MICTSETA | Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES

Reference Manual for
Skills Development Facilitators

2020

MICTSETA | Media, Information And
Communication Technologies
Sector Education And Training Authority

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Our Vision:

A global leader in the development and delivery of revolutionary ICT Skills

Our Mission:

We provide opportunities for our stakeholders to participate in the economy, through meaningful employment and entrepreneurship, in building a capable creative and developmental state

Our Values

- Honesty
- Integrity
- Excellence
- Meritocracy
- Accountability
- Responsiveness

PART A

Introduction and Background Information

References to Skills Development Facilitators (SDFs) and Independent Skills Development Facilitators (ISDFs)

– SDFs are employees of organisations, their responsibility is to collect and submit to SETAs data relating to past and planned training in the organisation.

– ISDFs perform the same roles as SDFs, but are sub-contracted by the organisation to perform this function.

For the purposes of this document, unless otherwise stated, all references to SDFs must be interpreted as including ISDFs.

Purpose of the SDF Reference Manual

As published on 03 December 2012 in Government Gazette Notice No 35940, there are two types of grants that the MICT SETA can/may provide to the MICT SETA employers/ stakeholders, namely:

– **Mandatory Grant**: This grant is paid to the MICT SETA employers on the basis of the submission and approval of the Annual Training Reports (ATRs), Workplace Skills Plans (WSPs) (including PIVOTAL Training Plans (PTPs and PIVOTAL Training Reports (PTRs) where applicable).

– **Discretionary Grant:** This is funding awarded to the MICT SETA employers who are providing training that addresses respective workplaces' scarce and critical skills needs and assists in the achievement of the MICT SETA commitments to the Department of Higher Education and Training (DHET).

This Reference Manual primarily addresses the requirements for Mandatory Grants and summarises the processes around Discretionary Grants.

The purpose of this SDF Reference Manual is to inform the SDFs and employers of:

– The legislative requirements

– The Mandatory Grants Payment Processes

– The MICT SETA Skills Web System

– The Discretionary Grants Processes

Various sources have been used to compile this Reference Manual. This Manual is intended to be a comprehensive reference document that will assist SDFs with all aspects of the Mandatory and Discretionary Grants Payment Processes, and is intended to alleviate queries from SDFs.

Layout of the Reference Manual

This Manual is segmented as follows:

Chapter 1: Provides an introduction, important references and a list of the acronyms used.

Chapter 2: Provides all the information needed by organizations and SDFs prior to accessing the MICT SETA Skills Web System where the ATR/WSP (including PTPs/PTRs where applicable) data is captured and submitted. The chapter also presents information on the support services provided by MICT SETA SSP staff.

Chapter 3: Outlines the process of registering on the Skills Web System, capturing and submitting the ATR and WSP (including PTP/PTR where applicable) data, and presents the Skills Web System Utilities that are available to the SDF.

Chapter 4: Provides the contact details of the MICT SETA SSP staff members who can assist organizations and SDFs.

Important References

The following documents are also available on the MICT SETA website www.mict.org.za

– Skills Development Act (No. 97 of 1998) as amended

– Skills Development Levies Act (No. 9 of 1999) (SDLA)

– Regulations published in the Government Gazette, No. 27801, 18 July 2005

– Regulations published in the Government Gazette, No 35940, 3 December 2012

– MICT SETA Criteria and Guidelines for PIVOTAL Grants.

The MICT SETA SDF Reference Manual 2020

Acronyms and Definitions

The following acronyms are used within this Reference Manual:

