

FOREST INDUSTRIES EDUCATION AND TRAINING AUTHORITY



WORKPLACE SKILLS PLAN & IMPLEMENTATION REPORTS POLICY AND GUIDELINES

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The Workplace Skills Plan and Implementation Report Approval Guidelines

Purpose of the Workplace Skills Plan and Implementation Report

The Workplace Skills Plan (WSP) is the summary of an organisational process that is designed to assess and respond to the training needs of an organisation. The WSP is a training plan for an organisation spanning over a year, (skills year: April to March). The organisation engages in strategic planning to determine its own direction and profit-making systems (strategic plan).

The WSP is then used to support the strategic plan by skilling staff to meet with the challenges posed by the strategic plan and the direction the company is moving.

At its core, this plan requires an understanding of the number of employees in the organisation, a statement of the manner in which employees are deployed in order to undertake the responsibilities of the organisation, and documentation of the type of training interventions that are required by these employees in order to enhance their performance and prepare them for career advancement. The consultative process and the capacity of the organisation to deliver on the training proposed are important aspects of the Workplace Skills Planning process.

A WSP is therefore a statement of a company's commitment to develop its people so that the company's performance and productivity can be enhanced.

The Legislative Framework

In compliance with the Skills Development Levies Act No. 9 of 1999, employers who are registered PAYE contributors, or whose remuneration for employees exceeds R500 000 per annum, should contribute 1% of the total payroll towards the Skills Development Levy. The funding regulations specify that employers who are up-to-date with their levy payments can claim back a portion of their levy as a grant from their SETA, in this case, FIETA. Such claims can only be made if the organisation appoints a Skills Development Facilitator, and if the organisation submits a Workplace Skills Plan to the FIETA **by 30 June of each year.**

Upon submission of the WSP, the organisation is entitled to claim 50% of their levies paid and upon submission of the Implementation Report and for that WSP, can be claimed as a grant. Only organisations that submit WSPs are eligible to submit Implementation Reports.

An Implementation Report is a report to FIETA by a company showing how much of the WSP has been implemented and how much was not. The company has to implement the training plan submitted to FIETA with very little or no deviations. A company has to explain in writing or as part of the report, why they did not implement their plan.

WSP Approval Guidelines

Information Required	Description
<p><u>Section A</u> Administrative & Organisational Details</p> <p>Information on Skills Development Facilitator (SDF)</p>	<p>Requires basic administrative information for processing and payment, and for following up on any technical or administrative issues, which may arise.</p> <p>1. Make sure the banking details are correct 2. Make sure SDF details are correct</p>
<p><u>Section B</u> Employment profile of your organisation</p>	<p>Requires information on the staffing structure of the organisation</p> <p>1. Make sure seasonal staff are included</p>
<p><u>Section C</u> Planning / Planned Training</p>	<p>This section requires information on the scope and nature of training that the organisation plans to deliver to its employees.</p> <p>1. Is planned training listed according to occupational groups?</p>
<p>Availability of Service Providers</p>	<p>This section requires information on the availability of Service Providers for the training planned for delivery in the WSP</p> <p>For our info; are the providers accredited?</p>

<p>Areas of skills shortages</p>	<p>This section seeks to solicit information on skills gaps and skills shortages. This is to ensure that there are skills development initiatives planned, to address skills gaps which exist.</p>
<p>Training priorities</p>	<p>This section seeks to establish the priorities of the organisation, upon which training is being proposed</p>
<p><u>Section D</u> Process & Authorisation</p>	<p>This section is the signatory page for parties to endorse the WSP, indicating their approval of the process and support of the plan proposed in the WSP submission.</p> <p><u>Companies 1 – 49</u></p> <ul style="list-style-type: none"> - Signature of owner or someone representing Owner or and management (not an SDF) <p><u>Companies 50 +</u></p> <ul style="list-style-type: none"> - Must have a Training Committee representing both Labour / Management - Signature of Owner / Management - Signature of Labour Representative <p>No signatures or training committee, no grant</p>

