
DISCUSSION DOCUMENT

REVIEW OF THE WORKPLACE SKILLS PLAN/ANNUAL TRAINING REPORT (WSP/ATR)

(Version 3 November 2017)

1. *What is the purpose of this Discussion Document?*

The purpose of this Discussion Document is two-fold, namely:

- ⇒ to propose replacing the template of the *Workplace Skills Plan (WSP)/Annual Training Report (ATR)*, which is currently *Annexure 2 of the SETA Grant Regulations*¹, with a modified instrument referred to as the *Workplace Skills Survey*² (WSS), and
- ⇒ to propose processes for the coordination and integration of data that is currently collected by SETAs from employers through the WSP/ATR.

¹ Department of Higher Education and Training. (2013). *SETA grant regulations regarding monies received by SETAs and related matters, No. 990, 03 December 2012*. Annexure 2 is the instrument that is currently being used by SETAs to collect data from employers, such as a workplace skills plan, annual training report and pivotal plan. The information submitted by employers to SETAs is a requirement for the approval of mandatory grants. This Discussion Document proposes replacing *Annexure 2* with a modified instrument, which is referred to as a workplace skills survey.

² For the purposes of this document, a survey is considered to be a process which collects, examines, and reports on data concerning variables of interest for a reference period (Stats SA)

2. Background

The government introduced legislation in the form of the *Skills Development Act 97 of 1998* (RSA, 1998), and the *Skills Development Levies Act 9 of 1999* (RSA, 1999), to promote, encourage, incentivise and regulate skills development in the country. A central component of the legislation was the requirement for employers whose annual payroll exceeded a certain amount (see details below), to pay a skills levy of 1% of their total annual payroll to the South African Revenue Service (SARS)³. The legislation also included a skills levy grant rebate scheme, which comprised the Mandatory Grant and the Discretionary Grant, in order to incentivise employers to upgrade the skills of the labour force. The levy grant system was premised on the assumption that employers who participated actively therein would reap the benefits of a better skilled and more productive workforce. The Mandatory Grant is a skills levy rebate paid by SETAs to employers, upon submission of a workplace skills plan and annual training report by employers, to their respective SETAs.

Since 2 000, there have been several changes to the amount allocated for the Mandatory Grant, as well as to the templates used to collect data from employers. These changes are summarised below:

Year 2000: Employers with an annual payroll in excess of R250 000 were required to pay a compulsory skills levy equivalent to 1% of their total payroll. The skills levy was apportioned into several parts – 20% was given to the National Skills Fund for projects of national priority; 10% for SETA administration of the levy; 60% to eligible employers as a skills rebate (Mandatory Grant) for appointing a Skills Development Facilitator (SDF), submitting a Workplace Skills Plan (WSP) and a Skills Development Implementation Plan; and 10% to SETAs to fund eligible employers for skills

³ It should be noted that public sector employers were not expected to pay a skills levy

development projects (Discretionary Grant). The Department of Labour (DoL), which governed SETAs at the time⁴, provided SETAs with templates for Workplace Skills Plans and Annual Training Reports (ATRs) to collect information and data from employers. However, most SETAs chose to devise their own WSP/ATR templates. As a result, it was difficult to aggregate data from SETAs, and to develop a reliable national profile of skills planning and training in the workplace. Consequently, the benefits from this unwieldy data collection process was not realised.

Years 2005 to 2010: The Mandatory Grant system underwent several changes during this period. Firstly, the Department of Labour (DoL) revised the WSP/ATR template a number of times. Secondly, the DoL adopted the *Organising Framework of Occupations (OFO)*, which is a classification system used to codify occupations.⁵ Thirdly, the proportion of the mandatory grant paid to employers was reduced from 60% to 50%.⁶

Year 2012: The Department of Higher Education and Training (which, by then had been mandated by law to manage the skills levy system and SETAs) promulgated new Grant Regulations in 2012⁷ to strengthen the collection of data. The Regulations introduced two main changes to the Mandatory Grant system. Firstly, they reduced the portion of the Mandatory Grant paid to employers, from 50% to 20%. Secondly, the Regulations provided a new standardised WSP/ATR template to collect data from employers, in the form of Annexure 2 to the SETA Grant Regulations (DHET, 2012). The adoption of a standardised WSP/ATR template to collect data from employers was a positive step

⁴ Department of Labour, 2001, Skills Development Act Regulations, No 571, 22 June 2001.

⁵ This is a classification system that codifies specific occupational titles for aggregation purposes.

⁶ Department of Labour, 2005, Seta grant regulations regarding the funding and related issues, 18 July 2005; amended in the following year in Government Notice No 639 of 2006 and amended again in Government Notice No 88 of Feb 2007.

⁷ Department of Higher Education and Training. 2013. SETA grant regulations regarding monies received by SETAs and related matters, N. R. 990, 03 December 2012.

since it facilitated better quality and comparability of data. A few SETAs with well-managed information systems have been able to reap the benefits of these improved templates. However, for the majority of SETAs with poorly managed information systems, the production of poor quality data continued to bedevil the system. *Annexure 2* of the SETA Grant Regulations (DHET, 2012), requests data in relation to the workplace skills plan, an annual training report, a pivotal plan and a pivotal report that levy-paying employers must submit to SETAs in order to qualify for the mandatory grant. The SETA Grant Regulations (DHET, 2012) also made provision for small employers (those with less than 50 employees), to complete a simplified WSP.