Abbreviation	Description
AET	Adult Education and Training (replaced the old ABET)
ATR	Annual Training Report; reflects the actual training data for the past year starting on 01 April of the past year to 31 March of the current year.
B-BBEE	Broad-Based Black Economic Empowerment.
BEE	Black Economic Empowerment
Disability	Employment Equity Act of 1998 defines people with disabilities as "people who have a long-term or recurring physical or mental impairment that substantially limits their prospects of entry into or advancement in employment'. Physical impairments include hearing and visual impairments, paralysis, amputations and problems with internal organs. Mental impairment includes clinically defined mental and emotional illnesses and learning disabilities.
DHET	Department of Higher Education and Training.
ICT	Information and Communications Technology.
ISDF	Independent Skills Development Facilitator; has the same responsibilities as an SDF but works as a consultant, i.e. an ISDF is not an employee of the organisation.
IT	Information Technology.
L Number	Levy Number, same as SDL Number, unique identifier for each company, found on EMP 201 and EMP 103 forms in the organisation's Finance Department.
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority.
NQF	National Qualifications Framework.
NSDS	National Skills Development Strategy
NSDP	National Skills Development Plan
NSF	National Skills Fund.
OFO	Organising Framework of Occupations.
SWS	Skills Web System.
PIVOTAL	Professional, vocational, technical and academic learning programmes; result in qualifications or part qualifications registered on the National Qualifications Framework.
PTP	Pivotal Training Plan.
PTR	Pivotal Training Report.
SARS	South African Revenue Services.
SAQA	South African Qualifications Authority.
SDA	Skills Development Act (No. 97 of 1998) as amended.
SDF	Skills Development Facilitator; someone appointed within the organisation to assume responsibility of gathering and submitting the ATR and WSP data to a SETA.
SDL	Skills Development Levy.
SDL Number	Skills Development Levy Number; unique identifier for each company, found on EMP 201 and EMP 103 forms in the organisation's Finance Department.
SDLA	Skills Development Levies Act (No. 9 of 1999).
SETA	Sector Education Training Authority.
SIC	Standard Industrial Classification.
SME	Small and Micro Enterprise. Organisations having 49 and less employees.
SSP	Sector Skills Plan; a document outlining the sector's scarce and critical skills needs.
DTI	Department of Trade and Industry.
TLS	Training Layoff Scheme.
TVETs	Technical and Vocational Education and Training Colleges (former FET colleges)
WSP	Workplace Skills Plan; a training plan (forward looking) covering the period 1 April of the current year to 31 March of the next year.

Process Information

Confidentiality

NB: All data collected by the MICT SETA through this process is treated with confidentiality. Data received is aggregated for the purposes of research and planning.

Legislative Considerations

Organisations are allocated to SETAs based on the Standard Industrial Classification (SIC) code. This code is usually decided upon by the owners of an organisation at the time of registering the organisation with the Companies and Intellectual Property Commission (CIPC), previously known as the Companies and Intellectual Property Registration Office (CIPRO). The SIC code can be found on the organisation registration documents, as well as in the Skills Web System. For a full list of the gazetted SIC codes allocated to each SETA, please visit the following link:
http://www.mict.org.za/inner.aspx?section=10&page=110

Each month, organisations with a total annual payroll of R500, 000.00 and more contribute 1% of the payroll in the form of a Skills Development Levy (SDL) to the South African Revenue Services (SARS) in accordance with legislation. This contribution is reflected on the organisation's monthly EMP 201 form, which also reflects PAYE and UIF paid, the EMP 201 form can be accessed from the Finance Department.

In order to receive its Mandatory Grant, as well as to access Discretionary Grants, organisations that contribute the skills development levies are required to submit an Annual Training Report (ATR), Workplace Skills Plan (WSP) and/or the PIVOTAL Training Plan (PTP) and the PIVOTAL Training Report (PTR) to the MICT SETA. The ATR and/or the PTR provide data relating to the training that was implemented during the previous year while the WSP and/or the PTP provide data relating to the training that is intended to be implemented during the forthcoming year. Upon submission of the ATR/PTR and WSP/PTP, and provided that they are approved by the MICT SETA, the organisation will receive its Mandatory Grants from the on a quarterly basis

Government Gazette No 35940, 03 December 2012, asserts that:
– Employers are entitled to a Mandatory Grants amounting to 20% of their Skills Development Levy contributions.
– Discretionary Grants will amount to 49.5% of the SDL, of which at least 80% must be allocated to PIVOTAL programmes that address scarce and critical skills.
– The ATR/PTR and WSP/PTP must be submitted by 30 April each year.
– An employer who has a recognition agreement with a trade union/s must provide evidence that the ATR/PTR and WSP/PTP have been subject to consultation with the recognised trade union/s and the ATR/PTR and WSP/PTP must be signed off by t he labour representative appointed by the recognised trade union.

Skills Development Levy Model
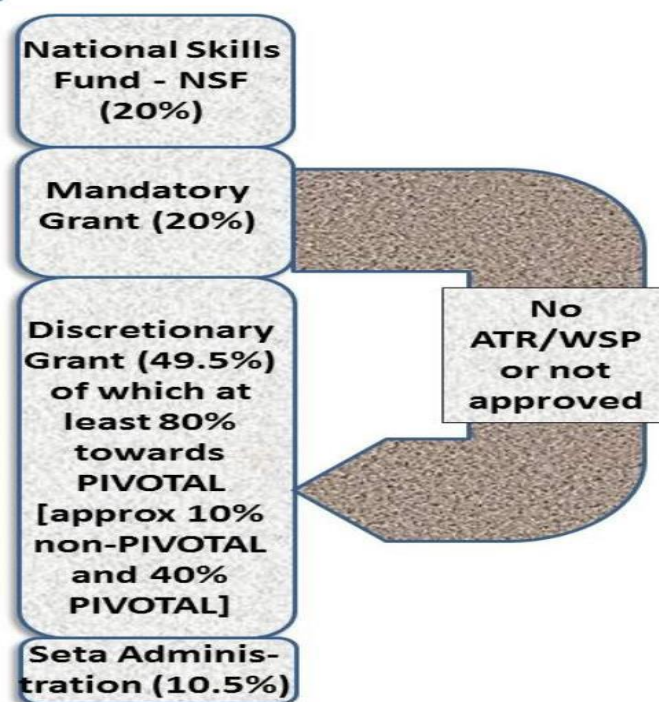
The full gazette can be downloaded from the MICT SETA website at the following link:
http://www.mict.org.za/inner.aspx?section=10&page=110

