



**Guideline on the completion of the 2014 - 2015 Workplace
Skills Plan and 2013 – 2014 Annual Training Report for
Employer in the Safety & Security Sector**

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SASSETA
SECTOR GUIDE

POLICING, PRIVATE SECURITY, LEGAL, JUSTICE,
CORRECTIONAL, DEFENCE AND INTELLIGENCE SECTORS

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Foreword

The National priority of Skills Development is to improve productivity through skills development so that South African enterprises can operate competitively in the global economy of industry, business, commerce and services. The legislative framework of Skills Development addresses issues of social development and eradicates poverty in the South African country, offer opportunities to people for self advancement and enable them to play productive role in society.

Purpose of the Sector Guide is to provide the Skills Development Facilitators, Human Resource Development Specialists and Employers in the Safety and Security Sector with guidelines and tools to develop quality Workplace Skills Plans (WSPs), and Annual Training Reports (ATRs). It intended to assist stakeholders to complete the WSP/ATR prescribed form for either private or public enterprises. These templates are available on the SASSETA [website www.sasseta.org.za](http://www.sasseta.org.za)

What is a Workplace Skills Plan (WSP)?

In essence it is the document that tells Sector Education and Training Authorities (SETAs) what training the organisation will provide to the employees in the next 12 months, based on the operational requirements of the organisation.

Purpose of the Workplace Skills Plan

The primary purpose of the WSPs and ATRs is to provide SETAs and the Department of Higher and Education (DHET) with data to be used for planning sector and national skills strategies. The data gathered through the WSPs and ATRs can only be used effectively for planning such strategies if all employers submitting these documents use the same categories and criteria for inputting data. And, therefore the DHET has set uniform requirements for all WSP/ATR templates, although it makes allowances for differences between private and public entities. There are two different forms for the private and public sector. All government companies must complete the public sector template, while private companies should use private sector template.

The Relationship between the WSP and the ATR

The Workplace Skills Plan describes the main skills development activities that are planned for the upcoming year. The Annual Training Report (ATR) is a follow - up on the WSP, as it reports on the education and training interventions that were delivered in the previous year. The NSDS III and the SETA Grant Regulations encourages a closer link between the WSP and ATR in terms of reporting on the performance against the previous year's WSP.

What is skills audit?

A skills audit is essentially a process for measuring and recording the skills of an individual or groups. The main purpose for conducting a skills audit in an organisation is to identify the skills and knowledge that the organisation requires, as well as the skills and knowledge that the organisation currently has.

Skills audits are also usually done to determine training needs so that organisation can improve its skills and knowledge. However skills audits are also completed for other reasons such as restructuring and deployment. A skills audit gathers more information than simply your current qualifications level. It firstly identifies the skills matrices for the organisation and then delves into what the current competencies are of each individual against this predefined set of skills required to fulfill a specific role.

The outcome of the skills audit process is a skills gap analysis. This information will enable the organisation to improve by providing the appropriate training and development to individuals to cater for the identified skill gaps. The skills audit process will also provide information which can be used for purposes such as internal employee selection and to ensure that the correct person is deployed in each position.

The role of the Skills Development Facilitator (SDF)

The main purpose of appointing an SDF is to ensure that there is someone who is primarily responsible for assisting and facilitating skills development in the entity, and who will encourage all private and public sector entities to promote and support the development of the skills of their organisation. The success of the SDF depends on the assistance and cooperation of managers and other role players. This does not mean that the person designated to this role has to do everything him/herself. The SDFs role is to facilitate skills development, i.e. to initiate, guide, or oversee skills development processes. An employer must appoint a Skills Development Facilitator (SDF) who is either an employee or a formally contracted external person to perform the following functions:

- Assist the employer and workers with the development of a workplace skills plan.
- Submit the workplace skills plan to the SETA.
- Advise the employer on the implementation of the workplace skills plan.
- Assist the employer with the drafting of an annual training report against the approved workplace skills plan.
- Serve as a contact person between the employer and the SETA.

New SETA Grant Regulations

The new Grant Regulations No. 35940 mainly aims to regulate the SETA allocation of grants from the skills levy contribution.

The Regulations require SETAs to spend 80% of the discretionary grants on PIVOTAL programmes that result in qualifications registered on the National Qualifications Framework.

A key focus is to address scarce and critical skills through programmes that are designed to address such skills needs, which include work integrated learning.

SETAs may determine and allocate PIVOTAL grants in support of the implementation of its SSP.

