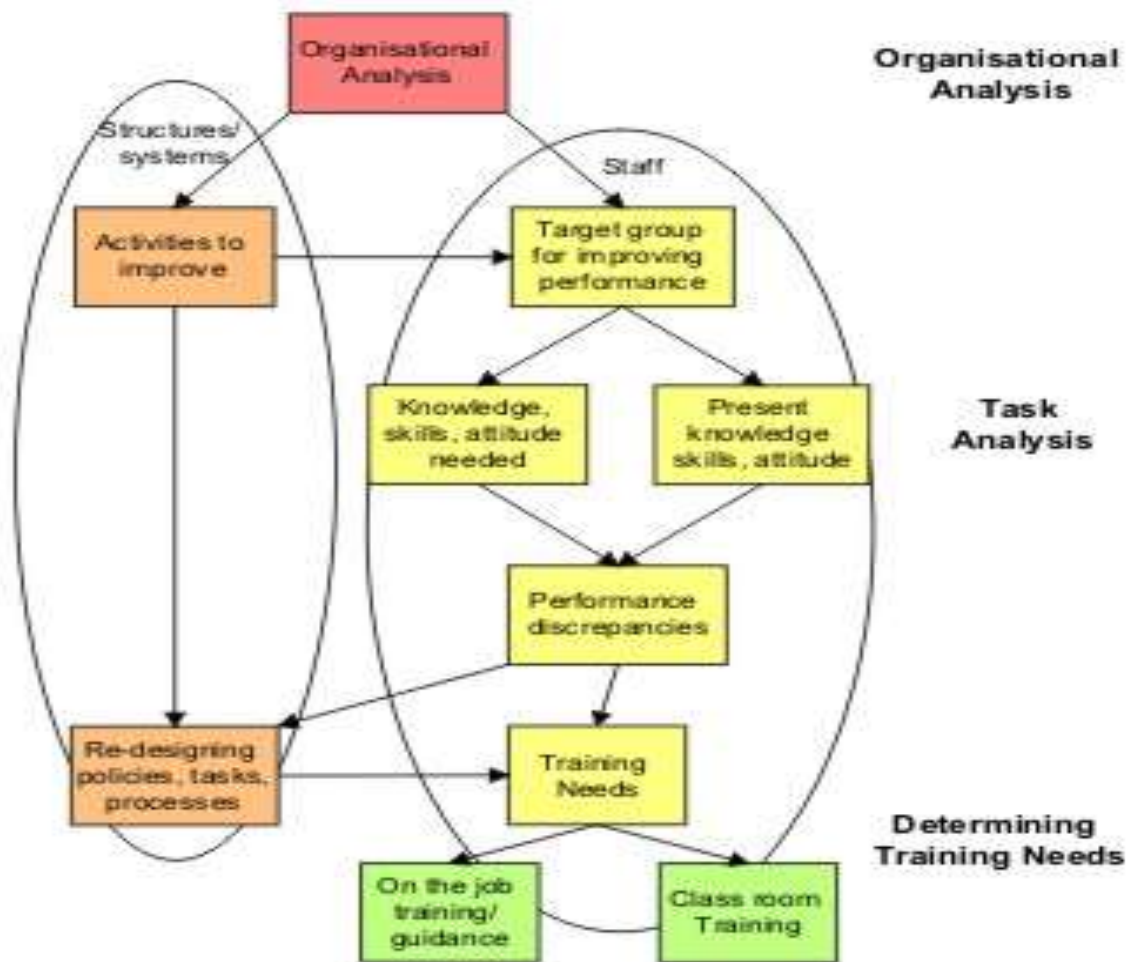
Implement the action plan:

Identify the jobs and job categories as well as employees per job

The SDF must have a list of job titles and a list of the employees available when starting the skills audit. The Financial and the HR departments should have this information.

Example of such a Skills Matrix is on the next page.

3. TRAINING NEEDS ANALYSIS



The training needs analysis process is a series of activities conducted to identify problems or other issues in the workplace and to determine whether training is an appropriate response.

The needs analysis is usually the first step taken to cause a change. This is mainly because a needs analysis specifically defines the gap between the current and the desired individual and organisational performances.

The Training Needs Analysis (TNA) is therefore an essential first step in management development.

If you wish to achieve the greatest improvement in performance and best value from your investment in training, development, practical experience or networking, you should first undertake a comprehensive training needs analysis. This will form the basis for designing a cost-effective management or talent development programme.

In easier terms, training needs analysis means that you identify the training needs of the employees that will enable him/her to develop the skills that he/she needs to deliver according to his/her performance agreement.

3.1 Who conducts needs analysis and why?

An in-house employee (manager, trainer, etc) or a consultant performs a needs analysis to collect and document information concerning any of the following three issues:

- ✓ Performance problems
- ✓ Anticipated introduction of new system, task or technology
- ✓ A desire by the organisation to benefit from a perceived opportunity

In all three situations the starting point is the desire to effect a change. Given this, you must know how the people will experience change, perceive it. In the absence of a need's analysis, you may find employees resistant to change and reluctant to training. They may be unable to transfer their newly acquired skills to their jobs because of the organizational constraints.

