



Culture, Arts, Tourism, Hospitality and Sport  
Sector Education and Training Authority (CATHSSETA)

# Skills Development Facilitator Handbook 2013

Culture  
Arts  
Tourism  
Hospitality  
Sport

Sector Education and Training Authority



## FOREWORD



It gives me great pleasure to present the CATHSSETA's Skills Development Facilitator Handbook for 2013. In the 2<sup>nd</sup> year of NSDS III it is evident that we are in a new era of skills development that has fundamentally changed education and training in our sector. Directly linked to NSDS III, the National Skills Accord has entrenched a partnership between Government, Organised Business, Organised Labour and Communities to identify common areas in skills development that have been committed to and implemented to realise the broad goals of the New Growth Path for the benefit of our country. I am proud to confirm that CATHSSETA, under the guidance of our Board and Chairman, are dedicated to ensure that these commitments are both adhered to and implemented in our sector.

On the 3<sup>rd</sup> of December 2012, the Minister of Higher Education and Training released New SETA Grant Regulations to support the NSDS III and the functioning of the 21 SETAs. These Regulations are effective as of the 1<sup>st</sup> of April 2013 and are aligned to the eight goals of NSDS III. These regulations have been put in place to improve the administration of SETAs, discourage the accumulation of surpluses, improve the quality of labour market information received by SETAs, provide for the financing of the Quality Council for Trades and Occupations and to promote National Qualification Framework registered and quality assured PIVOTAL programmes that address priority scarce and critical skills through public education providers.

CATHSSETA recognises the crucial role and responsibility that is placed on our Skills Development Facilitators and I urge all our Skills Development Facilitators to familiarise themselves with the goals of NSDS III, the commitments of the National Skills Accord, and the new SETA Grant Regulations as they have major implications for Skills Planning, particularly in terms of the Workplace Skills Plans and Annual Training Reports that you submit on behalf of your organisations. I would also like to stress that these strategies and regulations aim to eradicate the compliance culture that plagues our country, by ensuring that our Skills Planning is relevant and will realise the growth potential of both our sector and country as identified in the National Development Plan.

A handwritten signature in black ink, appearing to read 'M. Tsoetsi'. The signature is fluid and stylized, with a large initial 'M' and a long, sweeping underline.

Mike Tsoetsi  
CEO CATHSSETA

## ACRONYMS

<b>ABET</b>	Adult Basic Education and Training
<b>AET</b>	Adult Education and Training
<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>APP</b>	Annual Performance Plan
<b>ATR</b>	Annual Training Report
<b>BBBEE</b>	Broad-based Black Economic Empowerment
<b>BCoE</b>	Basic Conditions of Employment
<b>BCRCAT</b>	Bargaining Council for the Restaurant, Catering and Allied Trades
<b>CATHSSETA</b>	Culture, Arts, Tourism, Hospitality and Sport Education and Training Authority
<b>CATRA</b>	Catering and Restaurant Allied Trade Association
<b>CBO</b>	Community Based Organisation
<b>CHE</b>	Council on Higher Education
<b>DAC</b>	Department of Arts and Culture
<b>DEA</b>	Department of Environmental Affairs
<b>DHET</b>	Department of Higher Education and Training
<b>DOL</b>	Department of Labour
<b>DTI</b>	Department of Trade and Industry
<b>FEDHASA</b>	Federated Hospitality Association of Southern Africa
<b>FET</b>	Further Education and Training
<b>HEI</b>	Higher Education Institution
<b>HIV</b>	Human Immunodeficiency Virus
<b>HOTELLICA</b>	Hotel, Liquor, Catering Commercial and Allied Workers Union of South Africa
<b>HRDSSA</b>	Human Resource Development Strategy for South Africa
<b>IPAP</b>	Industrial Policy Action Plan
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MOA</b>	Memorandum of Agreement
<b>MOU</b>	Memorandum of Understanding
<b>NACTU</b>	National Council of Trade Unions
<b>NAFCOC</b>	National African Federated Chamber of Commerce and Industry
<b>NAMB</b>	National Artisan Moderating Body
<b>NCV</b>	National Certificate (Vocational)
<b>NDP</b>	National Development Plan
<b>NDT</b>	National Department of Tourism
<b>NGO</b>	Non-governmental Organisation
<b>NQF</b>	National Qualifications Framework
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>OFO</b>	Organising Framework for Occupations
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning
<b>PPT</b>	Planned PIVOTAL Training

<b>PTR</b>	PIVOTAL Training Report
<b>QC</b>	Quality Council
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>SACCAWU</b>	South Africa Commercial, Catering and Allied Workers Union
<b>SAQA</b>	South African Qualifications Authority
<b>SARS</b>	South African Revenue Services
<b>SDF</b>	Skills Development Facilitator
<b>SDL</b>	Skills Development Levy
<b>SDLA</b>	Skills Development Levies Act
<b>SETA</b>	Sector Education and Training Authority
<b>SLA</b>	Service Level Agreement
<b>SMME</b>	Small, Medium and Micro-sized Enterprises
<b>SMS</b>	SETA Management System
<b>SP</b>	Strategic Plan
<b>SRSA</b>	Sport and Recreation South Africa
<b>SSP</b>	Sector Skills Plan
<b>THETA</b>	Tourism, Hospitality and Sport Sector Education and Training Authority
<b>WSP</b>	Workplace Skills Plan

## TABLE OF CONTENTS

CATHSSETA'S VISION, MISSION AND VALUES .....	1
INTRODUCTION .....	1
NEW LEGISLATIVE DEVELOPMENTS IN THE SKILLS DEVELOPMENT ARENA .....	4
THE NATIONAL SKILLS ACCORD .....	4
THE NATIONAL DEVELOPMENT PLAN – VISION FOR 2030.....	8
THE GREEN PAPER FOR POST SCHOOL EDUCATION AND TRAINING .....	10
CATHSSETA STRUCTURE .....	11
CATHSSETA BOARD MEMBERS .....	11
CATHSSETA MANAGEMENT .....	13
CATHSSETA CHAMBERS.....	14
LEVIES AND GRANTS.....	15
RESEARCH AND SSP .....	15
OVERVIEW OF LEGISLATION IMPACTING SKILLS DEVELOPMENT .....	15
NQF Act 2008 .....	16
SKILLS DEVELOPMENT AMENDMENT ACT No. 37 OF 2008 .....	18
SKILLS DEVELOPMENT LEVIES ACT (SDLA) .....	19
NATIONAL QUALIFICATIONS FRAMEWORK ACT No. 67 OF 2008 .....	20
THE REVIEW PROCESS – OVERVIEW OF THE NQF .....	21
JOINT POLICY STATEMENT – THE WAY FORWARD.....	21
THE ROLE OF THE QUALITY COUNCIL FOR TRADES AND OCCUPATIONS (QCTO) .....	22
EMPLOYMENT EQUITY ACT NO. 55 OF 1998.....	26
BROAD BASED BLACK ECONOMIC EMPOWERMENT ACT NO. 53 OF 2003.....	30
DETERMINE WHETHER YOU ARE LIABLE TO PAY A SKILLS LEVY - ALL ORGANISATIONS AND ENTITIES .....	32
DETERMINING YOUR SKILLS LEVY.....	33
RELIGIOUS OR CHARITABLE INSTITUTION .....	34
PUBLIC ENTITY.....	34
DETERMINE THE CORRECT SIC CODE.....	40
SELECT THE CORRECT SETA .....	43
REGISTER WITH SARS.....	44
APPOINT A SKILLS DEVELOPMENT FACILITATOR (SDF) .....	46
SKILLS DEVELOPMENT FACILITATOR RESPONSIBILITIES.....	48
BENEFITS OF USING THE SERVICES OF A SKILLS DEVELOPMENT FACILITATOR .....	49

REGISTER AS A SKILLS DEVELOPMENT FACILITATOR (SDF) .....	50
CONSULTATION WITH INTERESTED STAKEHOLDERS IN THE WORKPLACE.....	54
CATHSSETA REQUIREMENTS FOR WORKPLACE TRAINING COMMITTEES .....	55
FUNCTIONS OF THE WORKPLACE TRAINING COMMITTEE .....	56
SIGNIFICANCE OF A WORKPLACE TRAINING COMMITTEE .....	57
RECOGNITION AGREEMENTS AND SIGN-OFF .....	58
WORKPLACE SKILLS PLAN (WSP) & PLANNED PIVOTAL TRAINING (PPT).....	59
PLANNING AND REPORTING CYCLE FOR THE WSP & PPT AND ATR & PTR FOR 2013 .	61
ACCREDITED TRAINING REPORTING: BENEFIT TEMPLATE .....	61
IMPLEMENTING A SKILLS PLANNING PROCESS.....	62
THE DIRECTION OF THE BUSINESS .....	62
REVIEW / AUDIT AVAILABLE RESOURCES .....	62
INFORMATION REGARDING THE BUSINESS .....	63
SECTOR SKILLS PLAN (SSP) .....	64
ORGANISING FRAMEWORK FOR OCCUPATIONS (OFO).....	65
CLASSIFICATION OF OCCUPATIONS ON THE OFO.....	68
OFO DESCRIPTORS .....	69
THE OFO AND THE NQF .....	71
DEFINITIONS.....	71
SCARCE AND CRITICAL SKILLS.....	86
SCARCE SKILLS:.....	87
CRITICAL SKILLS .....	88
CATHSSETA SCARCE & CRITICAL SKILLS LIST 2013/14 .....	90
INTRODUCTION TO THE CATHSSETA ONLINE SYSTEM .....	96
INFORMATION AVAILABLE ON THE SMS.....	96
QUICK GUIDE TO ACCESS THE SMS .....	98
COMPILING THE WORKPLACE SKILLS PLAN.....	100
THE WSP FOR SMALL ORGANISATIONS .....	118
IMPLEMENTING AND REPORTING AGAINST THE WSP & PPT .....	129
EVIDENCE THAT MUST BE KEPT .....	130
COMPILING THE ANNUAL TRAINING REPORT (ATR) AND PIVOTAL TRAINING REPORT (PTR) .....	130

PROVIDING EVIDENCE IN SUPPORT OF THE ATR & PTR .....	133
THE ATR, INCLUDING PTR FOR LARGE COMPANIES.....	134
THE ATR FOR SMALL COMPANIES.....	143
LEVIES AND GRANTS .....	148
MANDATORY GRANTS .....	149
MANDATORY GRANTS PAYMENTS CONDITIONS: .....	150
EXTENSION OF DEADLINE FOR SUBMISSION .....	151
EVALUATION OF SUBMISSIONS .....	151
FAILURE TO MEET CRITERIA FOR PAYMENT OF MANDATORY GRANTS .....	152
APPEALS PROCESS .....	152
DISCRETIONARY GRANTS.....	153
CATHSSETA 2012/13 vs 2013/14 TARGETS.....	155
DISCRETIONARY GRANTS FUNDING FRAMEWORK.....	156
ANNEXURE A: CATHSSETA MANDATORY GRANTS POLICY .....	159
ANNEXURE B: CATHSSETA MANDATORY GRANTS GUIDELINES.....	160
ANNEXURE C: CATHSSETA DISCRETIONARY GRANTS POLICY .....	161
ANNEXURE D: CATHSSETA DISCRETIONARY GRANTS GUIDELINES.....	162
ANNEXURE E: CATHSSETA WSP & PPT AND ATR & PTR EVALUATION CRITERIA .....	163
ANNEXURE F: BENEFIT TEMPLATE.....	169
ANNEXURE G: CATHSSETA SECTOR ALLOCATION .....	170

## CATHSSETA's VISION, MISSION and VALUES

### VISION

Sustainable people development for prosperity

### MISSION

To facilitate skills development of our people through creating strategic partnerships to ensure a meaningful contribution to economic growth within our sector

### VALUES

- Service Excellence
- Commitment to Transformation
- People Development
- Accessibility
- Integrity
- Strengthening Partnerships

### INTRODUCTION

The Culture, Arts, Tourism, Hospitality & Sport Sector Education & Training Authority (CATHSSETA) is a statutory body, established in terms of the Skills Development Act, No. 97 of 1998.

CATHSSETA is mandated to implement National Skills Development Objectives that meet the requirements of the National Skills Development Strategy (NSDS), The National Skills Accord and the Sector Education and Training Authorities (SETA) Grant Regulations

### The National Skills Development Strategy III

From 1 April 2011, the SETAs entered a new phase. This new phase is aimed at improving our functioning and performance.

Below is a brief summary of the strategy:

The National Skills Development Strategy follows the integration of higher and further education and skills development into a single Department of Higher Education and Training (DHET). The strategy promotes partnerships between employers, public education institutions (FET colleges, universities, universities of technology), private training providers and SETAs. Priority is given to strengthening the relationship between public colleges and universities and the SETAs, as well as with employers.

- NSDS III ensures increased access to training and skills development opportunities. It is guided and measured against seven key developmental and transformational imperatives of inequities linked to class, race, gender, age, geography and disability, as well as the Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) pandemic in our society. It attempts to address the challenges of skills shortages and mismatches in the country and improve productivity in the economy (the strategy places great emphasis on relevance, quality and sustainability of skills training programmes to ensure that they impact positively on poverty reduction and the eradication of inequalities). The strategy consists of 8 goals, 16 outcomes and 38 outputs to be achieved mainly by SETAs in collaboration with the DHET, FET colleges, universities and the NSF.

The 2011 – 2016 NSDS III Goals are as follows:

- Establishing a credible institutional mechanism for skills planning;
- Increasing access to occupationally directed programmes intermediate level;
- Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities;
- Addressing the low level of youth and adult language and numeracy skills to enable additional training;
- Encouraging better use of workplace-based skills development;
- Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives;

- Increasing public sector capacity for improved service delivery and supporting the building of a developmental state;
- Building career and vocational guidance.

NSDS III has important pillars; the additional is the PIVOTAL programmes:

PIVOTAL means professional, vocational, technical and academic learning programmes that result in qualifications or part qualifications on the National Qualifications Framework. Fundamental to the successful implementation of PIVOTAL programmes will be a model of cooperation between a SETA, a higher or further education and training institution and an employer. This will help ensure responsive curricula and courses.

In light of the above, the role of CATHSSETA translates into accountability for:

- Preparation, development and implementation of a Sector Skills Plan (SSP) that meets the requirements of the NSDS and which addresses the training and development needs of the sector. The SSP is updated annually to reflect current skills, development needs and trends within the sector;
- Facilitating the development and maintenance of relevant qualifications, unit standards, and skills programmes for the sector;
- Promoting the development of skills for all people employed in the sector;
- Encouraging continuous upgrade of skills in the workforce, provide opportunities for work experience and employ new staff when opportunities occur;
- Promoting and registering Learnerships and other skills development programmes;
- Quality assuring education and training in the sector, through the establishment and maintenance of quality assurance systems, the accreditation of training providers, assessors and the approval of training materials;
- Improving the employment prospects of disadvantaged individuals by assisting work seekers to become skilled and work ready. Increasing the levels of investment in education and training in the sector;
- The management of levy income and disbursements of grants to ensure the development of skills and economic growth within the sector.

CATHSSETA's performance is monitored by way of an annual Service Level Agreement (SLA) between CATHSSETA and the Department of Higher Education and Training. This SLA outlines the targets that CATHSSETA is expected to achieve in order to meet its mandate.

## New Legislative Developments in the Skills Development Arena

### The National Skills Accord

The National Skills Accord was signed on 13 July 2011 by the Minister of Higher Education and Training and representatives from Organised Business, Organised Labour and Communities. The overarching aim of the accord is to form a partnership with the above mentioned parties to identify common areas in training and skills development that could be committed to and implemented in order to achieve the broad goals of the New Growth Path.

The 8 Commitments of the National Skills Accord can be summarised as follows:

- Commitment 1 – to expand the level of training using existing facilities more fully
- Commitment 2 – to make internships and placement opportunities available within workplaces
- Commitment 3 – to set guidelines of ratios of Trainees to Artisans, as well as across technical vocations, in order to improve the level of training
- Commitment 4 – to improve the funding of training and the use of funds available for training and incentives on companies to train
- Commitment 5 – to set annual targets for training in state-owned enterprises
- Commitment 6 – to improve SETA governance and financial management as well as stakeholder involvement
- Commitment 7 – to align training to the New Growth Path and improve Sector Skills Plans
- Commitment 8 – to improve the role and performance of FET Colleges

The Skills Planning related commitments of the National Skills Accord in particular are commitments 4, 6 and 7 and have the following implications:

- Commitment 4 – Business and Labour commit to ensure that part of the Mandatory grant (10%) is used for funding workplace training for University of Technology students as well as FET College graduates. Therefore we need to see a shift from the multitude of short courses to blended approach that includes internship and workplace experiential learning opportunities funded by companies.
- Commitment 6 – Business and Labour commit to:
  - Improving the seniority of their delegations to SETA Board meetings
  - Organised labour must approve Sector Skills Plans and Workplace Skills Plans (WSPs) on the shop floor. Therefore, Workplace Training Committees must ensure that their companies plan properly and address the skills needs of workers. The planning of the Workplace Training Committees must feed into the WSP and likewise the WSP must inform the SSP.
  - SETAs will not release the Mandatory Grants for Workplace Skills Plans and Annual Training Reports (ATRs) unless it is signed off by organised labour in the particular workplace and protocols will be developed to ensure this process improves the quality of the skills plans. Greater co-operation between management and workers in Workplace Training Committees will result in both parties working together to address skills needs of the organisation as well as the aspirations of the workforce.
  - Ensuring that there is proper mentoring of young people in the workplace and they are not used as substitutes. This is an extremely important oversight role place on the shoulders of Organised Business and Labour, as often interns, learners and trainees are merely dumped in workplaces and used as cheap labour. Workplace Training Committees members must therefore observe and document if this takes place and report it through their committee and the ATR so that action may be taken by CATHSSETA.

- Commitment 7 – Business and Labour commit to ensuring that the funding of training through the skills development levy is directed towards training that meets the skills needs of the economy, including the training of professionals and training programmes that leads to qualifications. Once again Workplace Training Committees members have been given a crucial oversight role to ensure that training meets the needs of the economy and result in the achievement of a qualification and if unsatisfied, report it through their committee and the ATR so that action may be taken by CATHSSETA.

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

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

[THE SECTOR EDUCATION AND TRAINING AUTHORITIES \(SETAs\) 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 SETAs 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 carry-over of unspent funds at the end of each financial year; (d) improve the quantity and quality of labour market information received by SETAs 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:

- **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 SETAs 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.
- **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
- **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 CATHSSETA's Funding Framework and various funding windows will be opened in the financial year which stakeholders may apply for.
- **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.

## THE NATIONAL DEVELOPMENT PLAN – VISION FOR 2030

The central challenges and priority areas of the National Development Plan – Vision for 2030 (NDP) closely mirror the 7 Key Developmental and Transformational Imperatives of NSDS III, and some are also directly linked to NSDS Goals, in particular:

- Too few people work
- Standard of education of most Black learners is poor
- Spatial patterns exclude the poor from fruits of development
- Public services are uneven and often of poor quality
- South Africa remains a divided society

The NDP places emphasis on the fact that “too few people work” and “the poor quality of education”, as failure by South Africa to increase employment through quality education would signal almost certain failure for the country. Once again, this is closely linked to the new role of SETAs in NSDS III, of creating employment opportunities through enhancing the skills of the workforce, both employed and unemployed.

The NDP also highlights the importance of improving Social Benefits for all South Africans. This is closely linked to the social benefits contemplated in the Decent Work Agenda of the International Labour Organisation and more specifically South Africa’s Decent Work Country Programme. The four priorities of the South Africa’s Decent Work Country Programme are:

- Priority 1 is to strengthen labour market governance and its 3 outcomes are (a) ratification and application of international labour standards (b) tri-partism and strengthened labour market governance contribute to both effective and sound industrial relations and social dialogue (c) labour administration institutions apply the latest labour legislation and services.

- Priority 2 is to promote employment and its 3 outcomes are (a) more women and men have access to productive and decent jobs through inclusive job-rich growth (b) skills development increases the employability of workers and inclusiveness of growth (c) sustainable and competitive enterprises create productive and decent jobs.
- Priority 3 is to strengthen and extend social protection coverage and its 2 outcomes are (a) more people have access to better managed and more gender equitable social security benefits (b) both enterprises and workers benefit from improved health and safety conditions at work.
- Priority 4 is to strengthen workplace responses to the HIV and AIDS epidemic and its single outcome is to ensure effective policies and programmes are in place to address the epidemic. The capacity of government and its social partners to monitor and evaluate HIV and AIDS workplace programmes will also be increased.

The NDP aims to create 11 million jobs in the next 20 years, which once again mirrors the employment goals and targets of the New Growth Path and the Education and Training Priorities of the NDP once again are closely linked to the priorities and goals of NSDS III, and the eight commitments of Human Resource Development Strategy of South Africa.

The Education and Training section differentiates education into three spheres, namely;

- Early Childhood Education - to Basic Education
- Post School Education – the Further Education and Training Band
- Higher Education – Universities including Research, Innovation and Development

There is a strong focus on SETAs' role across all these spheres. The National Development Plan clearly redefines and emphasises the SETAs' mandate and scope as follows;

SETAs should focus on:

- Skills development for existing businesses (18.1 Learners), these are workers in the sector;

- Unemployed people (18.2 Learners) who wish to obtain employment in the sector and emphasis on internships; and
- Training that cover levels of the National Qualifications Framework (NQF) required by the sector.

It appears that Skills Planning should be a centralised government function and SETAs should only be contributing by doing sectoral skills planning. The plan directly opposes what is currently in the NSDS III in respect of involvement of SETAs in training of:

- Emerging businesses
- Rural development
- Adult Basic Education and Training (ABET)
- Community Development (CBO, NGOs, etc)

Instead it places these functions to relevant government departments. The sooner this is implemented the better focused will be the work of SETAs. Funding modalities and career guidance and placement services need more clarification than currently stated. The NDP also identifies Tourism and the Green Economy as having the potential to create jobs and employment as well as support the establishment, development and growth of SMMEs in the country.

### [The Green Paper for Post School Education and Training](#)

There are many challenges facing post-school education in South Africa. Despite the many advances and gains made since 1994, the system continues to produce and reproduce gender, class, racial and other inequalities with regard to access to educational opportunities and success. One of the greatest challenges facing the system is the large number of young people who face a very bleak future if major changes are not introduced. Equally important, the post school system is not meeting the needs of the economy and society as a whole. The Green Paper aims to align the post-school education and training system with South Africa's overall development agenda, with links to various development strategies such as the New Growth Path, the Industrial Policy Action Plan 2, the Human Resource Development Strategy for South Africa 2010-2030, and South Africa's Ten-Year Innovation Plan. This will allow it to contribute more

effectively to the goal of inclusive economic growth and development, and to contribute to fundamentally reducing unemployment and poverty.

The Green Paper provides a vision for a single, coherent, differentiated and highly articulated post-school education and training system. This system will contribute to overcoming the structural challenges facing our society by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation. Key problem areas which prevent the system from playing its potential role are outlined, and solutions are proposed. In some cases options are presented for discussion. Of particular interest and importance to SDF's is the various options proposed for Skills Development and the SETAs as some of these options will radically change the way SETAs and SDFs currently operate.

## CATHSSETA STRUCTURE

CATHSSETA is governed by a Board of Directors whose instructions are implemented by executive management. Chambers have been established to attend to the specific needs of each industry sector represented by CATHSSETA and there are a number of internal departments, each responsible for a range of functions.

## CATHSSETA BOARD MEMBERS

The CATHSSETA constitution stipulates that the total number of Board members be a maximum of fifteen (15) with three (3) persons being Ministerial appointments.

Advocate Brenda Madumise serves as the new Independent Board chairman. The board is further constituted with Government Departments such as the National Department of Tourism, Sport Recreation South Africa, Department of Environmental Affairs, Department of Arts & Culture and Department of Trade & Industries.

Organised Labour, Organised Business and Bargaining Council members from the sub-sectors represented in the CATHSSETA's scope of coverage, Tourism, Hospitality, Sport, Arts, Culture and Heritage as determined and defined in terms of Section 9(2) of the

Skills Development Act of 1998 (amended in 2008) as well as Notice No.316 published in the Government Gazette form the final component of the Board.

Sheila Sekhitla INDEPENDENT	<b>Adv Brenda Madumise</b> <b>CHAIRMAN</b>	Judy Mulqueeny INDEPENDENT
Margarita Wilson CATRA	Joseph Maqhekeni NACTU	Fihliwe Nkomo FEDHASA
Kentse Makgae NAFCOC	Caroline Rakgotsoka HOTELICCA	Leonore Beukes NDT
Thabo Mahlangu SACCAWU	Brian Magqaza BCRCAT	Glenn Ujebe Masokoane DAC
Sibongile Simelane Quntana DTI	Thomas Mathiba DEA	Sumayya Khan SRSA

<b>BCRCAT</b>	<i>Bargaining Council for the Restaurant, Catering and Allied Trades</i>
<b>CATRA</b>	<i>Catering and Restaurant Allied Trade Association</i>
<b>DAC</b>	<i>Department of Arts and Culture</i>
<b>DEA</b>	<i>Department of Environmental Affairs</i>
<b>DTI</b>	<i>Department of Trade and Industry</i>
<b>FEDHASA</b>	<i>Federated Hospitality Association of Southern Africa</i>
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<b>NDT</b>	<i>National Department of Tourism</i>
<b>SACCAWU</b>	<i>South Africa Commercial, Catering and Allied Workers Union</i>
<b>SRSA</b>	<i>Sport and Recreation South Africa</i>

## CATHSSETA MANAGEMENT

Chief Executive Officer Mike Tsotetsi	Responsible for the overall management of CATHSSETA.
Chief Financial Officer Ben Keet	Responsible for the overall financial management of CATHSSETA.
Chief Operations Officer Vacant	Responsible for the organisation operations and assists the CEO by taking responsibility for all <u>externally</u> focused resources and operational processes, including strategic planning and Organizational performance.
Executive Manager: ETQA Ebrahim Boomgaard	Responsible for CATHSSETA's accreditation and quality assurance functions, including accreditation as an ETQA, the issue of qualifications and assessment and CATHSSETA's Learnerships.
Executive Manager: Skills Development, Planning and Research Muzi Mwandla	Responsible for the management of research, skills planning and reporting, including the activities of chambers, and implementation of training interventions including PIVOTAL programmes.
Executive Manager: Communications and Stakeholder Relations Leko Nkabinde	Responsible for all CATHSSETA communications, events, marketing and stakeholder relations.

## CATHSSETA CHAMBERS

Hospitality - represents accommodation services, food preparation, catering and food and beverage services, fast foods and restaurants.

Chamber Co-ordinator: Sharon Mukhola – [sharon@cathsseta.org.za](mailto:sharon@cathsseta.org.za)

Tourism and Travel Services - represents travel operations, tourism authorities, tourist guiding, information centres, inbound tourism, airlines, car rental and event management.

Chamber Co-ordinator: Faith Zwane - [faith@cathsseta.org.za](mailto:faith@cathsseta.org.za)

Gaming and Lotteries - represents casinos, bookmakers, lotteries, horse racing, LPM Industry and Bingo.

Chamber Co-ordinator: vacant

Conservation - represents wildlife conservation, trekking and safari operators, hunting, and botanical gardens.

Chamber Co-ordinator: Senzi Moroe- [senzi@cathsseta.org.za](mailto:senzi@cathsseta.org.za)

Sport, Recreation and Fitness - represents sports, recreation and fitness services, sporting event management, indoor and outdoor sports, sporting events, parks and beaches, recreational fairs and shows.

Chamber Manager: Maureen Mashabane – [maureen@cathsseta.org.za](mailto:maureen@cathsseta.org.za)

Chamber Co-ordinator: Maribe Mamabolo- [maribe@cathsseta.org.za](mailto:maribe@cathsseta.org.za)

Arts, Culture and Heritage: represents visual arts, craft, heritage, music, museums and cultural heritage sites and the performing arts.

Chamber Manager: Thando Hosha – [thando@cathsseta.org.za](mailto:thando@cathsseta.org.za)

Chamber Co-ordinator: Tony Mabasa- [tony@cathsseta.org.za](mailto:tony@cathsseta.org.za)

## LEVIES AND GRANTS

The unit is responsible for supporting and assisting industry with the completion and submission of the Workplace Skills Plan, including the PIVOTAL Training Plan and the Annual Training Report, including the PIVOTAL Training Report. In addition, they evaluate completed reports, verify each submission and prepare documentation required for grant disbursements.

Levies and Grants Co-ordinator: Nomhle Shabangu – [nomhle@cathsseta.org.za](mailto:nomhle@cathsseta.org.za)

Levies and Grants Administrator: Sizani Mambo – [sizani@cathsseta.org.za](mailto:sizani@cathsseta.org.za)

## RESEARCH and SSP

The unit is responsible for research, identification of skills needs in the CATHSSETA sub-sectors, and the compilation of the Sector Skills Plan (SSP).

Research and SSP Manager: Leonard Strong – [leonards@cathsseta.org.za](mailto:leonards@cathsseta.org.za)

Research Analyst: Shivanthini Nagalingam- [shivanthini@cathsseta.org.za](mailto:shivanthini@cathsseta.org.za)

Research Administrator: Lesedi Motlhabi – [lesedi@cathsseta.org.za](mailto:lesedi@cathsseta.org.za)

## OVERVIEW OF LEGISLATION IMPACTING SKILLS DEVELOPMENT

The process of transforming the South African workplace to ensure equity, workplace justice and to facilitate productivity began with the promulgation of the Labour Relations Act (LRA) of 1995. The LRA promotes fair labour practices and aims to simplify dispute resolution procedures between business and labour. It was followed by the Basic Conditions of Employment (BCoE) Act of 1997, covering the day-to-day rights of employees in the workplace.

The Labour Relations Amendment Bill, Basic Conditions of Employment Amendment Bill, Employment Equity Amendment Bill and Employment Services Bill of 2010, intend to amend the Labour Relations Act, 1995 so as to align employment legislation to ensure decent work by regulating sub-contracting, contract work, and outsourcing and also to provide for the prohibition of certain abusive practices to workers.

During the mid 1990s, various pieces of legislation were passed that profoundly affected and impacted on education and training in South Africa. These include:

- The South African Qualifications Authority Act, Number 58 of 1995 – replaced with National Qualifications Act of 2008 to make training effective;
- The Skills Development Amendment Act, Number 37 of 2008 - to make training occupationally relevant;
- The Skills Development Levies Act, Number 9 of 1999 - to make training affordable;
- The National Qualifications Framework Act of 2008 – addresses the purpose, functions and responsibilities of the new Quality Council for Trades and Occupations (QCTO);
- The Employment Equity Act, Number 55 of 1998 - to make training equitable;
- The Broad-Based Black Economic Empowerment Act, Number 53 of 2003.

Below, find a brief outline of the aims and purpose of each Act.

### NQF Act 2008

National Qualification Framework, which locates all education and training interventions (nationally recognised courses, programmes, etc.) on a grid. The grid consists of a range of “levels” with each level representing the degree of complexity and difficulty of the education and training intervention. These nationally recognised courses that are placed on the NQF are integrated and they include “formal education” and “vocational training”. The NQF also provides for the formalisation of previously non-formal learning programmes, by requiring that they meet certain design and quality specifications.

When these nationally recognised training programmes are designed, industry is consulted and the outcomes (and outputs) required at the end of the training programme are written in a modular format. These “modules” are called “unit standards” and each unit standard is then allocated a level on the NQF.

Groups of unit standards are then clustered together to form whole programmes (certificates or diplomas) and the clusters of unit standards are given a name (e.g. Certificate in Travel Services). At this stage, the programme becomes known as a "national qualification" and it is placed at the relevant level on the NQF.

The main aim of this system is to encourage the provision of all education and training in line with this framework to ensure quality and consistency. This consistency will give learners greater mobility and national recognition. In addition, employers will be able to verify the quality of people they train and employ.

The other significant factor in this new system is the matter of "competence" which focuses on what a person understands and can do, rather than how they acquired their skills and/or knowledge. This means that learning achievements acquired in both formal (college, university of technology or university) and non-formal learning (in the workplace, practice, etc.) environments are recognised. It is anticipated that this wide recognition will facilitate further learning, improved career pathing and labour market mobility.

In addition, the Act requires that all formal providers of training programmes, specifically National Qualifications, implement quality assurance measures to improve the quality of learning provision.

SAQA was responsible for:

- Registering National Standards Bodies or similar bodies which are responsible for establishing education and training programmes, unit standards and/or national qualifications;
- Recognising and accrediting Education and Training Quality Assurance Bodies (ETQAs). ETQAs are most often housed within SETAs, and are responsible for ensuring that the education and training provided meet the required and established standards.

## SKILLS DEVELOPMENT AMENDMENT ACT No. 37 Of 2008

This Act was enacted to amend the Skills Development Act, 1998 and it repealed all remaining sections of the current Manpower Training Act, 1981.

In addition, the Act has resulted in the amendment of some definitions. Of importance are the definitions relating to learning programmes which include learnerships, apprenticeships, skills programmes and any other prescribed learning programmes which include a structured work experience component.

Furthermore, provision is made for the establishment of additional bodies and institutions through which the purposes of the Act can be achieved. This includes provincial offices of the Department of Labour, accredited training centres, skills development institutes, Quality Council for Trades and Occupations (QCTO), a skills development forum in each province, a national artisan moderation body and Productivity South Africa.


All SETAs are expected to perform select functions as delegated by the QCTO currently being established. Transitional arrangements are provided for to ensure that SETAs retain accreditation from the South African Qualifications Authority until the QCTO is established.

SETAs will be required to liaise with the new skills development forums (also to be established) in each province, the provincial offices and DoL labour centres, skills development forums as well as the QCTO in terms of occupational qualifications and the Organising Framework for Occupations (OFO) in its sector.

## SKILLS DEVELOPMENT LEVIES ACT (SDLA)

The Skills Development Levies Act outlines the laws and regulations for the funding of education and training (development) of the workforce, in line with the aims espoused in the Skills Development Act.

Initially, from 1 April 2001 all organisations with an annual payroll of more than R250 000 were required to pay a skills development levy equivalent to 1% of their employment cost (payroll plus benefits). The value of the 1% skills levy is based on what is referred to as the "leviable amount".

	<p><b>LEVIABLE AMOUNT</b> = "the total amount of remuneration, paid or payable, or deemed to be paid or payable, by an employer to its employees during any month".</p>
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In February 2004, the threshold for the payment of the skills development levy was increased from an annual employment cost of R250 000 to an annual employment cost of R500 000. This became effective from August 2004 and meant that organisations whose annual employment cost is less than R500 000 are no longer required to pay Skills Development Levies.

The levy must be paid by every employer who is registered with the South African Revenue Services (SARS) for PAYE, even if they only pay PAYE for a single employee and/or have an annual payroll in excess of R500 000.

While there are exemptions available for some organisations, all employers must register with the South African Revenue Service (SARS) and then apply for exemption.

The skills levy is payable monthly to the South African Revenue Service (SARS) and the payment is usually made at the same time that the employee's PAYE and UIF contributions are paid. Employers are required to pay the levy to SARS no later than seven days after the end of each month.

## NATIONAL QUALIFICATIONS FRAMEWORK ACT No. 67 of 2008

This was enacted to:

- provide for the National Qualifications Framework;
- to provide for the South African Qualifications Authority;
- to provide for Quality Councils (QCs);
- to provide for transitional arrangements;
- to repeal the South African Qualifications Authority Act, 1995.