However, despite improvements to the template used to collect data from employers since 2012, the representiveness and quality of employer data continue to remain a challenge. This Discussion Document therefore proposes a shorter and more simplified data collection instrument and an improved employer survey process, albeit, within the framework of the current *SETA Grant Regulations*.⁸

It is important to note, that this Discussion Document does make any proposals with respect to the proportional allocation of the Mandatory Grant to employers.

3. Why is it necessary to review the WSP/ATR ?

The report of the *Ministerial Task Team on SETA Performance* (DHET, 2012), as well as the *White Paper for Post-School Education and Training* (DHET, 2013), express concern about the quality of data employers provide to SETAs in terms of the Mandatory Grant, as well as the limited diagnostic analysis undertaken of such data for skills planning.

They draw attention to the following with respect to the current process of collecting and analysing data from employers:

⁸ Ibid.

Length of Instrument: Although there have been improvements to the WSP/ATR templates since 2013, the templates remain lengthy and unfriendly. It requires employer to submit workforce and training information in more than twenty tables and takes far too long for employers to complete⁹.

The Davis Tax Committee Report¹⁰ on Small and Medium Enterprises (SMEs) expresses concern about the inability of SMEs to access the SETA mandatory grant, owing to excessive information requirements, such as comprehensive work skills plans, annual training reports and pivotal training plans.

Lack of relevance: Much of the data requested from employers in lieu of the mandatory grant is not useful for skills planning given that WSPs and ATRs are not monitored for implementation by most SETAs. Furthermore, key indicators for skills planning such as “hard-to-fill vacancies” are absent in *Annexure 2*.

Low rate of WSP/ATR submissions: Although there has been an improvement in the submission of WSP/ATRs by employers since 2013, the rate of WSP/ATR submissions remains low. This problem is particularly evident in small to medium enterprises.

Different tools for public and private employers: *Annexure 2* comprises different templates for public and private employers. This is unnecessary because private and public employers operate in the same labour market. Employees move from public to private organisations, and vice versa.

4. What is the mandate of this Discussion Document?

This *Discussion Document* derives its primary mandate from the *White Paper on Post-School Education and Training*¹¹, which specifically calls for a review of the WSP and

⁹ Some SETAs have simplified this format by requesting employers to submit data in a non-consolidated format, which typically involves the submission of unidentifiable, individual (unit) records, which appears to be easier for many employers.

¹⁰ Davis Tax Committee. 2016. Small and medium enterprises: taxation considerations, Second and Final Report, April.

¹¹ Department of Higher Education and Training. 2013. White paper on post-school education and training. DHET: Pretoria.

ATR, both of which are incorporated in *Annexure 2* of the *SETA Grant Regulations* in April 2013.

The *White Paper* states that the revised instrument (which this document refers to as the *Workplace Skills Survey*) should be “an agreed upon national template”, and should include “information about all training that is taking place in the workplace; current levels of skills, experience and qualifications of employees; and skills priorities and gaps for the short and medium-term”. According to the *White Paper*, the intention is to produce a “user-friendly and accessible template” that serves its intended purpose.

The *White Paper* further explains that the submission of the above information will entitle employers to receive the mandatory grant from their designated SETAs. It states that “this grant will only require companies to submit useful and accurate data; there will be no need for employers to report how the mandatory grant was spent”.¹²

Similarly, the *Ministerial Task Team Report on SETA Performance*¹³ recommends that “the development of the new mandatory grant instrument should be to balance what data employers can reasonably provide, and by when, with the national imperative to collect useful and accurate information on the labour market”.

Following on the recommendations identified above, the Department of Higher Education and Training initiated a process to review the current WSP/ATR template (Annexure 2 of the SETA Grant Regulations), and set in place mechanisms to facilitate

¹² Ibid.

¹³ DHET. 2013. Report of Ministerial Task Team on SETA Performance. DHET: Pretoria.

the consolidation of data collected across SETAs. The Department is proposing that the new template be called the *Workplace Skills Survey*.

5. What is the purpose of the workplace skills survey and who will use it?

The purpose of the WSS is to contribute to labour market intelligence, which is essential for skills planning. More specifically, the WSS intends to obtain data from employers, and report thereon, in lieu of the Mandatory Grant.

The findings from the WSS will be used by the following role-players:

- ⇒ SETAs: to facilitate Mandatory Grant disbursements
- ⇒ SETAs: to identify skills needs and priorities
- ⇒ SETAs: to inform Discretionary Grant disbursement processes
- ⇒ The Department of Higher Education and Training (DHET): to inform enrolment planning, career information and resource allocations
- ⇒ Post-school education and training institutions: to prioritise programmes that are responsive to economic and social development needs of our country
- ⇒ Employer, workers and civil society bodies: to align training to economic and societal needs.
- ⇒ Professional bodies: to advise their members on skills priorities
- ⇒ National, provincial and local public organisations: to inform decisionmaking on training needs
- ⇒ Employers: to provide information for the skills component of Broad-Based Black Economic Empowerment (BBBEE) information requirements.