A needs analysis often reveals the need for well-targeted training areas. However, we must keep in mind that training is not always the best way to try to close a gap between an organization's goals and its actual performance. Those conducting the needs analysis must get a clear idea of the problem, look at all possible remedies and report on their findings to management before deciding on the best solution.

When properly done, a needs analysis is a wise investment for the organization. It saves time, money and effort by working on the right problems. Organizations that fail to support needs analysis make costly mistakes; they use training when another method would have been more effective; they use too much or too little training,

Or they use training but fail to follow up on it. A well-performed analysis provides the information that can lead to solutions that focus on the areas of greatest need.

Process of conducting a training needs analysis is a systematic one based on specific information-gathering techniques. Needs analysis proceeds in stages, with the findings of one stage affecting and helping to shape the next one. There is no easy or short-cut formula for carrying out this process. Each situation requires its own mix of observing, probing, analysing and deducting.

In many ways, the needs analysis is like detective work; you follow up on every lead, check every piece of information and examine every alternative before drawing any solid conclusions. Only then you can be sure of having the evidence on which to base a sound strategy for problem solving.

A needs analysis is not a one-time event. Professional organizations administer needs analysis at regular intervals, usually every year or two.

3.2. Methods of Identifying Training Needs

Training needs will differ with the backgrounds of the employees to be trained, and their present status in the organization. Basically, a candidate for training may come from any one of three groups:

- New hires
- Veteran employees
- Trainees currently in the training pipeline (currently in the training program)

Consideration of the varying needs of these groups provides a frame of reference for discussing and suggesting the methods of identifying training needs:

• **New Hires**

Addition of new employees creates high and low peaks in placing new persons into the training program. This problem may be solved by a program where progression is made in different sequences. It will eliminate a jam that will occur if all phases of the program must be taken in a definite sequence.

The new employees will normally be of somewhat different backgrounds. Being new, they are not familiar with their new employers. As a result, the earliest phases of the training must concentrate on company orientation. During these phases, the organisation, organisation policies and administrative details should be covered. It is also a suitable time to acquaint the trainees with what will be expected of him, and how he will be evaluated throughout the phase of training.

• **Retaining and Upgrading Veteran Employees**

The people in this category offer a real challenge to the training department. Therefore, the number and amount of training required by this category should be carefully considered. Often the retraining and upgrading of former employees can be very rewarding for training instructors. At least two schools of thought exist as to how these employees should be rekindled. There are advantages in keeping this

group intact and tailoring the program to their needs. On the other hand, this category of employees can also make significant contribution to training if they are co-mingled with the new hires.

• Pipeline Employee Requirements

A good training program will normally have participants in various phases of completion. An awareness of completion dates and how the potential employee will be employed should be the concern of the training staff and the employee's supervisor. A trainee should have a challenge in all phases of his training. All these challenges should not be confined to those phases where the pipeline employee is sitting in a classroom. Therefore, it is recommended that thorough interim test-work be given to pipeline employees in periods between formal classes. This may take the form of solidifying what he learned in the prior phase and serve as preparation for the coming phases.

3.3 Techniques/assessments for Determining Specific Training Needs or Skills Gaps

There are several practical methods you can use to gather data about employees' performance. Each works well in given circumstances; therefore, you must determine which will be the best for you. None of these methods can stand alone. Always use at least two, if for no other reason to validate your findings. One of those you choose should always be observation.

Observation

In this approach, an employee's performance itself is your source of information. You evaluate a worker's performance through first-hand observation and analysis. This is best accomplished by watching the worker and playing the role of non-participating observer. This means that you watch and listen and evaluate what you see and hear, but do not get involved in his work process in any way.

The objective during observations is to identify both the strengths to build on and the deficiencies to overcome. A key advantage of using direct observation in the needs analysis is that you gain first-hand knowledge and understanding of the job being performed and the strengths and weaknesses of the relevant worker.

Interviews

The use of interviews in conducting the needs analysis is strongly urged. The prime value of interview guides is that they ensure the same types of data from all sources. This allows you to determine whether a piece of information is one person's opinion, or part of a widespread perception. Since the

interview guide forces you to ask each worker several predetermined questions, you must select those questions that are essential to what you are trying to learn.

Interviews allow you to meet employees face to face to discuss their impressions of performance. Because you are in conversation with workers, you can explore their responses in depth. You can ask for clarification of comments and for examples of what they mean. In this way, you obtain a full understanding of their performance deficiencies.

You also gain these benefits through interviewing:

1. You build credibility with your interviewees by asking intelligent questions and listening well to their answers.
2. You obtain employees' personal involvement and commitment to your efforts.
3. You establish personal relationships with potential trainees who are important to your success as a need's analyst and trainer.

Questionnaires

A questionnaire is a sort of interview on paper. You create your own questionnaire by writing down all the questions you want employees to answer for you. Then you mail it to them or if not possible, have personal interviews for them to complete it. Then await their responses.

The key advantage of a questionnaire is that you can include every person from whom you want input. Employees can complete the questionnaire when and where they choose. You need not travel and spend time with all respondents. Every employee is asked the identical questions and consequently data is very easy to compile and analyse.