Quality Councils (QCs) are new, sector-based structures that will be responsible for the development and quality assurance of qualifications within their sub-frameworks of the NQF. The concept of a sub-framework covering a particular sector of education and training was introduced during the review process (see notes below) and is a significant feature of the Ministers' joint policy statement (see notes below).

Going forward, the NQF will be organised into three co-ordinated sub-frameworks, namely:

- General and Further Education and Training;
- Higher Education;
- Trades and Occupations.

The Ministry of Education is the custodian of the NQF, is responsible for the QC for General and Further Education and Training as well as the QC for Higher Education. Clarity regarding the responsibility for the QC for Trades and Occupations (QCTO) is still pending. However it is anticipated that it too will fall within the ambit of the Minister of Education.

## THE REVIEW PROCESS – OVERVIEW OF THE NQF

An overview of the NQF was indicated to investigate how the implementation of the NQF could be improved. Some notable achievements as well as some challenges were evident from the review.

One of the major challenges and concerns was that there were too many bodies responsible for standards generation and quality assurance, which often led to confusion and the duplication of both resources and work. Another challenge noted was that there was a need for the different approaches and practices within the education, training and skills development system to be accommodated. The design of the NQF was based on a one-size-fits-all approach, and it was clearly evident to all stakeholders that different kinds of learning in different contexts required different qualification types and quality assurance models. The review revealed that despite agreement on NQF principles, these were not always reflected in practice.

## JOINT POLICY STATEMENT – THE WAY FORWARD

This document outlined the achievements to date and stressed the fact that the NQF is integrated and is inclusive of all sectors and levels of education. The NQF objectives had received widespread support and awareness of the importance of outcomes-based education had both been created and promoted.

The Ministers also responded to the challenges that had emerged by agreeing to make provision for the establishment of three Quality Councils (QCs) to manage three sub-frameworks, namely:

- one for Higher Education Qualifications;
- one for General and Further Education Qualifications;
- one for Occupational Qualifications.

These three sub-frameworks would all fall under the NQF and would be managed in collaboration with SAQA. It was also envisaged that these three new sub-frameworks

would provide an opportunity to explore new ways of working together and develop stronger communities of trust.

## THE ROLE OF THE QUALITY COUNCIL FOR TRADES AND OCCUPATIONS (QCTO)



The QCTO will manage and co-ordinate qualifications in the **occupational qualifications 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.

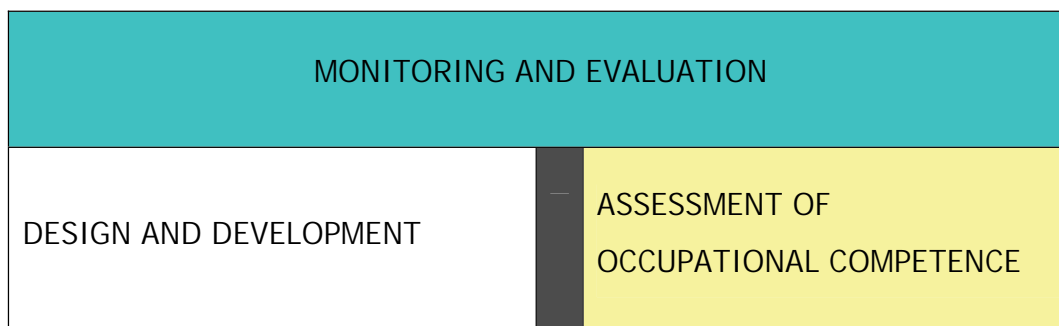
The QCTO will develop fit-for-purpose occupational qualifications that will be certificated as National Occupational Awards or National Skills Certificates. The awards will name the relevant occupation that the learner is competent to practice. The focus of occupational qualifications will be the development of occupational competence, which in turn will contribute to increased employment rates and workplace productivity.

The envisaged structure and functions of the QCTO reflect a new approach to quality assurance, in which quality assurance permeates all activities and is not seen as a separate function altogether. This model was developed in response to appeals to bring qualifications development and quality assurance under one banner or roof.

The quality assurance of the learning process for the QCTO's qualifications can be visualised as a structure in which the banner or roof are supported by two pillars:

- design and development;
- assessment of occupational competence.

The system is quality managed from the banner or roof representing monitoring and evaluation through data analysis and research. This entire structure illustrates the quality assurance model.



#### BENEFITS ARISING FROM THE QCTO

The system has been designed to be more responsive to labour market (includes industry and all types of businesses, as well as the informal and public sectors) skills needs. In addressing a number of the NQF implementation challenges and problems, the QCTO provides an excellent opportunity to find viable and powerful solutions, some of which are highlighted below:

- A Quality Council that Provides a Framework for all Role-players

The many role-players and structures active in the labour market today, including SETAs, SGBs, providers, assessors, moderators and various professional bodies, have created a situation that is confusing, over complex and sometimes inefficient. The QCTO provides a co-ordinating framework to support these role-players so that they can focus on what they do best and give coherence to these activities as a whole.

- An Improved Qualification Model that Suits Occupational Learning

Workers need to be competent in three areas of learning in order to be able to practice a particular occupation effectively, namely:

- knowledge and theory component;
- practical skills component;
- work experience component.

The new model values each of these components equally. It differs from the previous qualification model in that it includes a structured work experience component.

### A Qualifications Design Process that is Responsive to Labour Market Skills Needs

The new model will analyse the relevant occupations listed in the Organising Framework for Occupations (OFO) and will identify the skills and tasks associated with each occupation and the kind and scope of work experience required to develop competence. This process will therefore result in occupational curricula and occupational qualifications that are directly linked to labour market skills needs and requirements.

### Curricula for Guiding the Creation of Occupational Learning Programmes

Each occupational qualification will be derived from an occupational curriculum. The purpose of the curriculum is to simplify and strengthen the development and assessment of the qualification as:

- o It will specify the inputs needed by unpacking the occupational profile;
- o It will be used as the basis for the accreditation of providers and the approval of workplaces to offer the work experience component;
- o It will ensure that overlaps across qualifications are recognised, and this will assist learning programme design, materials development and learner mobility.

### Reconceptualised Unit Standards that Reflect the Three Forms of Learning

The outcomes will be specified in unit standards reflecting each of the curriculum components, namely knowledge standards, practical standards and work experience standards. Many of the more generic knowledge and practical standards will appear in a number of different qualifications. A minimum credit value will be set for unit standards to ensure meaningful units of learning.

## Qualification Assessment Specifications for Standardising Assessments

An external, nationally standardised assessment for each of its occupational qualifications will be introduced (a prerequisite for certification). A “Qualification Assessment Specifications” document will be supplied for each qualification and will specify the overall assessment strategy for the external assessment of occupational competence. The QCTO will appoint and/or recognise suitable organisations as quality partners in the design and management of these external assessments. To avoid varying interpretations of standards across sectors and sites, criteria for the registration of constituent assessors and moderators, and the requirements for accreditation of assessment centres or registration of assessment sites where appropriate, will be provided.

## Revised Rules of Combination that Reflect the Differing Requirements of Different Occupations

Learners will have to demonstrate sufficient foundational competence in communication and mathematical literacy to cope with occupational learning demands and to benefit from the learning process. Additional language, mathematics or knowledge and theory requirements in other subject areas will be determined by the needs of each specific occupation and will be fit-for-purpose. These will be incorporated into the common or core learning requirements of the qualification.

Furthermore, the blanket fundamental requirements that existed before were time consuming and often resulted in the accumulation of credits that were not relevant to the particular occupation. The new model thus removes a previous barrier and relates the educational requirements to the particular job. Electives will now be replaced by specialisations.

## COMBINING ETQAs TO STREAMLINE QUALITY ASSURANCE PROCESSES

The establishment of the QCTO will significantly increase the efficiency of the current ETQA system, merging 21 SETA ETQAs into one. This means that quality assurance activities can be better co-ordinated and managed.

All occupational unit standards will be quality assured by the QCTO.

## ACCREDITATION PROCESS THAT PROMOTES SELF IMPROVEMENT

Previously there was an overemphasis on accreditation as the key to quality assurance. The QCTO will simplify the accreditation process by applying criteria which are stated in each curriculum and are fit-for-purpose for each specific qualification.

The process will begin with self evaluation and will promote quality improvement. Overlapping accreditation, registration and verification requirements that are currently causing major delays and frustrations as well as escalating costs, will no longer be applicable.

## 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 particular 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 particular attention to provision of skills in a manner that significantly reduces social inequalities in the economy and society.
- *Gender* – calls for particular 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 as a whole.
- *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 particular attention to the training of youth for employment, i.e. those under 35 years of age.
- *Disability* – significantly open up 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 Employment Equity Plan serves as the overall "strategy", while the Workplace Skills Plan serves as the mechanism (what and how) to achieve the "strategy". The Annual Training Report (ATR) serves as confirmation of what was done.

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.

## BROAD BASED BLACK ECONOMIC EMPOWERMENT ACT No. 53 of 2003

Tourism has been identified by Government as one of the five (5) leading sectors in the South African economy as a result of its potential for job creation and its contribution to the GDP.

The Broad Based Black Economic Empowerment Act (BBBEEA or BEE) was promulgated in 2004. Its aim is “an integrated and coherent socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the number of black people that manage, own and control the country’s economy, as well as significant decreases in income inequalities.”

	<p>The BBBEE Act aims to “establish a legislative framework for the promotion of black economic empowerment”. Its main purpose is to provide a mechanism to facilitate participation by black people in the country’s economic activities and to provide a mechanism for measurement of progress.</p>
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While some of the larger entities operating within CATHSSETA’s scope have begun transformation processes, many of these are still in their infancy and are focused largely on equity ownership and by and large, the sector is still predominantly white-owned and managed.

Compliance with this Act is voluntary and micro-enterprises and small businesses whose turnover is below established and agreed thresholds are exempt from complying with this Act.

Implementation of the BBBEE Act is driven by a consolidated document containing:

- a “charter” or text that expresses the commitment of all stakeholders in a given industry sector to the empowerment and transformation of that sector. It also explains how the document should be interpreted (against the requirements of the Act);
- a “scorecard” is the tool which measures that commitment through indicators, targets and weightings (i.e. “indicators” or criteria against which “targets” are set.) There are seven (7) indicators in total, namely:
  - equity ownership, board / management control;
  - employment equity;
  - skills development;
  - preferential procurement; enterprise development and
  - socio-economic development;
- “targets” are assigned to each indicator. These targets outline the desired result in terms of the numbers of “black” people that should benefit from interventions;
- “weightings” allocated to each target which gives an indication of the importance of the target and subsequent “indicator”.

The Department of Trade and Industry is responsible for all matters relating to BBBEE including:


- Developing, issuing and publishing the Code of Good Practice to outline the rules and regulations applicable to BBBEE and individual industry charters;
- Publishing all industry-specific BBBEE transformation charters;
- Establishing the Back Economic Empowerment Advisory Council which monitors implementation and makes recommendations as required.

Businesses who wish to comply are rated by external companies who are “accredited” by the Department of Trade and Industry to complete the “verification” of information. Such ratings are only valid for a 12-month period and work done by the rating agency selected is for each individual business’s account.

The section/s provided for in the WSP & PPT and ATR & PTR that relate to BEE (section A11 in the WSP and section D5 in the ATR) are to assist CATHSSETA to gauge commitment towards the achievement of the milestones established in the BEE scorecard. Since compliance with the BBBEE Act remains voluntary, any information that can be provided in relation to the Skills Development Indicator would be appreciated.

## DETERMINE WHETHER YOU ARE LIABLE TO PAY A SKILLS LEVY - ALL ORGANISATIONS AND ENTITIES

If you employ and pay employees a salary that is above the threshold, you are required to deduct tax for PAYE. The employer is required to pay the deducted PAYE from the employees' salary to SARS on a monthly basis.


	<p>You are <b>LEGALLY OBLIGED</b> to register with SARS for PAYE.</p>
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An organisation or levy payer must register as a "skills levy payer" beforehand. At this time, it is important that the organisation CORRECTLY IDENTIFIES the SETA to which it belongs.

In line with the requirements of the SDA, organisations are defined by the predominant type and nature of their business (in other words their CORE BUSINESS). Each type / nature of business is allocated a Standard Industrial Classification or SIC code.

The Standard Industrial Classification or SIC code is used to determine the jurisdiction or responsibility of each of the SETAs (this was decided by the Minister of Labour after consultation with business and is fixed in law).

As a hospitality, accommodation, conservation, gaming, travel, tourism, sport, creative industries and/or event organisation, your SETA allocation is:

	<p>CULTURE, ARTS, TOURISM, HOSPITALITY AND SPORT SECTOR EDUCATION AND TRAINING AUTHORITY – CATHSSETA</p>	<p>SETA NUMBER 25</p>
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### DETERMINING YOUR SKILLS LEVY

To establish whether you are liable to pay a skills levy, determine what your annual employment is. Take into account 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.



If your total employment cost comes to **MORE THAN R500 000.00 per year**, then you must pay a Skills Levy.  
If your total employment cost comes to **LESS THAN R500 000.00 per year**, then you do not have to pay a Skills Levy.

### RELIGIOUS OR CHARITABLE INSTITUTION

If you are religious or charitable institution or any fund which is exempt from paying income tax, you are not required to pay a Skills Development Levy.

### PUBLIC ENTITY

The Cabinet Memorandum No.53 of 2012: Directive on the utilisation of training budgets in the public service outlines the following:

The review report of the 2002-2006 Public Service Human Resource Development Strategic Framework (PS-HRDSF) highlighted the following serious disparities in the utilisation of training budgets in the Public Service:

- Human Resource Development (HRD) is not regarded as a priority in the Public Service, hence lack of prioritisation of funding for training in the budgetary process of government departments, therefore HRD is the first to be targeted when a budget crisis emerges;
- Most training is undertaken for the sake of training and a perception that training would ensure the desired performance outcomes in the organisation is not generally held and therefore not a priority. The result, therefore, is the misalignment of training interventions between the identified scarce and critical skills and employees' personal development plans within the departments;
- The numbers of people being trained in relation to expenditure, i.e. a huge portion of the training budget is spent on workshops and seminars.

Public service employers in the following:

- National or provincial government sphere;
- National or provincial public entity that receives 80% or more of your expenditure directly or indirectly from funds voted by Parliament;
- Municipality in possession of a certificate of exemption from the Minister are NOT required to pay a skills development levy.

However, changes approved by parliament require that:

- At least 1% of a department's total annual personnel budget be set aside for the training and development of its personnel and potential employees;
- This training budget is to be utilised as follows:

<i>Allocation</i>	<i>Beneficiary</i>	<i>Purpose</i>	<i>Special Measures</i>
30%	PSETA and Line Function SETAs	1/3 for administration of the SETAs	Compliance as per the PFMA, SDA, SDLA, and SETAs Supply Chain processes
		2/3 for Discretionary grants: Special projects, Learnerships, Internships, Apprenticeships, Skills programmes,	
20%	Unemployed youth, including graduates, learners leaving schooling system, those requiring internships to complete their qualification and artisans	Learnerships, Internships, Apprenticeships, Skills programmes, Bursaries	Alignment with National, Provincial, Sectoral and departmental development goals
50%	Serving employees	Capacity Development: Mandatory training programmes, Identified skills gaps	Palama, Sectoral and Provincial academies, Public providers, Private providers

- Transfer of the 30% as per the above shall be affected before the 15<sup>th</sup> of each month by the department, directly to the relevant SETA or SETAs and PSETA

CATHSSETA is in the process of revising its policy in respect of public entities with the payment of the 30 percent portion of the 1 percent to assist public entities comply with the Cabinet Directive 2012.

## Workplace Skills Plan (WSP) and Planned PIVOTAL Training (PPT)

CATHSSETA strongly recommends that public entities within the CATHSSETA scope complete and submit a Workplace Skills Plan and PIVOTAL Training plan to CATHSSETA in the prescribed manner in order to enable CATHSSETA to establish their training needs and plan for necessary interventions. Those public entities submitting a WSP and PPT to the PSETA may submit to CATHSSETA in the same format. The WSP and PPT is used by CATHSSETA to support:

- the identification of imbalances in the supply of, and demand for, skilled labour in the sector;
- the Government to assist in the development and review of the National Skills Development Strategy that must be demand-led and sensitive to labour market needs;
- the assessment of training capacity and training investment so as to ensure the sound allocation of resources;
- the disbursement of levy funds to eligible employers, through the Levy Grant System;
- employers to provide a strategic basis for planning the development of their staff and organisation.

The WSP & PPT and the ATR & PTR grants are central to the establishment of a demand-led skills development system, which is responsive to the economic and social needs of South Africa. The ATR & PTR allows employers to monitor the achievement of the skills priorities and skills development objectives that were outlined in the WSP & PPT. Where there are variations between the WSP & PPT and the ATR & PTR, the ATR & PTR provides employers and SDFs with an opportunity to analyse reasons for non-completion of planned training.

Upon submission of a WSP & PPT, CATHSSETA does not pay public entities any grants as is the case with private employers who pay the skills levy.

The WSP, including the PPT and the ATR, including the PTR must be submitted on 30 June 2013, and with effect from 1 April 2014 must be submitted by 30 April of each year as a combined document.

CATHSSETA has introduced an online submission system and employers through their appointed and registered SDF can access the CATHSSETA SMS for this purpose. CATHSSETA will not be extending the deadlines for submission specified above. The Registration of SDFs can be facilitated by contacting the Levies and Grant Co-ordinator, *Nomhle Shabangu* at tel. 011 217 0600 or [Nomhle@cathsseta.org.za](mailto:Nomhle@cathsseta.org.za)

#### Registration and Payment Process

In order for CATHSSETA to register a public entity, a prescribed form together with a pro forma invoice must be completed and faxed to CATHSSETA. The public entity will further pay the prescribed amount into CATHSSETA's designated account on either a monthly basis or once annually. CATHSSETA's banking details appears on the pro forma invoice. CATHSSETA will capture the employer's details on the SETA Management System and issue an acknowledgement letter to the employer. At the end of each month or financial year CATHSSETA will issue a pro forma invoice to the employer for payment purposes.

#### Anticipated Benefits

Benefits that might accrue to the National and Provincial Departments as well as other public entities within the CATHSSETA scope would be in line with the NSDS III targets and as contemplated in the SETA Funding Regulations, No. 35940 gazetted 3 December 2012, in particular under discretionary grants. According to the Funding Regulations CATHSSETA may allocate a discretionary grant or PIVOTAL programme through CATHSSETA's Funding Framework provided that the National and Provincial Departments have paid their administration fee and have submitted the WSP and ATR to PSETA, have had it approved and have submitted copies to CATHSSETA.

All CATHSSETA criteria for discretionary grants and PIVOTAL programmes are approved by the CATHSSETA Board before funds are allocated. CATHSSETA is responsible for the skills development of the internal public service employees as well as the external stakeholders of the public service employer.

#### Public Service Employers per SIC Codes

Public Service Employers within CATHSSETA's jurisdiction are allocated according to the Standard Industrial Classification Codes (SIC Codes) as stipulated by the Department of Labour and now the DHET. The SIC code is the industrial classification that matches the employer's main business activity. According to the 6<sup>th</sup> edition codes 91101 classify national departments, 91102 classify provincial departments and 91106 classify other public entities not classified under 91102.

#### Public Service Employers

As stated earlier, public service employers are those as defined in the Public Service Act of 1994, schedule 1 and 2 which refer to Government departments at both national and provincial levels. The Public Finance Management Act, 1999 schedule 3 further refers to other Public Entities deemed to be Public Service Employers referred to in this document. Refer to the aforementioned Acts for further information.

## DETERMINE THE CORRECT SIC CODE

As discussed earlier, in line with the requirements of the SDA, organisations are defined by the predominant type and nature of their business (in other words their CORE BUSINESS). Each type / nature of business is allocated a Standard Industrial Classification or SIC code.

For ease of reference, SIC codes that fall within CATHSSETA's jurisdiction have been clustered into logical areas of overlap or similarity into business focus that collectively make up the chambers. The detailed list of CATHSSETA SIC codes follows:

Group	SIC Code	Standard Category
<b>Conservation and Tourism Guiding</b>		
(4 SIC Codes)	11520	Hunting and Trapping including related services
	96333	Game parks, reserves incl. but not limited to wildlife, parks, zoological or animal parks and botanical gardens
	96334	Activities of conservation bodies
	96335	Wildlife conservation incl. wildlife, game, parks, game reserves, zoological establishments, botanical gardens etc
<b>Arts, Culture and Heritage</b>		
(15 SIC Codes)	9003	Production of Craft Art
	9004	Production of Traditional Art
	9005	Production of Designer Goods
	9006	Production of Functional Wares
	9007	Production of Souvenirs
	96140	Dramatic Arts, Music and other Arts Activities
	96141	Activities of Artists and Entertainers
	96142	Activities of Theatre and Entertainment Technicians
	96143	Production of 'Live' Theatrical and Artistic Events
	96144	Activities of Arts Councils and other Related Institutions
	96190	Other Entertainment Activities N.E.C.
	96320	Museum Activities and Preservation of Historical Sites and Buildings
	96322	Provision for management and operation of Monuments, Historical Sites and Buildings
	96323	Management and operation of museum, cultural and heritage activities
	96492	The Activities of Casting for Motion Pictures, Television and Theatre Productions

Gaming and Lotteries		
(2 SIC Codes)	96419	Operation and management of Horse Racing Events and Clubs and Academies
	96494	Gambling, licensed Casinos & the National Lottery and but not limited to Bookmakers, Totalisators, Casinos, Bingo Operators
Hospitality		
(16 SIC Codes)	64101	Hotels, motels, boatels and inns registered with the SA Tourism Board
	64102	Caravan Parks and Camping Sites
	64103	Guest Houses and Guest Farms
	64104	Hotels, motels, boatels and inns not registered with the SA Tourism Board
	64105	Bed and Breakfast
	64106	Management and operation of game lodges
	64201	Restaurants or tearooms with liquor license
	64202	Restaurants or tearooms without liquor license
	64203	Take-Away Counters
	64204	Caterers
	64205	Take-Away Restaurants
	64206	Fast Food Establishments
	64207	Other Catering Services n.e.c. including Pubs, Taverns, Night Clubs
	64209	Other Catering Services N.E.C
	84111	Timesharing
	88994	Bioscope Cafes
Sport, Recreation and Fitness		
(12 SIC Codes)	93195	Operation and management of Health and Well-Being Centres including but not limited to Hydros, Spas, Fitness Centres etc.
	96000	Recreational, Cultural and Sporting activities
	96002	Recreational, leisure and outdoor adventure activities including management and operation of facilities, Government departments
	96196	Amusement Parks
	96410	Sporting activities
	96411	Operation and management of sporting facilities and clubs
	96412	Operation and management of sport academies
	96413	Promotion and management of sporting events and activities
	96415	Management and operation of non-motorized sporting activities
	96417	Sporting activities incl. but not limited to Sport Federations etc.
	96418	Management and operation of motorized sporting activities
	96491	The Operation and Management of recreation parks & beaches, fairs and shows of a recreational nature and recreational transport activities

Tourism and Travel Services		
(13 SIC Codes)	71214	Tour operators (Inbound and Outbound Tour Operators)
	71222	Safaris and Sight Seeing Bus Tours
	71223	Safaris and Sightseeing Trip Operators
	73002	Inbound International Flights
	74140	Travel agency and related activities
	85110	Renting of Land Transport Equipment
	85111	Renting of Land Transport Equipment including Car Rentals
	8899A	Event and Conference Management
	96195	Operation and Management of Convention Centres
	96336	Tourist Info Centres
	99028	Car Hire
	99048	Tourism Authorities incl. but not limited to Tourism Marketing, Tourist Information Centres, Publicity Associations
	99049	Guides incl. tourist river, mountain etc.

*Determining the correct SIC code is based on your CORE BUSINESS and NOT the location of the business. To illustrate:*


- *You are a GUEST HOUSE located in a GAME PARK OR CONSERVATION AREA. You employ cleaners, waiters, a receptionist and a few tourist guides. Where do you fit?*
  - *Your CORE BUSINESS is HOSPITALITY;*
  - *Your SIC code is 64103.*



If you realise that your CORE BUSINESS is classified on any of the above SIC codes, and you are not currently registered with CATHSSETA, please contact the relevant chamber on 011 217 0600.

SELECT THE CORRECT SETA

As a hospitality, accommodation, travel, tourism, sport, creative industries, and/or event organisation, your SETA allocation is:

 An illustration of a classroom setting. A red 3D figure stands at the front, pointing at a whiteboard. Three blue 3D figures are seated at desks with laptops, facing the teacher.	CULTURE, ARTS, TOURISM, HOSPITALITY AND SPORT SECTOR EDUCATION AND TRAINING AUTHORITY – CATHSSETA	SETA NUMBER 25
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## REGISTER WITH SARS

While only some employers have to *pay* the levy, *every* employer must *register* as an employer with SARS. This is required to ensure that there is a record of every employer in the sector, whether or not they are exempt from paying the levy.

In order to register with SARS, ALL EMPLOYERS must:

- Review the "Employer Guidelines to Registration" (SDL10);
- Complete the Levy Registration Form (SDL 101).



The application for EXEMPTION is contained in the SDL101 form.

All documentation is obtainable from any SARS office or from their website [www.sars.gov.za](http://www.sars.gov.za)

*When completing the Levy Registration Form (SDL101), ensure that the correct SETA number is inserted under question number 6.2.1.*

*Remember, your SETA is:*

- *CATHSSETA – SETA NUMBER 25.*

*This serves to instruct SARS to re-direct the skills levies collected to the correct SETA.*



Question 6.2.1. on the SDL101 form calls for the organisation's Standard Industry Code (SIC) - on the form, it is referred to as the "Chamber / Activity code". Insert the SIC code that you have already selected.

Organisations that have a number of branches or sites must complete an additional Levy Registration Form (SDL 102) for each branch or site.

### New Levy System by SARS

Please take note of new procedures implemented by SARS which could have an impact on your grant payments.

In terms of the new EMP201 process: (brief line on what EMP is)

- Each payment is "linked" to an EMP 201 declaration by means of a payment reference number or "PRN"
- Only one payment is now required (using the PRN reference) as opposed to the three separate payments in the past
- The EMP 201 declaration provides the tax allocation between PAYE, SDL and UIF
- Payments are allocated to the Employer's PAYE, UIF and SDL accounts only when the payment has been correctly matched to an EMP201 declaration (thereby preventing errors due to incorrect payment referencing)
- Payments that are allocated to SDL accounts are transferred to the SETA only once the payment has been correctly matched to the EMP 201 declaration


It is important for employers to note that if you have queries with PAYE or UIF, your SDL levies will be withheld until all the queries have been resolved. Once the query has been resolved and the information updated, then only can payments be allocated and made available for transfer to the respective SETA. The impact of the above process is that employers will only receive grants payments based on levies received by the SETA.

Employers are therefore encouraged to regularly review levy contribution on the CATHSSETA SMS system to ensure that the correct SDL levies have been received by us. If there are errors, we suggest that you follow this matter up with SARS urgently as it will affect your grant payouts.

## APPOINT A SKILLS DEVELOPMENT FACILITATOR (SDF)

An organisation's ability to access any available grants is directly linked to the registration and acceptance of their Skills Development Facilitator by CATHSSETA.

The Skills Development Facilitator is responsible for providing strategic guidance, planning and the development of an organisation's skills development strategy for a specific period. Tasks include the development and implementation of an annual Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PPT), the completion and submission of an Annual Training Report (ATR), including the PIVOTAL Training Report (PTR) and the completion and submission of any applicable Discretionary Grant applications.

	<p>SDF tasks include:</p> <ul style="list-style-type: none"><li>• The development and implementation of an annual WSP, including the PPT;</li><li>• The completion and submission of an ATR, including the PTR;</li><li>• The completion and submission of any applicable Discretionary Grant applications;</li><li>• A resource to the employer to assist with:<ul style="list-style-type: none"><li>○ Conducting skills audits/skills needs analyses;</li><li>○ The criteria required for accreditation as a Training Provider;</li><li>○ Advice on the application for and implementation of Learnerships.</li></ul></li></ul>
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A Skills Development Facilitator can be:

- an employee; or
- a formally contracted, external person; or
- a person who is jointly employed by a number of other employers to assess the skills development needs of the group of employers and employees concerned.

When selecting an SDF, employers should include any trainer, employee or union representative/s or advisory committee in the process.



The following criteria and competences should be considered when selecting an SDF:

- A sound understanding of the National Qualifications Framework (NQF);
- An ability to conduct a training needs analysis and develop the organisation's Workplace Skills Plan, including the Planned PIVOTAL Training for submission to CATHSSETA;
- An ability to compile reports for CATHSSETA on the organisation's implementation of its Workplace Skills Plan, including the Planned PIVOTAL Training ;
- If the organisation decides to seek accreditation, the ability to prepare, submit and steer the company's Application for Accreditation as a Training and Development Site OR to manage the contracting out of training and development to accredited providers;
- An ability to advise on and monitor implementation of the WSP and PPT, including training delivery, assessment and quality assurance as required.



Organisations can check competence by encouraging the SDF to complete the four (4) unit standards designed to equip SDFs to perform their duties.

The unit standards were developed under the auspices of the Standards Generating Body for Occupation-Directed Education, Training and Development Practitioners.

### SKILLS DEVELOPMENT FACILITATOR RESPONSIBILITIES

These include:

- Assisting the employer to become registered with CATHSSETA;
- Serving as a contact person between the employer and CATHSSETA;
- Assisting the employer and employees with the development of a Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PPT);
- Submitting the WSP & PPT to CATHSSETA;
- Advising the employer on the implementation of the WSP & PPT;
- Assisting the employer with the drafting of an ATR, including the PIVOTAL Training Report (PTR) against the approved WSP & PPT;
- Formulating training practice to comply with Discretionary Grant requirements;
- Submitting applications for Discretionary Grants;
- Advising the employer on CATHSSETA's quality assurance requirements with regard to accreditation as a workplace Training Provider;
- Providing CATHSSETA with additional information that may be required.



In addition, the SDF must establish a Workplace Training Committee for any organisation they represent if the organisation employs 50 people or more. This is a legal requirement.

Where a workplace is unionised, trade unions or management structures could fulfil this function.

It is also advisable that the appointment of the SDF be discussed with workplace consultative structures.

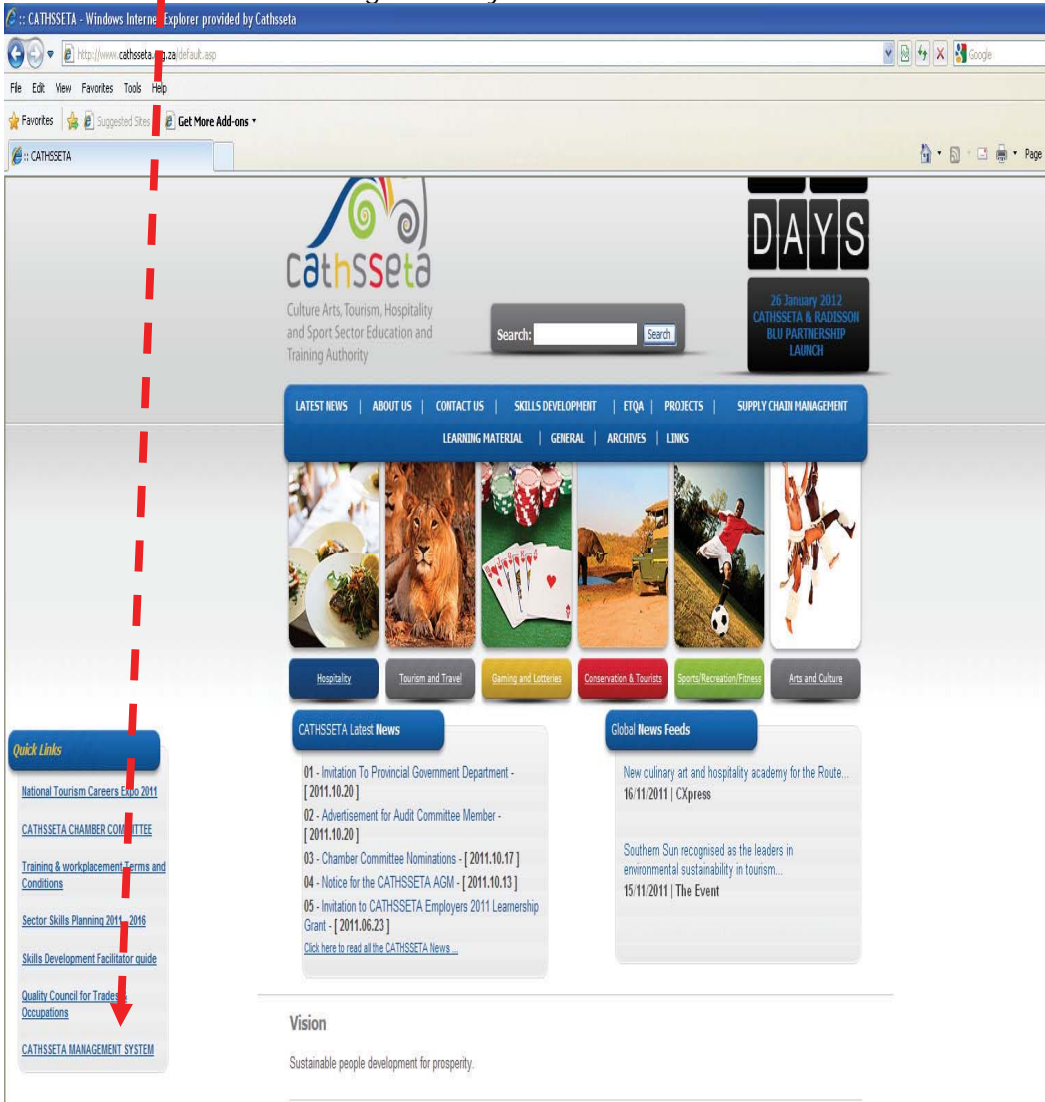
## BENEFITS OF USING THE SERVICES OF A SKILLS DEVELOPMENT FACILITATOR

Benefits include:

- The value added by a competent person responsible for attending to skills development and skills enhancement needs within the organisation;
- Organisations who pay the skills levy may claim up to 20% of their levies back in mandatory grants if the SDF submits the WSP and ATR in accordance with the prescribed requirements.

## REGISTER AS A SKILLS DEVELOPMENT FACILITATOR (SDF)

If you have been appointed as an SDF for an organisation or a group of organisations, access the CATHSSETA website on [www.cathsseta.org.za](http://www.cathsseta.org.za) and follow the steps below:

STEP	ACTION
1.	Access the CATHSSETA website through the following address: <a href="http://www.cathsseta.org.za">www.cathsseta.org.za</a> The CATHSSETA Homepage will appear.
2.	<p>Select the “CATHSSETA Management System” link on the left hand side of the menu bar.</p>  <p>The CATHSSETA Stakeholder Logon Application appears.</p>

3. Select the “Register as a Skills Development Facilitator” icon just below the pointing hand and Username and Password window.

CULTURE ARTS, TOURISM, HOSPITALITY AND SPORT SECTOR EDUCATION & TRAINING AUTHORITY - Windows Internet Explorer provided by Cath

http://172.16.252.5/cdas/cathsseta.asp

File Edit View Favorites Tools Help

CATHSSETA Management System

arts and culture hospitality conservation and tourists guiding sport, recreation and fitness gaming and lotteries tourism and travel services

**Quick Links**

- Register as a Skills Development Facilitator
- Log an issue/enhancement Here
- Provider Accreditation
- Assessor Registration
- Download Assessor Online Registration Manual

**Login**

Username:

Password:

Logon to: Skills - Current Year

Enter Change Password

4. This will open a template with fields for completion and submission, titled 'Registration of A Skills Development Facilitator'.  
Complete all required information and press the 'Enter' window provided on the bottom left hand side of the form.