6. *What are the key research questions for the survey?*

The survey intends to respond to the following key research questions:

- a) Which occupations are currently in shortage in South Africa, and what are the reasons for these? In which sectors do such occupational shortages exist?
- b) What proportion of South African employers report that they experience difficulties finding people with the right qualifications and experience to fill in posts, and what is the profile of such employers?
- c) What skills gaps are dominant among workers in South Africa?
- d) What proportion of South African workers receive training at/through their workplace, and what is the profile of such workers? How much do employers spend on training per annum? What are the patterns and trends of this expenditure?
- e) What is the profile of the South African working population in terms of their occupation, sector, geographical location, employer status, biographical information and salary band.
- f) To what extent are there mismatches between occupations and levels of education attainment, and fields of study? What are the trends and patterns for these phenomena?
- g) To what extent is there mobility of employees between occupations and employers?
- h) What is the profile of employers in terms of organisational size, geographical location, industrial sector, and how does this profile change with time?

7. What changes are proposed?

The following key changes are proposed:

- ⇒ The *Discussion Document* proposes that the WSP and ATR should be replaced by a modified instrument, called the workplace skills survey (WSS), which is more relevant for skills planning.
- ⇒ The WSS requires employers to provide individual employee data¹⁴ to their designated SETA, instead of aggregated employee data as required by the current WSP/ATR template¹⁵. By migrating to a system of collecting and providing individual employee data, the accuracy, reliability and consistency of data received from employers is strengthened.
- ⇒ SETAs will continue to collect data from employers in their sector, however, the DHET will provide common specifications to SETAs. SETAs will export data in a pre-determined file format and submit the data to the DHET's Skills Education and Training Management Information System (SETMIS).
- ⇒ The DHET will integrate and weight the data submitted by SETAs, and SETAs will be able to access the weighted data, as needed.
- ⇒ Details of the proposed changes are attached as **Annexure B** of this document.

Note: This Discussion Document is cognisant of the unfolding new SETA landscape, which may warrant subsequent change to this initiative.

¹⁴ Individual employee data means that the employer must collect and submit data for each individual employee. The type of data to be collected is provided in the WSS (Annexure A).

¹⁵ About 8 of the 21 SETAs are already collecting individual level (unit record) data about employees

8. What are the salient features of the proposed workplace skills survey?

The table below describes the salient features of the WSS:

Objective	To collect data from employers for skills planning
Outcome	The WSS will contribute to the goal of establishing “a credible, institutional mechanism for skills planning”, Goal 1 of the National Skills Development Strategy (NSDS III).
Target Groups	All employers who are registered to pay company tax are expected to complete this survey. This includes both levy-paying employers as well as non-levy paying employers who are registered to pay tax (including the public sector).
Exclusions	Employers who are not registered to pay company tax , are excluded from completing this survey.
Platform	The WSS will be accessible on a web-based platform. It will allow for validation rules to be coded into specifications, which will identify obvious input errors and thus increase the reliability of the data. However, employers will have the option of submitting their data in EXCEL should a web-based platform not be appropriate for their context.
User-Friendly	Wherever applicable, drop down boxes and search functions will be used. Data fields will be pre-populated where possible to facilitate completion.
Definitions	Definitions will pop up for key terms such as hard-to-fill vacancies and skills gaps
Focus Areas	<p>The WSS will collect information on the following:</p> <ul style="list-style-type: none"> ▪ Employer profile ▪ Employee Profile (unidentifiable, unit level records) ▪ Hard to fill vacancies ▪ Skills gaps
Frequency	The WSS will be conducted annually.
Submission date	Employers are expected to provide data to their relevant SETAs by <u>30 April</u> each year (as per current practice).
Period of reporting	For certain kind of data (for example, HTFV, skills gaps and training undertaken by employees), employers are expected to provide data that is applicable for the previous financial year of the organisation
Date of applicability	For certain kinds of data, such as number of employees and employee profile, employers are expected to provide data that is applicable as at the last day of the financial year of the employer, in the applicable year

9. Can SETAs include additional items to the workplace skills survey?

SETAs can include additional items to the WSS that are sector-specific, subject to quality assurance and approval by the DHET. This process will ensure that SETAs do not request employers to provide an over-load of data, and will maintain one of the objectives of the WSS, which is to keep the WSS short and simple.

10. What is the structure of the workplace skills survey?

The WSS comprises the following five sections:

SECTION A: Administrative Details - This section requires standard information about the employer. It is similar to that in *Annexure 2* of the *SETA Grant Regulations*.

SECTION B: Employee Profile - This section requires the following data about EACH employee:

- (i) Biographical data, such as age, race, gender, highest level of education attainment, citizenship and disability.
- (ii) Occupation-related data, such as job title, the OFO title (at digit-level 6), employment status, province, municipality, salary band.
- (iii) Training data, namely, information on whether an employee participated in any training activity in the previous year.

SECTION C: Hard-To-Fill Vacancies (HTFVs) - This section requires data on the number of HTFVs by OFO 6-digit title and reasons for HTFVs.