As stated in this Government Gazette, 'PIVOTAL' is an acronym which means professional, vocational, technical and academic learning programmes that result in qualifications or part qualifications registered on the National Qualifications Framework. The National Skills Development Plan (NSDP) provides more insight into what PIVOTAL programmes are, these are programmes which provide a full-occupationally-directed qualification.

Such programmes will normally begin in a college or university and would include supervised practical learning in a workplace as part of their requirement. The courses – especially for workers – could in some cases start in the workplace and then move to a college or university. The courses would culminate in an occupational qualification. PIVOTAL courses will normally be offered by arrangement between a SETA, an education institution, an employer and a learner." Further insight is gained on page 13 of Government Gazette No 35940, 0 3 December 2012, in the section entitled "PIVOTAL Grant".

"According to NSDS III, many of the professional areas of study combine coursework at universities, universities of technology and TVET institutions with structured learning at the workplace. This is achieved by means of professional placements, work-integrated learning, apprenticeships, learnerships, skills programmes, and work experience placements. The SETA will fund these programmes through the PIVOTAL Grant. These learning programmes can be accessed by both employed and unemployed people.

In summary, if the ATR/PTR and WSP/PTP are approved, the organisation will receive 20% of their 1% levy contribution back as a Mandatory Grant, and can apply for a PIVOTAL Grant to implement PIVOTAL learning programmes. Because not all organisations submit their ATR/PTR and WSP/PTP, unpaid Mandatory Grants are moved to Discretionary Grants, and because not all organisations apply for Discretionary Grants, organisations that do participate in this process can actually apply for and receive more than what their total levy contribution was.

Training Committee

An employer with 50 or more employees has to establish a Training Committee and ensure its active participation with regards to skills development matters within an organisation. As stated above, in the case of an employer who has a recognition agreement with a trade union/s, evidence must be provided that the ATR/PTR and WSP/PTP have been subjected to consultation with the recognised trade union/s and the ATR/PTR and WSP/PTP must be signed off by the labour representative appointed by the recognised trade union.

Composition of the Training Committee

The Training Committee must comprise three constituent parties: the employer representative, the employee representative and union representative (where applicable). The SDF remains a critical member of the Training Committee at all times. The number of employees and employer representatives must be equal. **No employee representative shall be a manager.** At least one employee representative must represent each of the Major OFO categories below, unless if there are no employees in some of the categories.

Managers
Professionals
Technicians and Associate Professionals
Clerical Support Workers
Service and Sales Workers
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
Plant and Machine Operators and Assemblers
Elementary Occupations

The employee representative must be an employee of the organisation who is nominated by fellow employees, **and must not be in a management position.** The employee representatives must discuss the training and development needs with their fellow employees and present them to the Training Committee for discussion and/or implementation. **The SDF can neither be the employee nor the employer representative.**

Responsibilities of the Training Committee

Using The South African Labour Market Guide[1] as a guide, the MICT SETA adopted the following as the responsibilities of the Training Committee. It should be noted that it is at the discretion of the Training Committee to place some of these responsibilities partially or wholly on the SDF. The Training Committee must:

– Ensure that the organisation has a Training Policy and that it is in line with the regulations as laid down by the Skills Development Act
– Ensure that the development and implementation of the WSP/PTP is aligned to the strategic Mission and Vision of the organisation
– Keep the envisaged training and development of employees in the organisation abreast with the long-term transformation objectives of the organisation
– Ensure that the WSP/PTP is aligned to the Employment Equity Plan and Business Plan of the organisation
– Take cognisance of B-BBEE requirements
– Establish training priorities for the organisation based on its short and long term needs
– Align training to the organisation's WSP/PTP and/or the MICT Sector Skills Plan, learnerships, career pathways, accredited national qualifications, etc.
– Communicate the completed WSP/PTP to other employees in the organisation
– Monitor the implementation of the Workplace Skills Plan.
– Annually develop the WSP/PTP
– Ensure fair and equitable development of employees in the organisation
– Acquire requisite resources to evaluate training development within the organisation.
– Identify the skills development needs within the organisation and continually evaluate the implementation
– Develop and implement external and internal skills development strategies
– Monitor the progress of the skills development within the organisation.
– Monitor the implementation of the WSP/PTP
– Develop and implement correctional actions where required