The Mandatory Grant paid to employers for submitting their Workplace Skills Plan is reduced from 50% to 20% of their levy contribution. This is the grant that you get from SETAs for drafting and submitting a Workplace Skills Plan and Annual Training Report.

Unclaimed Mandatory Grant will be transferred into the SETA's Discretionary Fund by 15 August annually as of 1 April 2013.

All SETAs will transfer an amount of 0.5% of the total levy paid to the cost of the Quality Council for Trade and Occupations (QCTO). The submission deadline for WSP will be 30 April 2014 for all subsequent years. Furthermore the regulations give amendments to substitute phrases such as: WSP and ATR with the words Annexure 2. The word skills development programme is substituted with the word learning program.

Mandatory Grant

A SETA will only pay out an employer's mandatory grant if the eligibility criteria for payment are met.

- 1) A levy paying employer claiming a mandatory grant must meet the eligibility criteria for the payment of Mandatory Grant.
- 2) A SETA may not pay a mandatory grant to an employer who is liable to pay the skills development levy in terms of section 3(1) of the Skills Development Levies Act, unless the levy paying employer is:
 - (a) Registered with the Commissioner of SARS as a levy payer;
 - (b) Must have paid their levies directly to SARS
 - (c) Must be up to date with their levy payments;
 - (d) Has submitted WSP and ATR that contributes to the SASSETA SSP within the timeframe (30 April 2014).
 - (e) With effect from 01 April 2013, has submitted and implemented its WSP for the previous financial year to the extent that it satisfies the criteria for implementation
 - (f) In a case of an employer who has a recognition agreement with a trade union or unions in place, there must be evidence provided that the WSP and ATR have been subject to consultation with the recognized trade unions and the WSP and ATR must be signed off by the labour representative appointed by the recognized trade union unless an explanation is provided.

PIVOTAL Grant

PIVOTAL Programmes means: professional, vocational, technical and academic learning programmes.

Planned training activities specified in the WSP must lead to a formal qualification or credits towards a formal qualification registered with SAQA on the NQF. The following categories can be considered for this purpose:

- a) Formal programmes through Universities,
- b) University of Technology, FET Colleges etc.
- c) Industry specific mandatory courses for instance addressing scarce and critical skills of SASSETA as identified in the SSP.
- d) Learnerships and Skills Programmes
- e) Apprenticeship and trades.

The purpose of PIVOTAL grant is to provide students with the opportunity to complete a practical part of their qualification and this is usually the last leg that they need to complete in order to obtain their qualifications. Many students cannot complete their qualification due to the fact that they do not have the opportunity to complete their practical training. PIVOTAL grant will allow student to complete their training but also to gain valuable work and industry experience that will make them more employable.

Scarce and critical skills

(a) Scarce skills

Scarce Skills refer to occupations in which there is a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria. *(i) Scarcity* can arise as a result of absolute scarcity and/or relative scarcity. *(ii) Absolute scarcity* refers to when suitable people are not available at all. For examples, a new or emerging occupation; people have chosen not to pursue training or careers in the occupation. *(iii) Relative scarcity* occurs when suitably qualified people are available but do not meet other employment criteria.

For examples, people are unwilling to work outside of urban areas (geographical location); there are a few candidates with the requisite skills, qualifications and experience from the designated groups available to meet the skills requirements of the organizations (equity considerations) there are people in education and training who are in the process of acquiring the necessary skills but where the lead time will mean that they are not available in the short term to meet replacement demand.

Critical skills

Critical skills are a 'top up' skill within an occupation.

***PLEASE NOTE THAT THE SCARCE SKILLS LIST IS OBTAINABLE ON THE WEBSITE.
CLICK ON DOWNLOADS, GO TO SECTOR SKILLS PLAN 2012 – 2016***

NB: For Web-based Online Grant System, please use the SDF Manual to assist Skills Development Facilitators in capturing and submitting WSP / ATR forms electronically. Firstly register as an SDF in order to access the form.

Please note:

- Failure to submit the WSP on time will result in your portion of levies being transferred to the discretionary pool of funds.
- Failure to submit outstanding query information will result in your portion of your levies being transferred to the discretionary funding
- Failure to submit original cancel cheque / bank letter and the authorization page will result in your portion of levies being transferred to discretionary funding.