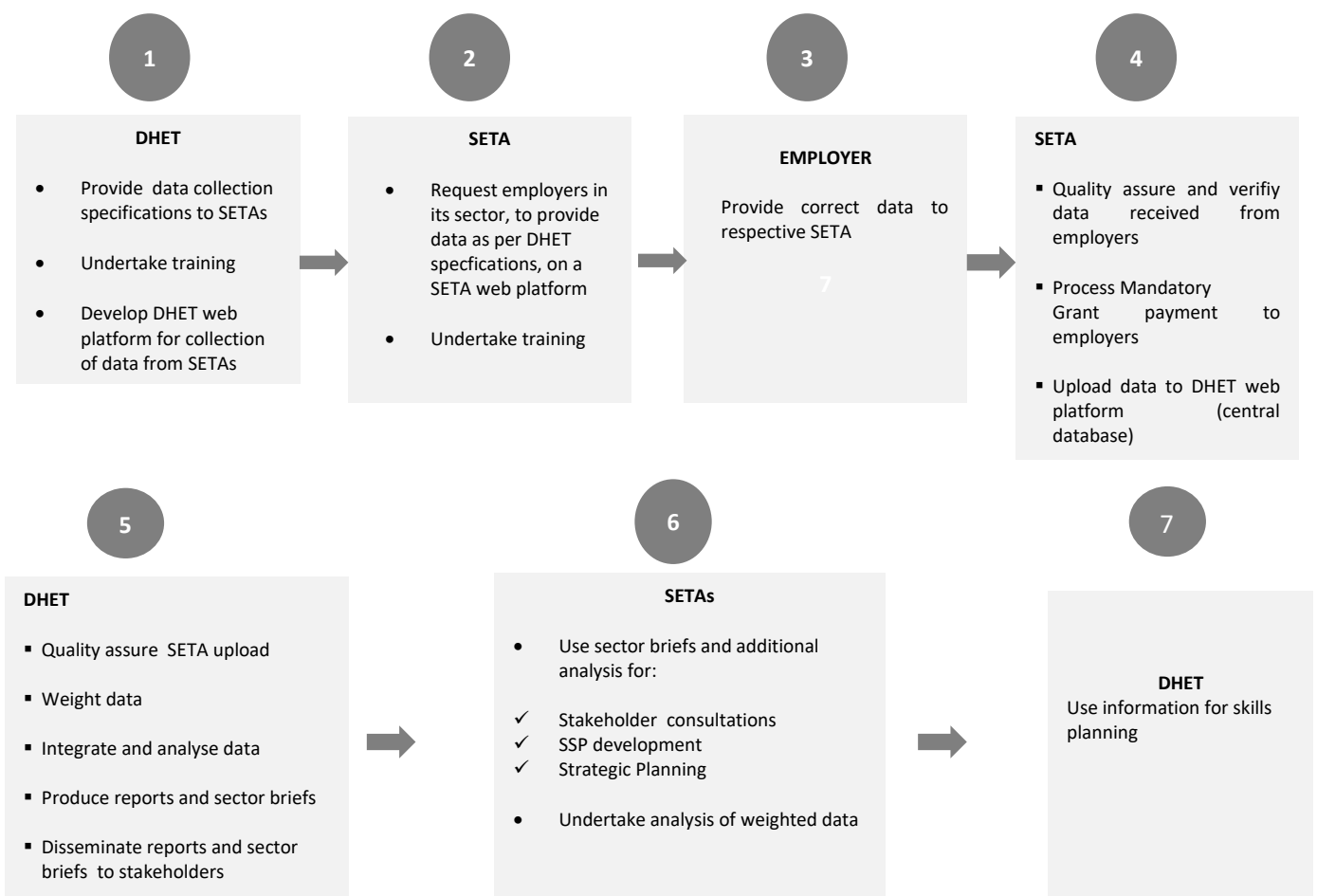
SECTION D: Skills Gaps - This section requires data on the top THREE most common skills gaps (top-up skills) identified by employers, by major occupation levels.

SECTION E: Expenditure on Training- This section requires general information about expenditure on training

SECTION F: Declaration - This section requires employer and employee representatives in the organisation to declare that the data provided is correct.

11. Roles and Responsibilities

The success of this survey is dependent on employers, SETAs and the DHET, each playing their role effectively. The diagram, and explanation below provide an overview of the roles and responsibilities of the three key roleplayer:



1. The DHET provides data collection specifications to SETAs, and provides training on the data specifications to SETAs/SETA database managers.
2. Each SETA will introduce the new tool (WSS) to employers and employer bodies, and build capacity on how the tool should be used. Each SETA will also request employers in its respective sector, to provide data to it, on its own web platform.

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3. Employers provide data to their respective SETAs via existing SETA systems/web platforms (or email data to respective SETA via EXCEL if applicable).
 4. SETA quality assures and verifies data received from employers; makes mandatory grant payment to employers if requirements are met, and uploads data on DHET web platform in pre-determined file format and specifications.
 5. The DHET quality assures data uploaded/provided by each SETA; weights the data; integrates data across all SETAs; produces reports and Sector Briefs, and disseminate these to SETAs and other stakeholders.
 6. SETAs access weighted sectoral data from the DHET web platform to undertake further analysis. SETAs use reports and sector briefs provided by the DHET, for stakeholder consultations, research for sector skills planning, and strategic planning.
 7. The DHET uses analysed data and reports to identify occupations in high Demand, occupational shortages and skills gaps, for the purposes of enrolment planning; financial decision-making and career guidance.