Implementation Report Approval Guidelines

Information Required	Description
<p><u>Section A</u> Organisational and Training Budget Details</p>	<p>1. Total Annual Payroll (Paid to SARS) in Rands 2. Total amount and % spent on training These details must be reflected</p>
<p><u>Section B</u> Provision of education and training</p>	<p>1. Is the company using accredited providers, (only SETAs do accreditation of providers)</p>
<p><u>Section C</u> Training implemented</p>	<p>This section requires information on the scope and nature of training that the organisation has delivered to its employees.</p> <ol style="list-style-type: none"> 1. The title of the course must be reflected 2. The beneficiary group of the course must be reflected 3. The race and gender of the beneficiary must be reflected 4. The total amounts spent (internally/externally) must be reflected 5. Have they spent at least an equivalent of 1% of their total payroll <p>These details must be reflected</p>
<p><u>Section D</u> Structured training for employees below NQF1</p>	<p>This section requires information on the scope and nature of training that the organisation plans to deliver to the employees who are below NQF1</p> <p>How many employees have completed this training?</p>
<p><u>Section E</u> Process & Authorisation</p>	<p>This section is the signatory page for parties to endorse the Implementation Report, indicating their approval of the process and support of the implementation resulting in this report.</p> <p><u>Companies 1 – 49</u></p> <ul style="list-style-type: none"> - Signature of owner or someone representing Owner or and management (not an SDF) <p><u>Companies 50 +</u></p> <ul style="list-style-type: none"> - Must have a Training Committee representing both Labour / Management - Signature of Owner / Management - Signature of Labour Representative <p>No signatures or training committee, no grant</p>

FOREST INDUSTRIES EDUCATION AND TRAINING AUTHORITY (FIETA)

SIC CODES

The ambit of the Forest Industries Education and Training Authority (FIETA) includes industrial activities in timber growing or processing, in one form or another. FIETA has four sub-sectors based on the Standard Industrial Classification (SIC) divisions, as reflected in the table below.

Table 1: FIETA sub-sectors

Sub-sectors	SIC	Description
Forestry	12101	Establishment
	12102	Re-establishment
	12103	Maintenance
	12104	Fire protection, fire suppression, fire prevention
	12105	Forest conservation
	12106	Forest protection
	12107	Forest management
	12108	Forestry and tree nurseries
	12201	Harvesting
	12202	Road construction and maintenance
	12203	Transport (short haul and long haul)
	87144	Forest research
Furniture	32291	Coffins (excluding the manufacture of coffins by funeral undertakers)
	39103	Manufacture of furniture made predominantly of materials other than metal, plastic or concrete
	39105	Furnishing of ships
	39106	Cane furniture
	39107	Bedding
	39108	Curtaining
	39110	Caravan furniture
Pulp and paper	32310	Manufacture of pulp, paper and paperboard

Wood Products	32101	Saw milling and preserving of timber
	32102	Saw doctoring
	32103	Wet milling
	32104	Lumber drying
	32105	Lumber grading
	32106	Dry milling
	32107	Finger jointing and laminating
	32108	Mill maintenance
	32110	Charcoal
	32111	Wattle extract manufacturing
	32210	Manufacture of veneer sheets; manufacture of plywood, laminboard, particle board and other panels and boards
	32211	Fibreboard and chipboard products
	32220	Manufacture of builders' carpentry and joinery
	32221	Truss manufacturing
	32293	Match manufacturing
32294	Pallets and bulk bins	
32299	Other articles of wood, cork, straw and plaiting materials, including woodcarving and woodturning	

The Organising Framework for Occupations

Background to the Development of the Organising Framework for Occupations

The Department of Labour, with the assistance of German Technical Co-operation (GTZ), has introduced an Organising Framework for Occupations in February 2005 to align all skills development activities in South Africa. The framework is based on similar international development done by the Australian Bureau of Statistics (ABS) and Statistics New Zealand, which lead to an updated classification system, the Australian and New Zealand Standard Classification of Occupations (ANZSCO). Inputs from stakeholders in South Africa were used to adapt the framework and its content to the South African context.

Application of the Organising Framework for Occupations

The OFO provides an integrated framework for storing, organising and reporting occupation-related information not only for statistical but also for client-oriented applications, such as identifying and listing scarce and critical skills, matching job seekers to job vacancies, providing career information and registering learnerships. The mentioned information is generated by underpinning each occupation with a comprehensive competence profile which is generated by Committees of Expert Practice. The competence profiles are also used to inform organisations' job and post profiles, which simplifies, inter alia, conducting skills audits and performance reviews. The structure of the OFO also guides the creation of Career Path Frameworks and related learning paths.

OFO - STRUCTURE AND UNDERLYING CONCEPTS

The OFO is a skill-based coded classification system, which encompasses all occupations 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.

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.

The occupations identified in the OFO therefore represent a category that could encompass a number of jobs or specialisations, e.g. the occupation "[General Accountant](#)" would also cover the specialisations "[Financial Analyst](#)" and "[Insolvency Practitioner](#)".