Job Descriptions

Before establishing a job description, a job analysis must be made. This job analysis involves a thorough study of all responsibilities of the relevant job. It is companywide in scope and should be detailed to such a degree that those conducting the training can use the job analysis as a yardstick for their course content. After the job analysis phase has been completed, the writing of job description and needs analysis is a relatively simple task. When an employee's job description has been defined, the trainer can easily tailor his training curriculum to a very close proximity of what will be expected of the employees.

Problem Solving meeting

Another time-tested technique for gathering needs analysis material from employees is to conduct periodic problem-solving meeting which may take the form of or be part of a plan for a new product, task or technology, or tied in with a training program. It is always helpful to utilize an outside consultant to moderate such sessions. This outside sponsorship has a tendency of letting the workers express their feelings about his organization, and the session can then be geared to training needs. The current problems will evolve that represent potential areas for training.

Appraisal Reviews

During the periodic counselling performance interview, an employee should be questioned regarding the duties and training of a worker. Comments rendered during the appraisal interviews normally are genuine, and can frequently assist in establishing the needs, variations and penetrations that a training program should include. Feed- back at appraisal interview time is valuable since it is timely information. Training needs differ from worker to worker, and appraisal sessions allow the employee and supervisor / manager to uncover the cause of weaknesses in performance. These deficiencies represent areas for training.

Analysis of Organisational Policy

Organization policy will affect the amount of training offered. An explanation of various policies should be covered in the training program. Of concern are those policies that involve change, alteration and major revamping of training programs. In organizations undergoing merger activity, product diversification and new penetration, a great deal of sensitivity must be placed on policies today and expected changes in the future.

360° feedback surveys

A 360° feedback survey helps the organisation obtain quality information about performance and relationships by posing a set of standard questions to an individual's line manager, peers and direct reports. This all around (360°) approach identifies any variation of behaviour in different roles and minimises personal bias. The information can be collected on paper forms or using computer systems; the print-out in either case acts as a third-party report which managers or coaches and their clients can discuss in a non-emotional manner.

It is recommended that a 360° survey should precede any developmental coaching programme. When reviewing an individual, it is often best to ask open questions such as:

- **Keep doing:** What are the things which 'name' currently does which help you and which you hope he/she will continue to do?

- **Do more of:** What are the things you would like 'name' to start doing or do more of?
- **Do less of:** What are the things which 'name' does which get in the way and which you would like to be done less often?
- **Development needs:** What are the areas upon which you feel 'name' should really concentrate in order to improve the managerial performance of the organisation? You may wish to highlight aspects of how he/she manages or specific objectives or accountabilities which you feel need attention.
- **Personal strengths:** What do you see as the key strengths which 'name' brings to his/her job?

Work shadowing

Work shadowing involves a coach spending time with an individual while he or she is carrying out their normal work. The coach sits in on meetings and observes the individual's behaviour in different circumstances. Feedback can then be immediate or compiled into a formal report. The instant feedback is a valuable part of the coaching process.

Whatever the method used to identify training needs, at least the following three points must be kept in mind:

- ❖ These methods should be used in combination; that is, there should never be reliance on only one method.
- ❖ They may be used to identify training needs of each of the various groups of employees.
- ❖ They should be applied to individual employees since training needs will vary with the individual employee.

3.4 Problems and barriers when conducting a needs analysis:

You could experience five problems or barriers that can arise when conducting a needs assessment. Before conducting an assessment, plan how to deal with or avoid these five issues:

- *Confidential information:* Tell those who offer information during the assessment whether the information they offer is confidential or anonymous. Either do not ask for the name of the person completing the survey or questionnaire or offer the option to provide a name. Generally, respondents are more forthcoming if they can remain anonymous. Be sure to clarify concerns about how interview or survey information will be used.

- *Management buy-in:* Management needs to be involved in all three phases of the need's assessment. Sell the purpose and benefits of the survey or interviews to all the managers who are involved with the deficiency prior to collecting information. Tie the survey data to the strategic plan and/or performance review processes.
- *Unwilling employees are participants:* Employees may not be willing to spend a lot of time to complete a survey or an interview. To increase participation in information gathering, have a top executive send a cover letter with the survey or, prior to an interview, ask for the employee's cooperation in completing the survey or giving the interview. Get key employees to be goodwill ambassadors for the process. Make the distribution, the completion and the return of the survey or the conducting of the interview as convenient as possible.
- *Cost:* During the need's assessment, the performance deficiency usually continues. Promote the gathering of the information as an investment in the progress of the organization. Do a feasibility study on the savings from conducting the survey or interviews or just doing nothing. Often commonly held assumptions can be validated or changed when hard data is gathered. Use existing data regarding the deficiency to avoid the cost of asking for what is already available.
- *Interrupts work:* Time is money. Taking away employees from productive work to complete a survey or an interview may detract from work results. Keep the survey brief, streamlined and attractive. When conducting interviews, write out key questions prior to the interview. Set specific appointments with a starting and ending time.