12. Relationship to the National Skills Development Plan

This Discussion Document is currently fully aligned to the proposed National Skills Development Plan (NSDP). It will be amended to take into account any shifts in the proposed NSDP that may impact upon this document. This document will therefore only be finalised upon the adoption of the NSDP.

13. Consultations and Implementation Plan

This Discussion Document has been presented to the National Skills Authority, as well as Business Unity South Africa for engagement. In addition, this initiative is a standing item on two structures of the department, namely, the Inter-branch Committee on Skills Planning, the Research Forum on PSET (which includes SETAs), and the Sector Skills Planning Forum(which comprises SETAs). There is regular engagement on this document via these three mechanisms. Consultations with Business and Labour will

continue to take place. A formal Implementation Plan for the WSS will be developed once the NSDP has been adopted and signed off by the Minister.

14. Transitional Measures

Given that amendments to the SETA Grant Regulations (DHET 2013) will only take place after the adoption of the NSDP, and given that there is an urgent need to obtain relevant and integrated data about skills needs from employers, SETAs will be requested to include questions from the proposed template provided in this document, via their existing systems, through the Sector Skills Planning (SSP) processes, as a transitional measure.

APPENDIX 1: TEMPLATE FOR WORKPLACE SKILLS SURVEY

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Instructions

- *All employers who are registered for **Company Tax** and Employers in the Public Service are expected to complete this survey. This includes both skills levy-paying employers as well as non-levy paying employers who are registered to pay tax (including those in the public sector).*
- *Employers who are not registered to pay tax, are excluded from completing this survey.*
- *A skills levy-paying employer is eligible for a mandatory grant in terms of the Skills Development Act upon submission of a completed workplace skills survey and having met all requirements set by its designated SETA to receive such a grant.¹⁶*
- *Employers should submit their completed survey to their relevant SETA **by 30 April**.*
- *Where applicable, the data provided in the survey by employers should be as at the last day of the employer's tax year, for the applicable year.*
- *The period over which the data should be applicable should correspond to the financial period of the employer*

¹⁶ The WSS is presented in a MS Word format to give the reader a clear picture of the items. The actual instrument will be visually different to facilitate completion in an optimal way. This will include manual entry and the upload of an excel spreadsheet.

SECTION A: ADMINISTRATIVE DETAILS

This section requires employer information and bank details for the payment of the mandatory grant. The important information required is the number of employees, which is linked to other sections of the instrument.

	VARIABLE	DETAILS
1	Physical Address of Head Office of Employer (the office which pays the levy)	Building Name; Building Number; Street Name; City, Province; Postal Code
2	Postal Address of Head Office of Employer (the office which pays the levy)	P O Box Number; City; Province; Postal Code
3	Number of Sites/Branches	Definition will be provided
4	Standard Industrial Classification (SIC) Description	<i>Drop down options will be provided. Information provided must be applicable as at the last day of the financial year of the employer</i>
5	SIC Code	
6	SETA to which employer is linked	
7	Total number of employees	
8	Annual Payroll for previous financial year	
9	Details of person who completed this survey	Title; Name; Surname; Position (Job Title); Telephone Number (W); Cell Number; E Mail address
10	Employer Bank Details	Name of bank; Type of Account; Account Number; Name of Account Holder; Branch Name; Branch Code

SECTION B: EMPLOYEE PROFILE

This section requires individual data to be captured for each employee. An OFO mapping tool will be made available by your SETA¹⁷ to facilitate the linking of an employee's job title to an OFO occupation title and code. In the event that a job title cannot be matched to an OFO occupation title and code, please contact your designated SETA for assistance.

	VARIABLE	COMMENT
1	South African Identification Number of Employee	<i>Provide Employee's South African ID number as per ID Document/Card. For foreign nationals, provide a passport number</i>
2	Employee Job Title	<i>Provide the job title given by the employer to the employee</i>
3	OFO Occupation Title	<i>Provide the Occupation Title of the employee (in line with the OFO) and as matched to the employee job title¹⁸.</i>
4	Date of Birth	<i>Drop down options will be provided</i>
5	Race ¹⁹	
6	Gender ²⁰	
7	Disability	
8	Citizenship	<i>Drop down options will be provided. Information provided must be applicable as at the last day of the financial year of the employer</i>
9	Employment status	
10	Province in which employed	
11	Municipality in which employed	
12	Salary band	
13	E & T institution at which Highest Level of Education Attainment was obtained ²¹	
14	Field of study for post-school qualification	
15	Training received in the past financial year	<i>Only a Yes/No response is required. Information provided must be applicable to the previous financial year of the</i>

¹⁷ Some SETAs have developed job title-occupational title mapping tools in order to match the job title of the employee to the occupational title in the OFO. However, not all SETAs have undertaken this task. The Department will ensure that SETAs make available such mapping tools progressively over the next few years.

¹⁸ Note that the OFO Code is not required since it will be generated from the OFO Title

¹⁹ Racial descriptors: "African", "Coloured", "White" and "Indian/Asian" are used in this instrument for planning, monitoring and funding purposes. It is placed on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons, as well as to describe and measure the effects of present policy and practice on redressing the inequities of the past as required by the Constitution of South Africa.