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.

Identified occupations are classified according to two main criteria: **skill level** and **skill 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; and
- 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 Qualification Framework (NQF).

Within the current OFO there are 8 Major Groups, 43 Sub major Groups, 108 Minor Groups, 408 Unit Groups and 1171 Occupations.

OFO Structure

1 Digit: Major Group:

[3 - Technical Trade Workers](#)

2 Digits: Sub-Major Group:

[32 - Automotive and Engineering trade Workers](#)

3 Digits: Minor Group:

[323 - Mechanical Engineering Trade Workers](#)

4 Digits: Unit Group:

[3232 - Metal Fitters and Machinists](#)

6 Digits: Occupation:

[323201 - Fitter \(General\)](#)

The skill specialisation of an occupation is a function of the field of knowledge required, tools and equipment used, materials worked on, and goods or services provided in relation to the tasks performed. Under some occupations a list of alternative titles has been added. The purpose of this is to guide users of the OFO to identify the relevant occupation under which to capture data.

1 - MANAGERS

MANAGERS plan, organise, direct, control, coordinate and review the operations of government, commercial, agricultural, industrial and non-profit enterprises and other organisations and departments.

Tasks:

- Setting the overall direction and objectives of organisations and departments within organisations
- Formulating, administering and reviewing policy and legislation to ensure organisational and departmental objectives are met
- Directing and coordinating the allocation of assets and resources
- Directing, controlling and coordinating the activities of organisations and departments, either personally or through senior subordinate staff
- Monitoring and evaluating overall organisational and departmental performance, and adjusting policies, rules and regulations to ensure objectives are met
- Representing the organisation at official occasions, in negotiations, at conventions, seminars, public hearings and forums, and liaising between areas of responsibility

Occupations that might be relevant:

[11 - Chief Executives, General Managers and Legislators](#)

[12 - Farmers and Farm Managers](#)

[13 - Specialist Managers](#)

[14 - Events, Hospitality, Retail and Service Managers](#)

2 - PROFESSIONALS

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

Tasks:

- Communicating ideas through language, printed and electronic media, and artistic media including the visual and performing arts
- Analysing, planning, developing and implementing programs and solutions to resolve business and economic problems
- Providing services in financial accounting, human resource development, publicity and marketing, and the efficient operation of organisations
- Flying aircraft, and controlling and directing the operation of ships, boats and marine equipment
- Conducting and analysing research to extend the body of knowledge in the field of the sciences and developing techniques to apply this knowledge
- Designing products, physical structures and engineering systems
- Researching and developing curricula, and teaching students in a range of educational settings
- Designing, implementing, testing and maintaining technologies and services that enable information to be accessed, stored, manipulated, processed, and disseminated
- Identifying and treating, and advising on, health, social, and personal issues
- Advising clients on legal matters

Occupations that might be relevant:

[21 - Arts and Media Professionals](#)

[22 - Business, Human Resource, Marketing and Communication Management Profess](#)

[23 - Design, Engineering, Science and Transport Professionals](#)

[24 - Education Professionals](#)

[25 - Health Professionals](#)

[26 - ICT Professionals](#)

[27 - Legal, Social and Welfare Professionals](#)

3 - TECHNICIANS AND TRADES WORKERS

TECHNICIANS AND TRADES WORKERS perform a variety of skilled tasks, applying broad or in depth technical, trade or industry specific knowledge, often

in support of scientific, engineering, building, manufacturing and processing activities.

Tasks:

- Providing technical assistance for the production, recording and broadcasting of artistic performances
- Providing technical assistance for the production, recording and broadcasting of artistic performances
- Operating chemical, gas, petroleum and power generation equipment
- Cutting and styling hair
- Propagating and cultivating plants, and establishing and maintaining turf surfaces for sporting events
- Shearing, caring for, training and grooming animals, and assisting Veterinarians
- Preparing and cooking food
- Operating printing and binding equipment
- Constructing, repairing, fitting-out and finishing buildings and other structures
- Repairing and maintaining motor vehicles, aircraft, marine craft and electrical and electronic machines and equipment
- Fabricating, repairing and maintaining metal, wood, glass and textile products
- Providing technical support to users of computer hardware and software
- Carrying out tests and experiments, and providing technical support to medical, scientific and engineering professionals

Occupations that might be relevant:

[31 - Engineering, ICT and Science Technicians](#)