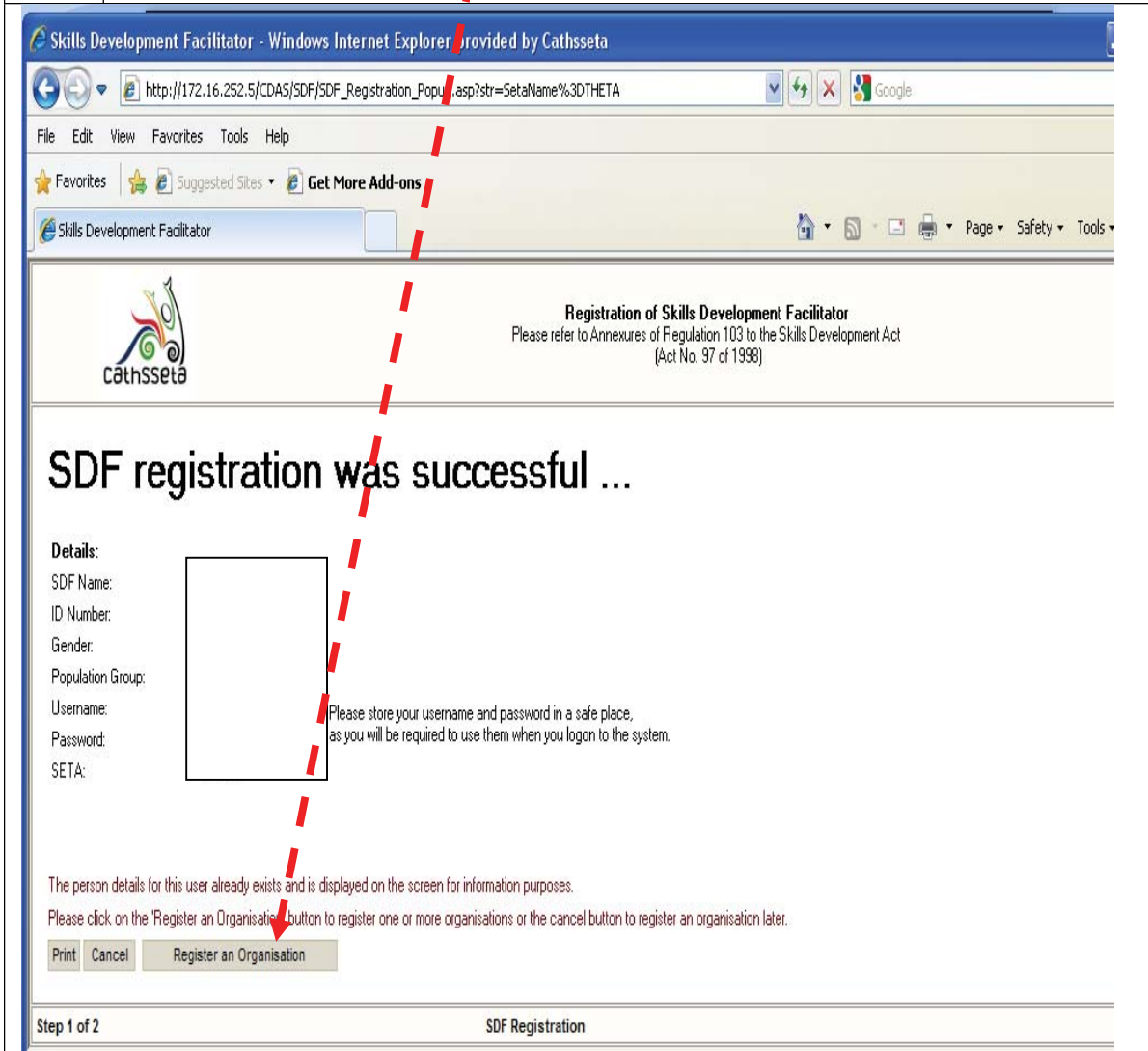
**Registration of Skills Development Facilitator**  
Please refer to Annexures of Regulation 103 to the Skills Development Act  
(Act No. 97 of 1998)

**Personal Details:**

Surname	First Name	Initials	Title
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ID Number	(For statistical purposes only)		
<input type="text"/>	Gender	Population Group	Disabled
	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
Alternate ID Type	Alternate ID Number		
<input type="text"/>	<input type="text"/>		
Highest Level of Education	<input type="text"/>		
Current Occupation	<input type="text"/>		
Experience relevant to Skills Development Facilitator			
Experience	<input type="text"/>		
	Duration of total experience in years <input type="text"/>		
Cell Phone Number	<input type="text"/> e.g. 082 555 5555		

Step 1 of 2 SDF Registration

5. After submitting your details for registration and pressing 'submit', the following page will open re-confirming your:
- SDF Name
  - ID Number
  - Gender, etc.
- Please click on the 'Register an Organisation' button to register one or more organisations. Please do not press 'cancel' – this will result in your registration being unsuccessful. An SDF must be registered (linked) to a particular organisation or organisations. These organisation(s) must correspond to those who submit letters of appointment, as per Step 6 below.



6.	<p>Ensure the relevant person (HR Manager, Financial Officer, General Manager, Owner, etc) within the employer organisation faxes/emails a letter confirming appointment of the SDF. The letter should be sent to the CATHSSETA Levies &amp; Grants Department:</p> <ul style="list-style-type: none"> <li>• Attention Nomhle Shabangu - Fax:086 505 3385 Email: <a href="mailto:Nomhle@cathsseta.org.za">Nomhle@cathsseta.org.za</a></li> </ul> <p>The following requirements are mandatory for the Letter of SDF Appointment:</p> <ul style="list-style-type: none"> <li>▪ Must be on the company letterhead;</li> <li>▪ Must specify the organisation(s) SDL numbers(s);</li> <li>▪ Must specify any subsidiary organisation(s) and SDL numbers within CATHSSETA's scope that the SDF may act on behalf of;</li> <li>▪ Must specify the nominated SDF's full name and surname;</li> <li>▪ Must specify the SDF's ID number.</li> </ul>
7.	<p>CATHSSETA will only accept the registration of the SDF upon receipt of the above letter and submission of the completed form (4 above).</p>
8.	<p>Acceptance of the SDF is done via the SMS system which activates the requested "Username" and "Password". Only once activated, will the appointed SDF be able to access information pertinent to the organisation they have been approved to represent.</p>

## CONSULTATION WITH INTERESTED STAKEHOLDERS IN THE WORKPLACE

It is a legislated requirement that employers of 50 or more persons constitute a Workplace Training Committee representing both owner/employer and labour/employee interests. This forum must be representative of all parties that have an interest or who are affected by any training decisions taken by the organisation.

## CATHSSETA REQUIREMENTS FOR WORKPLACE TRAINING COMMITTEES

CATHSSETA requires that the Training Committee MUST be a MINIMUM of 5 MEMBERS consisting of:



The Training Committee MUST be a MINIMUM of 5 MEMBERS consisting of:

- 2 people representing the Employer (Management);
- 2 people representing Employees (e.g. normal employees, shop stewards or union representative);
- 1 Skills Development Facilitator

Workplace Training Committees must:

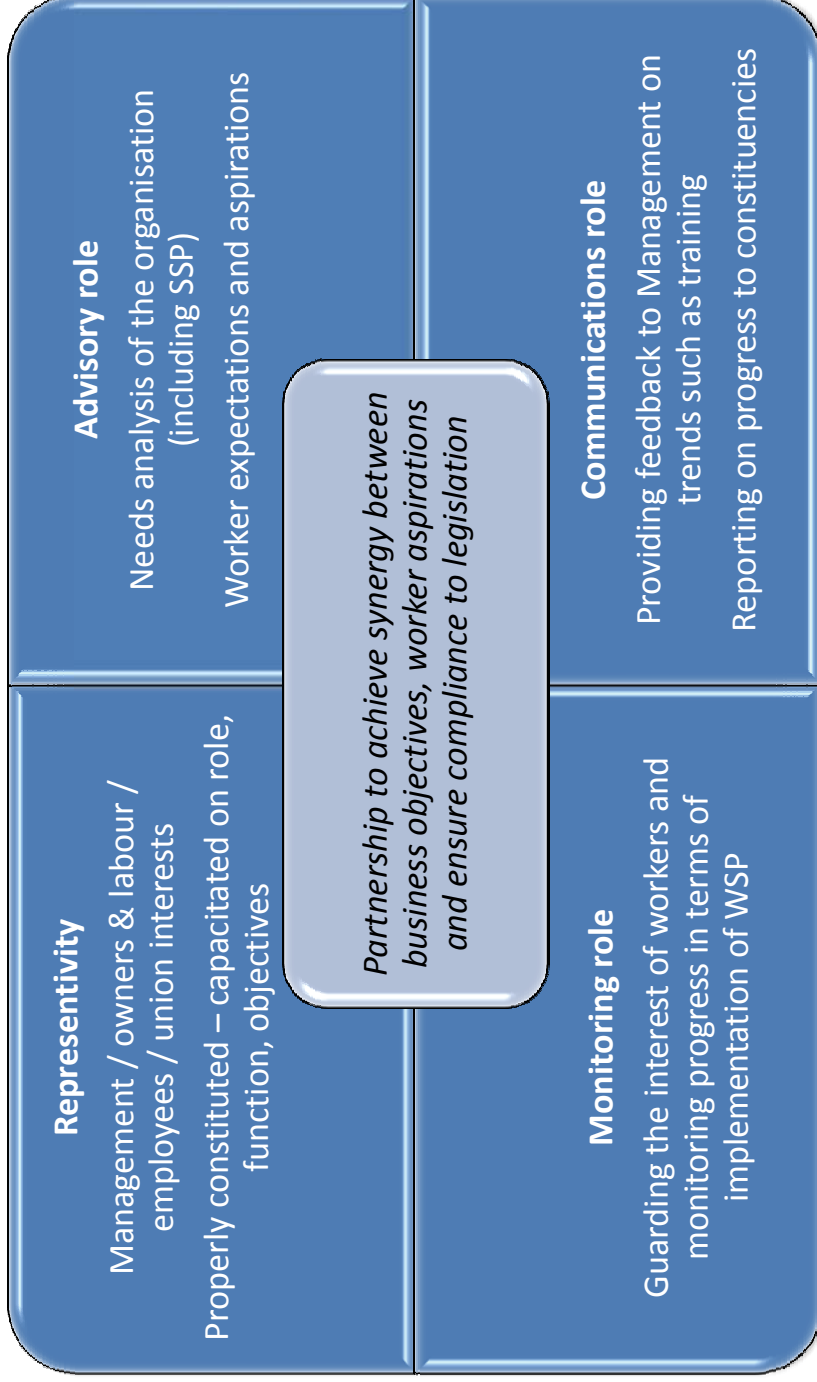
- Ensure that committee members are capacitated on the role, function and objectives of the forum;
- Ensure the committee meets regularly to deliberate relevant issues and make decisions on all skills development issues;
- Keep detailed minutes of all meetings held;
- Keep signed copies of attendance registers from said meetings.

The signed minutes and Attendance Registers will serve as proof of consultation and must be retained for site visits by CATHSSETA, DoL or DHET.

## FUNCTIONS OF THE WORKPLACE TRAINING COMMITTEE

- Provide inputs for the development of a Training Policy;
- Ensure that planned training interventions and the implementation thereof (as outlined in the WSP & PPT) are aligned to the strategic vision, mission, goals and priorities of the company;
- Keep the envisaged training and development of employees in the company in line with the long-term transformation objectives of the company;
- Ensure that the content of the Workplace Skills Plan is aligned to the Business Plan and any Employment Equity Plan in place within the company;
- Assist with the establishment of any training priorities for the company based on its short and long-term needs;
- Endeavour to align planned training to the Sector Skills Plan;
- Ensure that planned training is aligned to the employee's career path (which is determined by way of discussion with the employee's manager and/or performance reviews);
- Where possible, endeavour to ensure that planned training is aligned to accredited national qualifications;
- Promote PIVOTAL Learning programmes, including Learnerships as a training delivery mechanism;
- Support the SDF in communicating the completed Workplace Skills Plan & Planned PIVOTAL Training to other employees in the company;
- Monitor the implementation of the Workplace Skills Plan & Planned PIVOTAL Training;
- Periodically revise the contents of the Workplace Skills Plan as required – this may be indicated where the needs of the business change;
- Assist the SDF to compile the Annual Training Report (ATR), including the PIVOTAL Training Report (PTR) and ensure the information contained therein is an accurate reflection of the training conducted by the organisation over that particular period.

SIGNIFICANCE OF A WORKPLACE TRAINING COMMITTEE



## RECOGNITION AGREEMENTS AND SIGN-OFF

The new SETA Grant Regulations requires that a SETA may not pay a mandatory grant to a levy paying employer who has a recognition agreement with a trade union or unions, whose WSP, including PPT and ATR, including PTR have not been subject to consultation with the recognised trade union or unions and must also be signed off by a labour representative appointed by the recognised trade union or unions and that the employer must provide proof of this.

Furthermore, the definition of sign off has changed in that previously a signature from a labour representative would have sufficed. Sign off now refers to an in principle agreement between the employer and its recognised trade union or unions on the identified training interventions identified in the WSP & PPT.

## WORKPLACE SKILLS PLAN (WSP) & PLANNED PIVOTAL TRAINING (PPT)



A Workplace Skills Plan, including the Planned PIVOTAL Training is a document that outlines the PLANNED training and development for an organisation for a certain PERIOD. The period/duration of the WSP & PPT for this year will be from **1 April 2013 to 31 December 2013.**

The purpose of the WSP, including the PPT is to make provision for:

- Training and development that meets the needs of the business;
- Training and development that grows and develops employees;
- Training and development that assists the company to achieve any employment equity targets it may have established;
- The company to access any available grants due for training planned (WSP & PPT) and subsequently implemented (ATR & PTR).

Workplace Skills Plans, including the Planned PIVOTAL Training impact positively on a number of areas within an organisation as:

- Skills, training and development required to achieve the goals can be discussed by both management and employees;
- Gaps and shortfalls in skills required can be identified and positive ways of addressing them can be devised;
- Unknown talents and skills within an organisation can be uncovered.

The content of a Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PTR) is governed by law and as such, the provision of some information is MANDATORY and includes:

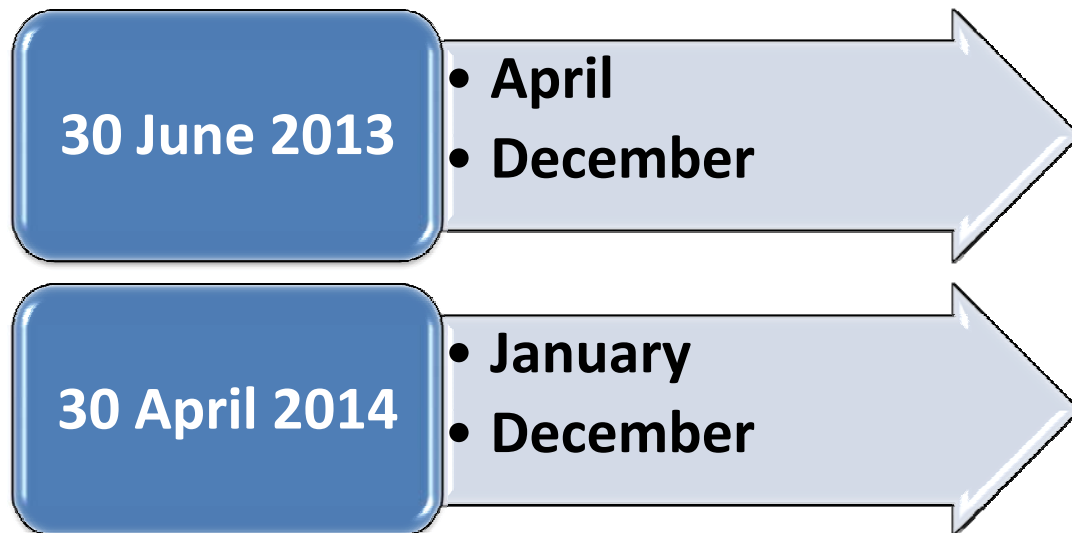
- The employment profile split per job type (OFO code), per race, per gender;
- The age profile of employees;
- The profile of highest qualifications held by employees;

- Training committee member names and designations (applicable to employers of 50 persons or more);
- The organisation's strategic priorities for skills development linked to actual training interventions that are planned for implementation to meet those needs. The training interventions may be three-fold and could include training and development needed to:
  - Ensure the development of the business and the productivity of its employees;
  - Promote employee growth to other jobs;
  - Meet employment equity targets.
- The number of people planned to be trained in the organisation by job type (OFO code), per race, per gender.

To drive skills development in the sector, the following information is further required by CATHSSETA:

- Details of the education and training needed to achieve organisational priorities may be expanded to include:
  - The type and level of the proposed training interventions;
  - Estimated costs associated with the training interventions split per priority determined by the SETA;
  - Scarce and critical skills information;
  - Whether training interventions will be conducted by external training providers or the organisation themselves;
- Information regarding employment equity progress within the organisation;
- Information with regard to BBBEE progress within an organisation.

PLANNING AND REPORTING CYCLE FOR THE WSP & PPT AND ATR & PTR FOR  
2013



ACCREDITED TRAINING REPORTING: BENEFIT TEMPLATE

The Department of Higher Education and Training requires that all accredited training interventions conducted for employees are reported in a prescribed format in order to streamline reporting and support a standardised approach to measuring impact in the sector. Thus, all organisations that have submitted an Annual Training Report, including the PIVOTAL Training report, outlining accredited training interventions for employed workers, will be required to complete the benefit template found in annexure F. This reporting template will be available online so that this information can be submitted quarterly by the SDF.

## IMPLEMENTING A SKILLS PLANNING PROCESS

In order for skills development to be successful it must have relevance to your business. In other words, it must contribute to your company's vision, mission, and the business goals and objectives.

### THE DIRECTION OF THE BUSINESS

Before you begin the skills planning process, the skills development facilitator must have a clear understanding of the direction in which the business is going. The direction is reflected in the business vision and mission statements.

This is further clarified in the business plan which outlines the business's objectives. The business plan is usually the source to determine any new business goals and priorities for the year ahead. The way (when, who, how) to achieve the goals and priorities is usually outlined by a range of action plans.

### REVIEW / AUDIT AVAILABLE RESOURCES


Once you know the direction and what needs to be achieved, your next step is to conduct a review or audit to determine whether the resources you have will enable you to achieve your business goals and priorities.

The review or auditing process may include processes, procedures, products and people. From a skills planning perspective, the review / audit should consider how things are done in an organisation and if they could be improved by a training intervention. This could be done by way of a skills gap analysis or skills audit:


- Determine the education and skills levels of all employees (using questionnaires, performance appraisals and/or staff interviews);
- Compare the results to the desired or required skills necessary to achieve the organisation's goals and priorities;
- Plan and implement training interventions to address any gaps or skills shortages that are identified. Your plan may focus on closing skills gaps or training for growth - use your business goals and priorities as a guide.

## SOURCE INFORMATION BEFORE COMPILING A WORKPLACE SKILLS PLAN & THE PLANNED PIVOTAL TRAINING

The Skills Development Facilitator, who is formally responsible for submitting the Workplace Skills Plan, including the Planned PIVOTAL Training, plays a major role in its compilation and as such, should have access to documentation that adds value to the overall plan.

	<p><b>Skills planning and the compilation of the Workplace Skills Plan, including the Planned PIVOTAL Training is a PROCESS. It is NOT an EVENT!</b></p>
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## INFORMATION REGARDING THE BUSINESS

	<p>The following should be taken into account before compiling a WSP &amp; PPT:</p> <ul style="list-style-type: none"><li>• The <b>company goals and priorities</b> for the year for which the WSP &amp; PPT is being drafted must be considered and training should be planned to address these;</li><li>• The <b>company business plan</b> should be consulted to ensure that interventions are in line with priorities and that funds have been allocated;</li><li>• Information obtained from any <b>career pathing exercises, skills audits or processes</b> in which individual training needs are identified should be incorporated;</li><li>• <b>Targets in any Employment Equity Plan</b> should be taken into account.</li></ul>
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## SECTOR SKILLS PLAN (SSP)

A Sector Skills Plan is a strategic document researched and developed by each individual SETA for the industry sectors and stakeholders for whom they are responsible (all SIC Codes allocated to that SETA). SSPs are developed for a five-year period but SETAs are required to complete and submit an annual update for the existing SSP to the Department of Higher Education and Training.

SSPs are developed according to strict guidelines provided by the Department of Higher Education and Training. Development follows research and consultation across the greater tourism industry, using data gathered from a variety of sources including, but not limited to documentation, publications, reports, stakeholder workshops and interviews, economists' reports and workplace skills plans.

An SSP outlines economic trends in the sector, specifies any skills development priorities and outlines key strategies for the sector. It also identifies knowledge and skills present and currently used in the sector and determines what knowledge and skills are in demand in the sector. The quality of any SSP is significantly enhanced when the quality of information received from WSPs, PPTs, ATRs, PTRs and other grant claims is accurate.

The compilation and analysis of the SSP allows CATHSSETA to develop a detailed framework which enables better facilitation and support for skills development. This includes the ability to:

- Identify current and future skills requirements in the relevant sub-sectors, industries or professions for the benefit of employers, communities and individuals;
- Develop a strategic plan stating the:
  - Key challenges presented by the identified needs;
  - Results that need to be achieved in the form of success indicators;
  - Methods that could/should be implemented to achieve those results.

- To guide the formulation of national strategies for skills development and the allocation of resources, including the National Skills Fund, Discretionary Grants, Bursaries and other such grants under the Levy grant system, donor and others.



The SDF should review the contents of the SSP, particularly aspects relevant to the sector they represent. Consideration of the **needs of the sector outlined in the SSP**, together with the **organisation's specific needs** should be considered for inclusion into the WSP & PPT.

#### ORGANISING FRAMEWORK FOR OCCUPATIONS (OFO)


The Organising Framework for Occupations (OFO) is a skill-based coded classification system which encompasses all occupations in the South African context. It replaces the previous Standard Occupational Categories (SOC codes).



The change of system has been driven by the need to:

- Improve and refine uniformity in the naming of occupations within and across sectors.
- Improve uniformity in the naming of occupations that will impact directly on the ability to accurately identify Scarce and Critical skills needed in each occupation;
- Improve the ability to influence and drive training interventions that meet Scarce and Critical skills shortages present in the sector/s.

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.

 An illustration showing a red 3D figure standing and pointing at a whiteboard, while three blue 3D figures sit at desks with laptops, representing a teaching or training session.	<p>It is important to note that a <b>'job'</b> and <b>'occupation'</b> are not the same.</p> <ul style="list-style-type: none"><li>• <b>"Job"</b> 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.</li><li>• <b>"Occupation"</b> is seen as a set of jobs or specialisations whose main tasks are characterised by such a <b>high degree of similarity that they can be grouped together</b> for the purposes of the classification.</li></ul>
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This means that occupations identified in the OFO therefore represent a category that could encompass a number of jobs or specialisations, e.g. the occupation "Accountant" would also cover specialisations like "Branch Accountant", "Financial Analyst" and "Insolvency Practitioner".

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.



### **SKILL LEVEL**

The **skill level** of an occupation is **related to the competent performance of tasks associated with an occupation.**

The **skill level** is an **attribute of an occupation, not of an individual** in the labour force.

The **skill level** is determined by requirements usually required to perform the set of tasks required for that occupation competently.

The **skill level** 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



### **SKILL SPECIALISATION**

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.



Occupations are classified according to the functions performed in the occupation.

## CLASSIFICATION OF OCCUPATIONS ON THE OFO

The OFO classifies occupations into five groups, namely:

- Major Group (one digit)
- Sub-Major Group (two digits)
- Minor Group (three digits)
- Unit Group (four digits)
- Occupation (six digits)

Each of these groups has been allocated a code, i.e. a number that serves as the unique identifier for that group. Working from the top, a Major Group has a single digit code, a Sub-Major Group has a two digit code, a Minor Group has a three digit code, a Unit Group has a four digit code and the Occupation has a six digit code.

The eight Major Groups are:

1. Managers
2. Professionals
3. Technicians and Associate Professionals
4. Clerical Support Workers
5. Service and Sales Workers
6. Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
7. Plant and Machine Operators and Assemblers
8. Elementary Occupations

Within each Major Group occupational groups are arranged into Sub Major Groups, Minor Groups and Unit Groups primarily on the basis of aspects of skill specialisation. Occupations (six digits) are subdivisions of the Unit Groups and are further detailed through specialisation and alternative occupation titles.

An example of the group for the occupation of CATERING PRODUCTION MANAGER on the OFO is demonstrated in the graphic below:



## OFO DESCRIPTORS

Each group on the OFO carries a descriptor which broadly defines the group.

*To illustrate:*

*In your organisation, you employ a Chief Accountant (job title) and a Finance Manager (job title). In order to allocate the correct OFO, you would need to work through a range of OFO groupings.*

### *MAJOR GROUP - 1*

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

### *SUB MAJOR GROUP - 12*

*ADMINISTRATIVE AND COMMERCIAL MANAGERS plan, organise, direct, control and co-ordinate special functions within organisations such as advertising and sales, financial, personnel, production and distribution, education, health and welfare, or ICT.*

*MINOR GROUP - 121*

*BUSINESS SERVICES AND ADMINISTRATION MANAGERS plan, organise, direct, control and co-ordinate the corporate, financial, personnel, policy and planning activities and guidelines within an organisation.*

*UNIT GROUP - 1211*

*FINANCE MANAGERS plan, organise, direct, control and co-ordinate the financial and accounting activities within organisations.*

*OCCUPATION GROUP - 121101*

*FINANCE MANAGER (SKILL LEVEL 5) plans, organises, directs, controls and co-ordinates the financial and accounting activities within an organisation.*

*In some instances, the OFO also lists a range of job titles which can assist when trying to determine the correct OFO. For this example, the range of titles listed includes:*

- *Account Systems Manager*
- *Budgeting Manager*
- *Chief Accountant*
- *Chief Financial Officer (CFO)*
- *Finance Director*
- *Financial Administrator*
- *Financial Controller*
- *Foreign Exchange Manager*
- *Internal Revenue Controller*
- *Municipal Finance Manager*
- *Revenue Fraud & Prosecutions Manager Etc.*

*So, for this example, provided the group descriptors match the outputs and functions required, both the Chief Accountant (job title) and the Finance Manager (job title) must be categorised as 121101 – FINANCE MANAGER.*

## THE OFO AND THE NQF

As indicated earlier:

- The skill level of an occupation is related to the competent performance of tasks associated with an occupation;
- The skill level is an attribute of an occupation, not of an individual in the labour force;
- The skill level is determined by requirements usually required to perform the set of tasks required for that occupation competently.

### Definitions

Based on the sectoral profile, CATHSSETA utilises the following definitions:

*High Level Skills:* refer to those occupations that on the NQF which require an educational level between NQF 7 – 10, mostly offered by public and private training providers accredited by the Council on Higher Education (CHE).

*Middle Level Skills:* refer to those occupations that on the NQF which require an educational level between NQF 3 - 6, mostly offered at public and private training providers accredited by UMALUSI and/or ETQA.

*Low Level Skills:* refer to those occupations that on the NQF which require an educational level between NQF 1 - 2, mostly offered at public and private training providers accredited by UMALUSI and/or ETQA.

### *NQF Level One*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an understanding that knowledge in a particular field develops over a period of time through the efforts of a number of people and often through the synthesis of information from a variety of related sources and fields

- c) *Method and procedure*, in respect of which a learner is able to demonstrate an ability to use key common tools and instruments, and a capacity to apply him/herself to a well-defined task under direct supervision
- d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to recognise and solve problems within a familiar, well-defined context
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to identify and develop own personal values and ethics, and an ability to identify ethics applicable in a specific environment
- f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to recall, collect and organise given information clearly and accurately, sound listening and speaking (receptive and productive language use), reading and writing skills, and basic numeracy skills including an understanding of symbolic systems
- g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to report information clearly and accurately in spoken/signed and written form
- h) *Context and systems*, in respect of which a learner is able to demonstrate an understanding of the context within which he/she operates
- i) *Management of learning*, in respect of which a learner is able to demonstrate an ability to sequence and schedule learning tasks, and an ability to access and use a range of learning resources
- j) *Accountability*, in respect of which a learner is able to demonstrate an ability to work as part of a group

#### *NQF Level Two*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an understanding that one's own knowledge of a particular field or system develops through active participation in relevant activities

- c) *Method and procedure*, in respect of which a learner is able to demonstrate an ability to use a variety of common tools and instruments, and a capacity to work in a disciplined manner in a well-structured and supervised environment
- d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to use own knowledge to select and apply known solutions to well-defined routine problems
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to apply personal values and ethics in a specific environment
- f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate the ability to apply literacy and numeracy skills to a range of different but familiar contexts.
- g) *Producing and communicating information*, in respect of which a learner is able to demonstrate a basic ability to collect, organise and report information clearly and accurately, and an ability to express an opinion on given information clearly in spoken/signed and written form
- h) *Context and systems*, in respect of which a learner is able to demonstrate an understanding of the environment within which he/she operates in a wider context
- i) *Management of learning*, in respect of which a learner is able to demonstrate a capacity to learn in a disciplined manner in a well-structured and supervised environment
- j) *Accountability*, in respect of which a learner is able to demonstrate an ability to manage own time effectively, an ability to develop sound working relationships, and an ability to work effectively as part of a group

### *NQF Level Three*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate a basic understanding of the key concepts and knowledge of one or more fields or disciplines, in addition to the fundamental areas of study
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an understanding that knowledge in a field can only be applied if the knowledge as

- well as its relationship to other relevant information in related fields is understood
- c) *Method and procedure*, in respect of which a learner is able to demonstrate operational literacy, a capacity to operate within clearly defined contexts, and an ability to work within a managed environment
  - d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to use own knowledge to select appropriate procedures to solve problems within given parameters
  - e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to comply with organisational ethics
  - f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate a basic ability to summarise and interpret information relevant to the context from a range of sources, and an ability to take a position on available information, discuss the issues and reach a resolution
  - g) *Producing and communicating information*, in respect of which a learner is able to produce a coherent presentation and report, providing explanations for positions taken
  - h) *Context and systems*, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system, and application of skills in measuring the environment using key instruments and equipment
  - i) *Management of learning*, in respect of which a learner is able to demonstrate an ability to learn within a managed environment
  - j) *Accountability*, in respect of which a learner is able to demonstrate capacity to actively contribute to team effectiveness

#### *NQF Level Four*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study and a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines

- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an understanding that knowledge in one field can be applied to related fields
- c) *Method and procedure*, in respect of which a learner is able to demonstrate an ability to apply essential methods, procedures and techniques of the field or discipline to a given familiar context, and an ability to motivate a change using relevant evidence
- d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to use own knowledge to solve common problems within a familiar context, and an ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to adhere to organisational ethics and a code of conduct, and an ability to understand societal values and ethics
- f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate a basic ability in gathering relevant information, analysis and evaluation skills, and an ability to apply and carry out actions by interpreting information from text and operational symbols or representations
- g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to communicate and present information reliably and accurately in written and in oral or signed form
- h) *Context and systems*, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system within a wider context
- i) *Management of learning*, in respect of which a learner is able to demonstrate a capacity to take responsibility for own learning within a supervised environment, and a capacity to evaluate own performance against given criteria
- j) *Accountability*, in respect of which a learner is able to demonstrate a capacity to take decisions about and responsibility for actions, and a capacity to take the initiative to address any shortcomings found

*NQF Level Five*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation
- c) *Method and procedure*, in respect of which a learner is able to demonstrate an ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment
- d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice demonstrating an understanding of the consequences
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to take account of, and act in accordance with prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary
- f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information
- g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications

- h) *Context and systems*, in respect of which a learner is able to demonstrate an ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system
- i) *Management of teaming*, in respect of which a learner is able to demonstrate an ability to: evaluate his or her performance or the performance of others and to take appropriate action where necessary; and take responsibility for his or her learning within a structured learning process and to promote the learning of others
- j) *Accountability*, in respect of which a learner is able to demonstrate an ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources where appropriate

#### *NQF Level Six*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and an ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate a understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and an awareness of knowledge production processes
- c) *Method and procedure*, in respect of which a learner is able to demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation or application within a defined context
- d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence

- and applying solutions based on evidence and procedures appropriate *to* the field, discipline or practice
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas
  - f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information
  - g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context
  - h) *Context and systems*, in respect of which a learner is able to demonstrate an ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems
  - i) *Management of learning*, in respect of which a learner is able to demonstrate an ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate
  - j) *Accountability*, in respect of which a learner is able to demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate

#### *NQF Level Seven*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate:  
integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline

- or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and an ability to evaluate types of knowledge and explanations typical within the area of study or practice
  - c) *Method and procedure*, in respect of which a learner is able to demonstrate: an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and an ability to select and apply a range of methods to resolve problems or introduce change within a practice
  - d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments
  - e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches, within a supported environment
  - f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to develop appropriate processes of information gathering for a given context or use; and an ability to independently validate the sources of information and evaluate and manage the information
  - g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse
  - h) *Context and systems*, in respect of which a learner is able to demonstrate an ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context- and system-bound, and does not occur in isolation
  - i) *Management of teaming*, in respect of which a learner is able to demonstrate an ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes
  - j) *Accountability*, in respect of which a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources,

and limited accountability for the decisions and actions of others in varied or ill-defined contexts

### *NQF Level Eight*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate: knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production
- c) *Method and procedure*, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice
- d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts
- f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues
- g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context

- h) *Context and systems*, in respect of which a learner is able to demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system
- i) *Management of learning*, in respect of which a learner is able to demonstrate an ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others
- j) *Accountability*, in respect of which a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate

#### *NQF Level Nine*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate: specialist knowledge to enable engagement with and critique of current research or practices; and an advanced scholarship or research in a particular field, discipline or practice
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an ability to evaluate current processes of knowledge production and to choose an appropriate process of enquiry for the area of study or practice
- c) *Method and procedure*, in respect of which a learner is able to demonstrate a command of and ability to design, select and apply appropriate and creative methods, techniques, processes or technologies to complex practical and theoretical problems
- d) *Problem solving*, in respect of which a learner is able to demonstrate: an ability to use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field, discipline or practice; and an understanding of the consequences of any solutions or insights generated within a specialised context
- e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to make autonomous ethical decisions which affect knowledge production, or complex organisational or professional issues, an

- ability to critically contribute to the development of ethical standards in a specific context
- f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights
  - g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development in an area of specialisation; and use a range of advanced and specialised skills and discourses appropriate to a field, discipline or practice, to communicate to a range of audiences with different levels of knowledge or expertise
  - h) *Context and systems*, in respect of which a learner is able to demonstrate an ability to make interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of interventions
  - i) *Management of teaming*, in respect of which a learner is able to demonstrate an ability to develop his or her own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning
  - j) *Accountability*, in respect of which a learner is able to demonstrate an ability to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices

#### *NQF Level Ten*

- a) *Scope of knowledge*, in respect of which a learner is able to demonstrate: expertise and critical knowledge in an area at the forefront of the field, discipline

- or practice; and the ability to conceptualise new research initiatives, and create new knowledge or practice
- b) *Knowledge literacy*, in respect of which a learner is able to demonstrate an ability to contribute to scholarly debates around theories of knowledge and processes of knowledge production in an area of study or practice
  - c) *Method and procedure*, in respect of which a learner is able to demonstrate an ability to develop new methods, techniques, processes, systems or technologies in original, creative and innovative ways appropriate to specialised and complex contexts
  - d) *Problem solving*, in respect of which a learner is able to demonstrate an ability to apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems
  - e) *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to identify, address and manage emerging ethical issues, and to advance processes of ethical decision making, including monitoring and evaluation of the consequences of these decisions where appropriate
  - f) *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to make independent judgements about managing incomplete or inconsistent information or data in an iterative process of analysis and synthesis, for the development of significant original insights into new complex and abstract ideas, information or issues
  - g) *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to produce substantial, independent, in depth and publishable work which meets international standards, is considered to be new or innovative by peers, and makes a significant contribution to the discipline, field, or practice; and an ability to develop a communication strategy to disseminate and defend research, strategic and policy initiatives and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse
  - h) *Context and systems*, in respect of which a learner is able to demonstrate: an understanding of theoretical underpinnings in the management of complex

- systems to achieve systemic change; and an ability to independently design, sustain and manage change within a system or systems
- i) *Management of learning*, in respect of which a learner is able to demonstrate an ability to demonstrate intellectual independence, research leadership and management of research and research development in a discipline, field or practice
  - j) *Accountability*, in respect of which a learner is able to demonstrate an ability to operate independently and take full responsibility for his or her work, and where appropriate to lead, oversee and be held ultimately accountable for the overall governance of processes and systems

It is therefore possible to make a comparison between the skill level of an occupation and the normally required educational level on the NQF as well as entry, intermediate and advanced levels referred to in the NSDS. This comparison is illustrated in the diagram below:

NSDS	NQF Level	Skill Level	OFO Major Groups
HIGH	10	4	2 Professionals
	7		
INTERMEDIATE	6	3	3 Technicians and Associate Professionals
	5	2	4 Clerical Support Workers
	4		
ENTRY	3	1	8 Elementary Occupations
	2		
	1		
			1 Managers
			5 Service and Sales Workers
			6 Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers
			7 Plant and Machine Operators and Assemblers



To simplify and speed up the selection process using information on job titles present in the Tourism sector, CATHSSETA has drawn up a condensed list of occupations that are found in the tourism sector. This list will be incorporated into the online system used for the submission of WSPs, including the PPT. Hard copies of the full list can also be requested directly from CATHSSETA.