²⁰ As per ID book

²¹ This variable/data field includes skills development providers

	<i>employer.</i>
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SECTION C: HARD-TO-FILL-VACANCIES

This section requires the employer to provide information on **Hard-To-Fill-Vacancies (HTFV)** (by 6-digit OFO occupation titles) as experienced in the last financial year²². Each **Hard-To-Fill-Vacancy should be stated as a new item**. For example, if there are 20 HTFVs, there should be 20 line items in the column in this section.

A **HARD-TO-FILL VACANCY (HTFV)** refers to an occupation in your organisation that takes longer than **06 months** to find a suitably experienced and qualified candidate.

List occupations in your organisation (at 6 digit OFO Occupational title) that were HARD-TO-FILL VACANCIES in the last financial year.	Select the PROVINCE in which the HTFV is being experienced	Identify a maximum of THREE main reasons why the listed occupations were HARD-TO-FILL VACANCIES .
<i>Drop down options with all 6 digit OFO Occupation titles will be provided</i>	<i>Drop down options with list of provinces will be provided</i>	<i>Drop down options to identify reasons for HTFVs will be provided</i>

²² Data provided here must be applicable to the (entire) employer's previous financial year

SECTION D: SKILLS GAPS

This section requires the respondent to provide information on **SKILLS GAPS** of employees.

A **SKILLS GAP** refers to skills that an employee does not have to carry out job tasks competently. It is also referred to as “top-up” skills.

Please note the Top 3 most common **SKILLS GAPS** by major occupation level.²³

Major Occupations	No	List the Top 3 Most Common Skills Gaps (<i>select from dropdown list provided</i>)	Identify up to a maximum of 3 reasons per skills gaps (<i>select from dropdown list provided</i>)
Managers	1		
	2		
	3		
Professionals	1		
	2		
	3		
Technicians and Associate Professionals	1		
	2		
	3		
Clerical Support Workers	1		
	2		
	3		
Service and Sales Workers	1		
	2		
	3		
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	1		
	2		
	3		
Plant and Machine Operators and Assemblers	1		
	2		
	3		
Elementary Occupations	1		
	2		
	3		

²³ Data provided here must be applicable to the (entire) employer’s previous financial year

SECTION E: EXPENDITURE ON TRAINING

This section requires the employer to provide information about expenditure on training undertaken in the previous financial year of the employer. This will include expenditure incurred by employers for ALL training undertaken, that is, both for which discretionary grants were received by employers, as well as for training for which there was no grant funding from SETAs

Total Expenditure on training in the previous financial year (in rands)	
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SECTION F: DECLARATION

*This section is the **DECLARATION** on behalf of the employer and employee.*

**(E1) SUBMIT THE COMPLETED SURVEY WITH THIS SECTION TO RELEVANT SETA BY
NO LATER THAN 30 APRIL**

DECLARATION

We the undersigned, submit this document in fulfilment of the *SETA Grant Regulations Regarding Monies Received by SETAs and Related Matters, N. R. 990, 03 December 2012* (DHET, 2012). We declare that, to the best of our abilities, the information contained in this document is accurate and up-to-date. We recognise that any inaccurate statement in this document may constitute fraud and be subject to the full penalty of the law. We hereby grant permission to our designated SETA to conduct an on-site audit to verify the data submitted to it. We agree to co-operate fully with our designated SETA, by providing the SETA representatives all supporting evidence in relation to the data submitted.

SIGNATORIES

Designated Signatory	First Name and Surname	Telephone and email	Signature	Date
Person who completed the survey				
CEO/Head of Organisation				
Employee Representative				

APPENDIX 2 – DROPDOWN OPTIONS

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE - HIGHEST LEVEL OF EDUCATION ATTAINMENT²⁴ (Only ONE option should be selected)	NQF LEVELS
1. No Schooling	
2. Grade 1	
3. Grade 2	
4. Grade 3	
5. Grade 4	
6. Grade 5	
7. Grade 6	
8. Grade 7	
9. Grade 8	
10. ABET Level 1	
11. ABET Level 2	
12. ABET Level 3	
13. Grade 9/Standard 7/Form 2/ABET Level 4/Level 1 Occupational Certificate	1
14. Grade 10/Standard 8/Form 3/ National Certificate Vocational (NCV Level 2 / Level 2 Occupational Certificate/ N1(NATED Level 1) /Elementary Certificate	2
15. Grade 11/Standard 9/Form 4/ National Certificate Vocational (NCV Level 3) / Level 3 Occupational Certificate/ N2 (NATED Level 2) / Intermediate Certificate	3
16. Grade 12/Standard 10/Form 5/National Senior Certificate/Matric/ National Certificate Vocational (NCV Level 4)/ Level 4 Occupational Certificate / N3 (NATED Level 3)	4
17. N4, N5 or N6 (NATED 4, 5 or 6) or NTC 4, 5 or 6	5
18. Higher Certificate	5
19. Diploma /National Diploma/N Diploma/Advanced Certificate	6
20. Bachelor's Degree/Higher Diploma/B-Tech Diploma/Advanced Diploma	7
21. Honours Degree/Postgraduate Diploma/Bachelor's Degree ²⁵	8
22. Master's Degree	9
23. Doctorate /PhD	10
24. Artisinal Trade Certificate	
25. Do Not Know	
26. Other	