4. PERSONAL DEVELOPMENT PLAN

The Personal Development Plan is the document that the manager and employee jointly develop at the beginning of the assessment period which sets out the employee's career aspirations as well as training and learning objectives and targets for the year. The purpose of the PDP is twofold. First, it ensures that the employee maintains the current level of job proficiency through continued training and developmental activities. Secondly, the employee charts a career path by identifying new knowledge, skills and abilities to pursue, as well as learning activities needed to reach the established goals.

This plan will specify training and development plans for individuals and if available, the skills requirements specified in these plans must be added to the Workplace Skills Plan.

It is important to remember that we want to promote life-long learning to our employees. One of the methods to use is the PDP. We plan for the future of the employees. Therefore, the PDP cannot just be completed in isolation. The employee's career path must be taken into consideration.

5. DESIGN/PLAN THE TRAINING INTERVENTION

5.1. Develop and verify a matrix of outcomes

From the information gathered during the skills audit, the SDF now must develop a competency list. This is a list of competencies needed per business unit to enable it to function optimally. Each individual employee will then be measured against required competencies. From this information, the SDF will be able to compile a training plan, and subsequently a Workplace skills plan.

5.2. Develop Training Session Plan

A training session plan – also called a learning plan – is an organized description of the activities and resources you'll use to guide a group toward a specific learning objective.

It details the subject matter that you'll teach, how long each section should take, the methods of instruction for each topic covered, and the measures you'll use to check that people have learned what you needed them to learn.

It can be as simple as a brief outline, or more complex, with scripts, prompts, and lists of questions that you plan to ask.

As you plan, you visualize each step of the class. This helps you ensure that you've thought about everything that you need to say, and that your present information in a logical order. You'll also be able to prepare for points that people might find difficult to understand.

After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.

Last, a training session plan will be invaluable for a substitute instructor, if you can't make it to class.

Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you'll cover them.

Think about how to link information to trainees' existing skills and knowledge. This will help them put it into a personal context, which, in turn, will help them retain it better.

Compare your template with your objectives for the session, to make sure that you'll achieve them.

Now think about how you will teach this material to your students. It's best to use several different presentation approaches to keep students engaged, and to appeal to people with different learning styles.

Consider using these activities in your training session:

Lectures are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarize the important points at the beginning and end. You may want to use a guest speaker if the topic is highly specialized.

Demonstrations work best when you need to show the steps in a process or task. Learners can try the task out for themselves, or you can demonstrate it in front of the group.

Discussions and debates are useful after a lecture, because they allow trainees to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.

Online learning is helpful when trainees need to gain practical experience of IT skills, if they need to access video or audio material, or if quizzes and self-test activities will be useful.

Role play involves trainees acting out a new skill in a simulated environment and learning from feedback from other participants.

Small group teaching helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.

Case studies can help learners put new information into context. As they process the information and relate it to a situation that's relevant to them, they create mental connections that will help them recall the information later.

Once you've decided which training methods to use, note them in your template.

Finally, think about the timing of your session. Some concepts or skills will take more time to master than others, so identify these up front, and allow students extra time to absorb or practice the material.

Record the time that you will allocate for each concept or section on your training plan, and make sure that you've allowed plenty of time to focus on the core concepts – if you don't have enough time, you'll need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

6. DELIVER TRAINING

6.1. Source internal/external training providers

It is important to realise that not all development interventions need to be formal training. International best practice advocates that employee development should roughly consist of:

70% workplace learning + 20% coaching and mentoring + 10% formal learning.

This will also be influenced by the educational level vs. job level of the employee.

Criteria used to measure external training providers:

- SETA Accreditation
- Price
- Duration
- Previous experience of the training provider
- Location

- BEE profile of the provider
- Training methods used

7. TRAINING INTERVENTIONS

The SDF who is responsible for training and development in the company (usually the Skills Development Facilitator) must now facilitate a process to prioritise the training needs. It must be determined which of the needs are the most important. More time, effort and resources must be spending on these needs. The SDF and the manager will work together on this matter.

It means they must consider what the benefits will be if they address the training needs and what the costs will be to implement the training needs. The benefits to the company will depend on the extent to which the interventions will contribute towards the following:

- ❖ The company's vision and the objectives
- ❖ The company's Equity Plan
- ❖ The improved performance of the employees of the company
- ❖ The motivation of the employees
- ❖ The skills priorities that were identified by the relevant SETA.

The next step is to collect information on available interventions that will be the best to address the needs that were identified. One must also identify what resources like facilities, requirements, money and so forth, the company will need to implement these interventions.

The following information is very important in the planning process:

- What interventions are available
- Accredited providers to provide these interventions
- Which skill is addressed by training programme?
- Which unit standards and/or qualifications will the learners achieve in the end?
- What will the costs be?
- Any other resources that will be required
- What will the duration of the intervention be?
- Venues

To obtain the above-mentioned information, the SDF or designated person can use the following methods:

- ✓ Pamphlets
- ✓ Newspapers
- ✓ Provider websites
- ✓ Skills development related websites
- ✓ SETA websites
- ✓ Exhibitions

Now that the company has identified possible training providers and they have determined what resources they will need; they must establish if they have the necessary resources. If they do not, it is obvious that they should not go that route and they have to re-plan.