The CATHSSETA online system will reflect the following OFO groupings and numeric codes:

- Major Groups, e.g. Managers;
- Sub-Major Groups, e.g. Specialist Manager;
- Occupations, e.g. Finance Manager

**The SDF must ensure that WSP & PPT reporting is at the lowest group, i.e. 6-digit Occupational level. All reporting must adhere to the latest DHET approved list of OFO codes.**



The group descriptors serve as a guide to the SDF to determine where / how a specific job title should be allocated.

## SCARCE AND CRITICAL SKILLS

The following information is provided to clarify understanding and expectations with regard to the collecting and reporting of scarce and critical skills information in the Tourism Sector.

While there are numerous debates about scarce and critical skills, there is no commonly agreed definition or understanding of what the term “scarce skills” means, nor how “scarce skill” differs from “critical skill”. All countries and research agencies in the labour market arena, including labour market intervention specialists and economists, use different terminology to express the notion of scarce and critical skills. In the absence of any agreed definitions, the terms are used interchangeably in the South African skills development arena and this creates confusion.

Most often the terms relate to a level of “relative demand for skill” or “skill shortage”. Internationally, immigration decisions are more inclined to a greater specificity where “skilled worker permits” are issued against identified current and future skills shortages which are impeding economic activity and growth either nationally or in a particular geographic region (Canada and Australia). These skills are then defined as occupations. Some countries actually prohibit the issuing of work permits for occupations and/or occupational levels in which there is a known over-supply (for example, Ireland).

Skill associated with occupation is usually identified using an education proxy, i.e. a measure of qualification and sometimes experience. In the South African skills development context, as reflected in the 1997 *Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa*, skill is defined as “*the necessary competencies that can be expertly applied in a particular context for a defined purpose*”.

“*Competence*” in this context has three elements:

- Practical competence – the ability to perform a set of tasks;
- Foundational competence – the ability to understand what we ourselves or others are doing and why;
- Reflexive competence – the ability to integrate or connect our performance with an understanding of the performance of others, so that we can learn from our actions and are able to adapt to changes and unforeseen circumstances.

The Organising Framework for Occupations (OFO) defines “skill” as “the ability to perform competently the roles and tasks associated with an occupation”.

## DEFINITIONS APPLICABLE FOR CATHSSETA PURPOSES

For the purpose of completing the Five-Year Sector Skills Plan and subsequent annual updates, the following definitions will be applied by CATHSSETA:

### SCARCE SKILLS:

Refer to those *occupations* where there is a scarcity of qualified and experienced people, currently or anticipated in the future, either because:

- (a) such skilled people are not available (absolute scarcity); or
- (b) they are available but do not meet employment criteria (relative scarcity).

This scarcity can arise from one or a combination of the following, grouped as relative or absolute:

- a) *Absolute scarcity*: suitably skilled people are not available, for example:
  - A new or emerging occupation, i.e. there are few, if any, people in the country with the requisite skills (qualification and experience) and education and training providers have yet to develop learning programmes to meet the skills requirements.
  - Firms, sectors and even the country are unable to implement planned growth strategies and are experiencing productivity, service delivery and quality problems 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.
- b) *Relative scarcity*: suitably skilled people are available but do not meet other employment criteria, for example:
- Geographical location, i.e. people are unwilling to work outside of urban areas.
  - Equity considerations, i.e. there are few if any candidates with the requisite skills (qualifications and experience) from specific groups available to meet the skills requirements of firms and enterprises.
  - Replacement demand would reflect a relative scarcity if there are people in education and training (formal and work-place) who are in the process of acquiring the necessary skills (qualification and experience) but where the lead time will mean that they are not available in the short term to meet replacement demand.

## CRITICAL SKILLS

Critical Skills will refer to specific key or generic and “top up” skills within an occupation.

In the South African context there are two groups of critical skills:

- Key or generic skills, including (in SAQA-NQF terminology) critical cross-field outcomes. These would include cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, ICT skills and working in teams.
- Particular occupationally specific “top-up” skills required for performance within that occupation to fill a “skills gap” that might have arisen as a result of changing technology or new forms of work organisation.



The SDF must identify both *SCARCE* and *CRITICAL* skills at the *OFO* 6 digit Occupational level and:

- *SCARCE* skills should be considered against the occupation itself;
- *CRITICAL* skills should be reflected as specific skills within the occupation.



The list of *SCARCE* and *CRITICAL* skills identified by *CATHSSETA* and contained in the current *SSP* is attached below. Additional funding and unclaimed grants may be used to fund special projects to address the shortfalls.

CATHSETA SCARCE & CRITICAL SKILLS LIST 2013/14

OCC. CODE	OCCUPATIONAL GROUP	SPECIALISATION	SCARCE SKILL	NQF LEVEL	SKILLS LEVEL	NQF ALIGN ED	TOTAL NUMBER REQUIRED BY 2015	INTERVENTIONS
121101	MANAGERS	Director (Enterprise/Organisation)	yes	8	High level	y	143	Bursaries and MDP
121901	MANAGERS	General Manager	yes	6	Middle level	y	239	Bursaries
121905	MANAGERS	Programme or Project Manager	yes	6	Middle level	y	88	Bursaries and Work Integrated Learning
134903	MANAGERS	Small Business Manager	yes	4	Middle level	y	682	Learnerships , Skills Programmes and Work Integrated Learning
134903	MANAGERS	Office or Unit Manager	yes	5	Middle level	y	103	Learnerships , Skills Programmes and Work Integrated Learning
143104	MANAGERS	Arts / Culture Manager	yes	6	Middle level	y	182	Bursaries, Internships and MDP
141201	MANAGERS	Café (Licensed) or Restaurant Manager	yes	6	Middle level	y	474	Bursaries and Learnerships
141101	MANAGERS	Hotel or Motel Managers	yes	6	Middle level	y	483	Bursaries and Learnerships
141202	MANAGERS	Licensed Club Manager	yes	6	Middle level	y	94	Bursaries and Work Integrated Learning
141102	MANAGERS	Guest House Manager	no	6	Middle level	y	479	Bursaries, Internships,MDP and Work Integrated Learning
143108	MANAGERS	Sports Centre/ Facility Manager	yes	4	Middle level	y	472	AET, Learnerships and Skills Programmes
265501	PROFESSIONALS	Actor	yes	4-8	Middle & High level	y	139	Bursaries and Experiential Learning
265301	PROFESSIONALS	Dancer or Choreographer	yes	4-8	Middle & High	y	89	Bursaries and Learnerships

OCC. CODE	OCCUPATIONAL GROUP	SPECIALISATION	SCARCE SKILL	NQF LEVEL	SKILLS LEVEL	NQF ALIGN ED	TOTAL NUMBER REQUIRED BY 2015	INTERVENTIONS
					level			
					Middle & High level			
265201	PROFESSIONALS	Composer	yes	4-8	Middle & High level	y	233	Bursaries and Learnerships
265202	PROFESSIONALS	Music Director	yes	4-8	Middle & High level	y	241	Bursaries and Learnerships
265203	PROFESSIONALS	Musician (Instrumental)	yes	4-8	Middle & High level	y	378	Bursaries and Learnerships
265204	PROFESSIONALS	Singer	yes	4-8	Middle & High level	y	239	Bursaries and Learnerships
265101	PROFESSIONALS	Painter (Visual Arts)	yes	4-8	Middle & High level	y	273	Bursaries and Learnerships
265102	PROFESSIONALS	Potter or Ceramic Artist	yes	2-4	Low & Middle level	y	488	AET, Learnerships and Skills Programmes
265103	PROFESSIONALS	Sculptor	yes	2-4	Low & Middle level	y	468	AET, Learnerships and Skills Programmes
264102	PROFESSIONALS	Book or Script Editor	yes	5-8	Middle & High level	y	81	Bursaries and Learnerships
265401	PROFESSIONALS	Director (Film, Television, Radio or Stage)	yes	5-8	Middle & High level	y	72	Bursaries and Learnerships
262101	PROFESSIONALS	Archivist	yes	6	Middle level	y	117	Bursaries

OCC. CODE	OCCUPATIONAL GROUP	SPECIALISATION	SCARCE SKILL	NQF LEVEL	SKILLS LEVEL	NQF ALIGNED	TOTAL NUMBER REQUIRED BY 2015	INTERVENTIONS
262102	PROFESSIONALS	Gallery or Museum Curator	yes	6	Middle level	y	113	Bursaries and Work Integrated Learning
216302	PROFESSIONALS	Industrial Designer	yes	6	Middle level	y	463	Bursaries and Learnerships
215201	PROFESSIONALS	Electronics Engineer	yes	5-8	Middle & High level	y	139	Bursaries and Learnerships
213302	PROFESSIONALS	Environmental Scientist	yes	7	High level	y	50	Bursaries and Research Grants
263101	PROFESSIONALS	Economist	yes	7	High level	y	42	Bursaries and Research Grants
213301	PROFESSIONALS	Conservation Officer	yes	4	Middle level	y	987	AET, Learnerships, Skills Programmes and Work Integrated Learning
213307	PROFESSIONALS	Park Ranger	yes	4	Middle level	y	983	AET, Learnerships and Skills Programmes
216302	PROFESSIONALS	Graphic Designer	yes	5-8	Middle & High level	y	464	Bursaries and Learnerships
216602	PROFESSIONALS	Illustrator	yes	5-6	Middle level	y	173	Bursaries and Learnerships
216603	PROFESSIONALS	Multimedia Designer	yes	5-6	Middle level	y	89	Bursaries and Learnerships
213105	PROFESSIONALS	Biotechnologist	yes	6	Middle level	y	18	Bursaries and Internships
213106	PROFESSIONALS	Botanist	yes	7	High level	y	17	Bursaries and Research Grants
213109	PROFESSIONALS	Zoologist	yes	7	High level	y	20	Bursaries and Research Grants
265904	PROFESSIONALS	Community Arts Worker	yes	5	Middle level	y	458	Learnerships and Skills

OCC. CODE	OCCUPATIONAL GROUP	SPECIALISATION	SCARCE SKILL	NQF LEVEL	SKILLS LEVEL	NQF ALIGNED	TOTAL NUMBER REQUIRED BY 2015	INTERVENTIONS
					level			Programmes
335906	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Environmental Practices Inspector	yes	4	Middle level	y	186	Skills Programmes and Work Integrated Learning
343401	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Chef	yes	4	Middle level	y	743	Learnerships and Work Integrated Learning
352103	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sound Technician	yes	4	Middle level	y	339	Learnerships and Skills Programmes
342301	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Fitness Instructor	yes	5	Middle level	y	732	Learnerships and Skills Programmes
342204	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Coach or Instructor	no	4	Middle level	y	11 000	RPL and Skills Programmes
342201	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Development Officer	yes	4	Middle level	y	459	Learnerships and Skills Programmes
342202	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Umpire	yes	4	Middle level	y	469	Learnerships and Skills Programmes
342202	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Official	yes	4	Middle level	y	485	Learnerships and Skills Programmes
342102	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Golfer	yes	4	Middle level	y	89	Learnerships and Skills Programmes
342103	TECHNICIANS AND ASSOCIATE	Jockey (Skill Level 3)	yes	3	Middle level	y	33	Bursaries and Learnerships

OCC. CODE	OCCUPATIONAL GROUP	SPECIALISATION	SCARCE SKILL	NQF LEVEL	SKILLS LEVEL	NQF ALIGN ED	TOTAL NUMBER REQUIRED BY 2015	INTERVENTIONS
	PROFESSIONALS							
421202	CLERICAL SUPPORT WORKERS	Gaming Worker	yes	3	Middle level	y	287	Learnerships
422102	CLERICAL SUPPORT WORKERS	Travel Consultant	yes	5	Middle level	y	261	Learnerships, Internships and Work Integrated Learning
411101	CLERICAL SUPPORT WORKERS	General Clerk	yes	3	Middle level	y	73	Bursaries ,Learnerships and Work Integrated Learning
422401	CLERICAL SUPPORT WORKERS	Hotel or Motel Receptionist	no	3	Middle level	y	184	Learnerships , Skills Programmes and Work Integrated Learning
431101	CLERICAL SUPPORT WORKERS	Accounts Clerk	no	4	Middle level	y	122	Skills Programmes and Work Integrated Learning
431101	CLERICAL SUPPORT WORKERS	Bookkeeping Clerk	no	5	Middle level	y	136	Skills Programmes and Work Integrated Learning
511301	SERVICE AND SALES WORKERS	Gallery or Museum Guide	no	4	Middle level	y	451	Learnerships and Skills Programmes
513101	SERVICE AND SALES WORKERS	Waiter	no	3	Middle level	y	739	Learnerships , Skills Programmes and Work Integrated Learning
515103	SERVICE AND SALES WORKERS	Commercial Housekeeper	no	2	Low level	y	584	ABET, AET and Skills Programmes
516401	SERVICE AND SALES WORKERS	Animal Attendant/ Groomer (Skill Level 3)	no	1	Low level	y	451	ABET, AET and Skills Programmes
611303	SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT and RELATED TRADES WORKERS	Green Keeper (Skill Level 3)	no	3	Middle level	y	43	Learnerships
841202	ELEMENTARY OCCUPATIONS	Chef's Assistant	no	2	Low level	y	392	ABET, AET and Skills Programmes

OCC. CODE	OCCUPATIONAL GROUP	SPECIALISATION	SCARCE SKILL	NQF LEVEL	SKILLS LEVEL	NQF ALIGNED	TOTAL NUMBER REQUIRED BY 2015	INTERVENTIONS
841101	ELEMENTARY WORKERS	Fast Food Cook	no	2	Low level	y	662	ABET, AET and Skills Programmes
862925	ELEMENTARY WORKERS	Caddie	no	2	Low level	y	335	AET and Skills Programmes
<b>TOTAL = 29528</b>								

## INTRODUCTION TO THE CATHSSETA ONLINE SYSTEM

CATHSSETA uses a system called the SETA Management System (SMS). The SMS can be accessed via the CATHSSETA website only by stakeholders and their registered Skills Development Facilitator. The main purpose of the SMS is to allow for the capture and submission of WSPs & PPTs and ATRs and PTRs.

*Please note that CATHSSETA is currently in the process of upgrading its website. All changes to accessing SMS will be communicated to stakeholders.*

## INFORMATION AVAILABLE ON THE SMS

- It is used by CATHSSETA to check, monitor and update organisational information. It provides a means for real and immediate updating of information as the alternative data sources from SARS or the Department of Higher Education and Training is not always current.
- It provides for a complete record of the correct and updated Skills Development Facilitator and Employer Contact Persons (as these may not be the same person). This is important as the SDF serves as the main contact point between the company and the SETA.
- It maintains a record of the Training Committee members and their details. These details can and should be updated when a new member joins or an old member resigns or annually, as required (applicable to employers of 50 persons or more only).
- Allows for the input and viewing of the Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PPT) and the Annual Training Report (ATR), including the PIVOTAL Training Report (PTR). While historical WSPs and ATRs submitted per levy or scheme year can be viewed, reports for prior years cannot be edited. Once the plan has been "submitted" information cannot be changed.
- A separate tab/screen is allocated to Levies and Grants. This allows member employers and/or their appointed SDF to monitor monthly SDL contributions and calculate grant allocations, prior to payment by CATHSSETA. If irregularities are


noted, member employers are encouraged to contact CATHSSETA to try to rectify any error before it impacts on their grant disbursements. Employers are encouraged to keep their SDL201 proof of payments attached to banking deposits/online transfers. The SMS provides for inputting of same which facilitates confirmation of payments for cross-checking and reconciliation purposes.

### ACCESSING THE SMS

To access SMS, you need a computer with Internet access and your unique SMS User Identification and Password. Only registered Skills Development Facilitators have access to the SMS system and they only have access to the information of those organisations who have nominated them as their SDF.

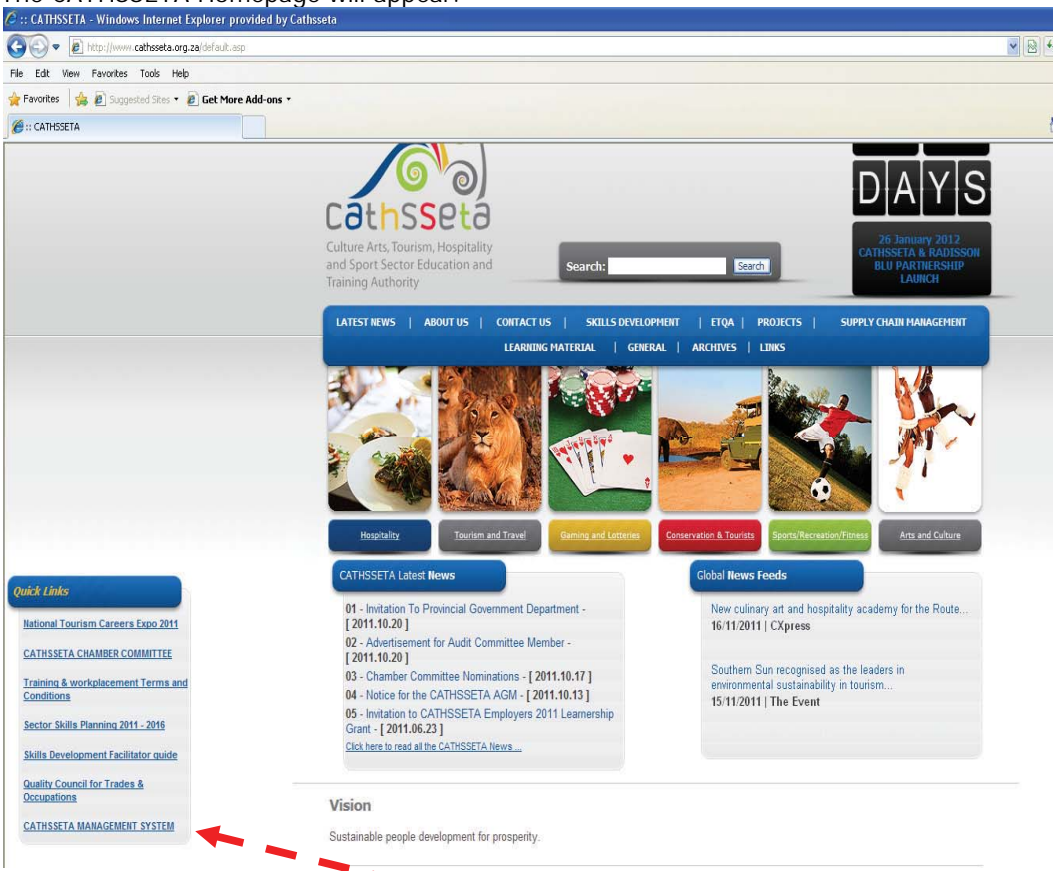
A registered SDF can specify their own Username and Password when they apply to CATHSSETA for acceptance as a Registered SDF. The requested User Name and Password is activated by CATHSSETA when the application for registration as an SDF has been received from an organisation and once it has been approved by the Levies & Grant Department.

For more information, refer to the section in this manual regarding SDF registration or contact: Ms Nomhle Shabangu, Levies & Grants Co-ordinator: [nomhle@cathsseta.org.za](mailto:nomhle@cathsseta.org.za)

	<p>Keeping your Password safe is your responsibility. If you feel it has been compromised, <b>CHANGE IT!</b> Your password is <b>CASE SENSITIVE</b> but not restricted to only alpha or numeric.</p>
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## QUICK GUIDE TO ACCESS THE SMS

The table below is a Quick-guide or Job Aid to show you how to access the SETA Management System (SMS):

STEP	ACTION
1.	<p>Access the CATHSSETA website through the following address: <a href="http://www.cathsseta.org.za">www.cathsseta.org.za</a> The CATHSSETA Homepage will appear.</p> 
2.	<p>Select the “CATHSSETA Management System” link on the left hand side of the menu bar. The CATHSSETA Stakeholder Logon Application appears.</p>
3.	<p>Type in your USERNAME and PASSWORD allocated by CATHSSETA, and enter relevant information into required fields.</p> <p>Select the current levy year for “LOGON TO” details E.g. 1 April 2001 to 31 March 2002 implies levy year two or 1 April 2002 to 31 March 2003 implies levy year three.</p> <p><b>Note:</b> Please <i>change</i> your PASSWORD by following the screen prompts, should you feel that your information has been compromised.</p> <p>PRESS / CLICK ENTER</p> <p>The Skills Development Facilitator DASHBOARD will appear.</p>

STEP	ACTION																
4.	<p>CLICK on the Company Name with your mouse.</p> <p>The Organisation Info Screen will appear (this application is currently open).</p> <p>Various TAB KEYS appear on the top margin of the Organisation Info Screen; and the function of each TAB KEY is summarised below:</p> <table border="1" data-bbox="225 533 1235 999"> <thead> <tr> <th data-bbox="225 533 480 566">TAB KEY</th> <th data-bbox="480 533 1235 566">DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td data-bbox="225 566 480 633">Organisation Info</td> <td data-bbox="480 566 1235 633">Update contact details and physical address</td> </tr> <tr> <td data-bbox="225 633 480 667">Org Contacts</td> <td data-bbox="480 633 1235 667">Add optional contact persons</td> </tr> <tr> <td data-bbox="225 667 480 734">SDF</td> <td data-bbox="480 667 1235 734">Update Qualifications and Role / Function / Responsibilities</td> </tr> <tr> <td data-bbox="225 734 480 801">WSP Plan &amp; Report</td> <td data-bbox="480 734 1235 801">Input data and review for correct / valid statistical representation</td> </tr> <tr> <td data-bbox="225 801 480 869">Training Committee</td> <td data-bbox="480 801 1235 869">Update member details</td> </tr> <tr> <td data-bbox="225 869 480 936">Grants &amp; Levies</td> <td data-bbox="480 869 1235 936">Monitor monthly contributions and ensure payments updated</td> </tr> <tr> <td data-bbox="225 936 480 999">Associated SDF</td> <td data-bbox="480 936 1235 999">Any SDF linked to company via other subsidiaries / divisions</td> </tr> </tbody> </table>	TAB KEY	DESCRIPTION	Organisation Info	Update contact details and physical address	Org Contacts	Add optional contact persons	SDF	Update Qualifications and Role / Function / Responsibilities	WSP Plan & Report	Input data and review for correct / valid statistical representation	Training Committee	Update member details	Grants & Levies	Monitor monthly contributions and ensure payments updated	Associated SDF	Any SDF linked to company via other subsidiaries / divisions
TAB KEY	DESCRIPTION																
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Training Committee	Update member details																
Grants & Levies	Monitor monthly contributions and ensure payments updated																
Associated SDF	Any SDF linked to company via other subsidiaries / divisions																
5.	<p>You may: Add new information, Change existing information or Delete irrelevant information from these applications by selecting the relevant TAB KEY Press ENTER to ensure that all changes are updated on the SMS.</p>																
6.	<p>Log-off or EXIT the SMS when all required actions are performed on specific TAB KEY chosen</p> <p>Click on the "LOCK AND KEY" icon in the top left corner of the SMS Menu</p> <p><i>OR</i></p> <p>Close the screen window by clicking on the "X", in the top right corner</p>																

## COMPILING THE WORKPLACE SKILLS PLAN

Before accessing the CATHSSETA online system, the SDF should collect and co-ordinate all the necessary and relevant information.

### STEP 1

At this stage, the SDF should have:

- Registered as an SDF using the CATHSSETA online system;
- Constituted a Workplace Training Committee and have names and designations listed;
- Reviewed the organisation's business plan and be aware of the goals and priorities for the upcoming period (01 April to 31 December);
- Familiarised him/herself with the contents of the Sector Skills Plan;
- Understood the Organising Framework of Occupations;
- Have a list of all the branches in the organisation (location, province and SDL number if different from the main organisation or branch).


### STEP 2

The next step is to design a "database" to capture all relevant information needed. In the absence of a true "database", an Excel spreadsheet could be used.

The input of the following data is recommended:

- Employee surname;
- Employee first name;
- The branch where the employee is located (for organisations that have more than one (1) branch);
- The province in which the employee's branch is located;
- The employee's job title;
- The employee's employment status (permanent / temporary / Learnership etc.)
- The employee's identity number / age;
- The highest qualification held (completed) by the employee;
- The employee's race and gender;

- An indication of whether the employee is disabled;
- List all training planned (per programme / course name) for each employee for the period (01 April 2013 to 31 December 2013) – ensure that each intervention is allocated to a name and keep a split between race and gender.

	<p>Do not forget to consider all the information obtained in Step 1 above when listing the training planned!</p>
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### STEP 3

Now expand the data collected in Step 2 on your internal database:

- Allocate an OFO code against each employee's name. To make inputting on the CATHSSETA online system easier, list the MAJOR GROUP, the SUB MAJOR GROUP and the OCCUPATION GROUP name. It is also recommended that the OCCUPATION GROUP numeric code is listed;
- Allocate an age group range against each employee's name. The ranges are:
  - Under 35;
  - 35 to 55;
  - Over 55.
- Allocate an educational profile range against each employee's name. The ranges are:
  - AET levels 1 - 4
  - NQF levels 1 – 10.

- Where training has been planned for an employee and where the course / programme name is listed expand your “database” or spreadsheet by adding:
  - The education and training priorities. CATHSSETA uses a predetermined list – select from:
    - Client Service;
    - Employee Development;
    - Information Technology;
    - Legislative Compliance;
    - Management and Leadership;
    - Support and Administrative Skills;
    - Technical Skills.
  - The level of the training intervention that is planned. Ranges are:
    - Entry level – Industry-specific training, NQF level 1 to 2 including ABET (equivalent to skills level 1 on the OFO);
    - Intermediate level – NQF levels 3 to 6 (equivalent to skills levels 2 to 3 on the OFO);
    - Advanced level – this means NQF Levels 7 to 10 (equivalent to skills levels 4 on the OFO).
  - The NQF level (actual if you have it – alternately, estimate the level) of each course / programme;
  - The SAQA registration number for the unit standard and/or national qualification if it has been registered.


#### STEP 4


- Determine and list any vacancies that have been hard to fill. When listing these, include the following information:
  - The OFO OCCUPATION GROUP and numeric code;
  - The number of actual (current) vacancies in each OFO OCCUPATION group;
  - The number of potential vacancies in each OFO OCCUPATION group;
  - The NQF level of the vacancy;
  - The degree of scarcity of each OFO OCCUPATION group (refer to the section on Scarce and Critical skills in this guide for definitions);

- The race, gender and/or disability of the employee sought for vacancy;
- The province where the vacancy exists;
- If you have an Employment Equity plan, indicate whether the vacancy is indicated in that plan;
- Add any other comments you may have to explain the vacancy.

**STEP 5**

- Collect copies of all EMP201 and records of payments made for the preceding period.

	<p><b>ONLY NOW ARE YOU READY TO ACCESS THE CATHSSETA ONLINE SYSTEM TO COMPLETE YOUR WSP, including PPT!</b></p>
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	<p><b>The deadline for submission of the Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PPT) and the Annual Training Report (ATR), including the PIVOTAL Training Report (PTR) is 30 June 2013, and with effect from 1 April 2014 must be submitted by 30 April of each year</b></p>
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## BULK UPLOADS

CATHSSETA now makes available a bulk upload option to companies with 5000 employees or more. This bulk upload requires an organisation's IT service provider or department to be involved in the process. Large companies may contact CATHSSETA for further information regarding this option.

### WSP (including PPT) for large and small companies

The SETA Management System will test to determine if the organisation is small or large. This will be tested according to the number of employees as entered on the Organisation page.

- If the company has 49 or less employees, the WSP, including the PPT and the ATR, including the PTR forms for small companies will be generated.
- If the total employees are 50 and above, the WSP, including the PPT and the ATR, including the PTR forms for large and medium organisations will be generated.

THE WSP, including PPT FOR LARGE COMPANIES

Company name SDL No

**TABLE OF CONTENTS**

- A. ORGANISATION INFORMATION
  - A1a. ORGANISATION CONTACTS
  - A1b. SKILLS DEVELOPMENT FACILITATOR / ASSOCIATE SDF NAMES
  - A11. BROAD-BASED ECONOMIC EMPOWERMENT COMPLIANCE
  - A4. EMPLOYMENT SUMMARY
  - B3. EDUCATIONAL PROFILE
  - C1. PLANNED BENEFICIARIES OF TRAINING - EMPLOYED
  - C2. PLANNED TRAINING - UNEMPLOYED
  - C3. PLANNED AET TRAINING
  - C4. ANNUAL SKILLS PRIORITIES FROM 1 APRIL 2013 – 31 DECEMBER 2013
  - C5. LIST OF VACANCIES THAT ARE DIFFICULT TO FILL
  - C6. PLANNED PIVOTAL TRAINING

**A1 – ORGANISATION INFORMATION**

**SDL No**

DEPARTMENT OF LABOUR DATA	Culture Arts, Tourism, Hospitality and Sport Sector Education and Training Authority DATA
Organisation Name:	Examples <input type="text"/>
Organisation Registration No:	<input type="text"/>
SDL Number:	X000000059
Possible SDL Number:	<input type="text"/>
Phone Number:	0112170600 e.g. (011) 555-5555
Fax Number:	<input type="text"/> e.g. (011) 555-5555
Postal Address:	P.O. Box 2555 Johannesburg Gauteng
	Gauteng <input type="text"/>
	Unknown <input type="text"/>
	Municipality: <input type="text"/>
Physical Address:	example <input type="text"/>
	test <input type="text"/>
	Unknown <input type="text"/>
	<input type="text"/>
	Unknown <input type="text"/>
	Municipality: <input type="text"/>
Chamber Code:	Hospitality <input type="text"/>
SIC Code:	64204 - Caterers <input type="text"/>
Total annual payroll for the end of the previous financial year (subject to SDL)	R0.00 <input type="text"/>
Total Planned training budget for the current financial year	35000 <input type="text"/>
Number of Employees:	600 <input type="text"/>
Employees as per employment profile:	9 <input type="text"/>
WSP Year:	2013 <input type="text"/>

Types of Employment	
South African	
Permanent Employment	600
Fixed term Employment	0
Seasonal(Casual)Employment	0
Sub-Total	600
Non-South African	
Permanent Employment	0
Fixed term Employment	0
Seasonal(Casual)Employment	0
Sub-Total	0
Total	600

JDE Banking Details

Bank Account Number:  Branch Code:

\* Please note that all ABSA bank accounts are captured on JDE with a default branch code of 632005

Banking Details For refund purposes only

Name of Account holder:

Bank:  Account Type:

Branch:  Account Number:

Branch Code:

Organisations Linked to AndisiveTest2013

None...

Confirm Details

**A1a – ORGANISATION CONTACTS**

**SDL No**

If you represent the organisation as a consultant (external) SDF, it is compulsory to specify your direct report / the relevant person who is responsible for the HR / ETD function and a full-time employee of the organisation. Consultant SDF's may not specify their contact details in this form.

**Add contact person:**

Title:

Surname:

First name:

Initials:

Designation:

Phone No:

Fax No:

Cell No:

E-Mail:





Postal Address:

City:

Province:

Postal Code:

Please ensure that you specify a fulltime employee as an organisation contact if the SDF is a consultant acting for the employer.