[32 - Automotive and Engineering Technicians and Trades Workers](#)

[33 - Construction Trades Workers](#)

[34 - Electrotechnology and Telecommunications Trades Workers](#)

[35 - Food Trades Workers](#)

[36 - Animal Attendants and Trainers](#)

[39 - Other Technicians and Trades Workers](#)

4 - COMMUNITY AND PERSONAL SERVICE WORKERS

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

Tasks:

- Attending accidents, planning and implementing leisure activities for individuals in health care and the community, and providing nursing care for patients
- Advising clients on emotional, financial, recreational, health, housing and other social welfare matters
- Planning, conducting and participating in educational and recreational activities to encourage the physical, social, emotional and intellectual development of children
- Assisting Professionals in the provision of care and support to aged and disabled persons; patients in hospitals, clinics and nursing homes; and children in residential care establishments
- Serving and selling food and beverages in bars, cafes and restaurants
- Supervising staff in hotels, carrying luggage and escorting guests
- Providing specialised military services to the defence forces
- Maintaining public order and safety
- Protecting, patrolling and guarding properties and advising clients on security requirements
- Providing a range of personal services such as beauty therapy, teaching people to drive, arranging funerals, and organising and providing advice about travel and accommodation
- Organising and supervising groups and individuals pursuing physical fitness goals and outdoor adventure, participating in and officiating at sporting competitions, and coaching and training sporting competitors

Occupations that might be relevant:

[41 - Health and Welfare Support Workers](#)

[42 - Carers and Aides](#)

[43 - Hospitality Workers](#)

[44 - Protective Service Workers](#)

[45 - Sports and Personal Service Workers](#)

5 - CLERICAL AND ADMINISTRATIVE WORKERS

CLERICAL AND ADMINISTRATIVE WORKERS provide support to managers, professionals and organisations by organising, storing, manipulating and retrieving information.

Tasks:

- Producing, recording and evaluating financial, production, stock and statistical information
- Performing secretarial functions
- Overseeing and controlling office functions
- Greeting clients and visitors and responding to enquiries and requests for information
- Entering, processing and editing text and data
- Administering projects and programs
- Receiving, processing and sending mail, documents and information

Occupations that might be relevant:

[51 - Office and Program Administrators](#)

[52 - Personal Assistants and Secretaries](#)

[53 - General Clerical Workers](#)

[54 - Inquiry Clerks and Receptionists](#)

[55 - Numerical Clerks](#)

[56 - Clerical and Office Support Workers](#)

[59 - Other Administrative Workers](#)

6 - SALES WORKERS

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

Tasks:

- Promoting goods and services, properties and businesses to potential buyers
Selling goods and services, properties and businesses to buyers

- Engaging prospective buyers
- Determining buyers requirements
- Receiving and processing payments for goods and services, properties and businesses purchased by a variety of payment methods

Occupations that might be relevant:

[61 - Sales Representatives and Agents](#)

[62 - Sales Assistants and Salespersons](#)

[63 - Sales Support Workers](#)

7 - MACHINERY OPERATORS AND DRIVERS

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

Tasks:

- Operating earth moving and mining equipment
- Transporting passengers and freight to set destinations
- Setting up, controlling and monitoring the operation of machines, plant and equipment
- Receiving, loading, unloading and dispatching goods
- Cleaning machines, plant and equipment and performing minor repairs

Occupations that might be relevant:

[71 - Machine and Stationary Plant Operators](#)

[72 - Mobile Plant Operators](#)

[73 - Road and Rail Drivers](#)

[74 - Store Persons](#)

8 - ELEMENTARY WORKERS

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

Tasks:

- Assisting with maintenance work
- Supporting mining activities
- Spreading, levelling and finishing concrete and bituminous paving materials, and assembling and Erecting scaffolding and rigging
- Processing meat and seafood, and assisting with producing and preparing food
- Loading and unloading machines, assembling components, and grading, inspecting and packing Supporting the production of products
- Loading and unloading freight from trucks, trains and ships, and stocking shelves in stores and Assisting in supermarkets
- Cleaning commercial, industrial and domestic premises, vehicles and machines
- Assisting with cultivating and harvesting crops, plants and forests, and with livestock production

Occupations that might be relevant:

[81 - Cleaners](#)

[82 - Construction and Mining Workers](#)

[83 - Factory Process Workers](#)

[84 - Farm, Forestry and Garden Workers](#)

[85 - Food Preparation Assistants](#)

[89 - Other Elementary Workers](#)