SECTION A: ADMINISTRATIVE DETAILS									
A1: Entity/Organisation Name		Indicate the name of your organization as legally registered with the South African Revenue Services (SARS). e.g., ABC Security							<i>Please tick appropriate box below</i>
A2: Levy Status		<i>Paying</i>					<i>Non-paying</i>		<i>Exempted</i>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3: Physical and Postal Addresses of the Main Office		This applies to the main office representing the registered company e.g., Riverview Office Park Janadel Avenue P.O. Box 7612 Province and City E.g.: Gauteng Midrand District/municipality Johannesburg Metro							
A.5 Standard Industrial Classification (SIC) Code for the main Business Activity		SIC CODE is the acronym for Standard Industrial Code which describes the main business activity or areas of service delivery. SIC codes can be used to bring together companies that produce similar products or services. E.g. 9110A - Policing							

A.6 DETAILS OF THE PERSON WHO COMPLETED THE FORM

- Provide the details and contact information of the person who completed the form and this person will serve as the official contact person with the SASSETA.
- First time submission of the Workplace Skills Plan requires the person completing the form to register as the Skills Development Facilitator.
- Any clarity seeking questions regarding the application form will be directed to the SDF because he / she is a communication link between employer and the SETA.
- Incomplete and inaccurate data must be communicated to the SDF at our earliest convenience and he /she has to resolve queries brought to his attention urgently and re-submit for evaluation and approval.

SECTION B:

Confirmation of banking details has become one of the criteria set out by the SETA Grant Regulations. Please attach the original cancel cheque as well as authorization page when making your submission to SASSETA for approval.

CONTACT DETAILS OF THE CHIEF EXECUTIVE OFFICER

Self explanatory

SECTION B: TRAINING BUDGET

Total personnel budget for 2014 / 2015	Insert annual payroll figures for 2014 / 2015
1% of the personnel budget	Automatically the system will calculate 1% of annual payroll
Total planned training budget for 2014 / 2015	Estimate the cost of running training
Additional funding planned for the current financial year	This funding is sourced outside of the organization / company over and above 20% of the mandatory grant.

SECTION C : EMPLOYMENT SUMMARY

C1 Total Number of Employees Per Occupational Category, by Gender, Population Group, Disability Status and Age Group

OFO Code	<p>Use the 6-digit Organizing Framework for Occupations (OFO) Code version 2013 to search for appropriate occupation.</p> <p>A searchable utility is available on our website that assists organisations to accurately map their post or jobs to the alternative / specialization titles and occupations on the OFO.</p> <p>It is advised that the HR systems of organisations be updated with version 2013 of the OFO to ensure that the future titles generated are updated.</p> <p>The OFO could be used to guide the naming convention for job and post titles.</p> <p>The OFO are updated bi-annually hence we are still using version 2013, obtainable on our web site. www.sasseta.org.za, click on downloads, scroll down to levies and grants, click on OFO Code data and tables.</p>
Occupational Category	<p>Give the employment profile that highlight total number of employees employed including numbers broken down by race, gender, age group and people with disabilities.</p> <p>Ensure that the number of staff reported in section C1 matches the total in C2 (Provincial profile).</p>

C2: Total number of employees in each province

Information Required	Description
Branch Name	This section seeks to generate a more complete and extensive sectoral data and make sense of the trends about the size of employees in each province.
Different province	<p>Insert statistical data to ascertain economic concentration of the enterprise / firm.</p> <p>Ensure that the total number tally with section C1</p>

SECTION D: SCARCE SKILLS	
Information Required	Description
Scarce occupations	
OFO Code	Insert correct six digits codes on the first column.
Occupational Category	Which occupations employers are unable to fill due to insufficient number of workers with the required qualification and experience.
Reason/s for scarcity	<p>State the reason/s why these occupations are considered scarce in your enterprise.</p> <p>Some reasons that may be provided for scarce</p> <ul style="list-style-type: none"> • There are no people with the necessary skills in this occupation. • There are people with the required skills in this occupation but they do not wish to relocate to our geographic location. • There are people with the required skills in this occupation but they do not fulfill our equity requirements. • This is a new and emerging occupation and therefore no people are trained in this occupation as yet. • There are people currently in training but they are not available in the short term.
Projected number of staff needed	Give estimated number needed
Number of qualified persons from outside South Africa	If the company is planning to recruit outside South Africa, how many numbers are you looking at?