#	Title	Surname	First name	Initials	Designation	Phone No	Fax No	Cell No	E-Mail	Postal Address	Options
1.	Mr.	Testing2013	March	M	SDF			0112170600	kdintoe@dtss.co.za	test test test Gauteng 2000	 
2.	Mr.	Testing2013	March	M	SDF			0112170600	kdintoe@dtss.co.za	test test test Gauteng 2000	 

**A1b - SKILLS DEVELOPMENT FACILITATOR**

**SDL No**

SDF Type: SDF

Personal Details:

Surname Testing2013	First Name March	Initials M	Title Mr.
ID Number 8810065033080	Gender Male	Population Group White	(For statistical purposes only)
Valid South African ID Number	Alternate ID Type test	Alternate ID Number	Disabled <input type="checkbox"/>
Highest Level of Education test	Current Occupation test	Experience relevant to Skills Development Facilitator	
Experience	testing	Duration of total experience in years	0
Contact Details	Cell Phone Number 0112170600	e.g. 082 555 5555	
	Telephone Number 0761111111	e.g. (011) 555 5555	
	Fax Number	e.g. (011) 555 5555	
	E-Mail Address kdintoe@dtss.co.za		

Postal Address	test	test	City	test	Province	Gauteng
	test	2000	Postal Code			
Other:						
General Comments	<input type="text"/>					
Username	testing	(Minimum of 5 Characters)				
Password	*****	(Minimum of 5 Characters)				
Confirm Password	*****					
Organisation Information:						
Organisation registered with:	AndisaweTest2013					
Consultant acting for employer	<input checked="" type="radio"/>	Yes	<input type="radio"/>	No		
Will you perform your SDF functions in respect of (Please tick the applicable)	<input checked="" type="radio"/>	Single establishment				
	<input type="radio"/>	Single branch of an organisation				
	<input type="radio"/>	Multiple branches of an organisation				
	<input type="radio"/>	Multiple organisations				
	<input type="radio"/>	Group of organisations				
Appointment Procedure Please indicate method of appointment to SDF position.	<input checked="" type="radio"/>	Appointed by employer				
	<input type="radio"/>	Self-appointed				
	<input type="radio"/>	Nominated by employees				
	<input type="radio"/>	Other	<input type="text"/>			
	<input type="text"/>					
<input type="button" value="Enter"/>						

**A11 - BROAD-BASED ECONOMIC EMPOWERMENT COMPLIANCE**

My Organisation is BBEE rated No   
 LEVEL ONE CONTRIBUTOR

Skills development expenditure on learning programmes specified in the learning programme matrix for black employees as a percentage of leviable amount using the adjusted recognition for gender  %  
 Skills development expenditure on learning programmes specified in the learning programme matrix for black employees with disability as a percentage of leviable amount using the adjusted recognition of gender  %

Number of black employees participating in learnerships or category B,C and D programmes as a percentage of total employees using the adjusted recognition for gender  %

**A4 - EMPLOYMENT SUMMARY**

**SDL No**

Number of employees   
 Occupational Group   
 6 Digit OFO Code   
 Geography

AFRICAN			COLOURED			INDIAN			WHITE			AGE GROUP		
M	F	D	M	F	D	M	F	D	M	F	D	<35	35-55	>55
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Occupational Group	Job Title	Province	AFRICAN			COLOURED			INDIAN			WHITE			TOTAL			AGE GROUP	EDIT	DELETE			
			M	F	D	M	F	D	M	F	D	M	F	D	M	F	D						
MANAGERS	Agricultural Farm Manager - 131101	KwaZulu-Natal	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	Delete	
PROFESSIONALS	Accounting Teacher (Grades 10 - 12) - 232101	KwaZulu-Natal	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	Delete
PROFESSIONALS	Actor - 265501	Gauteng	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	Delete
<b>Sub Total</b>			<b>1</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>1</b>		
<b>Grand Total (M + F)</b>			<b>9</b>			<b>9</b>			<b>9</b>			<b>9</b>			<b>9</b>								

Page Number 1

Note - When capturing people with disabilities, these individuals must be both captured as either Male or Female as well as disabled. Not doing so will result in the system rejecting your submission.

**B3 - EDUCATIONAL PROFILE**

**SDL No**

HIGHEST EDUCATIONAL PROFILE	
Description	Number of Employees
ABET/AET	<input type="text" value="0"/>
NOF 1,2	<input type="text" value="1"/>
NOF 3,4,5,6	<input type="text" value="0"/>
NOF 7,8,9,10	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="1"/>



**C2 - PLANNED TRAINING - UNEMPLOYED**

**SDL NO**

Number of employees												
Occupational Group												
6 Digit OFO Code												
Type of Learning Programme												
Number to be trained at												
Entry level <input type="text" value="0"/>												
Intermediate level <input type="text" value="0"/>												
Advanced Level <input type="text" value="0"/>												
AFRICAN			COLOURED			INDIAN			WHITE			
M	F	D	M	F	D	M	F	D	M	F	D	
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	
<input type="button" value="Add"/>												

Occupational Group	Job Title	Learning Programme	Number to be trained at			AFRICAN			COLOURED			INDIAN			WHITE			TOTAL	EDIT	DELETE	
			Entry Level	Intermediate Level	Advanced Level	M	F	D	M	F	D	M	F	D	M	F	D				
CLERICAL SUPPORT WORKERS	Admissions Clerk - 422901	test	0	0	4	0	0	3	0	0	0	0	0	0	0	0	0	0	6	0	Edit
MANAGERS	Agricultural Farm Manager - 131101		0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	1	2	1	Edit
PROFESSIONALS	Actor - 265501	test	0	0	15	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	Edit
<b>Sub Total</b>			<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>1</b>	
<b>Grand Total (M + F)</b>																		<b>10</b>			

Page Number 1

Note - When capturing people with disabilities, these individuals must be both captured as either Male or Female as well as disabled. Not doing so will result in the system rejecting your submission.

- Please note the following explanation of Levels:
- Entry Level - includes all individuals who are in specific training, NQF level 1 to 3 including ABET, skills level 1)
  - Intermediate Level - (NQF levels 4 to 6, skills level 2 to 3)
  - Advanced Level- this means (NQF levels 7 to 10, skills level 4 and 3)

**C3 - PLANNED AET TRAINING**

**SDL No**

Please tick the checkbox if your company does not conduct ABET/AET training:

	African		Coloured		Indian/Asian		White		Total	
	M	F	M	F	M	F	M	F	F	D
ABET/AET Level 1	0	0	0	0	0	0	0	0	0	0
ABET/AET Level 2	2	0	2	0	5	0	1	0	8	0
ABET/AET Level 3	0	0	0	0	0	0	0	0	0	0
ABET/AET Level 4	0	0	0	0	0	0	0	0	0	0
<b>Total Planned ABET/AET Training</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>0</b>

Enter

**C4 - ANNUAL SKILLS PRIORITIES FROM 1 APRIL 2013 – 31 DECEMBER 2013**

**SDL No**

It is compulsory to specify the correct South African Qualifications Authority (SAQA) identity number if an education or training priority is SAQA registered. Users can verify Qualification and Unit Standard information by searching the database provided on the SAQA website, www.saqa.org.za < Registered Qualifications and Unit Standards.

Skills Priority	Beneficiaries of Training per IQF Level									
Education and Training Priority	2	3	4	5	6	7	8	9	10	
General Up to and incl. Level 1	0	0	0	0	0	0	0	0	0	0
<b>Add</b>										

No.	Skills Priority	List education and training priorities	Annual Skills Priorities										SAGA Registered?	If yes, provide SAQA ID number	Delete				
			Level of planned education and training (beneficiaries of training)					Higher								Inhouse Training	Edit	Delete	
			General Up to and incl. Level 1	2	3	4	5	6	7	8	9	10							
7	Client Service	test	0	0	0	0	0	0	0	0	0	0	0	0	<input type="checkbox"/>	Select	Edit	Delete	
7	Employee Development	testing	0	0	0	1	0	0	0	0	0	0	0	0	0	<input type="checkbox"/>	Select	Edit	Delete
<b>Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>				

Page Number 1 < Back Next >

**C5 - LIST OF VACANCIES THAT ARE DIFFICULT TO FILL** **SDL No**

List existing vacancies that you are having difficulty in filling.

Occupational Group	<input type="text"/>	
6 Digit OFO Code	<input type="text"/>	
Number of Vacancies	<input type="text"/>	
Number of Potential Vacancies	<input type="text"/>	
NQF Level	<input type="text"/>	
Degree of scarcity	<input type="text"/>	
Province	<input type="text"/>	
Is this reflected in your EE Plan?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
Comments	<input type="text"/>	

M	A	D	C	I	W	D
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	F	F	F	F	F	F
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M	M	M	M	M	M	M
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	D	D	D	D	D
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Add

This section is crucial for the Scarce Skills Project initiated by the Departments of Higher Education & Labour. The main thrust of obtaining this data is for effective planning in terms of demand-supply. In the comments column, please indicate whether the scarcity is based on gender or colour. E.g. there may be sufficient vacancies generally. Indicate the race/gender and disability that the company is targeting for filling the vacancy.

- The degree of scarcity is indicated as:
- 1: Moderate (often cyclical) scarcity
  - 2: Serious Scarcity problems
  - 3: Extremely Scarce/Severe problems

Note - When capturing people with disabilities, these individuals must be both captured as either Male or Female as well as disabled. Not doing so will result in the system rejecting your submission.

**C6 – PLANNED PIVOTAL TRAINING** **SDL No**

PIVOTAL Programmes mean professional, vocational, technical, and academic learning programmes that result in occupational qualifications and may include a knowledge component that is normally delivered at a further education and training college or a university as well as structured learning in an accredited training centre or approved workplace. Examples of the types of learning are: Professional Learning would be a BCOH for Accountants, Vocational Learning would be the National Certificate Vocational obtained from an FET college, Technical learning would be an Electrical Engineering and Academic Learning would be the MBChB required for Medical Doctors that can only be studied at University

Number of employees		
Occupational Group		
6 Digit OFO Code		
Socio Economic Status		
Pivotal Programme		
Type of Pivotal Programme		
NQF Level		
Delivery Approach		
Start Date	dd/mm/yyyy	
End Date	dd/mm/yyyy	
Number to be trained at	Entry level	
	Intermediate level	
	Advanced Level	

Add

Please note the following explanation of Levels:

- Entry Level - (Includes induction, industry specific training, NQF level 1 to 3 including AET, skills level 1)
- Intermediate Level - (NQF levels 4 to 6, skills level 2 to 3)
- Advanced Level - this means (NQF levels 7 to 10, skills level 4 and 3)

Occupational Class	Job Title	Socio Economic Status	Pivotal Programme	Type of Pivotal Programme	NQF Level	Delivery Approach	Start Date	End Date	Number to be trained at			Total	Options
									Entry Level	Intermediate Level	Advanced Level		
CLERICAL SUPPORT WORKERS	Courier	Employed	test	Professional	Level 10	Bursary	13/03/2013	11/03/2014	1	0	0	1	Edit Delete
PROFESSIONALS	Agricultural Technology Teacher (Grades 10 - 12)	Unemployed, looking for work	test	Vocational	Level 4	Internships	05/03/2013	14/03/2013	1	0	0	1	Edit Delete
<b>Total</b>									<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	
<b>Grand Total</b>									<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	

Page Number 1 [Back](#) [Next](#)

## THE WSP FOR SMALL ORGANISATIONS

As part of CATHSSETA's commitment to developing Small Medium and Micro Enterprises (SMME), an Additional WSP/ATR form has been created to be completed by organizations with 49 or less employees.

The SETA Management System will test to determine if the organisation is small or large. This will be tested according to the number of employees, and total annual payroll as entered on the Organisation page.

**Company name SDL No**

### TABLE OF CONTENTS

- A. ORGANISATION INFORMATION
  - A1a. ORGANISATION CONTACTS
  - A1b. SKILLS DEVELOPMENT FACILITATOR / ASSOCIATE SDF NAMES
- S1. EMPLOYMENT SUMMARY
- S2. EDUCATIONAL PROFILE
- S3. LIST OF VACANCIES THAT ARE DIFFICULT TO FILL
- S4. PLANNED BENEFICIARIES OF TRAINING
- S5. PLANNED PIVOTAL TRAINING



Chamber Code:	Tourism and Travel Services	
SIC Code:		
Total annual payroll for the end of the previous financial year (subject to SDL)	R0.00	
Total Planned training budget for the current financial year	3000	
Number of Employees:	10	
Employees as per employment profile:	10	
WSP Year:	2012	
<b>Types of Employment</b>		
South African		
Permanent Employment	2	
Fixed term Employment	3	
Seasonal(Casual)Employment	1	
Sub-Total	6	
<b>Non-South African</b>		
Permanent Employment	1	
Fixed term Employment	0	
Seasonal(Casual)Employment	0	
Sub-Total	1	
Total	7	
<b>JDE Banking Details</b>		
Bank Account Number:		Branch Code:
* Please note that all ABSA bank accounts are captured on JDE with a default branch code of 632005		
<b>Banking Details For refund purposes only</b>		
Name of Account holder:		
Bank:		Account Type:
Branch:		Account Number:
Branch Code:		
<b>Organisations Linked to TestRudzy</b>		
None...		
Confirm Details <input checked="" type="checkbox"/> Enter <input type="button" value="Enter"/>		

**A1a - ORGANISATION CONTACTS**

**SDL No**

If you represent the organisation as a consultant (external) SDF, it is compulsory to specify your direct report / the relevant person who is responsible for the HR / ETD function and a full-time employee of the organisation. Consultant SDF's may not specify their contact details in this form.

**Add contact person:**

Title:

Surname:

First name:

Initials:

Designation:

Phone No:

Fax No:

Cell No:

E-Mail:

Postal Address:

City:

Province:

Postal Code:

Please ensure that you specify a fulltime employee as an organisation contact if the SDF is a consultant acting for the employer.

#	Title	Surname	First name	Initials	Designation	Phone No	Fax No	Cell No	E-Mail	Postal Address	Options
1.	Mr.	Testing2013	March	M	SDF			0112170600	kdintoe@dtss.co.za	test test test Gauteng 2000	X
2.	Mr.	Testing2013	March	M	SDF			0112170600	kdintoe@dtss.co.za	test test test Gauteng 2000	X

**A1b - SKILLS DEVELOPMENT FACILITATOR**

**SDL No**

SDF Type: SDF

Personal Details:

Surname Testing2013	First Name March	Initials M	Title Mr.
ID Number 8810065033080	Gender Male	Population Group White	Disabled <input type="checkbox"/>
Valid South African ID Number	Alternate ID Type test	Alternate ID Number	
Highest Level of Education test	Current Occupation test	Experience relevant to Skills Development Facilitator	
Experience	testing	Duration of total experience in years 0	
Contact Details	Cell Phone Number 0112170600	e.g. 082 555 5555	
	Telephone Number 0761111111	e.g. (011) 555 5555	
	Fax Number	e.g. (011) 555 5555	
	E-Mail Address kdintoe@dtss.co.za		

Other:	
General Comments	<input type="text"/>
Username	<input type="text"/> (Minimum of 5 Characters)
Password	<input type="password"/> (Minimum of 5 Characters)
Confirm Password	<input type="password"/>
Organisation Information:	
Organisation registered with:	
Consultant acting for employer	<input checked="" type="radio"/> Yes <input type="radio"/> No
Will you perform your SDF functions in respect of (Please tick the applicable)	<input checked="" type="radio"/> Single establishment <input type="radio"/> Single branch of an organisation <input type="radio"/> Multiple branches of an organisation <input type="radio"/> Multiple organisations <input type="radio"/> Group of organisations <input checked="" type="radio"/> Appointed by employer <input type="radio"/> Self-appointed <input type="radio"/> Nominated by employees <input type="radio"/> Other: <input type="text"/> if other, please specify
Appointment Procedure Please indicate method of appointment to SDF position	

Enter



**S2 - EDUCATIONAL PROFILE**

**SDL No**

HIGHEST EDUCATIONAL PROFILE	
Description	Number of Employees
ABET/AET	<input type="text" value="0"/>
NQF 1,2	<input type="text" value="0"/>
NQF 3,4,5,6	<input type="text" value="0"/>
NQF 7,8,9,10	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>
<input type="button" value="Enter"/>	

**S3 - LIST OF VACANCIES THAT ARE DIFFICULT TO FILL** **SDL No**

List existing vacancies that you are having difficulty in filling.

Occupational Group	<input type="text"/>	
6 Digit OFO Code	<input type="text"/>	
Number of Vacancies	<input type="text"/>	
Number of Potential Vacancies	<input type="text"/>	
MOF Level	<input type="text"/>	
Degree of scarcity	<input type="text"/>	
Province	<input type="text"/>	
Is this reflected in your EE Plan?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Comments	<input type="text"/>	

A		C		I		W	
M	F	M	F	M	F	M	F
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Add

This section is crucial for the Scarce Skills Project initiated by the Departments of Higher Education & Labour. The main thrust of obtaining this data is for effective planning in terms of demand-supply. Indicate the race/gender and disability whether the scarcity is based on gender or colour. E.g. there may be sufficient actuaries generally.

- The degree of scarcity is indicated as:
- 1: Moderate (often cyclical) scarcity
  - 2: Serious Scarcity problems
  - 3: Extremely Scarce/Severe problems

Note - When capturing people with disabilities, these individuals must be both captured as either Male or Female as well as disabled. Not doing so will result in the system rejecting your submission.

**S4 - PLANNED BENEFICIARIES OF TRAINING** **SDL No**

Number of employees														
Occupational Group														
6 Digit OFO Code														
Geography														
Type of Learning Programme														
Number to be trained at														
Entry level														
Intermediate level														
Advanced Level														
AFRICAN			COLOURED			INDIAN			WHITE			AGE GROUP		
M	F	D	M	F	D	M	F	D	M	F	D	<35	35-55	>55
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Add    Page Number 0    < Back    Next >

Note - When capturing people with disabilities, these individuals must be both captured as either Male or Female as well as disabled. Not doing so will result in the system rejecting your submission.

Please note the following explanation of Levels:

- Entry Level - (includes induction, industry specific training, NQF level 1 to 3 including ABET, skills level 1)
- Intermediate Level - (NQF levels 4 to 6, skills level 2 to 3)
- Advanced Level - this means (NQF levels 7 to 10, skills level 4 and 3)

**S5 – PLANNED PIVOTAL TRAINING**

**SDL No**

Are you planning to conduct PIVOTAL Training:


YES:  NO:

If the YES option is ticked, the following form appears:

<b>Number of employees</b>	
<b>Qualification</b>	
<b>NQF Level</b>	
<b>Number of Planned beneficiaries</b>	
<b>Proposed Impact</b>	

## IMPLEMENTING AND REPORTING AGAINST THE WSP & PPT

The organisation must keep records of all the training, activities, assessment and/or development initiatives implemented. Training interventions implemented should be in line with what was planned for in the preceding WSP & PPT. The nature of the training interventions may differ from the WSP & PPT if the needs of business changed – records of these interventions should also be retained and reported. Training interventions should mirror that planned in the WSP as major deviations may be subject to scrutiny and unless adequately motivated, may impact on any grant disbursement.

 An illustration of a training session. A red 3D figure stands at the front, pointing at a whiteboard. Three blue 3D figures are seated at a table with laptops, facing the presenter. The scene is set in a simple, clean environment.	<p>The WSP &amp; PPT is similar to a budget - it is done in <b>ADVANCE</b> and is a <b>PLAN OF WHAT YOU WILL IMPLEMENT</b>. The ATR &amp; PTR is similar to a financial statement - it is done <b>AFTERWARDS</b> and is a <b>REPORT OF WHAT YOU ACTUALLY IMPLEMENTED</b>.</p>
---	---

An organisation must submit an Annual Training Report (ATR), including a PIVOTAL Training Report (PTR) with supporting documentation, to qualify for mandatory grants in the following scheme year.

## EVIDENCE THAT MUST BE KEPT

Examples of suitable supporting evidence include:

- Attendance registers that have been signed by the recipient of the training / intervention. The attendance register should contain the following information:
  - Learner / employee first name;
  - Learner / employee surname;
  - Learner / employee identity number;
  - The name of the programme, or intervention;
  - Date and venue where the training took place;
  - Training provider's name;
  - Learner / employee signature.
- 
- Copies of Attendance and Competence certificates.

Please Note: Copies of invoices and payments to training providers or consultants (external) who provided the training / intervention; are no longer acceptable as proof of training.

## COMPILING THE ANNUAL TRAINING REPORT (ATR) AND PIVOTAL TRAINING REPORT (PTR)

### STEP 1

The Skills Development Facilitator must prepare these reports, listing all the interventions implemented according to the WSP & PPT. Before accessing the CATHSSETA online system, the SDF should collect and co-ordinate all the necessary and relevant information.

At this stage, the SDF should have:

- Attendance registers that have been signed by the recipient of the training / intervention. The attendance register should contain the following information:
  - Learner / employee first name;
  - Learner / employee surname;

- Learner / employee identity number;
- The name of the programme, or intervention;
- Date and venue where the training took place;
- Training provider's name;
- Learner / employee signature.
- Copies of invoices and payments to training providers or consultants (external) who provided the training / intervention;
- Copies of Attendance and Competence certificates.

## STEP 2

- Refer to your original database (or Excel spreadsheet) – the one that was used for the WSP & PPT;
- Using the evidence you have collected in Step 1 above:
  - expand on the information by listing what training interventions were implemented (list per employee name, race and gender);
  - add any training interventions that were implemented (course name, date implemented, employee name, race and gender. You should also add the name of the training provider and the cost if this is available);
  - indicate the level (entry, intermediate or advanced) against each entry;
  - note where AET training was implemented – you will need a lot more detail for this type of training intervention;
  - if not already allocated, allocate an education and training priority.  
CATHSSETA uses a predetermined list – select from:
    - Client Service;
    - Employee Development;
    - Information Technology;
    - Legislative Compliance;
    - Management and Leadership;
    - Support and Administrative Skills;
    - Technical Skills.
  - add information regarding the type of programme that was implemented.  
CATHSSETA uses a predetermined list – select from:


- Theory / Institutional – instruction by institution only;
  - Theory / Practical – practical with employer, simulated;
  - Occupational / Professional – experiential learning after theory with formal assessment;
  - Occupationally Directed – occupationally directed and work-based learning (with a formal contract in place);
  - Work-based Learning – occupationally directed and work-based learning (without a formal contract in place);
  - Structured Information Sharing – occupationally directed learning but no formal assessment;
  - Informal Work-based Learning – work-based learning only (no training or assessment).
  - Keep a note of how many learners were planned to receive training and how many actually did receive training.
- Now, refer back to the previous year's WSP & PPT, compare and note the following:
    - Match training that was planned against training that was implemented. Keep a total per person, per race, per gender as you will need to report on what was planned versus what was implemented.



**IMPORTANT NOTE: Due to the changing landscape with specific reference to the OFO codes, BE AWARE that jobs with the same JOB TITLES may DIFFER from the previous year. Where the OFO codes have changed, select from the following options:**


- **If your system can accommodate both the OLD OFO AND THE NEW OFO, then record training implemented using the OLD OFO (i.e. those used on the PREVIOUS WSP);**
- **If your system is unable to accommodate the OLD OFO AND THE NEW OFO, then record training**

	<p>implemented using the NEW OFO (those used on the CURRENT / NEW WSP &amp; PPT). Keep a record of the job titles, make a note of what you have done in the section provided for (GENERAL COMMENTS) and submit a copy of your spreadsheet with your ATR &amp; PTR.</p>
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	<p><b>ONLY NOW ARE YOU READY TO ACCESS THE CATHSSETA ONLINE SYSTEM TO COMPLETE THE ATR &amp; PTR!</b></p>
--	---

## PROVIDING EVIDENCE IN SUPPORT OF THE ATR & PTR

Evidence in support of the implementation of the Workplace Skills Plan, including Planned PIVOTAL Training must be submitted to CATHSSETA on or before the deadline for submission Implementation Plan. This supporting documentation must be submitted either by post, courier or hand delivered to CATHSSETA marked for the attention of the Levies & Grants Co-ordinator.

	<p><b>The deadline for submission of the Annual Training Report (ATR), including the PIVOTAL Training Report (PTR) is 30 June 2013, and with effect from 1 April 2014 must be submitted by 30 April of each year</b></p>
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## THE ATR, including PTR FOR LARGE COMPANIES

Company name SDL No

### TABLE OF CONTENTS

- D1. NUMBER OF ACTUAL BENEFICIARIES OF TRAINING
- D2. NUMBER OF BENEFICIARIES WHO COMPLETED TRAINING INTERVENTIONS
- D3. TOTAL NUMBER OF BENEFICIARIES WHO COMPLETED ABET/AET PROGRAMMES
- D4. VARIANCE REPORT
- D5.1 IMPACT ASSESSMENT
- D5.2 PERCENTAGE OF PAYROLL SPENT ON TRAINING
- E. GENERAL COMMENTS
- F1. PIVOTAL TRAINING REPORT
- G. AUTHORISATION FORM

**D1 - NUMBER OF ACTUAL BENEFICIARIES OF TRAINING** **SDL No**

Number of employees  
Occupational Group  
6 Digit OFO Code  
Geography

AFRICAN: M 0, F 0, D 0, M 0, F 0, D 0  
 COLOURED: M 0, F 0, D 0, M 0, F 0, D 0  
 INDIAN: M 0, F 0, D 0, M 0, F 0, D 0  
 WHITE: M 0, F 0, D 0, M 0, F 0, D 0  
 AGE GROUP: <35 0, 35-55 0, >55 0

Occupational Group	Job Title	Geography	Province	AFRICAN			COLOURED			INDIAN			WHITE			AGE GROUP			DELETE			
				M	F	D	M	F	D	M	F	D	M	F	D	<35	35-55	>55				
MANAGERS	Agricultural Farm Manager - 131101	Johannesburg Metro	Gauteng	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Edit
PROFESSIONALS	Actor - 265501	Johannesburg Metro	Gauteng	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	Edit
<b>Sub Total</b>				<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	
<b>Grand Total (M + F)</b>				<b>3</b>			<b>3</b>			<b>3</b>			<b>3</b>			<b>3</b>						

Page Number 1

Note - When capturing people with disabilities, these individuals must be both captured as either Male or Female as well as disabled. Not doing so will result in the system rejecting your submission.

**D2. NUMBER OF BENEFICIARIES WHO COMPLETED TRAINING INTERVENTIONS**

**SDL No**

Note: kindly complete this form in order to record the beneficiaries to whom training was actually delivered.

Number of employees	
Occupational Group	
6 Digit OFO Code	
Socio Economic Status	
Type of learning programme	
Training Provider	
Number to be trained at	Entry level
	Intermediate level
	Advanced Level
<input type="button" value="Add"/>	

**Please note the following explanation of Levels:**

- Entry Level - (includes induction, industry specific training, NOF level 1 to 3 including AET, skills level 1)
- Intermediate Level - (NOF levels 4 to 6, skills level 2 to 3)
- Advanced Level - this means (NOF levels 7 to 10, skills level 4 and 3)

Occupational Class	Job Title	Socio Economic Status	Learning Programme	Training Provider	Number to be trained at			Total	Options	
					Entry Level	Intermediate Level	Advanced Level		Edit	Delete
MANAGERS	Agricultural Farm Manager	Employed	test	test	0	1	0	1	Edit	Delete
PROFESSIONALS	Actor	Unemployed, looking for work	test	test	1	0	0	1	Edit	Delete
<b>Total</b>					<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>		
<b>Grand Total</b>					<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>		

**D3 - TOTAL NUMBER OF BENEFICIARIES WHO COMPLETED ABET/AET PROGRAMMES** **SDL No**

Please tick the checkbox if your company does not conduct ABET/AET training:

	African		Coloured		Indian/Asian		White		Total	
	M	F	M	F	M	F	M	F	M	F
ABET/AET Level 1	2	0	0	0	0	0	0	0	2	0
ABET/AET Level 2	0	0	0	0	0	0	0	0	0	0
ABET/AET Level 3	0	0	0	0	0	0	0	0	0	0
ABET/AET Level 4	0	0	0	0	0	0	0	0	0	0
<b>Total Actual ABET/AET Training</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>

Enter

**D4 - VARIANCE REPORT**

**SDL No**

Reason other than the reasons below:		Number of affected employees	Options
<input type="text" value="4000"/> Characters left <input type="button" value="Enter"/>		<input type="text" value=""/>	<input type="button" value="Enter"/>
Reason		Number of affected employees	Options
#	Reason		
1.	Budgetary Constraints	<input type="text" value="5"/>	<input type="button" value="Enter"/>
2.	Cashflow	<input type="text" value="0"/>	<input type="button" value="Enter"/>
3.	Operational requirements	<input type="text" value="0"/>	<input type="button" value="Enter"/>
4.	Provider availability Or inadequacy	<input type="text" value="0"/>	<input type="button" value="Enter"/>
5.	Restructuring	<input type="text" value="0"/>	<input type="button" value="Enter"/>
6.	Testing this page	<input type="text" value="6"/>	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
7.	another reason	<input type="text" value="10"/>	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
OTHER REASONS			
Variance Report Total		<b>21</b>	

**D5.1 – IMPACT ASSESSMENT**

**SDL No**

Impact Assessment

testing this form

Indicate how training as reported in the ATR has affected payroll.

Characters Left  
483

**D5.2 – PERCENTAGE OF PAYROLL SPENT ON TRAINING**

**SDL No**

Back to WSP

ANDISIWETEST2013 - X000000059

Percentage of Payroll Spent  
1 April 2012 - 31 March 2013

Percentage of Payroll Spent on Training

1000%

Enter

**E - GENERAL COMMENTS**

**SDL No**

Back to WSP

ANDISIWETEST2013 - X000000059  
1 April 2012 - 31 March 2013

ANNUAL TRAINING REPORT  
General Comments

General Comments

Characters Left  
2000

Enter

**F.1 –PIVOTAL TRAINING REPORT**

PIVOTAL Programmes mean professional, vocational, technical, and academic learning programmes that result in occupational qualifications and may include a knowledge component that is normally delivered at a further education and training college or a university as well as structured learning in an accredited training centre or an approved workplace. Examples of the types of learning are: Professional Learning would be a BCOM for Accountants, Vocational Learning would be the National Certificate Vocational obtained from an FET college, Technical learning would be N4 Electrical Engineering and Academic Learning would be the MEdCB required for Medical Doctors that can only be studied at University

<b>Number of employees</b>	
Occupational Group	
6 Digit OFO Code	
Socio Economic Status	
Pivotal Programme	
Type of Pivotal Programme	
NQF Level	
Delivery Approach	
Start Date	dd/mm/yyyy
End Date	dd/mm/yyyy
Number to be trained at	Entry level
	Intermediate level
	Advanced Level

Add

Please note the following explanation of Levels:

- Entry Level - (Includes induction, industry specific training, NQF level 1 to 3 including AET, skills level 1)
- Intermediate Level - (NQF levels 4 to 6, skills level 2 to 3)
- Advanced Level - this means (NQF levels 7 to 10, skills level 4 and 3)

Occupational Class	Job Title	Socio Economic Status	Pivotal Programme	Type of Pivotal Programme	NQF Level	Delivery Approach	Start Date	End Date	Number to be trained at			Total	Options
									Entry Level	Intermediate Level	Advanced Level		
MANAGERS	Agricultural Farm Manager	Employed	test	Professional	Level 1	Apprenticeship	07/03/2013	13/03/2013	0	1	0	1	Edit Delete
<b>Total</b>									<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	
<b>Grand Total</b>									<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	

Page Number 1 < Back Next >

**G - AUTHORISATION FORM**

**SDL No**

**SDF CONTACT DETAILS** If you are not registered as a SDF with CATHSSETA, please ensure that the SDF registration documentation is completed and submitted to CATHSSETA. CATHSSETA will not approve the WSP grant until this has been done.

<b>Title</b>		<b>First Name</b>		<b>Surname</b>	
<b>Initials</b>		<b>Identity No.</b>		<b>Tel Work</b>	

**REPRESENTATIVE OF EMPLOYER/MANAGEMENT**

<b>Name of Authorised Signatory (e.g. CEO, Managing Partner)</b>	
<b>Position in organisation</b>	

We, \_\_\_\_\_ the Authorised Signatory, and the Skills Development Facilitator, declare that this application for a Workplace Skills Plan Grant 2009/10 in respect of L\_\_\_\_\_ (insert SDL number/s) is to the best of our knowledge true and correct. We understand that CATHSSETA may independently verify the information. We also understand that it is an offence in terms of section 33(b) of the Act to knowingly furnish any false information in this application and that we may be fined or imprisoned for one year if we are found guilty of knowingly furnishing such false information. This organisation is up-to-date with levy payments to SARS.

This is proof that consultation has occurred between employer and employees (through the Training/Skills Development Committee if applicable). The signatories below certify the accuracy of the information presented in the attached forms. CATHSSETA may call for evidence of training planned or reported.

<b>Signed (SDF)</b>		<b>Date</b>	
<b>Signed (Authorised Signatory) e.g. CEO, Managing Partner, FD</b>		<b>Date</b>	

**On behalf of Training Committee (Employer Representative)**

<b>Name of Authorised Signatory</b>			
<b>Signed</b>		<b>Date</b>	

**On behalf of Training Committee (Employee Representative)**

<b>Name of Authorised Signatory</b>			
<b>Signed</b>		<b>Date</b>	

Please complete this section **in full** even if you have submitted banking details before. Organisations completing a consolidated grant submission must complete a separate banking details form for each SDL number where banking details differ. Please note that banking details are only required for the purpose of a refund.

<b>Registered Name</b>			
<b>Trading Name</b>			
<b>Postal Address</b>		<b>Postal Code</b>	
<b>Skills Development Levy number</b>		<b>Company/Entity Registration Number</b>	

<b>Details of Company/Entity bank account are as follows:</b>				
<b>Name of Bank</b>				
<b>Branch</b>				
<b>Account Number</b>				
<b>Type of account</b> <i>Please tick the appropriate box</i>	<b>Savings</b>	<b>Current</b>		
<b>Attach at least one of the following to confirm banking details:</b>	<ul style="list-style-type: none"> <li>• <b>copy of cheque</b></li> <li>• <b>original cancelled cheque</b></li> <li>• <b>letter from the bank confirming the details</b></li> </ul>			

To Whom it May Concern: The Company/Entity authorises you to pay any amounts which may accrue to the Company/Entity into the Company's/Entity's account with the bank reflected above. The Company/Entity understands that the credit transfers, which it has authorised, will be processed by computer through a system known as the "ACB ELECTRONIC TRANSFER SERVICES". The Company/Entity also understands that no additional advice of payment will be printed on the Company's/Entity's bank statement or any accompanying voucher. The Company/Entity may cancel this authority by giving thirty (30) days written notice to this effect, such notice to be sent by prepaid registered post.

<b>Name</b>		<b>Identity No.</b>	
<b>Job Title</b>		<b>Date</b>	
<b>Signed by the employer representative whose details appear above and who warrants that he/ she is duly authorised to bind the company</b>			

## THE ATR FOR SMALL COMPANIES

Company name SDL No	
<b>TABLE OF CONTENTS</b>	
T1.	ACTUAL BENEFICIARIES OF TRAINING
T2.	PIVOTAL TRAINING REPORT
U.	AUTHORISATION FORM



**T2 - PIVOTAL TRAINING REPORT**

**SDL No**

Did your organisation implement PIVOTAL Programmes:

YES:  NO:

If the YES option is ticked, the following form appears:

PIVOTAL Programmes mean professional, vocational, technical, and academic learning programmes that result in occupational qualifications and may include a knowledge component that is normally delivered at a further education and training college or a university as well as structured learning in an accredited training centre or an approved workplace. Examples of the types of learning are: Professional Learning would be a BCOI for Accountants, Vocational learning would be the National Certificate Vocational obtained from an FET College, Technical learning would be N4 Electrical Engineering and Academic Learning would be the IIECB required for Medical Doctors that can only be studied at University

<b>Number of employees</b>	
Occupational Group	<input type="text"/>
6 Digit OFO Code	<input type="text"/>
Socio Economic Status	<input type="text"/>
Pivotal Programme	<input type="text"/>
Type of Pivotal Programme	<input type="text"/>
NOF Level	<input type="text"/>
Delivery Approach	<input type="text"/>
Start Date	<input type="text" value="dd/mm/yyyy"/>
End Date	<input type="text" value="dd/mm/yyyy"/>
Number to be trained at	Entry level
	Intermediate level
	Advanced Level
<input type="button" value="Add"/>	

**Please note the following explanation of Levels:**

- Entry Level - (includes induction, industry specific training, NOF level 1 to 3 including AET, skills level 1)
- Intermediate Level - (NOF levels 4 to 6, skills level 2 to 3)
- Advanced Level - this means (NOF levels 7 to 10, skills level 4 and 3)

**U - AUTHORISATION FORM**

**SDL No**

**SDF CONTACT DETAILS** If you are not registered as a SDF with CATHSSETA, please ensure that the SDF registration documentation is completed and submitted to CATHSSETA. CATHSSETA will not approve the WSP grant until this has been done.