Types of training interventions:

➤ **SHORT COURSES OR NON-CREDIT BEARING TRAINING**

A short course is a structured learning programme that is not based on a unit standard. It is not aligned with a Unit Standard. The learner will not receive any credits for the training attended. It is paid from the organisation's training and development budget. This budget is part of the Strategic budget of the organisation. It includes refresher courses, soft skills and product specific courses.

An example: a one-day course on Time Management by an external training provider.

➤ **SKILLS PROGRAMMES**

A skills programme is a structured programme that is based on a unit standard or standards.

Who may offer a skills programme? Accredited training providers offer skills programmes.

SETAs often list the names and contact details of accredited providers on their websites. Training providers offer public programmes or in-house training that can only be attended by the employees of that specific organization or business.

However, the organization or business can be accredited as a training provider and then facilitate their own learning programmes.

When the employer implements skills programmes, it can be funded in various ways namely:

- Discretionary funds from the SETA
- Use the grants given to the organization by the SETA for developing and implementing the WSP, i.e. mandatory grants
- To use the training and development budget of the organisation or business.

➤ **ADULT BASIC EDUCATION AND TRAINING (ABET)**

Adult basic education and training is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of audiences and ideally, provides access to nationally recognized certificates.

The term **ABET** refers to Adult Basic Education and Training and refers to education up to the equivalent of grade 9 (standard 7). ABET refers to both literacy and numeracy.

Many of today's workers get by with chronically low levels of literacy and numeracy which is a result of the failures of the education system when many of today's adults were at school.

Funding was very low at that time and turmoil in townships deprived many of the opportunity to attend school.

Many employers are unaware of the functional level of literacy and numeracy of their employees and school certificates don't always adequately reflect this, causing problems for employees and employers alike. Abet can be the answer for them.

ABET is a national priority and several sources of funding for ABET training are currently available.

The business must allow workers some time off for studying Abet but the benefits are enormous.

Apart from the gratitude that learners show to their employers for facilitating the learning, the improvement in productivity in the workplace soon drops down to the bottom line.

In a globalised economy local companies suddenly must compete at international standards. That's hard to do if your workforce can't read and write to an acceptable level.

Ensuring that your workers are functionally literate and numerate is a positive step now available to all.

➤ **LEARNERSHIPS**

Learner ships are formal learning programmes that require learning on the job supported by structured or institutional learning. They are generally designed in the SETAs, approved by the Department of Higher Education and Training, funded from the Skills Levy and must lead to a qualification on the NQF.

Learner ships aim to strengthen the linkage between structured learning and structured work experience for learners to obtain a learning that takes place within an education and training institution or through an education and training provider) and structured institutional learning (which refers to a planned workplace experience). Many SETAs use a formula of approximately 70% structured work experience and 30% institutional learning, but the inverse is also possible. Learner ships must lead to a full qualification on the NQF and are expected generally to last between 12 and 18 months.

A learner ship is designed to function as a mechanism to bridge the gaps between the worlds of education and work. Thus, the workplace component of the learner ship is critical, and should best be supported by mentorship in addition to any external tuition. If there are no employers to enter into learner ship agreements with providers and learners, then there are no learner ships.

Running learner ships is the preferred basis for companies to recover a portion of their contribution to the Skills Development Levy.

Learner ships are the key to the success of the Skills Development Strategy.

A learner ship must:

- ✚ Consist of a structural learning component
- ✚ Include practical work experience of a specific nature and duration
- ✚ Lead to a qualification registered by SAQA and related to an occupation.

Contracts must be drawn up between the learner and the employer, the learner and the provider and the provider and the employer.

A SETA may establish a learner ship if:

- The learner ship consists of a structured learning component
- The learner ship includes practical work experience of a specified nature and duration
- The learner ship would lead to a qualification registered by the South African Qualifications Authority and related to an occupation
- The intended learner ship is registered with the Director-general in the prescribed manner

The following people can attend a learner ship:

- Current employees working in the organization or business (18.1).
- Unemployed people who the employer wishes to assist in improving their qualifications but do not wish to employ on a permanent basis (18.2). They will be employed for the duration of the learner ship.

There are three parties involved in a learner ship. They are:

- ✓ The learner
- ✓ The employer (or a group of employers who provides the practical experience)
- ✓ An accredited training provider or it could be a group of providers

The advantages of a learner ship for the employer:

- ❖ It can be a source for recruiting people to appoint them on a permanent basis after successfully completion of the learner ship
- ❖ SETAs provide grants to the employers who implements the learner ship
- ❖ Organisations or businesses qualify for a tax incentive (deductions on their income tax)

- ❖ It provides an opportunity to employers to contribute to issues such as the development of the specific sector, providing jobs, etc.

The learner ship can be funded by:

- ✚ The employer applies at the applicable SETA for learner ship grants
- ✚ The training budget of the organisation

When can the learner ship be terminated? It can only be terminated before the date specified in the agreement if:

- The learner successfully completes the learner ship
- The relevant SETA approves a written application by the learner to terminate the agreement
- The relevant SETA approves if a good case is shown by the employer to terminate the agreement
- The learner is fairly dismissed

Keep in mind that the contract can only be terminated if the learner ship is terminated for the above reasons and provided that the learner was not already employed by the employer when the agreement was started.