Section E: Skills Development	
Information Required	Description
E1. Strategic objectives described in the entity's strategic or business plan	
Strategic objective helps an organisation clarify its future direction, to focus its energy and assist employees to work towards the same goals.	
E2. Training priorities of the entity derived from the strategic objectives	
It is important to identify the organization's most pressing need. Once this is done, you prioritize the specific training needs based on the organization's current and future needs by weighing them and gauging what needs to be first in line.	
E3: Planned beneficiaries of training per occupational categories, by gender, population group, disability status and age groups.	
OFO Code	Write the 6-digit OFO code.
Occupational Category	<p>Indicate the number of employees who are scheduled to participate in the learning programmes in the forthcoming year.</p> <p>Insert statistical data per occupational category by race, gender, disability and age group.</p>

Geography	<p>It has become a national priority that our skills development system must increase its focus and attention on production of skills for rural development.</p> <p>Indicate the municipality area in which your enterprise operates.</p> <p>Totals must agree with the sum of employees.</p> <p>Use municipality list provided on the SASSETA website to select your local city.</p>
<i>E4: Planned Training (Unemployed18.2) This section requires information on unemployed learners. These are the people who have not entered the labour market as yet.</i>	
OFO Code	Write the six digit OFO code.
Occupational Category	State unemployed learners who will receive training.
Intended Training Intervention	Indicate list of learning programmes that the workforce will be trained on. Such as short courses, seminars, conference, workshops, on the job training and etc.
Number to be trained at	Put statistical data to reflect the number of employees to be trained at the Basic Level which is equivalent to NQF 1, 2, and 3. Intermediate Level – equal to NQF level 4 and 5, and Advanced Level – equal to NQF level 6,7 and 8)
<i>E5: Planned Training (Employed18.1)</i>	
OFO Code	Write the six digit OFO code.
Occupational Category	Provide occupational grouping of employees who will participate in the upcoming training interventions
Intended Training Intervention	Indicate learning programmes the company is planning to train learners on. Such as short courses, seminars, conference, workshops, on the job training and etc.
Number of persons to be trained	<p>Give an indication to describe the level of NQF at which learning programmes are registered. Insert numbers of persons entering programme in that column.</p> <p>Basic entry is equivalent to NQF 1, 2, 3. Intermediate Level – equal to NQF level 4 and 5 Advanced Level – equal to NQF level 6 , 7, and 8)</p>
<i>E6: Planned Adult Education and Training (AET)</i>	
Indicate the level of AET identified as training needs	
Insert statistical data showing numbers of employees who will undergo AET programme in the upcoming year.	

SECTION F: PLANNED PIVOTAL TRAINING	
F1: Number of planned Beneficiaries of training per occupational category, by gender, population group and disability status.	
OFO Code	Write the six digit OFO code.
Occupational Category	Indicate occupational groupings of employees who are nominated to participate in the PIVOTAL programmes.
PIVOTAL programmes	Write down list of PIVOTAL programmes to be offered
Number of persons to be trained	Put statistical data to reflect full profile of learners embarking on PIVOTAL programmes by occupational category, race, gender, age group and disability status.
Geography/Municipality	State the municipal area in which your enterprise is located.
F2: Planned Training – Unemployed	
OFO Code	Write the six digit OFO code.
Occupational Category	Indicate occupational categories to be used by the unemployed learners as they enter into PIVOTAL programmes.
PIVOTAL programmes	Write down list of PIVOTAL programmes to be offered
Number of unemployed participating on PIVOTAL	<p>Give an indication to describe the level of NQF at which learning programmes are registered. Insert numbers of persons entering programme in that column.</p> <p>Basic entry is equivalent to NQF 1, 2, 3. Intermediate Level – equal to NQF level 4 and 5 Advanced Level – equal to NQF level 6, 7, and 8)</p>
F3: Planned Training – Employed	
OFO Code	Write the six digit OFO code.
Occupational Category	Indicate some occupational groupings of employees who are going through PIVOTAL programmes.
PIVOTAL programmes	<p>Provide a list of PIVOTAL programmes to be offered such as:</p> <ul style="list-style-type: none"> • Skills programmes • Work experience placement • Internships related to Diploma/ Degree /Vocational programmes offered at FETs, HETs and other accredited providers • Learnerships <p>Apprenticeship</p>
Number of employees to be trained on PIVOTAL	<p>Indicate the numbers of employees who enter into PIVOTAL programmes</p> <p>Basic Level which is equivalent to NQF 1, 2, 3.</p>

	Intermediate Level – equal to NQF level 4 and 5 Advanced Level – equal to NQF level 6 , 7, and 8)
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Section F4: Expenditure of training budget

Type of Learning Programme	Highlight PIVOTAL programmes that you plan to embark on.
Employed	Give estimated cost regarding the upcoming PIVOTAL programmes
Unemployed	Indicate estimated cost budgeted for unemployed learners

F5: Expenditure of additional budget

Basically it refers to any funding that is sourced outside of the organization for instance sponsorship or donations.