<b>Title</b>		<b>First Name</b>		<b>Surname</b>	
<b>Initials</b>		<b>Identity No.</b>		<b>Tel Work</b>	

**REPRESENTATIVE OF EMPLOYER/MANAGEMENT**

<b>Name of Authorised Signatory (e.g. CEO, Managing Partner)</b>	
<b>Position in organisation</b>	

We, \_\_\_\_\_ the Authorised Signatory, and the Skills Development Facilitator, declare that this application for a Workplace Skills Plan Grant 2009/10 in respect of L\_\_\_\_\_ (insert SDL number/s) is to the best of our knowledge true and correct. We understand that CATHSSETA may independently verify the information. We also understand that it is an offence in terms of section 33(b) of the Act to knowingly furnish any false information in this application and that we may be fined or imprisoned for one year if we are found guilty of knowingly furnishing such false information. This organisation is up-to-date with levy payments to SARS.

This is proof that consultation has occurred between employer and employees (through the Training/Skills Development Committee if applicable). The signatories below certify the accuracy of the information presented in the attached forms. CATHSSETA may call for evidence of training planned or reported.

<b>Signed (SDF)</b>		<b>Date</b>	
<b>Signed (Authorised Signatory) e.g. CEO, Managing Partner, FD</b>		<b>Date</b>	

Please complete this section **in full** even if you have submitted banking details before. Organisations completing a consolidated grant submission must complete a separate banking details form for each SDL number where banking details differ. Please note that banking details are only required for the purpose of a refund.

<b>Registered Name</b>			
<b>Trading Name</b>			
<b>Postal Address</b>			<b>Postal Code</b>
<b>Skills Development Levy number</b>		<b>Company/Entity Registration Number</b>	
<b>Details of Company/Entity bank account are as follows:</b>			
<b>Name of Bank</b>			
<b>Branch</b>			
<b>Account Number</b>			
<b>Type of account <i>Please tick the appropriate box</i></b>	<b>Savings</b>	<b>Current</b>	
<b>Attach at least one of the following to</b>	<b>• copy of cheque</b>		


<b>confirm banking details:</b>	<ul style="list-style-type: none"><li>• <b>original cancelled cheque</b></li><li>• <b>letter from the bank confirming the details</b></li></ul>
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To Whom it May Concern: The Company/Entity authorises you to pay any amounts which may accrue to the Company/Entity into the Company's/Entity's account with the bank reflected above. The Company/Entity understands that the credit transfers, which it has authorised, will be processed by computer through a system known as the "ACB ELECTRONIC TRANSFER SERVICES". The Company/Entity also understands that no additional advice of payment will be printed on the Company's/Entity's bank statement or any accompanying voucher. The Company/Entity may cancel this authority by giving thirty (30) days written notice to this effect, such notice to be sent by prepaid registered post.

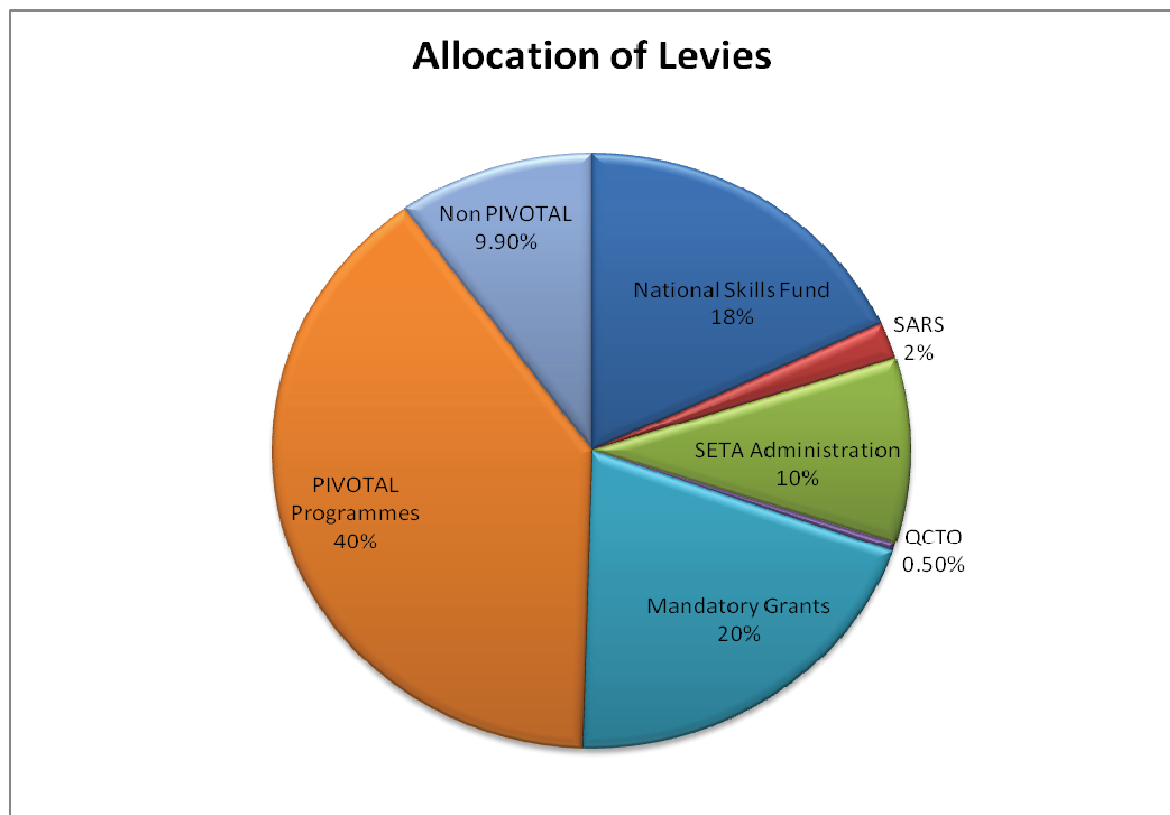
<b>Name</b>		<b>Identity No.</b>	
<b>Job Title</b>		<b>Date</b>	
<b>Signed by the employer representative whose details appear above and who warrants that he/ she is duly authorised to bind the company</b>			

## LEVIES AND GRANTS

The SETA Management System (SMS) enables member employers to submit grant claims electronically.

	<p><b>CATHSSETA does not accept nor will it approve hard copy or manual grant applications.</b></p>
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THE SECTOR EDUCATION AND TRAINING AUTHORITIES (SETAS) 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 allocates levies received by a SETA in the following manner



### WHAT GRANTS ARE EMPLOYERS ELIGIBLE FOR?

Grants are payments made by CATHSSETA to employers in the sector who have met the criteria for various categories of grants.

### GRANTS FUNDING FRAMEWORK

<i>GRANT TYPE</i>	<i>TARGET</i>	<i>SUBMISSION DATE</i>	<i>SUBMISSION TYPE</i>	<i>PAYMENT DATE</i>
<i>MANDATORY</i>	Levy payers (SDF)	April – June (2013)	WSP ATR PPT PTR	Quarterly September December March June
		February – April (2014 onwards)		July October January April
<i>DISCRETIONARY</i>	Levy payers Non levy payers SMMEs NGOs Trade Unions CBO/C CoOps HEIs/FETs Government Departments	Applicable windows	Grant application Funding proposals	Payment schedule dependent on Board approval of discretionary grant projects. Of which, each project will have its own specific disbursement schedule, which will be made available upon the opening of applicable funding windows.

There are three kinds of grants:

### MANDATORY GRANTS

Mandatory grants are paid by CATHSSETA when employers who pay the levy meet the established requirements and these are approved by CATHSSETA. From 1 April 2014 and subsequent financial years the submission date for WSP & PPT and ATR & PTR in application for the mandatory grant will be 30 April of each financial year. The

mandatory grant which is equal to 20% of the organisation's levy contribution is payable in four quarterly payments on CATHSSETA's approval of the:

- Workplace Skills Plan, including the Planned PIVOTAL Training (including the nomination of the Skills Development Facilitator);
- Annual Training Report, including the PIVOTAL Training report.

Mandatory grants payments conditions:

CATHSSETA will pay a mandatory grant to an employer who is liable to pay the skills development levy in terms of the Skills Development Levies Act provided the employer has:

- Registered with the Commissioner in terms of section 5 of the Skills Development Levies Act;
- Has paid the levies directly to the Commissioner in the manner and within the period in section 6 of the Skills Development Levies Act;
- Up to date levy payments at the time of approval and in respect of the period for which an application is made;
- Submitted a Workplace Skills Plan and Planned PIVOTAL Training plan that contributes to the CATHSSETA sector skills plan (SSP) as contemplated in section 10(1) of the Act by the prescribed date;
- Submitted an annual training report (ATR), including a PIVOTAL Training Report (PTR) that indicates that the employer has implemented its WSP & PPT for the previous financial year to the extent that it satisfies the criteria for implementation that established by the CATHSSETA annually as contemplated in Section 10(1) of the Act by the prescribed date (employers who have registered for the first time as a skills levy payer and who have submitted an application for a WSP grant within 6 months of registration are excluded);
- Reported at least 50% of accredited training;
- Submitted a WSP, including a PTR that addresses the seven key developmental imperatives as the NSDS III;

- Submitted an authorisation page signed by all relevant signatories;
- Submitted the WSP/ATR by 30<sup>th</sup> June 2013 and from 1 April 2014 and subsequent financial years on 30 April of each financial year.

The CATHSSETA Mandatory Grants Policy is presented in Annexure A and the CATHSSETA Mandatory Grants Guidelines is presented in Annexure B.

#### Extension of deadline for submission

The CATHSSETA board may grant an extension of up to a maximum period of one month from the closing date for late submission of an application for a mandatory grant, subject to a written request by an employer which must be received by CATHSSETA prior to 30<sup>th</sup> June 2013 and for subsequent years, prior to 30 April.

#### Evaluation of submissions

CATHSSETA's evaluation criteria are based on the framework for "Promoting a National Good Practice in Skills Development" from the Department of Higher Education. The aim of the framework is to establish a sustainable national culture of good practices in skills development, and embed good skills development practices as a part of standard organisational practice. This will be a key to maintaining an ongoing culture of investing in the development of the skills of South Africans to meet economic and social development and sustainability requirements at organisation, sector and national levels.

Below are the four pillars of good skills development practices as set out in the framework:

1. Promote training and development of people in the workplace, unemployed and for social development;
2. Build on compliance with legislation, especially the regulatory framework for skills development;
3. Promote equity in line with the National Skills Development Strategy (NSDS) principles and

#### 4. Promote accredited training aligned to the NQF.

Each area will be evaluated against set criteria and organisations will be scored as indicated in Annexure B.

#### Failure to meet criteria for payment of Mandatory Grants

In terms of the Regulations, the submission of WSPs that contribute to the CATHSSETA's Sector Skills Plan and ATRs that contribute to the implementation of a levy-paying company's previous Financial Year's WSP constitute prescribed qualifying criteria for the payment of a mandatory grant. Where levy-paying companies fail to meet these prescribed criteria it is advised that, subject to the following of reasonable, possible and practical due process, their mandatory grants will be forfeited and transferred to the CATHSSETA's discretionary grant fund.

Levy-paying companies are accordingly urged to ensure that compliant WSPs and ATRs are submitted as part of the mandatory grant application process.

#### Appeals Process

Once the WSP and ATR Evaluation and Validation processes have been completed, organisations whose WSP and ATR have been deemed to be non-compliant will receive notification of this and will be given an opportunity to appeal this decision by both supplying CATHSSETA with the required outstanding information and explanation of why this failed to be submitted with the initial WSP and ATR. CATHSSETA will investigate the reasons provided and further evaluate the outstanding information that has been resubmitted. This may necessitate a Verification Visit by CATHSSETA officials to workplace to further verify the reasons given for non-compliance. After this process has been completed the complainant will receive written communication advising them if their appeal has been either successful or unsuccessful. Once the appeals process has been completed the decision will be final and no further correspondence, communication nor query will be entertained.

Please note that CATHSSETA is not allowed to request outstanding information after the closing date of the 30 June and therefore no queries or requests are conducted during the evaluation process. Evaluators are expected to assess what has been submitted by the deadline.

#### Transfer of levies

To monitor transfers of levies paid from SARS to CATHSSETA, thereby ensuring that information is correct and meets the demands of the Auditor-General and that employers are disbursed with the correct grant amount, with immediate effect, all CATHSSETA levy paying employers are required to:

- Complete the EMP201 page on the CATHSSETA SMS database. This page allows the employer to complete the same information as required on the SARS EMP 201 and will include the following information:
  - Financial year
  - Date Paid
  - For which month
  - Amount paid
  - Save the payment

Alternatively, employers are requested to fax a copy of the monthly SARS EMP 201 form to CATHSSETA at 086 505 3346 or alternatively email scanned copies to [cfo@cathsseta.org.za](mailto:cfo@cathsseta.org.za) with the subject heading "EMP201".

#### DISCRETIONARY GRANTS

SETAs have to allocate 80% of their available discretionary grants within a particular financial year to PIVOTAL programmes that address the scarce and critical skills identified in their SSPs. In order to obtain discretionary grant funding, the SETA grant regulations require that a legal person to complete and submit a PIVOTAL training plan and report as contained in the WSP and ATR. CATHSSETA has adjusted its WSP and ATR accordingly and also ensure that its PIVOTAL programme and project proposal forms contain a PIVOTAL training plan and report template that allows SMMEs, NGOs and cooperatives to be compliant with this sub-regulation.

The Discretionary grants funding framework set out below outlines the different delivery models and project types that will be deployed and the mechanism for member organisations to access discretionary funding.

The CATHSSETA Discretionary Grants Policy is presented in Annexure A and the CATHSSETA Discretionary Grants Guidelines is presented in Annexure B.

CATHSSETA 2012/13 vs 2013/14 Targets

INDICATOR	2013/2014 NATIONAL TARGETS	LEARNING PROGRAMMES	CATHSSETA TARGET ADJUSTMENT		
			Target 2012/2013	Target 2013/2014	Percentage Increase
Increased number of workers completing learning programmes	18 000 Learnerships	Workers Entering Learnerships	100	1500	1500%
	1 500 Bursaries	Workers Entering Bursaries		82	
	80 000 Skills Programmes	Workers Entering Skills Programmes	2048	4000	195%
Increased number of unemployed individuals completing learning programmes	18 000 Learnerships	Unemployed Entering Learnerships	165	500	303%
	7 000 Bursaries	Unemployed Entering Bursaries	164	355	216%
	6 000 Internships	Unemployed Entering Internships	40	100	250%
	18 000 Skills Programmes	Unemployed Entering Skills Programmes	200	1000	500%
Increased number of learners entering learnerships on NQF 5 and above	18,000	NQF 5 and above Learnerships			
Increased number of artisans entering	26,000	Artisans Entered	40	104	260%
Increased number of artisans completing	12000	Artisans Completing			
Increased placement rate of NC(V) and 'N' course graduates (Targets)	27,279	FET Graduate Placement	197	1500	761%
<b>TOTAL</b>			<b>2914</b>	<b>9141</b>	<b>313%</b>

DISCRETIONARY GRANTS FUNDING FRAMEWORK

<i>PIVOTAL PROGRAMME</i>	<i>TARGET APPLICATION</i>	<i>DATES</i>	<i>TARGET BENEFICIARIES</i>	<i>ESTIMATED BUDGET</i>	<i>CRITERIA</i>
<i>BURSARY</i>	Universities UoTs FETs Employers	September	80 PhD and Masters learners 138 Honours and Under graduate learners 219 Unemployed learners (middle level skills)	R7,680,000 R 9,939,450 R15,773,475	HET/FET Bursary grant policy and guidelines
<i>LEARNERSHIP</i>	Employers	September	1500 Employed learners 500 Unemployed learners	R9, 000, 000 R25,000, 000	Learnership grant policy and guidelines
<i>APPRENTICESHIP</i>	Employers	September	51 Unemployed learners 53 Employed Learners	R4, 086, 912	Learnership grant policy and guidelines
<i>*WORK INTEGRATED LEARNING: Internships</i>	Employers	April-May	100 Unemployed learners	R3, 870,000	Work Integrated Learning grant policy and guidelines
<i>WORK INTEGRATED LEARNING: Experiential Learning</i>	Public Education and Training Institutions	April - May	1500 learners	R14,512,500	Work Integrated Learning grant policy and guidelines

<i>SKILLS PROGRAMME</i>	Levy Paying Employers submitting WSP/ATR	September	1250 Employed learners	R17,726,250	Learning Programmes grant policy and guidelines
<i>SKILLS PROGRAMME</i>	SMMES	April October	2750 Employed learners	R22,394,000	Learning Programmes grant policy and guidelines
<i>SKILLS PROGRAMME</i>	Non-Levy Payers: NGOs, CBOs, Trade Unions,	April October	Trade Unions 19 NGOs 3 CBO 3	R 2,933,270	Learning Programmes grant policy and guidelines
<i>SKILLS PROGRAMME</i>	Non-Levy Payers: COOps,	April October	CoOps 7	R2,238,591	Learning Programmes grant policy and guidelines
<i>SKILLS PROGRAMME</i>	Non-Levy Payers: NGOs, CBOs, COOps, SMMES	April October	960 Youth in Rural Areas	R11,095,714	Learning Programmes grant policy and guidelines
<i>ADULT EDUCATION AND TRAINING</i>	Employers NGOs, CBOs, CoOps, Trade Unions	September	40 Unemployed learners	R400,000	Learning Programmes grant policy and guidelines

Currently CATHSSETA is paying the following fees:

**Payable Grants per Learning Programme**

<b>Learning Programme</b>	<b>Employed</b>	<b>Unemployed</b>
University bursary grant – Post Grad	R100,000	R100,000
University bursary grant – under Grad	R30, 000	R67, 000
FET bursary Grants	R42,000	R54,000
Learnership	R30,000	R50,000
Skills programme*	R10,000*	R10,000*
Internship	-	R30,000
Average cost per learner	R42,400	R80,000
Total average cost per learner	R62,200	

*Skills Programmes costs may be over R 15,000 depending on the NQF level and notional hours  
The costs are higher for the unemployed because they are paid stipends/living allowance and accommodation  
The grants are market related and in certain instances need to be incentive*

# ANNEXURE A: CATHSSETA MANDATORY GRANTS POLICY



## MANDATORY GRANTS POLICY

of the  
**CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY**



## 1. Introduction

This Mandatory Grants Policy of the CATHSSETA has been developed in accordance with the related Regulations and aims to create an enabling framework and environment for the applying for and claiming of mandatory grant payments by all qualifying CATHSSETA levy paying companies.

## 2. Definitions

In this Mandatory Grants Policy, unless the context indicates otherwise:

- |     |                                 |   |   |
|-----|---------------------------------|---|---|
| 2.1 | <b>"Act"</b>                    | - | means the Skills Development Act, 97 of 1998, as amended;   |
| 2.2 | <b>"Annual Training Report"</b> | - | means the Annual Training Report, including the PIVOTAL Training Report (PTR), as contemplated in section 10(1)(b)(ii) of the skills development act read with Regulation 4(1); |
| 2.3 | <b>"the Board"</b>              | - | means the Board of the CATHSSETA constituted in terms of the Act and the CATHSSETA's Constitution;  |
| 2.4 | <b>"CATHSSETA"</b>              | - | means the Culture, Arts, Tourism, Hospitality & Sport Sector Education and Training Authority established in terms of Section 9 of the Act;                                     |
| 2.5 | <b>"Commissioner"</b>           | - | means the Commissioner for the South African Revenue Service, established by Section 2 of the South African Revenue Service Act, 34 of 1997;                                    |
| 2.6 | <b>"Discretionary Grant"</b>    | - | means the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3(2)(c) to (9) as read with regulation 6;                 |
| 2.7 | <b>"Financial Year"</b>         | - | means 1 April of each year to 31 March of the following year;   |
| 2.8 | <b>"Labour Representative"</b>  | - | means a representative of the labour constituency within the workplace, appointed by the recognised trade union;  |
| 2.9 | <b>"Levies Act"</b>             | - | means the Skills Development Levies Act, 9 of 1999, as amended;   |

- 2.10 **“Levy Income”** - means the total amount of money received by a SETA in terms of sections 7(1) and 8(2)(a) as read with 8(3)(b) of the Skills Development Levies Act;
- 2.11 **“Levy Paying Employer”** - means an employer who is compelled to pay skills development levies in terms of section 3(1) of the Skills Development Levies Act;
- 2.12 **“Occupational part qualification”** - means a recognised component (theoretical, practical or work experience component) of an occupational qualification which is registered on the National Qualifications Framework;
- 2.13 **“Occupational qualification”** - means a qualification that includes a knowledge, a practical and a work experience component registered on the National Qualifications Framework;
- 2.14 **“PIVOTAL”** - is an acronym which means professional, vocational, technical and academic learning programmes that results in qualifications of part qualifications on the National qualifications Framework as contemplated in regulation 3 (6) and 7 as read with regulation 6(11) to (15)
- 2.15 **"this Policy"** - means this Mandatory Grants Policy of the CATHSSETA;
- 2.16 **"prescribed"** - means prescribed by Regulation in terms of the Act;
- 2.17 **"Regulations"** - means the Sector Education and Training Authorities Grant Regulations regarding monies received by SETA and related matters, Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012
- 2.18 **Sign-off”** - means an in principle agreement between the employer and its recognised trade union or unions on the identified training interventions as is provided for in regulations (5)(2)(f);
- 2.19 **"submit"** - means to deliver by hand or registered post or to transmit a communication by electronic mechanism as a result of which the recipient is capable of printing the communication;

- 2.20 **“Workplace Skills Plan”** - means the Workplace Skills Plan, including Planned PIVOTAL Training (PPT), as contemplated in regulation 4
- 2.21 **“WSP/ATR Year”** - means 1 April 2012 to March 2013, thereafter it will mean 01 January of each year to 31 December of the same year;

### **3. Purpose**

The purpose of this policy is to create an enabling framework and environment for the application, claiming and disbursement of mandatory grant payments by all qualifying CATHSSETA levy paying organisations.

### **4. Sources of Authority**

The Grant Regulations regarding monies received by SETA and related matters, Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012, The Skills Development Act of 1998, underpin and mandate this CATHSSETA Mandatory Grants Policy.

### **4. Principles**

This policy intends to:

- 4.1 improve the quantity and quality of labour market information by CATHSSETA in the form of WSPs, ATRs, Planned PIVOTAL Training and PIVOTAL Training Reports to inform planning; and
- 4.2 promote the NQF registered and quality assured PIVOTAL programmes that address priority scarce and critical skills needs identified in the CATHSSETA SSP.

### **5. Scope of Application**

The policy applies to all levy paying organisations within CATHSSETA’s scope that submit Workplace Skills Plans; PIVOTAL Training Plans; Annual Training Reports and PIVOTAL Training Reports.

### **6. Targeted Audience**

All CATHSSETA Levy Paying organisations and Skills Development Facilitators

### **7. Allocation of mandatory grants**

Subject to the Regulations and this Policy, the CATHSSETA shall allocate a mandatory grant to a levy paying employer:

- 7.1 employing 50 or more employees that has submitted an application for a WSP/PPT and ATR/PTR grant in accordance with sub-regulation (2) and as a minimum in the format contained in Annexure 2 to these Regulations;

- 7.2 employing less than 50 employees that has submitted an application for a grant in accordance with sub-regulation (2) and such employers will be given the option of submitting a WSP and ATR using a simplified form provided by the SETA;
- 7.3 who, notwithstanding sub-regulation (2), has registered for the first time in terms of section 5 of the Skills Development Levies Act and the employer has submitted an application for a mandatory grant within 6 months of registration.

## **8. Submission date of applications**

- 8.1 An application for a mandatory grant in terms of sub-regulation (1) must be submitted by 30 June 2013;
- 8.2 With effect from 1 April 2014 an application for a mandatory grant in terms of sub-regulation (1) must be submitted by 30 April each year;
- 8.3 A SETA Accounting Authority may grant an extension up to a maximum period of one month from the date contemplated in sub-regulation (2) for late submission of an application for a mandatory grant subject to a written request by a levy paying employer.

## **9. Mandatory grant cycle and payment**

The mandatory grant amount that shall, subject to the Regulations and this Policy, be paid by the CATHSSETA to its qualifying levy paying companies must be 20% of the total levies paid by the employer in terms of Section 3(1) read with Section 6 of the Levies Act during each Financial Year.

- 9.1 The mandatory grant must be paid to the employer on a quarterly basis;
- 9.2 If the levy paying employer does not claim a mandatory grant within the time period specified in sub-regulation (2), the SETA must transfer the levy paying employer's unclaimed mandatory grant by 15 August of each year;

## **10. Payment Conditions**

- 10.1 An employer seeking recovery of a mandatory grant against the levy payment must meet the eligibility criteria for mandatory grant recovery prescribed in the Regulations and as are set out in clauses 6.1 to 6.3 of this Policy.
- 10.2 The eligibility criteria for the recovery of a mandatory grant by an employer who is liable to pay the skills development levy in terms of Section 3(1) of the Levies Act are that the employer should:
- 10.2.1 Have registered with the Commissioner in terms of Section 3(1) of the Levies Act;
- 10.2.2 have paid the Levies directly to the Commissioner in the manner and within the period determined in Section 6 of the Levies Act;

- 10.2.3 be up to date with the levy payments to the Commissioner at the time of approval and in respect of the period for which an application is made;
- 10.2.4 has submitted a WSP and ATR as contemplated in regulation 4(1) that contributes to CATHSSETA's Sector Skills Plan (SSP) within the prescribed timeframes in regulation 4(2) and 4(3);
- 10.2.5 with effect from 1 April 2013, has submitted and implemented its WSP for the previous financial year to the extent that it satisfies the criteria for implementation that must be established and approved by the SETA Accounting Authority based on guidelines provided by the Department; and
- 10.2.6 in the case of an employer who has a recognition agreement with a trade union or unions in place, there must be evidence that the WSP and ATR have been subject to consultation with the recognised trade unions and the WSP and ATR must be signed off by the labour representative appointed by the recognised trade union unless an explanation is provided.

A levy paying employer claiming a mandatory grant must meet the eligibility criteria for the payment of a mandatory grant as prescribed above.

## **11. Consideration and assessment of WSPs and ATRs**

- 11.1 In accordance with the Regulations, all WSPs submitted with the mandatory grant application by the prescribed submission date will be considered and assessed by the CATHSSETA with a view to determining whether the submitted WSPs contribute to the CATHSSETA's Sector Skills Plan;
- 11.2 All ATRs submitted with the mandatory grant application by the prescribed submission date will also be considered and assessed by the CATHSSETA with a view to verifying whether the submitted ATRs have contributed to the implementation of the levy-paying company's previous Financial Year's WSP. (Employers who have registered for the first time as a skills levy payer and who have submitted an application for a WSP grant within 6 months of registration excluded).
- 11.3 In terms of the Regulations, the submission of WSPs that contribute to the CATHSSETA's Sector Skills Plan and ATRs that contribute to the implementation of a levy-paying company's previous Financial Year's WSP constitute prescribed qualifying criteria for the payment of a mandatory grant.
- 11.4 Where levy-paying companies fail to meet these prescribed criteria it is advised that, subject to the following of reasonable, possible and practical due process, their mandatory grants will be forfeited and transferred to the CATHSSETA's discretionary grant fund.

11.5 Levy-paying companies are accordingly urged to ensure that compliant WSPs and ATRs are submitted as part of the mandatory grant application process.

**12. Roles and Responsibilities**

The Skills Development, Planning and Research Department will be responsible for implementation of the Mandatory Grants policy, supported by the Finance Department for the disbursement of grants.

**13. Monitoring and Evaluation**

Monitoring and Evaluation of this policy will be conducted quarterly through organisational structures.

**14. Mandatory Grant Guidelines**



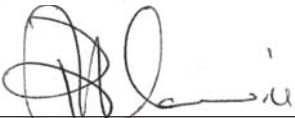
This policy will be supported by the CATHSSETA Mandatory Grants Guidelines which will be updated annually and be included in the Skills Development Facilitators Guide. The guidelines will provide additional information, explanations and relevant forms including the evaluation criteria.

**15. Review of the policy**

This policy shall be reviewed on an annual basis or as and when substantial changes to the legislative framework warrants amendments.

**Approval of policy**

This Mandatory Grant policy has been tabled to the CATHSSETA Board and approved

<b>APPROVAL</b>			
<b>CATHSSETA Mandatory Grants Policy</b>			
<b>Responsibility</b>	<b>Responsible</b>	<b>Date</b>	<b>Signature</b>
<b>Prepared</b>	Executive Manager: Skills Development, Planning & Research	18/01/13	
<b>Authorised</b>	Chief Executive Officer	01/03/13	
<b>Approved</b>	CATHSSETA BOARD	01/03/13	



# ANNEXURE B: CATHSSETA MANDATORY GRANTS GUIDELINES



## MANDATORY GRANTS GUIDELINES

of the  
**CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY**



## **1. Introduction**

This Mandatory Grants Guidelines of the CATHSSETA have been developed in accordance with the related Regulations and aims to create an enabling framework and environment for the applying for and claiming of mandatory grant payments by all qualifying CATHSSETA levy paying organisations. The purpose of the guidelines is to inform CATHSSETA levy paying organisations claiming Mandatory Grants and CATHSSETA employees responsible for Mandatory Grant administration of processes and procedures involved in submitting, validating, evaluating and disbursing the grants in terms of the Grant Regulations.

## **2. Definitions**

In this Mandatory Grants Policy, unless the context indicates otherwise:

- 1.1 **"Act"** - **means the Skills Development Act, 97 of 1998, as amended;**
- 1.2 **"Annual Training Report"** - means the Annual Training Report, including the PIVOTAL Training Report (PTR), as contemplated in section 10(1)(b)(ii) of the skills development act read with Regulation 4(1);
- 1.3 **"the Board"** - **means the Board of the CATHSSETA constituted in terms of the Act and the CATHSSETA's Constitution;**
- 1.4 **"CATHSSETA"** - **means the Culture, Arts, Tourism, Hospitality & Sport Sector Education and Training Authority established in terms of Section 9 of the Act;**
- 1.5 **"Commissioner"** - **means the Commissioner for the South African Revenue Service, established by Section 2 of the South African Revenue Service Act, 34 of 1997;**
- 1.6 **"Discretionary Grant"** - **means the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3(2)(c) to (9) as read with regulation 6;**
- 1.7 **"DHET"** - **means the Department of Higher Education and Training**
- 1.8 **"Financial Year"** - **means 1 April of each year to 31 March of the following year;**
- 1.9 **"Labour Representative"** - means a representative of the labour constituency within the workplace, appointed by the recognised trade union;
- 1.10 **"Levies Act"** - **means the Skills Development Levies Act, 9 of 1999, as amended;**
- 1.11 **"Levy Income"** - means the total amount of money received by a SETA in terms of sections 7(1) and 8(2)(a) as read with 8(3)(b) of the Skills Development Levies Act;
- 1.12 **"Levy Paying Employer"** - means an employer who is compelled to pay skills development levies in terms of section 3(1) of the Skills Development Levies Act;
- 1.13 **"Occupational part qualification"** - means a recognised component (theoretical, practical or work experience component) of an occupational qualification which is registered on the National Qualifications Framework;

- 1.14 **“Occupational qualification”** - means a qualification that includes a knowledge, a practical and a work experience component registered on the National Qualifications Framework;
- 1.15 **“PIVOTAL”** - is an acronym which means professional, vocational, technical and academic learning programmes that results in qualifications of part qualifications on the National qualifications Framework as contemplated in regulation 3 (6) and 7 as read with regulation 6(11) to (15)
- 1.16 "this Policy" - **means this Mandatory Grants Policy of the CATHSSETA;**
- 1.17 "prescribed" - **means prescribed by Regulation in terms of the Act;**
- 1.18 "Regulations" - **means the Sector Education and Training Authorities Grant Regulations regarding monies received by SETA and related matters, Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012**
- 1.19 **Sign-off”** - means an in principle agreement between the employer and its recognised trade union or unions on the identified training interventions as is provided for in regulations (5)(2)(f);
- 1.20 "submit" - **means to deliver by hand or registered post or to transmit a communication by electronic mechanism as a result of which the recipient is capable of printing the communication;**
- 1.21 **“Workplace Skills Plan”** - means the Workplace Skills Plan, including the Planned PIVOTAL Training (PPT), as contemplated in regulation 4
- 2.21 **“WSP/ATR Year”** - means 1 April 2012 to March 2013, thereafter it will mean 01 January of each year to 31 December of the same year;

### **3. Purpose**

To inform CATHSSETA levy paying organisations claiming Mandatory Grants and CATHSSETA employees responsible for Mandatory Grant administration of processes and procedures involved in submitting, validating, evaluating and disbursing the grants in terms of the Grant Regulations.

### **4. Sources of Authority**

The Grant Regulations regarding monies received by SETA and related matters, Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012, The Skills Development Act of 1998, underpin and these Regulations which are supported by the CATHSSETA Mandatory Grants Policy.

### **5. Scope of Application**

These guidelines apply to all levy paying organisations within CATHSSETA's scope that submit Workplace Skills Plans; PIVOTAL Training Plans; Annual Training Reports and PIVOTAL Training Reports, including CATHSSETA employees responsible for Mandatory Grants.

### **6. Principles**

This policy intends to:

- 6.1 improve the quantity and quality of labour market information by CATHSSETA in the form of WSPs, ATRs, and PIVOTAL training reports to inform planning; and
- 6.2 promote the NQF registered and quality assured PIVOTAL programmes that address priority scarce and critical skills needs identified in the CATHSSETA SSP.

### **7. Targeted audience**

CATHSSETA Levy Paying organisations and CATHSSETA employees

### **8. Allocation of mandatory grants**

Subject to the Regulations and the CATHSSETA Mandatory Grant Policy, the CATHSSETA shall allocate a mandatory grant to a levy paying employer:

- 8.1 employing 50 or more employees that has submitted an application for a WSP and ATR grant in accordance with sub-regulation (2) and as a minimum in the format contained in Annexure 2 to these Regulations;
- 8.2 employing less than 50 employees that has submitted an application for a grant in accordance with sub-regulation (2) and such employers will be given the option of submitting a WSP and ATR using a simplified form provided by the SETA;

- 8.3 who, notwithstanding sub-regulation (2), has registered for the first time in terms of section 5 of the Skills Development Levies Act and the employer has submitted an application for a mandatory grant within 6 months of registration.
- 8.4 A levy payer can only claim mandatory grant for the current financial year and no prior financial year claims will be considered as unclaimed funds are transferred to discretionary fund annually in compliance with legislation.