➤ **INTERNSHIP**

An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Most internship is temporary assignments that last approximately three months up to a year.

An intern is one who works in a temporary position with an emphasis on on-the-job training rather than merely employment. An example: student who works in order to gain experience in their chosen field; a medical student or recently graduated medical student working in a hospital as a final part of medical training

An internship provides supervised work experience in an area relevant to a student's career goals. Internships can be paid or unpaid.

➤ **APPRENTICESHIP**

The concept of an apprenticeship has been around since the latter part of the Middle Ages and remains a viable form of training today. Essentially, an apprenticeship is a means of taking on an individual who will learn the skills and practices that are associated with a given career path. The apprentice is taken

under the wing of an individual who is recognized and an expert practitioner of the craft, and over a period of years is schooled in all aspects of the career, until the apprentice is able to go out on his or her own and function effectively.

The idea of an apprenticeship first developed as a way for craftsmen to train young protégés in a craft, with an eye of one day turning their business over to the apprentice. In other applications, municipal governments would send young men to another location to be schooled in a craft, with the understanding the individual would return to the town or village after the apprenticeship and set up a local shop. In both cases, the apprentices would remain with the master craftsman for a number of years, until it was determined that the individual had earned the right to be referred to as a craftsman, and was ready to go it alone.

While most apprenticeships in the middle Ages involved the vocational training of young men, there were some apprenticeship opportunities for young women as well. Most of these involved schooling in what were considered feminine arts, such as embroidery, weaving and sewing, and in some cases learning how to be a governess. Just as with the young men, the young women who entered an apprenticeship had to demonstrate some degree of natural talent and would commit to a period of five to seven years away from family.

As time went on, the process of apprenticeship underwent a great deal of change. Governmental regulations began to define the limits of apprenticeship, which led to the abandonment of the practice of apprenticing young people in some crafts. In others, the process of apprenticeship began to change into a process that is not unlike the on the job training programs that are often found today. Still, the concept of the apprenticeship is not dead. Especially with the creative arts, it is still possible to attach an individual to someone who is acknowledged as an authority and spend several years studying under the tutelage of that expert authority.

➤ **CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

It is the education and training directly related to the profession, undertaken beyond the academic qualification to keep up to date with new development and hence the image of the profession.

➤ **EXPERIENTIAL LEARNING**

This is a process of making meaning from direct experience, that is, it is learning by doing. It includes two different types of learning by yourself and experiential education. That is the education that occurs as a direct participation the event; learning that is organized by learners themselves, that is self-teach. In experiential education the teacher gives information/knowledge to the learner and prescribed study / learning exercises.

➤ **RECOGNITION OF PRIOR LEARNING**

Recognition of prior learning gives a person an opportunity to access further and higher education. The idea is to give recognition and credits to those who have learned through informal ways and can prove competence against unit standards and qualifications.

RPL is a method of assessing evidence of competence that can lead to credits and/or qualifications. It is regarded as the first step in a learning programme to build on skills and knowledge that the applicant already has.

Put in a nutshell, RPL deletes the invisible demarcations between work, learning and social and leisure environments and regards the exposure to these contexts as making a valuable contribution to the endowment of an individual with skills, knowledge, insights and attitudes which, if assessed appropriately, could warrant the award of relevant credits.

8. PLANNING AND ORGANISING TRAINING INTERVENTIONS

One of the roles of the SDF (Skills Development Facilitator) or the designated person and the manager is to promote learning interventions. He/she can make use of the following:

- E-mails, faxes or letters to the employees that explain what the intervention is about, the duration thereof, what the learners (employees) will achieve, the venue, etc.
- Brochures
- Presentations to the relevant target group
- Posters

If you design any promotional material, it must include at least the following:

- The name of the training programme
- The duration
- The venue(s)
- The costs involved
- Objectives (what will they achieve and what will they learn)
- The benefits of attending this programme

Another role of the SDF (Skills Development Facilitator) or the designated person is to schedule all the training interventions. The schedule will depend on the following:

- Which training priorities were identified
- The availability of training providers and the learners/employees
- The duration of the programmes
- The availability of the training budget
- The activities of the organisation

Once this is done, it should be communicated to all the relevant parties (e.g. managers, supervisors, employees).

An example of the schedule:

TRAINING SCHEDULE

NAME OF PROGRAMME	NAMES OF EMPLOYEES TO ATTEND	TRAINING PROVIDER	DATE	TIMESLOT	VENUE	RESPONSIBLE EMPLOYEE
Time Management	A. Marais G. Moketsi	Organisation X	14 January	08:00 – 16:00	Training venue on the ground floor	SDF
Project management	P. Boitumelo	Organisation XX	22 Feb – 25 Feb	09:00 – 16:30	At the training venue of the provider	SDF
Excell	G. Masoeu	It Section	12 March	08:00 – 15:30	IT section	SDF; IT MANAGER

It is important that learners that are included in the different programmes or training interventions were identified according to the appraisal that was completed and the PDP that was compiled between the employee and the supervisor or manager. These programmes are planned as indicated on the WSP. When these interventions are advertised, other learners may also complete booking or registration forms if there are places available.