²⁴ The information for these dropdown options has been obtained from the updated NQF Level descriptors provided by the SA Qualifications Authority (downloaded from SAQA website on 3 November 2017), and from options provided for in the 2015 Labour Force Survey

²⁵ Note that a Bachelor's degree could be both at Level 7 or Level 8 of the NQF

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE- EDUCATION INSTITUTION/PROVIDER ATTENDED FOR HIGHEST LEVEL OF EDUCATION ATTAINMENT (<i>Only ONE option should be selected</i>)		
NO	INSTITUTION	DESCRIPTION
1	School	Refers to Public School; Private School; Special School; Technical School; Home school
2	Community College/Adult Education and Training (AET) Centre	Also referred to as public adult learning centre
3	Higher Education Institution	Includes Public University; Private University; Technicon/ universities of technology
4	Technical and Vocational Education and Training (TVET)/ Further Education and Training (FET) College	Used to be called Further Education and Training (FET) College or Technical Colleges
5	Private College	These refer to institutions registered with DHET
6	Skills Development Providers (SDPs)	These refer to public or private SDPs or training Centres accredited by SETAs and/or QCTO
7	Other	This option could refer to institutions outside of South Africa, or institutions managed by other government departments (such as the Nursing College or the Police College or the Justice College), or private skills development providers etc

**DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – FIELD OF STUDY FOR HIGHEST QUALIFICATION
OBTAINED FROM HIGHER EDUCATION INSTITUTIONS/PROVIDERS (*Only ONE option should be selected*)**

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|--|
| 1. Agriculture and Renewable Natural Resources |
| 2. Architecture and Environmental Design |
| 3. Arts, Visual and Performing |
| 4. Business, Commerce and Management Sciences |
| 5. Communication |
| 6. Computer Science and Data Processing |
| 7. Education |
| 8. Engineering and Engineering Technology |
| 9. Health Care and Health Sciences |
| 10. Home Economics |
| 11. Industrial Arts, Trades and Technology |
| 12. Languages, Linguistics and Literature |
| 13. Law |
| 14. Libraries and Museums |
| 15. Life Sciences and Physical Sciences |
| 16. Mathematical Sciences |
| 17. Military Sciences |
| 18. Philosophy, Religion and Theology |
| 19. Physical Education, Health Education and Leisure |
| 20. Psychology |
| 21. Public Administration and Social Services |
| 22. Social Sciences and Social Studies |

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – FIELD OF STUDY FOR HIGHEST QUALIFICATION OBTAINED FROM TVET COLLEGES/PRIVATE COLLEGES/SKILLS DEVELOPMENT PROVIDERS (*Only ONE option should be selected*)

- | |
|--|
| 1. Agriculture and Nature Conservation |
| 2. Business, Commerce and Management Studies |
| 3. Communication Studies and Language |
| 4. Culture and Arts |
| 5. Education, Training and Development |
| 6. Further Education and Training – General |
| 7. Health Sciences and Social Services |
| 8. Human and Social Studies |
| 9. Law, Military Science and Security |
| 10. Manufacturing, Engineering and Technology |
| 11. Physical Planning and Construction |
| 12. Physical, Mathematical, Computer and Life Sciences |
| 13. Services |
| 14. Undefined |

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – EMPLOYMENT STATUS (*more than one option can be selected from those provided below*)

- | |
|---|
| 1. Permanently Employed (Full-Time) |
| 2. Permanently Employed (Part-Time) |
| 3. Temporary Employed (Full-Time) |
| 4. Temporary Employed (Part -Time) |
| 5. Learner in a Learnership 18.1 (Employed) |
| 6. Learner in a Learnership 18.2 (Unemployed) |
| 7. Apprentice |
| 8. Student Intern/Student Trainee/Cadet |
| 9. Graduate Intern/Graduate Trainee/Candidate |
| 10. Other (Please Explain) |

Note: A Learner registered in an 18.1 learnership is an employee, while a learners registered in an 18.2 learnership is unemployed

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – SALARY BANDS (ANNUAL) THIS SECTION HAS TO BE UPDATED	
1.	0 – 189 880
2.	189 881 – 296 540
3.	296 541 – 410 460
4.	410 461 – 555 600
5.	555 601 – 708 310
6.	708 311 – 1 500 000
7.	1 500 001 and above

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – <u>DISABILITY CATEGORIES</u>	
1.	None
2.	Sight (blind/severe visual limitation)
3.	Hearing (deaf, profoundly hard of hearing)
4.	Communication (speech impairment)
5.	Physical disability (needs wheelchair, crutches or prosthesis; limb, hand usage limitations)
6.	Intellectual (serious difficulties in learning)
7.	Emotional (behavioural, psychological)

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – <u>RACE/POPULATION GROUP</u>	
1.	African
2.	Coloured
3.	White
4.	Asian/Indian
5.	Other
6.	Not applicable