## **9. Submission Process**

A levy paying organisation claiming a Mandatory Grant should:

- 9.1 Appoint a Skills Development Facilitator whose role is to:
  - 9.1.1 serve as the contact person between the employer and CATHSSETA;
  - 9.1.2 develop, submit and implement the Workplace Skills Plan, including the Planned PIVOTAL Training and;
  - 9.1.3 complete and submit the Annual Training Report, including the PIVOTAL Training Report;
- 9.2 Once appointed SDF should:
  - 9.2.1 access the CATHSSETA website and register as a SDF;
  - 9.2.2 submit a letter from the employer, authorising the appointment of the SDF;
  - 9.2.3 the registration of the SDF will be finalised by CATHSSETA;
- 9.3 Only once activated will the appointed SDF be able to access information on the organisation they have been appointed to represent;

## **10. Submission of a consolidated WSP/ATR**

Levy payers submitting one consolidated WSP for a number of subsidiary companies must note the following process:

- 10.1 complete and submit the application form requesting permission from CATHSSETA before submitting the WSP/ATR;
- 10.2 Each company must submit a letter of endorsement
- 10.3 Subsidiary companies will only be linked to one WSP/ATR prior to the submission date
- 10.4 Subsidiary companies will only be delinked at the end of the payment cycle and only on written request by the linked company which must be submitted prior to WSP/ATR submission date

- 10.5 The delinked company must in future submit its own WSP/ATR in order to claim for the grant
- 10.6 Mandatory Grants payments will be deposited to the bank account provided by the main company

#### **11. Inter-SETA Transfer**

- 11.1 If an organisation is allocated to an incorrect SETA, they should complete the Inter-SETA transfer form and follow the DHET process.
- 11.2 The completed form must be submitted to the SETA where the company is currently allocated
- 11.3 The company must continue submitting their WSP/ATR to the SETA currently allocated to until the transfer has been completed

#### **12. Submission date of applications**

- 12.1 An application for a mandatory grant in terms of sub-regulation (1) must be submitted online by 30 June 2013;
- 12.2 With effect from 1 April 2014 an application for a mandatory grant in terms of sub-regulation (1) must be submitted by 30 April each year;
- 12.3 A SETA Accounting Authority may grant an extension up to a maximum period of one month from the date contemplated in sub-regulation (2) for late submission of an application for a mandatory grant subject to a written request by a levy paying employer.

#### **13. Deadline extension**

- 13.1 In order to request for an extension, an employer should:
  - 13.1.1 complete a request for extension form, available on the SMS system;
  - 13.1.2 the form should be completed and submitted to CATHSSETA on the day of the deadline, stating reasons for the request;
  - 13.1.3 upon receipt of the form, the CATHSSETA Accounting Authority will review the request and the employer be notified of the outcome;
- 13.2 Only organisations that have been granted extension will have access to the system to complete and submit their WSP/ATR within a specified time frame.

#### **14. Validation and Evaluation Process**

- 14.1 Upon receipt of the online WSP/ATR submission CATHSSETA will:
  - 14.1.1 send a system generated letter to the employer acknowledging receipt of the submission;

- 14.1.2 check for compliance with legislation through validation process which includes checking if:
- (a) the employer is registered with CATHSSETA;
  - (b) levy payments are up to date;
  - (c) the WSP/ATR is properly authorised;
  - (d) a training committee has been appointed and properly constituted and;
  - (e) proof of training as reported in the ATR has been uploaded or submitted as a hard copy if not submitting for the first time.
- 14.2 Submissions not meeting (b), (c), (d) & (e) above, may be rejected.
- 14.3 Upon successful validation, CATHSSETA will evaluate against set criteria to determine if:
- (a) Training and development of people in the workplace and the unemployed is promoted;
  - (b) Equity is promoted in line with NSDS III principles and;
  - (c) Accredited training aligned to the NQF is promoted.
- 14.3.1 Upon evaluation, the submission will either be accepted and the employer receiving a letter informing them of their WSP/ATR status, including dates of Mandatory grant disbursement or;
- 14.3.2 CATHSSETA may need to conduct a site visit to verify submitted information.
- 14.3.3 In a case where a site visit is required, CATHSSETA will send a notification to the employer, indicating the information required as part of the evaluation.

## **15. Training Committee and Participation of Organised Labour**

- 15.1 An organisation that with 50 or more employees should have a training committee representing both the employer and employee/labour representative;
- 15.2 This committee should be representative of all parties that have an interest in or who are affected by training and development decisions;
- 15.3 The role of the committee is to collectively, through consultation, determine training and development priorities and agree on training interventions that should be implemented;

- 15.4 Employers with a labour constituency within the workplace, appointed by a recognised trade union or unions, should be part of the training committee, furthermore sign off the submission. Those organisations with a recognition agreement with a trade union or unions need to prove consultation with the trade union or unions and also ensure that the trade union or unions have sign off the WSP and ATR.

## **16. WSP Planning Process**

- 16.1 WSP Planning should be a structured process to ensure that skills required in the short, medium and long term to achieve national and organisational goals are met for the sector;
- 16.1.2 the SDF and other parties involved in training and development should review their organisation's strategic objectives and priorities;
- 16.1.3 to ensure that national priorities are met, parties involved in skills planning, should familiarise themselves with the CATHSSETA Sector Skills Plan;
- 16.1.4 an understanding of the current version of the Organising Framework of Occupations (OFO) is necessary;

## **17. Mandatory grant cycle and payment**

The mandatory grant amount that shall, subject to the Regulations and this Policy, be paid by the CATHSSETA to its qualifying levy paying organisations must be 20% of the total levies paid by the employer in terms of Section 3(1) read with Section 6 of the Levies Act during each Financial Year.

- 17.1 The mandatory grant must be paid to the employer on a quarterly basis, subject to the transfer of levies from DHET to CATHSSETA
- 17.2 If the levy paying employer does not claim a mandatory grant within the time period specified in sub-regulation (2), the SETA must transfer the levy paying employer's unclaimed mandatory grant by 15 August of each year;

## **18. Payment Criteria**

- 18.1 An employer seeking recovery of a mandatory grant against the levy payment must meet the eligibility criteria for mandatory grant recovery prescribed in the Regulations and as are set out in clauses 6.1 to 6.3 of this Policy.
- 18.2 The eligibility criteria for the recovery of a mandatory grant by an employer who is liable to pay the skills development levy in terms of Section 3(1) of the Levies Act are that the employer should:
- 18.2.1 have registered with the Commissioner in terms of Section 3(1) of the Levies Act;

- 18.2.2 have paid the Levies directly to the Commissioner in the manner and within the period determined in Section 6 of the Levies Act;
- 18.2.3 be up to date with the levy payments to the Commissioner at the time of approval and in respect of the period for which an application is made;
- 18.2.4 has submitted a WSP and ATR as contemplated in regulation 4(1) that contributes to CATHSSETA's Sector Skills Plan (SSP) within the prescribed timeframes in regulation 4(2) and 4(3);
- 18.2.5 with effect from 1 April 2013, has submitted and implemented its WSP for the previous financial year to the extent that it satisfies the criteria for implementation that must be established and approved by the SETA Accounting Authority based on guidelines provided by the Department; and
- 18.2.6 in the case of an employer who has a recognition agreement with a trade union or unions in place, there must be evidence that the WSP and ATR have been subject to consultation with the recognised trade unions and the WSP and ATR must be signed off by the labour representative appointed by the recognised trade union unless an explanation is provided.

A levy paying employer claiming a mandatory grant must meet the eligibility criteria for the payment of a mandatory grant as prescribed above.

## **19. Consideration and assessment of WSPs and ATRs**

- 19.1 In accordance with the Regulations, all WSPs submitted with the mandatory grant application by the prescribed submission date will be considered and assessed by the CATHSSETA with a view to determining whether the submitted WSPs contribute to the CATHSSETA's Sector Skills Plan;
- 19.2 All ATRs submitted with the mandatory grant application by the prescribed submission date will also be considered and assessed by the CATHSSETA with a view to verifying whether the submitted ATRs have contributed to the implementation of the levy-paying company's previous Financial Year's WSP. (Employers who have registered for the first time as a skills levy payer and who have submitted an application for a WSP grant within 6 months of registration excluded).
- 19.3 In terms of the Regulations, the submission of WSPs that contribute to the CATHSSETA's Sector Skills Plan and ATRs that contribute to the implementation of a levy-paying company's previous Financial Year's WSP constitute prescribed qualifying criteria for the payment of a mandatory grant.

- 19.4 Where levy-paying organisations fail to meet these prescribed criteria it is advised that, subject to the following of reasonable, possible and practical due process, their mandatory grants will be forfeited and transferred to the CATHSSETA's discretionary grant fund.
- 19.5 Levy-paying organisations are accordingly urged to ensure that compliant WSPs and ATRs are submitted as part of the mandatory grant application process.

**20. Roles and Responsibilities**



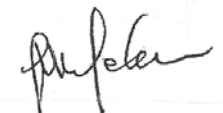
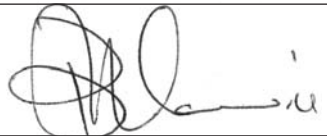
The Skills Development, Planning and Research Department will be responsible for implementation of the Mandatory Grants policy, supported by the Finance Department for the disbursement of grants.

**21. Monitoring and Evaluation**

Monitoring and Evaluation of this policy will be conducted quarterly through organisational structures.

**Approval of policy**

This Mandatory Grant Guidelines have been tabled to the CATHSSETA Board and approved

<b>APPROVAL</b>			
<b>CATHSSETA Mandatory Grants Guidelines</b>			
<b>Responsibility</b>	<b>Responsible</b>	<b>Date</b>	<b>Signature</b>
<b>Prepared</b>	Executive Manager: Skills Development, Planning & Research	18/01/13	
<b>Authorised</b>	Chief Executive Officer		
<b>Recommended</b>	Skills Planning Committee	01/03/2013	
<b>Approved</b>	CATHSSETA BOARD		



# ANNEXURE C: CATHSSETA DISCRETIONARY GRANTS POLICY



## DISCRETIONARY GRANTS POLICY

of the  
CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY

JANUARY 2013



## Table of contents

	Page no
<b>Short Title</b>	<b>3</b>
<b>1. Definition of Terms used</b>	<b>3</b>
<b>2. Introduction</b>	<b>5</b>
<b>3. Purpose of the policy</b>	<b>7</b>
<b>4. Sources of Discretionary grants</b>	<b>7</b>
<b>5. Principles</b>	<b>7</b>
<b>6. Scope of Application</b>	<b>7</b>
<b>7. Targeted Audience</b>	<b>8</b>
<b>8. Allocation of Discretionary grant</b>	<b>8</b>
<b>9. Discretionary grant payment conditions</b>	<b>10</b>
<b>10. Discretionary grant cycle and payments</b>	<b>10</b>
<b>11. Roles and Responsibility</b>	<b>11</b>
<b>12. Monitoring and Evaluation</b>	<b>11</b>
<b>13. Items not considered for discretionary funding</b>	<b>11</b>
<b>14. Unsolicited funds proposals</b>	<b>11</b>
<b>15. Review of policy</b>	<b>11</b>
<b>Approval of policy</b>	<b>12</b>

## Short Title

This policy document will be called the CATHSSETA **Discretionary Grants Policy**.

## 1. Definitions of Terms Used

1.1 In this policy, unless the context indicates otherwise:

- 1.1.1 **“Act”** means the Skills Development Act, 97 of 1998, as amended;
- 1.1.2 **“Board”** means a meeting of a quorum of Board members of the CATHSSETA as specified in the Constitution;
- 1.1.3 **“WSP”** means the Workplace Skills Plan as contemplated in regulation 4;
- 1.1.4 **“ATR”** means the Annual Training Report as contemplated in section 10(1)(b)(ii) of the skills development act read with regulation 4(1);
- 1.1.5 **“Sector”** means the tourism, hospitality and sports sectors as defined in the regulations to the Act;
- 1.1.6 **“CATHSSETA”** means the Tourism, Hospitality & Sport Education & Training Authority, established in terms of Section 9 of the Act.
- 1.1.8 **“Discretionary grant”** means the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3(2)(c) to (9) as read with regulation 6
- 1.1.9 **“NQF”** means National Qualification Framework

1.1.10	<b>"Financial Year"</b>	means 1 April 2012 to March 2013, thereafter it will mean 01 January of each year to 31 December of the same year
1.1.12	<b>"Occupational part qualification"</b>	means a recognised component (theoretical, practical or work experience component) of an occupational qualification which is registered on the National Qualifications Framework;
1.1.13	<b>"Occupational qualification"</b>	means a qualification that includes a knowledge, a practical and a work experience component registered on the National Qualifications Framework;
1.1.14	<b>"PIVOTAL"</b>	is an acronym which means professional, vocational, technical and academic learning programmes that results in qualifications of part qualifications on the National qualifications Framework as contemplated in regulation 3 (6) and 7 as read with regulation 6(11) to (15)
1.1.15	<b>"this Policy"</b>	means the Discretionary Grants Policy of the CATHSSETA;
1.1.16	<b>"Prescribed"</b>	means prescribed by Regulation in terms of the Act;

1.1.17	<b>"Regulations"</b>	means the Sector Education and Training Authorities Grant Regulations regarding monies received by SETA and related matters, Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012
1.1.18	<b>"submit"</b>	means to deliver by hand or registered post or to transmit a communication by electronic mechanism as a result of which the recipient is capable of printing the communication;
1.1.19	<b>"project cost"</b>	means cost payable for an approved project funded through a discretionary grant
1.1.20	<b>"PPT"</b>	means planned pivotal training
1.1.21	<b>"PTR"</b>	means pivotal training report

## **2. Introduction**

The Discretionary Grant Policy has been developed by the CATHSSETA in line with the Grant Regulations of 2012. CATHSSETA seeks to create a funding framework that enables participation in discretionary grant including PIVOTAL programmes by all its stakeholders as stipulated in the grant regulations of 2012. The Grant Regulations standardises and provides a guide on SETA grant disbursement to its constituent stakeholders and further outlines delivery models and project types that will be deployed. CATHSSETA shall ensure compliance with these regulations whilst supporting constituent organisations through grant disbursements.

As per the Grant Regulations of 2012, SETAs are required to allocate 80% of its available discretionary grants within a financial year to PIVOTAL programmes that address scarce and critical skills as identified in its Sector Skills Plan.

CATHSSETA's scope is diverse and has been categorised into the following six sub-sectors referred to as chambers as per the Standard Industrial Classification (SIC) codes that delineate the scope of each SETA:

***Hospitality Chamber*** - representing accommodation services, food preparation, catering and food and beverage services, fast foods and restaurants.

***Tourism and Travel Services Chamber*** - representing retail and general travel operations, inbound tourism services, airlines, car rental and event management. tourist guiding (including adventure guiding), hunting, trekking and safari operators.

***Gaming and Lotteries Chamber*** - representing casinos, bookmakers, lotteries, horse racing, Limited Payout Machine (LPM) Industry and Bingo.

***Conservation Chamber*** - representing all forms of environmental and wildlife conservation, botanical gardens and zoos.

***Sport, Recreation & Fitness Chamber*** - representing sports, recreation and fitness services, sporting event management, indoor and outdoor sports, sporting events and activities, parks and beaches, recreational fairs and shows.

***Arts, Culture and Heritage Chamber*** - art producers, dramatic arts, craft designers, film, television, theatre, entertainment, music, art councils, museums and cultural heritage sites.

This policy shall be supported by the Discretionary grants as well as the PIVOTAL programmes guidelines that will provide additional information, explanations as well as relevant forms including the evaluation criteria.

### **3. Purpose of the policy**

- (a) To ensure compliance to legislation;
- (b) To provide uniform framework that is consistent with the principles of fairness and equity and which is in line with Section 2 of the Skills Development Act;
- (c) To provide guidelines to the CATHSSETA and the sector on Discretionary grant including PIVOTAL programmes requirements;
- (d) To create a framework within which CATHSSETA Discretionary grants will be allocated and disbursed.

### **4. Sources of Discretionary Grant**

The Discretionary Grant to be disbursed by the CATHSSETA in terms of sub regulation 7(1) must be funded from the Discretionary Fund whose sources are:

- 50% of total levies paid by employers in terms of section 3(1) of the Skills Development Levies Act during each financial year.
- Surplus funds
- unclaimed mandatory grants
- interest and penalties received in terms of Sections 11 and 12 of the Skills Development levies Act
- interest earned on investment
- Donor funding or any other source of funding

### **5. Principles**

This policy shall uphold principles of transparency, openness, access and fairness.

### **6. Scope of the application**

This policy shall be applicable to all stakeholders within the CATHSSETA sectors participating in both discretionary grant including PIVOTAL programmes. The guidelines to this policy outline the communication strategies, allocation, recruitment of beneficiaries, timeframes for processing of application, communication of decisions and payment schedule. The policy further determines the proportion of discretionary grants

to be allocated for various programmes. The policy shall be effective as of the 1<sup>st</sup> April 2013.

## **7. Targeted audience**

A discretionary grant shall be paid to a legal person/s, including-

- (a) a public education and training institution
- (b) an employer or enterprise within the jurisdiction of a SETA, including an employer or enterprise not required to pay a skills development levy in terms of the Skills Development Levies Act
- (c) other legal person contemplated in the Grant Regulations, section 6(7) that meets the criteria for the payment of such grant
- (d) relevant government department paying administration fee to CATHSSETA and submitting WSP and ATR within the time frames prescribed in the Grant Regulations, section 4(2) and 4(3).

## **8. Allocation of Discretionary grants**

CATHSSETA shall determine and allocate discretionary grants in support of the implementation of its SSP

CATHSSETA shall develop its SSP by taking into account national strategic goals as set out in the National Skills Development Strategy, the National Skills Accord and other relevant national priorities

CATHSSETA shall prepare and distribute grant applications and project proposal forms in a manner that enables the sector national access and opportunities for a legal person/s or enterprises of different sizes (including small and micro enterprises, Non Government Organisations (NGO's) and cooperatives to apply for any category grant or participate in any type of skills development programmes as identified in the CATHSSETA discretionary grants as well as in the PIVOTAL guidelines

CATHSSETA shall allocate 80% of its available discretionary grants within a financial year to PIVOTAL programmes that address scarce and critical skills as identified in its Sector Skills Plan.

Discretionary grants may be allocated to the legal person/s as defined in the Grant regulations of 2012, for the following purposes:

- to commission research in the sector in accordance with the sector skills plan and guidelines prepared by the Department of Higher Education and Training.
- to fund the development of guide and the training of sector specialists or skills development facilitators.
- to fund a qualifying employer or an accredited organisation in respect of Adult Education Training provided to a learner.
- to fund a public training provider or employer in respect of a learner who enters a learning programme to acquire a scarce or critical skill identified by the CATHSSETA.
- to fund an employer who provides work experience opportunities to learners in sector relevant programmes.
- to fund an education and training provider or an institution responsible for the implementation of the NQF in support of the National Skills Development Strategy . ( programme 9 of the CATHSSETA Strategic Plan)
- to fund PIVOTAL programmes through public education and training institutions
- to fund stakeholders in respect of sector skills priorities APP and SSP aligned

## **9. Discretionary grants payments conditions**

The discretionary grants shall be payable upon satisfactory fulfilment of the following conditions:

- (a) an employer is up to date with the levy payments to the Commissioner at the time of approval and in respect of the period for which an application is made unless exempt from paying levies (proof of exemption must be submitted);
- (b) a levy paying organisation has submitted a Workplace Skills Plan (including PPT and ATR including PTR) that contributes to the CATHSSETA sector skills plan as contemplated in section 10(1) of the Act within the timeframes prescribed in regulation 6(2) of the Grant Regulations;
- (c) organisations applying for discretionary grant funding have made satisfactory progress with the projects awarded in the previous discretionary grant cycle.
- (d) the provider identified to deliver the training is accredited with the relevant quality assurance body.
- (e) payments will be made in line with the contract and against the agreed deliverables

## **10. Discretionary Grants cycle and payments**

CATHSSETA shall annually prepare and distribute to stakeholders, employers and public training providers a grant cycle setting out the dates for the submission of the application for grants.

CATHSSETA shall conduct monitoring, verification and audit visits to successful applicants as stipulated in both the discretionary grants and PIVOTAL programmes guidelines.

The CATHSSETA shall on a regular basis review and determine the total affordability of grants against available discretionary funds.

#### **11. Roles and responsibilities**

CATHSSETA shall make discretionary grant funding available to all its stakeholders that meet the criteria outlined in the policy and guidelines that define funding framework.

#### **12. Monitoring and evaluation**

The implementation of the policy will be monitored and evaluated quarterly through compliance structures within the organisation.

#### **13. Items that will not be considered for discretionary funding**

Items including start up costs, capital and or infrastructural expenditure, policy development, ongoing programmes of the applicant organisation, but not limited to the already mentions shall not be considered for discretionary grant funding.

#### **14. Unsolicited funding proposals**

CATHSSETA shall invite applications at specified periods for discretionary grants funding proposals. Any proposals and/or applications outside the specified application period shall not be considered for any funding. Discretionary grants and PIVOTAL programmes guidelines shall fully outline the criteria for funding. No funding proposals or applications falling outside the scope of this policy and supporting guidelines shall be considered. The discretionary guidelines shall specify timelines for all discretionary window periods.

#### **15. Review of policy**

This policy shall be reviewed on an annual basis or as and when substantial changes to the legislative framework warrants amendments

### Approval of policy

This Discretionary Grant policy has been tabled to the CATHSSETA Board and approved

APPROVAL			
CATHSSETA Discretionary Grants Policy			
Responsibility	Responsible	Date	Signature
<b>Prepared</b>	Skills Development Manager	18/01/13	
<b>Authorised</b>	Chief Executive Officer	01/03/13	
<b>Recommended</b>	Skills Planning Committee	01/03/2013	
<b>Approved</b>	CATHSSETA BOARD	01/03/13	



# **ANNEXURE D: CATHSSETA DISCRETIONARY GRANTS GUIDELINES 2013/20124**



## **DISCRETIONARY GRANTS GUIDELINES**

**of the  
CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY**

**APRIL 2013**



<b>Table of contents</b>	<b>Page Number</b>
Short Title	3
Definition of Terms used	3
1. Introduction and Background	6
2. Purpose of the guidelines	7
3. Sources of Discretionary Grants	7
4. Principles	7
5. Scope of Application	7
6. Targeted Audience	8
7. Allocation of Discretionary Grants	8
8. Chamber Allocation	9
9. Discretionary Grants General Funding Criteria	9
10. Discretionary Grants Priorities	11
11. Transformational & Developmental Imperatives	11
12. 2013/14 Strategic Outcome Oriented Goals of CATHSSETA and NSDS III	12
13. Strategic Objectives of CATHSSETA	15
14. List of scarce & critical skills 2013/14	23
15. Items that will not be considered for Discretionary funding	23
16. Unsolicited funding proposals	23
17. Discretionary Grants cycle and payments	24
18. Application Process	24
19. Discretionary grants payments conditions	24
20. Monitoring and evaluation	24
21. Roles & responsibilities	24
22. CATHSSETA Funding Framework Schedule	25
23. Review of guidelines	26
24. Approval of Discretionary grants guidelines	27

## Short Title

This guideline document shall be called the CATHSSETA **Discretionary Grants Guidelines** and shall come into operation as of the 1<sup>st</sup> April 2013.

### 1. Definitions of Terms and Acronyms

- |      |                         |   |   |
|------|-------------------------|---|---|
| 1.1  | "Act"                   | - | means the Skills Development Act, 97 of 1998, as amended;   |
| 1.2  | "ATR"                   | - | means the Annual Training Report as contemplated in section 10(1)(b)(ii) of the skills development act read with Regulation 4(1);                               |
| 1.3  | "APP"                   | - | means the Annual Performance Plan as contemplated in regulation 3(7)  |
| 1.3  | "the Board"             | - | means the Board of the CATHSSETA constituted in terms of the Act and the CATHSSETA's Constitution;  |
| 1.4  | "CATHSSETA"             | - | means the Culture, Arts, Tourism, Hospitality & Sport Sector Education and Training Authority established in terms of Section 9 of the Act;                     |
| 1.5  | "Commissioner"          | - | means the Commissioner for the South African Revenue Service, established by Section 2 of the South African Revenue Service Act, 34 of 1997;                    |
| 1.6  | "Discretionary Grant"   | - | means the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3(2)(c) to (9) as read with regulation 6; |
| 1.7  | "Financial Year"        | - | means 1 April of each year to 31 March of the following year;   |
| 1.8  | "Labour Representative" | - | means a representative of the labour constituency within the workplace, appointed by the recognised trade union;  |
| 1.9  | "Levies Act"            | - | means the Skills Development Levies Act, 9 of 1999, as amended;   |
| 1.10 | "Levy Income"           | - | means the total amount of money received by a SETA in terms of sections 7(1) and 8(2)(a) as   |

read with 8(3)(b) of the Skills Development Levies Act;

- 1.11 **“Levy Paying Employer”** - means an employer who is compelled to pay skills development levies in terms of section 3(1) of the Skills Development Levies Act;
- 1.12 **“NQF”** - means National Qualification Framework
- 1.13 **“Occupational part qualification”** - means a recognised component (theoretical, practical or work experience component) of an occupational qualification which is registered on the National Qualifications Framework;
- 1.14 **“Occupational qualification”** - means a qualification that includes a knowledge, a practical and a work experience component registered on the National Qualifications Framework;
- 1.15 **“PIVOTAL”** - is an acronym which means professional, vocational, technical and academic learning programmes that results in qualifications of part qualifications on the National qualifications Framework as contemplated in regulation 3 (6) and 7 as read with regulation 6(11) to (15)
- 1.16 **"prescribed"** - means prescribed by Regulation in terms of the Act;
- 1.17 **“PPT”** - means **Planned PIVOTAL Training;**
- 1.18“PTR”** - means **PIVOTAL Training Report;**
- 1.19 **"Regulations"** - means the Sector Education and Training Authorities Grant Regulations regarding monies received by SETA and related matters, Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012
- 1.20 **“Sector”** - means the culture, arts, tourism, hospitality and sports sectors as defined in the regulations to the Act;

- 1.21 **“Sign-off”** - means an in principle agreement between the employer and its recognised trade union or unions on the identified training interventions as is provided for in regulations (5)(2)(f);
- 1.22 **"submit"** - means to deliver by hand or registered post or to transmit a communication by electronic mechanism as a result of which the recipient is capable of printing the communication;
- 1.23 **“WSP”** - means the Workplace Skills Plan as contemplated in regulation 4

## Introduction

The Discretionary Grant Guidelines have been developed by the CATHSSETA in line with the Grant Regulations R990 of 2012 and CATHSSETA Discretionary Grant Policy. CATHSSETA seeks to create a grant environment that enables participation in grant payments by all its organisations. The Grant Regulations standardise and provide a guide on SETA grant disbursement to its constituent organisations. CATHSSETA would like to ensure compliance with these regulations while it supports constituent organisations and committed to grant allocations and disbursements.

The Skills Development Act as amended makes provision for Setas to allocate and disburse Discretionary Grants to encourage stakeholders to contribute towards the National Skills Development Strategy, Human Resource Development Strategy as well as address the scarce and critical skills as outlined in the Sector Skills Plan.

CATHSSETA's scope is vast and diverse, and has been categorised into the following six sub sectors referred to as chambers as per the Standard Industrial Classification Codes (SIC codes) that delineate the scope of each SETA:

***Hospitality Chamber*** - representing accommodation services, food preparation, catering and food and beverage services, fast foods and restaurants.

***Tourism and Travel Services Chamber*** - representing retail and general travel operations, inbound tourism services, airlines, car rental and event management. tourist guiding (including adventure guiding), hunting, trekking and safari operators.

***Gaming and Lotteries Chamber*** - representing casinos, bookmakers, lotteries, horse racing, Limited Payout Machine (LPM) Industry and Bingo.

***Conservation Chamber*** - representing all forms of environmental and wildlife conservation, botanical gardens and zoos.

***Sport, Recreation & Fitness Chamber*** - representing sports, recreation and fitness services, sporting event management, indoor and outdoor sports, sporting events and activities, parks and beaches, recreational fairs and shows.

***Arts, Culture and Heritage Chamber*** - art producers, dramatic arts, craft designers, film, television, theatre, entertainment, music, art councils, museums and cultural heritage sites.

### **3. Purpose of these guidelines**

- (a) To ensure compliance to legislation as well as the Discretionary grants policy;
- (b) To provide uniform framework that is consistent with the principles of fairness and equity and which is in line with Section 2 of the Skills Development Act;
- (c) To provide guidelines to the CATHSSETA and the sector on Discretionary grant requirements;
- (d) To create a framework within which CATHSSETA Discretionary grants will be allocated and disbursed.

### **4. Sources of Discretionary Grants**

The Discretionary Grant to be disbursed by the CATHSSETA in terms of sub regulation 7(1) must be funded from the Discretionary Fund whose sources are:

- 50% of total levies paid by employers in terms of section 3(1) of the Skills Development Levies Act during each financial year.
- Surplus funds
- unclaimed mandatory grants
- interests and penalties received in terms of Sections 11 and 12 of the Skills Development levies Act
- interests earned on investment
- Donor funding and/or any other sources of funding

### **5. Principles**

These guidelines shall uphold principles of transparency, openness, access and fairness.

### **6. Scope of application**

These guidelines shall be applicable to all stakeholders within the CATHSSETA sectors participating in both discretionary grants programmes that support the implementation of CATHSSETA's SSP. These guidelines also outline the communication strategies, allocation, recruitment of beneficiaries, timeframes for processing of applications, communication of decisions and payment schedule. The guidelines further determine the

proportion of discretionary grants to be allocated for various programmes. These guidelines shall come into effect as of the 1<sup>st</sup> April 2013.

## **7. Targeted audience**

A discretionary grant shall be paid to a legal person/s, including-

- (a) a public education and training institution
- (b) an employer or enterprise within the jurisdiction of a SETA, including an employer or enterprise not required to pay a skills development levy in terms of the Skills Development Levies Act
- (c) other legal person contemplated in the Grant Regulations, section 6(7) that meets the criteria for the payment of such grant
- (d) relevant government department paying administration fee to CATHSSETA and submitting WSP and ATR within the time frames prescribed in the Grant Regulations, section 4(2) and 4(3).

## **8. Allocation of Discretionary grants**

CATHSSETA shall on an annual basis and in accordance with any guidelines issued by DHET specify how discretionary funds will be allocated as per its Discretionary grants policy to meet sector needs as set out in the SSP

CATHSSETA shall develop its SSP and APP by taking into account national strategic goals as set out in the National Skills Development Strategy, the National Skills Accord and other relevant national priorities.

The APP shall make clear how it will allocate discretionary grant in a manner that prioritises the offering of skills development programmes to address sector needs through public and training institutions.

CATHSSETA shall on a regular basis review and determine the total affordability of grants to be allocated against available discretionary funds in support of the implementation of its SSP.

CATHSSETA shall prepare and distribute grant applications/ project proposal forms in a manner that enables within the sector national access and opportunities for a legal

person/s or enterprises of different sizes (including small and micro enterprises, Non Government Organisations (NGO's) and cooperatives in the sector to apply for any category grant or participate in any type of skills development programmes as identified in the CATHSSETA discretionary grants as well as in the PIVOTAL grants guidelines.

CATHSSETA shall allocate 80% of its available discretionary grants within a financial year to PIVOTAL programmes that address scarce and critical skills and a further 20% shall be allocated to funding of programmes aimed at developing the sector in accordance with CATHSSETA's priorities as outlined in its SSP. In determining the proportion of discretionary grants to be allocated for the financial year, CATHSSETA shall further determine the proportion to be used for administration or project management purposes in the various grants and project categories which shall not be more than 7.5% of any grant or CATHSSETA funded project as stipulated in section 6(9)(iii) of the Grant Regulations of 2012.

Discretionary grants may be allocated to the legal person/s as defined in the Grant regulations of 2012, for the following purposes:

- to commission research in the sector in accordance with the sector skills plan and guidelines prepared by the Department of Higher Education and Training.
- to fund a qualifying employer or an accredited organisation in respect of Adult Education Training provided to a learner.
- to fund a training provider or employer in respect of a learner who enters a learning programme to acquire a scarce or critical skill identified in the SSP.
- to fund an employer who provides work experience opportunities to learners in sector relevant programmes.
- to fund an education and training provider or an institution responsible for the implementation of the NQF in support of the National Skills Development Strategy. ( programme 9 of the CATHSSETA Strategic Plan)
- to fund PIVOTAL programmes through public education and training institutions
- to fund programmes in respect of sector skills priorities APP and SSP aligned.

## **9. Chamber Allocation**

Whilst most funding categories are open to all member organisations in the sector, the funding category on learning programmes for enterprises and organisations allocates funds according to sub-sectors. This is to ensure that all constituencies benefit from the programmes according to their needs and in response to the relevant training needs of each sub-sector falling within all six CATHSSETA chambers.

## **10. Discretionary Grant General Funding Criteria**

In consistence with the CATHSSETA Sector Skills Priorities, the following criteria are to be noted as the basis upon which funding decisions will be made. CATHSSETA may only invite applications and allocate Discretionary grants if there are sufficient funds available. CATHSSETA may only allocate Discretionary grants to an employer that qualifies to receive the grant for the financial year concerned or is exempted from paying the skills levy as stipulated in the Grant Regulations of 2012.

In addition to legal person/s as stipulated in sub section 10 of the Grants Regulations, public training providers and Organised Labour may also request Discretionary Grants from CATHSSETA. These grants may be allocated for projects, programmes and research activities if they support the implementation of the CATHSSETA sector skills plan and its strategic objectives. All levy paying companies in CATHSSETA's sectors are invited to apply during specified funding period/s in the specified financial year, the applying company must be up to date with its levies at the South African Revenue Services (SARS).

Funds shall be allocated according to CATHSSETA's strategic vision, primary areas of focus and stated priorities as well as in support of the National Skills Development Strategy priorities covering the identified National Priorities. These priorities shall be in line with the respective chamber training needs.

Application and/or proposals shall be submitted in accordance with the format and guidelines as provided by CATHSSETA.

- all funding applications must demonstrate capacity to successfully implement the proposed project within specified timeframes.

- training must be accredited by a recognized accredited body and lead to a qualification or part qualification that is registered on a National Qualifications Framework.
- application forms must be complete and all attachments must be appended as required.
- all interventions must be for the prescribed financial year and may only commence upon the approval being received from CATHSSETA in writing.
- only hand delivered, registered post or electronic applications would be considered, however no email submissions will be considered.

## 11. Discretionary Grant Priorities

Priority for Discretionary Grants disbursement will be given to applications aligned to the Transformative and Developmental Imperatives as outlined in section 12, Strategic Outcome Oriented Goals of CATHSSETA and NSDS III as outlined in section 13, Strategic Objectives of CATHSSETA and the List of Scarce and Critical Skills for 2013/14 (as contemplated in section 14 of these guidelines).

All applications must clearly indicate their alignment to these priorities, failure of which will result in the application being automatically declined.