The following logistical arrangements should also be kept in mind:

- Travel arrangements for employees
- Accommodation arrangements for employees
- Preparing the venue (neat, tidy)
- Set up of the equipment
- Arrangements for refreshments
- Attendance registers

An example of the **Logistical checklist**:

NAME OF PROGRAMME		DATE	
FACILITATOR		TOTAL OF LEARNERS	
ITEM		DUE DATE	FINALISED
Booking of venue(s)			
Travel arrangements			
Confirm training session with training committee			
Mail to managers to inform them			
Distribute posters with info on the training			
Printing of manuals			
Slideshow completed (if applicable)			
Attendance registers printed			
Registration forms printed			
Programme Evaluation forms printed			

Facilitator report printed		
Refreshments arranged		
Equipment booked		
Conformation of facilitator		
Checking of air con		
Note on door of venue		
Checking of availability of toilets		
Enough electrical points and extension cords		
Safety of environment		
Seating arrangements		
SIGNATURE		DATE

When compiling the training budget, the following costs should be included:

- Facilitation costs (including salaries of in-house facilitators)
- Venue costs
- Intervention costs
- Learning material costs
- Refreshment costs

9. ADMINISTRATION:

Collate and store data

The SDF should ensure that the following documents are kept in hard copy and/or electronic format:

- Documentation related to registration with SARS for SDL purposes

- Training committee member details, minutes of meetings, agendas and correspondence with members
- SDF registration documentation and correspondence with the SETA in this regard
- Guideline provided by SETA on how to develop WSP
- The Sector Skills Plan
- Information collected during audits (e.g. employee profiles, organisation structures and vacancies, competency definitions, skills requirements and profiles, possible training interventions)
- Organisation skills priorities
- Information provided by accredited training providers (pamphlets, websites etc)
- Training budget
- The WSP that was submitted to the SETA
- Grant applications and related documentation

The SDF must ensure that:

- All documentation is kept confidential
- Information is kept in a safe place
- Access to information is controlled
- Back-up copies are made in case of electronic files

10. EVALUATE TRAINING EFFECTIVENESS

After the completion of a training intervention learners usually must provide feedback on the strengths and the weaknesses of the training programme. This will assist the SDF in future planning as well as give guidance on the suitability and professionalism of the Training Provider.

An example of such a document is on the next page:

II. ANNUAL TRAINING REPORT / IMPLEMENTATION REPORT

What is an annual training report?

After the successful implementation of the WSP, a company will be eligible for a mandatory Grant. This grant is equal to 20% of the total levies contributed. In order to qualify for this grant, the company will need to submit a report which indicates what actual training and development has taken place at the workplace and five reasons for deviations, if any, from the WSP submitted.

The report for the previous financial year and the plan for the current financial year need to be submitted together in order to qualify for the mandatory grant, unless the company is participating for the first time.

This report includes the actual training that was conducted for a particular financial year. The Implementation Report must indicate whether the targets indicated in the WSP were met or not.

The SDF must submit a report to reflect if the planned interventions as submitted in the WSP took place. The costs must also be reported.

In order to compile this, report the SDF must:

- Obtain a copy of the ATR of the relevant SETA
- Study this template
- Identify what should be reported by the organisation
- Develop an information management system
- Compile and submit the report
- Keep record of all training and development activities

Templates:

Every SETA has an ATR template. This is available on the Internet on the different websites.

The SDF should ensure that he/she study the applicable ATR template to identify the information that he/she will need to complete it. Also, do not wait until it is the due date for submission to the SETA. Collect the information as you go along with your training schedule.

The ATR must be submitted by May each year – from March the previous year.

The ATR usually requires the following:

- General information of your organisation (name, structure, etc)
- The SIC (Standard Industry Code) of the employer
- The details of the SDF
- The SDL (Skills Development Levy) number
- Banking details of the organisation
- Details of the training committee
- The process used to develop the ATR (who was involved, etc)

After the ATR was compiled, feedback must be given to the Training Committee and the management of the company or organisation. The WSP and the ATR must be compared with one another to determine which of the planned interventions took place and what was not addressed.

This should also be indicated on the personal development plan of each employee. By doing that, you will have a clear picture if the training needs that were identified by the skills audit, were addressed and what is still outstanding.

12. INFORMATION MANAGEMENT SYSTEMS

Purpose of an information management system

The first important fact to remember is that the system must enable the SDF to manage skills development related information. The SDF must be able handle both hard and soft copy documents. The SDF should develop this system at the beginning of the skills development process.

The SDF must ensure that he/she always keeps the system up to date .

The following is important to identify:

- What information and/or documents should be collected
- Who must collect these documents or information?
- Why is this information collected and what will the SDF do with it?
- How should the information be stored?

- For how long it should be stored
- Where must it be stored
- Who may have access to the information?

13. STAKEHOLDERS

The stakeholders that are involved are management, employees, the SDF, Skills Development Committee members and Training Providers.