DROPDOWN OPTIONS FOR SECTION B: EMPLOYEE PROFILE – <u>GENDER</u>	
	Male
	Female

DROPDOWN OPTIONS FOR SECTION C: REASONS FOR HARD- TO- FILL VACANCIES

- | |
|--|
| 1. Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation) |
| 2. Lack of relevant experience |
| 3. Poor remuneration |
| 4. Unsuitable job location |
| 5. Unsuitable working hours |
| 6. Equity considerations |
| 7. Slow recruitment processes |
| 8. Other (Plse specify) |

DROPDOWN OPTIONS FOR SECTION D: SKILLS GAPS²⁶

Category A: Basic Skills		
1	Active Learning	Understanding the implications of new information for both current and future problem-solving and decision-making.
2	Active Listening	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
3	Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
4	Learning Strategies	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
5	Mathematics	Using mathematics to solve problems.
6	Monitoring	Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
7	Reading Comprehension	Understanding written sentences and paragraphs in work related documents.
8	Science	Using scientific rules and methods to solve problems.
9	Speaking	Talking to others to convey information effectively.
10	Writing	Communicating effectively in writing as appropriate for the needs of the audience.

²⁶ The List of Skills identified in this document has been obtained from O'NET, which is a database of skills used by USA for skills planning and other purposes

Category B: Complex Problem Solving		
11	Complex Problem Solving	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
Category C: Resource Management Skills		
12	Management of Financial Resources	Determining how money will be spent to get the work done, and accounting for these expenditures.
13	Management of Material Resources	Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
14	Management of Personnel Resources	Motivating, developing, and directing people as they work, identifying the best people for the job.
15	Time Management	Managing one's own time and the time of others.
16	Coordination	Adjusting actions in relation to others' actions.
17	Instructing	Teaching others how to do something.
18	Negotiation	Bringing others together and trying to reconcile differences.
19	Persuasion	Persuading others to change their minds or behaviour.
20	Service Orientation	Actively looking for ways to help people.
21	Social Perceptiveness	Being aware of others' reactions and understanding why they react as they do.
Category D - System Skills		
22	Judgment and decision Making	Considering the relative costs and benefits of potential actions to choose the most appropriate one.
23	Systems Analysis	Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
24	Systems Evaluation	Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

Category E - Technical Skills		
25	Equipment Maintenance	Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
26	Equipment Selection	Determining the kind of tools and equipment needed to do a job.
27	Installation	Installing equipment, machines, wiring, or programs to meet specifications.
28	Operation and Control	Controlling operations of equipment or systems.
29	Operation Monitoring	Watching gauges, dials, or other indicators to make sure a machine is working properly.
30	Operations Analysis	Analyzing needs and product requirements to create a design.
31	Programming	Writing computer programs for various purposes.
32	Quality Control Analysis	Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
33	Repairing	Repairing machines or systems using the needed tools.
34	Technology Design	Repairing machines or systems using the needed tools.
35	Troubleshooting	Determining causes of operating errors and deciding what to do about it.

DROPDOWN OPTIONS FOR SECTION D: REASONS FOR SKILLS GAPS
1. Lack of relevant qualifications
2. Lack of relevant experience
3. New Technology
4. New work processes
5. New products being produced
6. New Policies/Legislation
7. Other (please explain)

APPENDIX 3 – DIFFERENCES BETWEEN WSP/ATR AND THE WSS

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	CURRENT	PROPOSED CHANGE	REASON FOR CHANGE
1	Separate templates for public and private sectors	Same template for both public and private sectors	Facilitates consolidation of data across all sectors Information required from public and private employers is the same
2	Aggregated employee data is requested	Unit record employee data is requested	Reduces number of tables, therefore could be less burdensome on employers Can undertake a wide range of analyses across many variables Reduces chances of error and “thumb-suck” on the part of employers
3	System not designed to facilitate aggregation across SETAs	System designed to facilitate aggregation of data across SETAs	Data from employers is required for national skills planning. Therefore data needs to be integrated across SETAs
4	Technical specifications not provided to SETAs	Technical specifications provided to SETAs	Will ensure common application of survey Will provide common definitions, codes and standards etc Will provide common drop down options
5	Data about Hard to fill vacancies (HTFV) not requested	Data about HTFV (with reasons) is requested	HTFV is a good proxy for occupational shortages
6	Data about skills gaps not requested	Data about skills gaps is requested	Data about skills gaps will inform how discretionary grant funds can be used Information about skills gaps can be used to inform curriculum of education and training programmes
7	Information about planning for skills development and planned PIVOTAL Training is requested	Information about planned skills development is not requested	WP says that MG <i>will only require companies to submit useful and accurate data; there will be no need for employers to report on how the mandatory grant was spent.</i> The information provided by employers about skills development will not be

	CURRENT	PROPOSED CHANGE	REASON FOR CHANGE
			<p>used/is not being used to determine whether the MG should be payed or not</p> <p>Information about planned skills development is not a reliable indicator of skills shortages or skills gaps.</p> <p>Reduces burden of reporting</p>
8	Two tables for reporting on training – one for ATR and one for PIVOTAL are included	A single table for information about ALL training undertaken in the previous year is proposed	<p>Need to reduce burden of reporting</p> <p>Detailed information about training undertaken by employers using the Discretionary Grant can be obtained by using administrative data</p>