## 12. Transformational and Developmental Imperatives

In all Discretionary Grant funding provided by CATHSSETA, priority will be given to applications conforming to the following transformational and developmental imperatives as listed below:

No	Development and Transformation imperatives	Target Description	Allocation
1	Age	Youth – under 35years old	60%
2	Disability	All forms of disabilities	1%
3	Gender	Female	54%
4	Race	Black	84%
5	HIV/AIDS	Every training programme to include HIV/AIDS awareness and prevention component	100%
6	Geography	Rural and Informal settlements	55%
7	Class	Income – Less than R60k per annum (as per SARS)	55%

### 13. 2013/14 Strategic Outcome Oriented Goals of CATHSSETA and NSDS III

CATHSSETA's Strategic Outcome Orientated Goals are directly linked to the 8 goals of the NSDS III as this is the strategy that forms the basis of the activities of CATHSSETA. In all Discretionary Grant funding provided by CATHSSETA, priority will be given to applications aligned to the following Strategic Outcome Orientated Goals as tabled below:

<b>Strategic Outcome Orientated Goal 2</b>	Increasing access to occupationally-directed programmes
<b>Goal Statement</b>	<p>Middle level skills needs are identified and addressed in all sectors; 76 artisans for the 2013/14 year qualify with relevant skills and find employment;</p> <p>Middle level needs for the 1712 unemployed learners from FET &amp; UoTs are addressed through learnerships, bursary programmes and work integrated learning.</p> <p>High level national scarce skills needs are being addressed, 385 learners from higher education institutions provided with bursaries, work experience and experiential learning opportunities. Relevant research and development and innovation capacity is developed and innovative research projects established</p>

<b>Strategic Outcome Orientated Goal 4</b>	Addressing the low level unemployed youth and adult language and numeracy.
<b>Goal Statement</b>	<p>A sector strategy is in place to provide low level unemployed youth with special emphasis on rural areas with an opportunity to engage in training or work experience in order to improve their employability.</p> <p>Sector specific and functional database to track down training and work opportunities for unemployed youth in rural areas and reports on implementation is developed.</p> <p>Partnerships with social partners and stakeholders in the sector to put in place training and work experience projects for unemployed youth in rural areas are formulated.</p> <p>305 unemployed youth from rural areas enter and complete skills and mentorship programmes including AET.</p>

<b>Strategic Outcome Orientated Goal 6</b>	Support for Cooperatives through skills development by engaging trade unions, NGOs, CBOs and NPOs in the sector and identify skills needs and strategies to address those needs.
<b>Goal Statement</b>	<p>Cooperatives skills needs identified in all sub sectors and chamber strategies and SSP developed.</p> <p>Database of Co-ops per sub-sector developed and 13 Co-ops supported through relevant scoped and researched projects</p> <p>Database of SMMEs in all sub-sectors developed. Skills needs of SMMEs including scarce and critical skills identified in all sectors and projects developed and implemented to support 2548 SMME owners, employees or potential entrepreneurs.</p> <p>Skills needs of trade unions, NGOs and CBOs per sub-sector identified and database of 25 Trade unions, 3 NGOs and 13 NPOs including CBOs across all sub sectors developed.</p> <p>3relevant projects scoped and implemented to support 25 organisations in total.</p>

#### 14. Strategic Objectives of CATHSSETA

CATHSSETA's Strategic Outcome Orientated Goals are further broken down in to Strategic Objectives programmes that provide further focus including an Objective Statement and a Baseline. In all Discretionary Grant funding provided by CATHSSETA, preference will be given to applications conforming to the following Strategic Objectives as tabled below:

##### Programme 2: Increasing access to occupationally-directed programmes

<i>Strategic Objective 2.1.1</i>	Identification of middle level skills required by the sector and develops and implements a strategy to address the skills needs by building partnerships with relevant public provider institutions.
<i>Objective Statement</i>	CATHSSETA researches and identifies middle level skills needs in their sector and put in place strategies to address these through the use of the public FET colleges and universities of technology working in partnership with employers providing workplace-based training.
<i>Baseline</i>	<p>Internship Programme Outcomes: 375 learners</p> <p>FET College Workplace Experiential Learning Project Outcomes: 751 Learners completed, 74 employers, across 8 provinces</p> <p>CATHSSETA Sector Skills Plan</p>

<i>Strategic Objective 2.1.2</i>	Projects are established to address middle level skills in each sub-sector
<i>Objective Statement</i>	Relevant projects scoped as per Chamber strategies to address middle level skills per sub-sector through interventions, including Learnerships and Bursary programmes and PIVOTAL grants for both unemployed and the employed.
<i>Baseline</i>	PIVOTAL Grants are a new strategic objective as contemplated in the NSDS III. In the NSDS II, Graduate Development Programme Outcomes: 1031 learners, across all 9 provinces and all sub-sectors FET College Workplace Experiential Learning Project outcomes: 751 Learners completed, 74 employers, across 8 provinces Learnership Project outcomes: 20 309 employed and unemployed learners across all 9 provinces and all sub-sectors

### **Programme 3: Development of Artisans**

<i>Strategic Objective 2.2.1</i>	Artisans skills needs addressed through Professional Cookery Learnerships.
<i>Objective Statement</i>	CATHSSETA establishes projects and partnerships to enable the relevant number of artisans for the sector to be trained, qualify and become work ready in conjunction with the National Artisan Moderating Body.
<i>Baseline</i>	This is a new strategic objective; while Apprenticeships and Learnerships were a priority in NSDS II, CATHSSETA sector had no Artisans according to the industry.

<i>Strategic Objective 2.2.2</i>	Participates in the planned activities of the National Artisan Development Project located in the DHET.
<i>Objective Statement</i>	CATHSSETA Artisan Development Strategy is developed and aligned to DHET process and reported on accordingly.
<i>Baseline</i>	This is a new strategic objective as CATHSSETA sector had no Artisans according to the industry.

### **Programme 5: Address Sector High Levels Skills**

<i>Strategic Objective 2.3.1</i>	Sector specific high level scarce skills and their provision are identified and a strategy is developed to address this.
<i>Objective Statement</i>	Sector skills plans identify the supply challenges in relation to high level scarce skills gaps and set out strategies for addressing them.
<i>Baseline</i>	Tourism Sector Skills Audit and CATHSSETA Scarce & Critical Skills List.
<i>Strategic Objective 2.3.2</i>	Identify and develop internship programmes for graduates and create experiential learning opportunities for learners through MOUs with relevant institutions and employers.
<i>Objective Statement</i>	Agreements are entered into between CATHSSETA, university

	faculties and other stakeholders on appropriate interventions to support improved entry to priority programmes, which increase internship and experiential learning opportunities for students.
<i>Baseline</i>	Graduate Development Programme Outcomes: 1031 learners, across all 9 provinces and all sub-sectors

### **Programme 6: Research for Innovation and Development**

<i>Strategic Objective 2.4.1</i>	Each sub-sector to identify one focal area for research and develop intervention strategy.
<i>Objective Statement</i>	Sector skills plans identify the focal areas for research, innovation and development.
<i>Baseline</i>	Scarce & Critical Skills List and Focus Groups with sub-sector stakeholders.
<i>Strategic Objective 2.4.2</i>	MoUs concluded with identified university faculties to provide bursaries to Honours, Masters and PHD students.
<i>Objective Statement</i>	Agreements are entered into between CATHSSETA and university faculties and other stakeholders on flagship research projects linked to sector development in a knowledge economy.
<i>Baseline</i>	This is a new strategic objective as contemplated in the New Growth Path and NSDS III.
<i>Strategic Objective 2.4.3</i>	Programmes are put in place that focus on the skills needed to produce research that will be relevant and have an impact on the achievement of economic and skills development goals.
<i>Objective Statement</i>	Research projects are implemented and monitored, impact assessments are conducted for both research projects and all other CATHSSETA mandatory and discretionary projects.
<i>Baseline</i>	Impact Assessment will establish NSDS II achievements as baseline for assessment of all new research and discretionary projects.

**Programme 10: Provision for the low level unemployed youth and adult language and numeracy skills**

<i>Strategic Objective</i> 4.1.1	CATHSSETA develops a DHET aligned strategy to address low level unemployed youth.
<i>Objective Statement</i>	A CATHSSETA strategy is in place to provide low level unemployed youth with a special emphasis on rural areas with an opportunity to engage in training or work experience in order to improve their employability.
<i>Baseline</i>	Agri-Tourism Project Outcomes: 912 learners, 64% females and 36% males trained across the Travel & Tourism, Hospitality and Conservation & Guiding sub-sectors.
<i>Strategic Objective</i> 4.1.2	CATHSSETA database to feed into the national database of school leavers, unemployed youth.
<i>Objective Statement</i>	CATHSSETA develops a sector specific database that tracks training and work opportunities for unemployed youth and reports on implementation of the strategy.
<i>Baseline</i>	This is a new strategic objective as contemplated in NSDS III.
<i>Strategic Objective</i> 4.1.3	Social partners such as NGOs, Cooperatives identified and partnered with to identify potential youth in rural areas for SMME development.
<i>Objective Statement</i>	CATHSSETA partners with social partners and stakeholders in the sector to put in place training and work experience projects for young people in rural areas.
<i>Baseline</i>	DTI database of Cooperatives; 77 Cooperatives identified in the CATHSSETA sector

**Programme 12: Support for Cooperatives through Skills Development**

<i>Strategic Objective</i> 6.1.1	CATHSSETA to identify established and emergent cooperatives skills needs.
<i>Objective Statement</i>	Skills needs of sector specific co-ops are identified per sub-sector and incorporated into Chamber Strategies and Sector Skills Plan.
<i>Baseline</i>	Chamber Strategies and Sector Skills Plan
<i>Strategic Objective</i> 6.1.2	CATHSSETA implements relevant interventions to support and develop Co-op skills needs.
<i>Objective Statement</i>	Sector specific cooperative projects are developed and implemented by CATHSSETA and expanded through partnership funding from stakeholders.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 6.1.3	CATHSSETA develops a national database of cooperatives supported with skills development and the impact of the training is reported on.
<i>Objective Statement</i>	CATHSSETA Database of co-ops per sub-sector is developed and reported via the research portal.
<i>Baseline</i>	DTI database of Cooperatives; 77 Cooperatives identified in the CATHSSETA sector

**Programme 13: Support for Small and Emerging Businesses through Skills Development**

<i>Strategic Objective</i> 6.2.1	CATHSSETA to identify established and emergent SMMEs skills needs.
<i>Objective Statement</i>	Skills needs of sector specific SMMEs are identified per sub-sector and incorporated into Chamber Strategies and Sector Skills Plan.
<i>Baseline</i>	Chamber Strategies and Sector Skills Plan
<i>Strategic Objective</i> 6.2.2	CATHSSETA implements relevant interventions to support and develop SMMEs skills needs.
<i>Objective Statement</i>	Sector specific SMME projects are developed and implemented by CATHSSETA and expanded through partnership funding from stakeholders.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 6.2.3	CATHSSETA develops a national database of SMME supported with skills development and the impact of the training is reported on.
<i>Objective Statement</i>	CATHSSETA Database of SMME per sub-sector is developed and reported via the research portal.
<i>Baseline</i>	CATHSSETA Stakeholder Database, TEP Database and Tourism Skills Audit Report

**Programme 14: Support for Trade Unions, NGOs and CBOs through Skills Development**

<i>Strategic Objective</i> 6.3.1	CATHSSETA to identify Trade Union, NGO and CBO skills needs.
<i>Objective Statement</i>	Skills needs of sector specific Trade Union, NGO and CBO are identified per sub-sector and incorporated into Chamber Strategies and Sector Skills Plan.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 6.3.2	CATHSSETA implements relevant interventions to support and develop Trade Union, NGO and CBO skills needs.
<i>Objective Statement</i>	Sector specific Trade Union, NGO and CBO projects are developed and implemented by CATHSSETA and expanded through partnership funding from stakeholders and the National Skills Fund.
<i>Baseline</i>	Shop Steward SDF Capacity Building Programme Outcomes: 310 learners, 6 unions across 8 provinces.
<i>Strategic Objective</i> 6.3.3	CATHSSETA develops a national database of Trade Union, NGO and CBO supported with skills development and the impact of the training is reported on.
<i>Objective Statement</i>	CATHSSETA Database of Trade Union, NGO and CBO per sub-sector is developed and reported via the research portal.
<i>Baseline</i>	CATHSSETA Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors

## Programme 15: Public Sector Education and Training

<i>Strategic Objective</i> 7.1.1	SETAS with responsibility for public sector training conduct analysis and reflection on achievements and challenges.
<i>Objective Statement</i>	CATHSSETA partners with Government Departments to enable analysis of training requirements, identify challenges and reflect on achievements.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 7.1.2	DHET leads a discussion on factors impacting on provision and publishes proposals on improving the institutional framework for public sector education and training.
<i>Objective Statement</i>	CATHSSETA will implement the outcome of the proposals that affect public sector education and training in the sector.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 7.2.1	CATHSSETA identifies skills needs to capacitate those government departments relevant to CATHSSETA.
<i>Objective Statement</i>	Sector skills plans set out the capacity needs of relevant departments and entities.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 7.2.2	Plans and funding arrangements are agreed between the relevant departments/entities and the SETAs, and are reported on.
<i>Objective Statement</i>	Partnerships with PSETA and Government departments to develop programmes to capacitate public servants and improve service delivery to the CATHSSETA sector.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.

### 15. List of Scarce and Critical Skills 2013/14

<b>Cathsseta Scarce &amp; Critical Skills List 2013/14</b>			
<b>Occ. Code</b>	<b>Occupational Group</b>	<b>Specialization</b>	<b>NQF LEVEL</b>
121901	Managers	General Manager	6
121905	Managers	Programme Or Project Manager	6
134903	Managers	Small Business Manager	4
134903	Managers	Office Or Unit Manager	5
143104	Managers	Arts / Culture Manager	6
141201	Managers	Café (Licensed) Or Restaurant Manager	6
141101	Managers	Hotel Or Motel Managers	6
141202	Managers	Licensed Club Manager	6
141102	Managers	Guest House Manager	6
143108	Managers	Sports Centre/ Facility Manager	4
265501	Professionals	Actor	4-8
265301	Professionals	Dancer Or Choreographer	4-8
265201	Professionals	Composer	4-8
265202	Professionals	Music Director	4-8
265203	Professionals	Musician (Instrumental)	4-8
265204	Professionals	Singer	4-8
265101	Professionals	Painter (Visual Arts)	4-8
265102	Professionals	Potter Or Ceramic Artist	2-4
265103	Professionals	Sculptor	2-4
264101	Professionals	Author	6-8
264102	Professionals	Book Or Script Editor	5-8
265401	Professionals	Director (Film, Television, Radio Or Stage)	5-8
262101	Professionals	Archivist	6
262102	Professionals	Gallery Or Museum Curator	6

216302	Professionals	Industrial Designer	6
215201	Professionals	Electronics Engineer	5-8
213302	Professionals	Environmental Scientist	7
263101	Professionals	Economist	7
213301	Professionals	Conservation Officer	4
213307	Professionals	Park Ranger	4
216302	Professionals	Graphic Designer	5-8
216602	Professionals	Illustrator	5-6
216603	Professionals	Multimedia Designer	5-6
213105	Professionals	Biotechnologist	6
213106	Professionals	Botanist	7
213109	Professionals	Zoologist	7
265904	Professionals	Community Arts Worker	5
335906	Technicians And Associate Professionals	Environmental Practices Inspector	4
343401	Technicians And Associate Professionals	Chef	4
352103	Technicians And Associate Professionals	Sound Technician	4
342301	Technicians And Associate Professionals	Fitness Instructor	5
342204	Technicians And Associate Professionals	Sports Coach Or Instructor	4
342201	Technicians And Associate Professionals	Sports Development Officer	4
342202	Technicians And Associate Professionals	Sports Umpire	4
342202	Technicians And Associate Professionals	Sports Official	4
342102	Technicians And Associate Professionals	Golfer	4
342103	Technicians And Associate Professionals	Jockey (Skill Level 3)	3
421202	Clerical Support Workers	Gaming Worker	3
422102	Clerical Support Workers	Travel Consultant	5
411101	Clerical Support Workers	General Clerk	3
422401	Clerical Support Workers	Hotel Or Motel Receptionist	3
431101	Clerical Support Workers	Accounts Clerk	4
431101	Clerical Support Workers	Bookkeeping Clerk	5
511301	Service And Sales Workers	Gallery Or Museum Guide	4
513101	Service And Sales Workers	Waiter	3
515103	Service And Sales Workers	Commercial Housekeeper	2
516401	Service And Sales Workers	Animal Attendant/ Groomer (Skill Level 3)	1
611303	Skilled Agricultural, Forestry, Fishery, Craft And Related Trades Workers	Green Keeper (Skill Level 3)	3
841101	Elementary Workers	Fast Food Cook	2
862911	Elementary Occupations	Chefs Assistant	2
862925	Elementary Workers	Caddie	2

## 16. Items that will not be considered for Discretionary funding

Items including start up costs, capital and or infrastructural expenditure, policy development, ongoing programmes of the applicant organisation, but not limited to the already mentions shall not be considered for discretionary grant funding.

## **17. Unsolicited funding proposals**

CATHSSETA shall invite applications at specified periods for discretionary grants funding proposals. Any proposals and/or applications outside the specified application period shall not be considered for any funding. CATHSSETA shall allocate and disburse Discretionary grants as outlined in the criteria for funding as stipulated in section (. No funding proposals or applications falling outside the scope of this policy and supporting guidelines shall be considered.

## **18. Discretionary Grants cycle and payments**

CATHSSETA shall annually prepare and distribute to all stakeholders, employers and training providers a grant cycle setting out dates for the submission of applications for grants. CATHSSETA shall thereafter and on a continuous basis evaluate and monitor progress against set deliverables.

## **19. Application Process**

Applications for any discretionary grant are an expression statement to justify how the grant will be used to uplift skills in the workplace and in the sector in general. Prior to submitting applications, applicants should take note of the following:  
Application Process

- a standard application form must be completed by all applicants applying for any discretionary Grant,
- on positive evaluation, the applicant will be advised to complete specific application form for that particular Discretionary Grant,
- applications are to be submitted to CATHSSETA either by hand, registered post or electronic mechanism to be specified as well as by the date specified date.
- CATHSSETA shall in writing acknowledge receipt of the application to the specified contact person.

## **20. Discretionary grants payments conditions**

The discretionary grants shall be payable upon satisfactory fulfilment of the following conditions:

- (a) an employer is up to date with the levy payments to the Commissioner at the time of approval and in respect of the period for which an application is made unless exempt from paying levies (proof of exemption must be submitted);
- (b) a levy paying organisation has submitted a Workplace Skills Plan (including PPT and ATR including PTR) that contributes to the CATHSSETA sector skills plan as contemplated in section 10(1) of the Act within the timeframes prescribed in regulation 6(2) of the Grant Regulations;
- (c) organisations applying for discretionary grant funding have made satisfactory progress with the projects awarded in the previous discretionary grant cycle.
- (d) to public provider identified to deliver the training is accredited with the relevant quality assurance body.
- (e) payments shall be made in line with the contract and against the agreed deliverables.

## **21. Monitoring and evaluation**

The implementation of the policy and its supporting guidelines shall be monitored and evaluated quarterly through compliance structures within the organisation.

CATHSSETA shall further conduct monitoring, verification and audit visits to successful applicants to measure progress against set and agreed deliverables.

## **22. Roles and responsibilities**

CATHSSETA shall upon determination of available funds:-

- allocate discretionary grants to its stakeholders,

- prepare & distribute grant application and/or project proposal form to its stakeholders
- make available to its stakeholders both the SSP and APP
- make the discretionary guidelines available and accessible to its stakeholders
- specify delivery model/s and project types that will be deployed for that particular grant

**23. Review of guidelines**

This policy shall be reviewed on an annual basis or as and when substantial changes to the legislative framework warrants amendments

## 25. CATHSSETA Funding Framework Schedule 2013/14

<i>GRANT TYPE</i>	<i>TARGET</i>	<i>SUBMISSION DATE</i>	<i>SUBMISSION TYPE</i>	<i>PAYMENT DATE</i>
<b>MANDATORY</b>	Levy payers (SDF)	April – June (2013)	WSP ATR PPT PTR	Quarterly September December March June
		February – April (2014 onwards)		July October January April
<b>DISCRETIONARY</b>	Levy payers Non levy payers SMMEs NGOs Trade Unions CBO/C CoOps HEIs/FETs Government Departments	Applicable windows	Grant application Funding proposals	Payment schedule dependent on Board approval of discretionary grant projects. Of which, each project will have its own specific disbursement schedule, which will be made available upon the opening of applicable funding windows.

<b>PIVOTAL PROGRAMME</b>	<b>TARGET APPLICATION</b>	<b>DATES</b>	<b>TARGET BENEFICIARIES</b>	<b>BUDGET</b>	<b>CRITERIA</b>
<b>BURSARY</b>	Universities UoTs FETs Employers	September	80 PhD and Masters learners 138 Honours and Under graduate learners 219 Unemployed learners (middle level skills)	R7,680,000 R 9,939,450 R 15,773,475	As per HET/FET Bursary grant policy and guidelines
<b>LEARNERSHIP</b>	Employers	September	1500 Employed learners 500 Unemployed learners	R9, 000, 000 R25,000, 000	As per Learnership grant policy and guidelines
<b>APPRENTICESHIP</b>	Employers	September	51 Unemployed learners 53 Employed Learners	R4, 086, 912	As per Learnership grant policy and guidelines
<b>*WORK INTEGRATED LEARNING: Internships</b>	Employers	April-May	100 Unemployed learners	R3, 870,000	As per Work Integrated Learning grant policy and guidelines
<b>WORK INTEGRATED LEARNING: Experiential Learning</b>	Public Education and Training Institutions	April - May	1500 learners	R14,512,500	As per Work Integrated Learning grant policy and guidelines
<b>SKILLS PROGRAMME</b>	Levy Paying Employers submitting WSP/ATR	September	1250 Unemployed learners	R 17 726 250	As per Learning Programmes grant policy and guidelines
<b>SKILLS PROGRAMME</b>	SMMEs	April October	2000 Unemployed learners	R22,394,000	As per Learning Programmes grant policy and guidelines
<b>SKILLS PROGRAMME</b>	Non-Levy Payers: NGOs, CBOs, Trade Unions,	April October	Trade Unions 19 NGOs 3 CBO 3	R 2,933,270	As per Learning Programmes grant policy and guidelines
<b>SKILLS PROGRAMME</b>	Non-Levy Payers: COOps,	April October	Coops 7	R2,238,591	As per Learning Programmes grant policy and guidelines
<b>SKILLS PROGRAMME</b>	Non-Levy Payers: NGOs, CBOs, COOps, SMMEs	April October	960 Youth in Rural Areas	R11,095,714	As per Learning Programmes grant policy and guidelines
<b>ADULT EDUCATION AND TRAINING</b>	Employers NGOs, CBOs, CoOps, Trade Unions	September	40 Unemployed learners	R400,000	As per Learning Programmes grant policy and guidelines

## 26. CHAMBER ALLOCATION 2013

Chamber Targets allocation as per APP 2013	Interventions & Targets	Arts & Culture	Conservation	Gaming	Hospitality	SRF	Travel	CATHSSETA TARGET
<b>Programme 2: Address Middle Level Sector Skills</b>	Employed Learnerships	350	150	100	400	400	100	1500
	Bursaries	36	25	32	45	45	36	219
	Experiential Learning FET	250	0	0	750	0	500	1500
	Employed Skills Programme	208	200	108	326	308	100	1250
		<b>844</b>	<b>375</b>	<b>240</b>	<b>1521</b>	<b>753</b>	<b>736</b>	<b>4469</b>
<b>Programme 3: Artisan Development</b>	Employed				53			<b>53</b>
	Unemployed				51			<b>51</b>
								<b>104</b>
<b>Programme 4: Communication</b>	Number of Events	3	1	1	5	5	3	<b>18</b>
<b>Programme 5: Addressing High Level Skills</b>	Internships	15	16	16	21	17	15	100
	Unemployed Bursaries	10	9	9	10	9	9	56
	Employed Bursaries	12	12	12	20	14	12	82
		<b>37</b>	<b>37</b>	<b>37</b>	<b>51</b>	<b>40</b>	<b>36</b>	<b>238</b>
<b>Programme 6: Research and Innovation</b>		13	13	13	15	13	13	<b>80</b>
<b>Programme 7: NCV Review</b>	NCV Qualification	0	0	0	1	0	1	<b>2</b>
<b>Programme 8: Quality Assurance</b>	Qualification Development	1	1	0	1	1	0	<b>4</b>
<b>Programme 9: FET Capacity Building</b>	FET College	2	1	0	0	1	0	<b>4</b>
	FET College Staff				10		10	20
<b>Programme 10: Provision for low level unemployed youth and adult language and numeracy skills</b>	AET/ABET	10	10	10	10	0	0	<b>40</b>
	Skills Programmes Unemployed	210	160	110	190	170	120	<b>960</b>
		<b>220</b>	<b>170</b>	<b>120</b>	<b>200</b>	<b>170</b>	<b>120</b>	<b>1000</b>
<b>Programme 12: Support for Cooperatives through skills development</b>		1	1	0	1	0	0	<b>3</b>
<b>Programme 13: Support for SMMEs</b>		600	50	10	520	420	400	2000
<b>Programme 14: Support for Trade Unions, NGOs and CBOs</b>	Trade Unions	3	2	2	5	5	2	19
	NGO/NPO	1	1	1	1	1	1	<b>6</b>
<b>Programme 15: Public Sector Education and Training</b>	National Department/Entity	5	3	2	1	3	1	
	Provincial Department/Entity	3	3	2	3	3	3	<b>25</b>

**25. Approval of Discretionary Grants guidelines**

These Discretionary Grant guidelines have been tabled to the CATHSSETA Board and approved

APPROVAL			
CATHSSETA Discretionary Grants Guidelines			
Responsibility	Responsible	Date	Signature
<b>Prepared</b>	Executive Manager: Skills Development, Planning and Research	19/7/12	
<b>Authorised</b>	Chief Executive Officer	01/03/13	
<b>Recommended</b>	Skills Planning Committee	01/03/2013	
<b>Approved</b>	CATHSSETA BOARD	01/03/13	



# ANNEXURE E: CATHSSETA WSP & PPT and ATR & PTR Evaluation Criteria



## WSP & PPT and ATR & PTR Evaluation Criteria of the CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR EDUCATION AND TRAINING AUTHORITY

JANUARY 2013



**ANNEXURE E: CATHSSETA WSP & PPT and ATR & PTR Evaluation Criteria**

**2013 CATHSSETA WSP and ATR Evaluation Form & Criteria**

**1. Promote training and development of people in the workplace, unemployed and for social development**

No.	Criteria	Evidence	Average Score	Weighting of Score	Weighted Score	Positive Data Verification	Comments
1.1	WSP identifies skills needs of the organisation for the coming financial year and reflects some forward planning	C1-Planned Beneficiaries of Training · C2-Planned Training Unemployed · C3-Planned ABET Training · C4-Annual Skills Priorities · C5-Scarce & Critical Skills	5	10.0%	0.50	Yes	
1.2	Skills needs identified across the organisation for all the Major Occupational Groups of the OFO	C1, C2 & C5 · Managers, · Professionals · Technicians & Trades Workers · Community & Personal Service Workers · Clerical & Administrative Workers · Sales Workers · Machinery Operators & Drivers · Labourers & Elementary Workers	5	5.0%	0.25	Yes	
1.3	Skills needs identified across the organisation include Priority Equity Groups	C1, C2 & C3 · Black – Total No. · Female – Total No. · Disabled – Total No. A4 · Youth – total No. <35	5	5.0%	0.25	Yes	
1.4	Training reported in the ATR matches and is relevant to the skills needs identified in the previous year's WSP	D1 matches and is relevant to C1, C2 & C3 of previous year's WSP	5	10.0%	0.50	Yes	

No.	Criteria	Evidence	Average Score	Weighting of Score	Weighted Score	Positive Data Verification	Comments
1.5	Variance report is completed and explains any change from planned training (as analysed in 1.4)	D4	5	5.0%	0.25	Yes	
1.6	Strategic Skills Priority Report matches and is relevant to Annual Skills Priorities reported in the previous year's WSP.	D5 matches and is relevant to C4 of previous year's WSP	5	5.0%	0.25	No	
1.7	Variance report explains any change from planned training (as analysed in 1.6)	D4	5	5.0%	0.25	Yes	

**2. Build on compliance with legislation, especially the regulatory framework for skills development**

No.	Criteria	Evidence	Average Score	Weighting of Score	Weighted Score	Positive Data Verification	Comments
2.1	Organisation is registered with SETA 25	DHET report & JDE system	5	2.0%	0.10	Yes	
2.2	2.2 Levies have been received and processed by CATHSETA	EMP 201 Invoices matched to levies received on JDE system	5	10.0%	0.50	Yes	
2.3	Signed WSP & ATR received	Authorisation page signed by all relevant parties including the training committee where applicable	5	10.0%	0.50	Yes	
2.4	Qualifying organisations have properly constituted training committees	Training Committee captured and properly constituted with WSP/TR Submission (Minimum 4 members 2 representing management & 2 labour)	5	5.0%	0.25	Yes	
2.5	Proof of training submitted and includes certificates, signed registers and statements of results	Uploaded proof of training and submitted in hard copy	5	10.0%	0.50	No	

**3. Promote equity in line with NSDS principles**

No.	Criteria	Evidence	Average Score	Weighting of Score	Weighted Score	Positive Data Verification	Comments
3.1	Equity placement within the organisation according to the Major Occupational Groups of the OFO	A4 - Total number of Black, Female Disabled and Youth employed per Managers, Professionals · Technicians & Trades Workers · Community & Personal Service Workers · Clerical & Administrative Workers · Sales Workers · Machinery Operators & Drivers · Labourers & Elementary Workers	5	2.0%	0.10	Yes	
3.2	Planned Training matches NSDS equity Targets for Priority Equity Groups	WSP Assessments · Black (85%) · Women (54%) · Disability (4%) · Youth (% of youth against total employed) {Target not yet determined}	5	2.0%	0.10	Yes	
3.3	Training reported in the ATR is inclusive of all race groups	D1 · African M tot. · F tot. · D tot. · African M tot. · F tot. · D tot. · Coloured M tot. · F tot. · D tot. · Indian M tot. · F tot. · D tot. · White M tot. · F tot. · D tot.	5	2.0%	0.10	Yes	

**4. Promote accredited training aligned to the NQF**

No.	Criteria	Evidence	Average Score	Weighting of Score	Weighted Score	Positive Data Verification	Comments
4.1	Training reported is accredited by a Nationally Recognized Quality Assurance Body (CHE, SETA ETQA, Industry ETQA, UMALUSI)	As per proof of training submitted	5	6.0%	0.30	Yes	
4.2	Organisation itself is either an accredited provider or has applied for accreditation from CATHSSETA or MAPSETA ETQA	Will be verified by the ETQA · Accreditation Certificate · Phase B Application Form and evidence submitted to ETQA	5	6.0%	0.30	Yes	
TOTAL WSP Quantitative Score				<b>100.0%</b>	5.00		
Total percentage of scores for which WSP/ATR data is verified as current and accurate					<b>100%</b>	18 out of 18	

	TOTAL WSP Score as moderated by Verification Results		5.00
	Company Performance Descriptor = <b>EXCELLENT</b>		
<b>Evaluators</b>			
Levies and Grants Administrator	Name and Date:		
Levies and Grants Coordinator	Name and Date:		
Chamber Coordinator	Name and Date:		
Skills Development Manager	Name and Date:		

# ANNEXURE F: CATHSSETA BENEFIT TEMPLATE



## BENEFIT TEMPLATE

of the  
**CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY**



## ANNEXURE F: BENEFIT TEMPLATE

The National Skills Development Strategy III highlights and promotes the training of employed workers to improve the overall productivity of the sector and economy as well as addressing the skills disparity. As such, CATHSSETA has prioritized the support of employed workers in the sector through training interventions via mandatory grants for levy payers. The Department of Higher Education and Training requires that all accredited training interventions conducted are reported in a prescribed format in order to streamline reporting and support a standardised approach to measuring impact in the sector. Thus, all organisations that have submitted an Annual Training Report, outlining accredited training interventions for employed workers, will be required to provide further information pertaining to these interventions. CATHSSETA, therefore kindly requests that all SDF complete the template below on a quarterly basis by providing as much information as possible, field descriptors have been provided for the template and may be found on the worksheet marked "Descriptors". Please ensure that any intervention reported can be verified by supporting evidence. CATHSSETA is in consultation with its IT Providers to develop an online submission template so that this information can be submitted quarterly by our SDFs and this should be available by the second quarter of the 2013/14 financial year.

NAMES OF THE LEARNER	SURNAME OF THE LEARNER	ID NUMBER OF THE LEARNER	GENDER	RACE	AGE	DISABLED	SOUTH AFRICAN CITIZEN	NAME OF TRAINING INTERVENTION	DATE LEARNER ENTERED	NQF LEVEL	NAME OF THE TRAINING PROVIDER	TRAINING PROVIDER ACCREDITATION NUMBER	TRAINING PROVIDER CONTACT DETAILS	IS TRAINING PROVIDER /PUBLIC	LEARNER PROVINCE	LEARNER LOCAL/DISTRICT MUNICIPALITY	SPECIFY LEARNER RESIDENTIAL AREA	IS THE LEARNER RESIDENTIAL / AREA URBAN / RURAL



# ANNEXURE G: CATHSSETA SECTOR ALLOCATION



## SECTOR ALLOCATION

of the  
**CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY**



**ANNEXURE G: CATHSSETA SECTOR ALLOCATION**

<b>Programme as per APP</b>	<b>Interventions and Targets</b>	<b>Arts &amp; Culture</b>	<b>Conservation</b>	<b>Gaming</b>	<b>Hospitality</b>	<b>SRF</b>	<b>Travel</b>	<b>CATHSSETA TARGET</b>
<b>Programme 2: Address Middle Level Sector Skills</b>	Employed Learnerships	350	150	100	400	400	100	<b>1500</b>
	Unemployed Learnerships	90	90	70	90	90	70	<b>500</b>
	Bursaries	36	25	32	45	45	36	<b>219</b>
	Experiential Learning FET	250	0	0	750	0	500	<b>1500</b>
<b>Programme 3: Artisan Development</b>	Employed Skills Programme	208	200	108	326	308	100	<b>1250</b>
		<b>934</b>	<b>465</b>	<b>310</b>	<b>1611</b>	<b>843</b>	<b>806</b>	<b>4969</b>
<b>Programme 4: Communication</b>	Employed				53			<b>53</b>
	Unemployed				51			<b>51</b>
<b>Programme 5: Addressing High Level Skills</b>	Number of Events	3	1	1	5	5	3	<b>18</b>
	Internships	15	16	16	21	17	15	<b>100</b>
	Unemployed Bursaries	10	9	9	10	9	9	<b>56</b>

Programme as per APP	Interventions and Targets	Arts & Culture	Conservation	Gaming	Hospitality	SRF	Travel	CATHSSE TA TARGET
	Employed Bursaries	12	12	12	20	14	12	82
		<b>37</b>	<b>37</b>	<b>37</b>	<b>51</b>	<b>40</b>	<b>36</b>	<b>238</b>
<b>Programme 6: Research and Innovation</b>		13	13	13	15	13	13	<b>80</b>
<b>Programme 7: NCV Review</b>	NCV Qualification	0	0	0	1	0	1	<b>2</b>
<b>Programme 9: FET Capacity Building</b>	FET College	2	1	0	0	1	0	<b>4</b>
	FET College Staff				10		10	<b>20</b>
<b>Programme 10: Provision for low level unemployed youth and adult language and numeracy skills</b>	AET/ABET	10	10	10	10	0	0	<b>40</b>
	Skills Programmes Unemployed	210	160	110	190	170	120	<b>960</b>
		220	170	120	200	170	120	<b>1000</b>
<b>Programme 12: Support for Cooperatives through skills development</b>		1	1	0	1	0	0	<b>3</b>
<b>Programme 13: Support for SMMEs</b>		775	65	20	750	570	570	<b>2750</b>
<b>Programme 14: Support for Trade Unions, NGOs &amp; CBOs</b>	Trade Unions	3	2	2	5	5	2	<b>19</b>
	NGO/NPO/CBO	1	1	1	1	1	1	<b>6</b>

<b>Programme as per APP</b>	<b>Interventions and Targets</b>	<b>Arts &amp; Culture</b>	<b>Conservation</b>	<b>Gaming</b>	<b>Hospitality</b>	<b>SRF</b>	<b>Travel</b>	<b>CATHSSE TA TARGET</b>
<b>Programme 15: Public Sector Education and Training</b>	National Department/Entity	5	3	2	1	3	1	<b>15</b>
	Provincial Department/Entity	3	3	2	3	3	3	<b>17</b>

Culture  
Arts  
Tourism  
Hospitality  
Sport

Sector Education and Training Authority



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