After every Skills Audit was done and the Training needs were identified, a meeting must be held with all stakeholders. The information must be discussed as the stakeholders must decide on the priorities of these needs. Money must be allocated to the training budget so that these needs can be addressed. The managers and supervisors will then also have an idea of the types of training that will take place. They must be part of the planning as they will have to release the employees from the workplace to attend training activities.

At the end of the training cycle, the SDF should give feedback to the stakeholders on the following:

- ✓ The training budget – how was the money spent (facilitator costs, venue costs, learning material, refreshments, stationary, etc)
- ✓ The evaluation/feedback report – feedback on training interventions planned and which of these interventions were implemented.
- ✓ The ATR – what was accomplished and what was not addressed in the WSP

Formative Exercise 2 - 7 plus 9

Formative Exercise 8, 10

Learning Unit 4

QUALITY ASSURANCE

Learning Outcomes

Advise on the establishment and implementation of a quality management system in the organisation:

- Quality management definitions
- Relevant quality management guidelines on SAQA website
- SAQA's quality management system: SGB, NSB'S, ETQA'S and QCTO
- What the company skills development quality system should include
- List of Policies required for an internal Quality Management System

INTRODUCTION

SAQA, as the body who is responsible for the development and implementation of the NQF, designates several Education and Training Quality Authority (ETQA) bodies whose responsibility it is to quality assure parties to the education and training process i.e. providers of training (both theoretical and workplace providers), assessors and moderators of training.

With the implementation of the NQF Act (2008), the 31 ETQA were centralised into three Quality Councils (QCs) which were responsible for standards-setting and quality assurance.

These QC's may, in terms of the NQF Act (2008) delegate quality assurance functions. The QC for occupational qualifications, the Quality Council for Trades and Occupations (QCTO), once operational (expected in 2010), may delegate quality assurance functions to SETA's.



DEFINITIONS

Quality Management Systems means the combination of processes used to ensure that the degree of excellence specified is achieved. A quality management system is the sum of the activities and information an organization uses to enable it to better and more consistently deliver products and services that meet and exceed the needs and expectations of its customers and beneficiaries, more cost effectively and cost efficiently, today and in the future.

Quality Assurance means the sum of activities that assure the quality of products and services at the time of production or delivery. Quality assurance procedures are frequently applied only to the activities and products associated directly with the goods and services provided to external customers.

Quality Audits are activities undertaken to measure the quality of products or services that have already been made or delivered. A quality audit has no impact on quality.

Quality Control is undertaken by the person(s) who make the product (or deliver the service) for internal purposes.

Relevant guidelines on SAQA website:

- NQF and Quality Assurance
- Quality Management Systems for ETQAs
- Quality Management Systems for Education and Training Providers
- Criteria and Guidelines for Providers

I. SGB, NSB'S AND ETQA'S

I.1. Functions of the Standard Generating Bodies (SGB's)

- Generate unit Standards and qualifications
- Update and review unit standards
- Recommend unit standards and qualifications to the NSB

I.2. Functions of the National Standards Bodies (NSB):

- Defines the boundaries of its fields of learning in relation to other fields
- Defines sub-fields of learning
- Recognises/establishes SGB's
- Ensures that the work of the SGB meet the SAQA requirements
- Recommends registration of unit standards and qualifications on the NQF
- Controls the moderation of education and training quality assurers (ETQA)

I.3. Functions of the Education and Training Quality Assurance (ETQA)

- Accredite providers of education and training
- Promote quality amongst providers
- Monitor provisions by providers

- Register assessors
- Certificate learners, recommend new and modified standards
- Maintain databases acceptable to SAQA
- Submit reports to SAQA

1.4. The Role of the QUALITY COUNCIL FOR TRADES AND OCCUPATIONS (QCTO)

The QCTO will manage and co-ordinate qualifications in the **occupational qualification's framework in terms of development, provision, assessment and impact**. Its scope will be the development and quality assurance of fit-for-purpose occupational qualifications and unit standards as required by the labour market for work and employment purposes. (see annexure A for more info)

2. YOUR ORGANISATION'S SKILLS DEVELOPMENT QUALITY SYSTEM SHOULD:

- Clearly specify policies, procedures and measures required to ensure skills development services are within limits of acceptable quality
- Ensuring/auditing of customer requirements are consistently met, allocate responsibilities and authority to achieve quality objectives at team and individual level
- Comply with quality standards of ETQA and relevant legislation
- Indicate how to contribute to national and organisational objectives
- Promote the values described in the Bill of Rights
- Be appropriate and practical by stakeholders before submitted for approval.

List of Policies required for an internal Quality Management System:

- a) Learning Needs Analysis
- b) Learning Design and Development of Skills programmes

- c) Design and development of Learning Solutions
- d) Implementation of Learning Programmes
- e) Assessment
- f) Recognition of Prior Learning (RPL)
- g) Learner support and remedial action
- h) Moderations
- i) Appeal procedure
- j) Evaluation and Validation
- k) Management and storage of results.

Formative Exercise I I

Summative Exercise I & 2

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www.deptoflabour.gov.za

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www.etdpseta.co.za

The National Skills Accord may be accessed by following the below link:

<http://www.info.gov.za/view/DownloadFileAction?id=149083>