SECTION G: ANNUAL TRAINING REPORT

Section G1: Number of actual beneficiaries of training per occupational category, by gender, population group, disability status and age group.

Information Required	Description
Number of actual beneficiaries of training per occupational category by gender, population group, disability status and age groups.	
OFO Code	Write the 6-digit OFO code of persons who received training
Occupational Category	Indicate occupational category of beneficiaries who received training in the last financial year.
Race, gender, age group and disability	Provide statistical data of employees who participated in the learning programmes. These numbers must be recorded according to occupational category by race, gender, and age profile and disability status.
Geography / Municipality	Provide the name of municipality in which the enterprise / firm is situated.

Section G2: Number of beneficiaries who completed/ not completed the training interventions – Unemployed	
Information Required	Description
OFO Code	Write the 6-digit OFO code of unemployed learners who received training
Occupational Category	Provide occupational categories used by unemployed learners when they were put on training.
Number trained at	Indicate the numbers of learners who completed / not completed training at various NQF levels.

Section G3: Number of beneficiaries who completed the training interventions - Employed	
OFO Code	Write the 6-digit OFO code of persons who received training
Occupational Category	Provide occupational groupings of employees who went on training last financial year.
Number trained at	Indicate the numbers of employees who completed / not completed training at various NQF levels

G4: Total number of beneficiaries who completed AET programmes	
AET Training	Indicate the level of Adult Education and Training programme
Total number of employees	Reflect all learners who received Adult Education and Training (AET).

Section G5: Expenditure of training budget	
Type of Learning Programme	Outline education and training programmes that took place
Actual cost – Employed	Indicate actual cost that was spent on training provision for employed learners
Actual cost – Unemployed	Spell out the actual cost that was spent on training provision for unemployed learners
G6: Expenditure of additional budget	
Indicate any additional budget that was spent	

G7: Impact Assessment

- It's about measuring employee's performance at the end of training to determine whether training has a greater impact on performance.
- Indicate if training efforts are giving the company the results really want.

SECTION H: PIVOTAL TRAINING REPORT	
H1: Number of trained beneficiaries per occupational category, by gender, population group and disability status.	
OFO Code	Write the six digit OFO code.
Occupational Category	Provide list of employees who received training on PIVOTAL programmes.
Number of persons completed training	Reflect full profile of employees who received PIVOTAL programmes by race, gender, age group and disability.
Geography/Municipality	State the municipal area in which your enterprise is located.
H2: Number trained – Employed 18.1	
OFO Code	Write the six digit OFO code.
Occupational Category	Provide occupational categories of employees who have successfully completed PIVOTAL programmes.
PIVOTAL programmes	Give list of PIVOTAL programmes that took place in the previous year
Number of employees trained at NQF levels	Indicate the numbers of learners who completed PIVOTAL training at various NQF levels.
H3: Number trained – Unemployed 18.2	
OFO	Write the six digit OFO code
Occupational Category	Provide occupational categories used by unemployed learners who entered into PIVOTAL programmes.
PIVOTAL programmes	Give a list of completed PIVOTAL programmes
Number of unemployed learners participated on NQF levels	Indicate the numbers of unemployed learners who completed PIVOTAL training at various NQF levels.

Section H4: Expenditure of training budget	
Type of Learning Programme	Provide a list of PIVOTAL training that were delivered
Actual cost – Employed	Highlight the actual cost incurred on PIVOTAL training during the previous financial year
Actual cost – Unemployed	How much was spent on training provision for unemployed

H5: Expenditure of additional budget
Indicate any additional cost incurred

AUTHORISATION AND STAKEHOLDER SUPPORT (WSP, ATR AND PIVOTAL Report) DECLARATION	
Information Required	Description
<p>Once the WSP form is duly completed, all relevant parties must declare to the best of their knowledge that the information contained in the WSP/ATR/PIVOTAL Report is accurate and up to date. They must be mindful that any inaccurate statement in this document may constitute fraud and be subject to the full penalty of the law.</p>	