– Ensure that the skills needs of the organisation are identified
– Ensure that all staff has been classified according to the OFO codes
– If required, ensure that that there is a skills performance system in the organisation
– Where required, ensure that there is an individual development pathway for all employees, as well as the skills requirement and learning pathway
– Where applicable, ensure that a portfolio of evidence has been developed for all employees that receive training in the organisation
– Ensure that Mandatory Grants are spent on skills development.

[1]

The Role and Responsibilities of the SDF

The SDF is someone appointed by the organisation to assume responsibility for gathering and submitting the ATR/PTR and WSP/PTP data to a SETA, prior to midnight on 30 April each year as per legislation. Only one SDF is allowed per organisation, if more than one SDF is required in an organisation, the organisation must decide who the main SDF is and that person will take responsibility of capturing data on the SETA's Skills Web System.

Some of the following responsibilities of the SDF have been borrowed from The South African Labour Market Guide[2]. While this guide presents a large number of responsibilities, the MICT SETA has adopted the following as the responsibilities of the SDF:

- Chair the Training Committee
- Be a non-voting member of the Training Committee
- Be a training committed leader and lead the process of organisational skills development and employee development
- Ensure that there is equal employer – employee representation on the Training Committee and at Training Committee meetings
- Ensure that at least quarterly Training Committee meetings are held annually
- Facilitate the development of employees in the organisation
- Advise the organisation on the implementation of the WSP/PTP
- Ensure adherence to quality assurance requirements of the relevant SETA by the organisation
- Serve as liaison and contact person between the organisation and the SETA
- Complete the ATR/PTR and WSP/PTP accurately and submit it to the SETA before the deadline
- Ensure that the non- ATR/PTR and WSP/PTP data (organisation contact details, SDF details, etc.) on the Skills Web System is kept up to date at all times.
- Monitor the Grants and Levies form in the MICT SETA Skills Web System every month to ensure that the organisation's levies are being shown in the system, and that the MICT SETA is paying the organisation its Mandatory Grant every quarter.

The MICT SETA does not provide a sponsored external (Independent) SDF for an organisation that does not have a "qualified" SDF. The organisation should appoint its own ISDF, furthermore, the MICT SETA does not sponsor SDF training. If the organisation prefers to use the services of an ISDF instead of having its own internal SDF, a downloadable list of ISDFs will be found on the MICT SETA website at the following link:

http://www.mict.org.za/inner.aspx?section=3&page=106

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[2] The South African Labour Market Guide, "Skills development: A Comprehensive Guide", Stephan du Toit, Managing Director of Stephan du Toit and Associates, http://www.labourguide.co.za/general/skills-development-a-comprehensive-guide-603

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Criteria for Mandatory Grant Payments

Mandatory Grant payment process does not involve claiming expenses for training from a SETA. Employers who meet the set criteria will qualify for the SETA Mandatory Grant payments. The MICT SETA may not pay a Mandatory Grant to an employer who is liable to pay the skills development levy in terms of Section 3(1) of the Skills Development Act, unless the levy paying employer:

- Has registered with the Commissioner [of SARS] in terms of section 3(1) of the Skills Development Levies Act (SDLA);
- Has paid the levies directly to the Commissioner in the manner and within the time period determined in section 6 of the Skills Development Levies Act;
- Is up to date with levy payments to the Commissioner at the time of approval and in respect of the period for which an application is made;
- Has submitted the ATR/PTR and WSP/PTP as contemplated in section 4(1) that contributes to the relevant SETA SSP within the timeframes prescribed in section 4(2) and 4(3) of the Skills Development Levies Act (SDLA).
- Has received the approval for the submitted ATR/WSP.

Other important submission considerations:

- In the case of an employer who has a recognition agreement with a trade union/s, there must be evidence provided that the recognised trade union has actively participated in the development of the ATR/PTR and WSP/PTP and must be signed off by the labour representative appointed by the recognised trade union. In a case where there is no recognised trade union, the employee representative assumes this role.

- Where a newly registered organisation with SARS joins the MICT SETA, this organisation has six months, from date of registration with SARS, to submit its WSP/PTP to the MICT SETA in accordance with the MICT SETA Criteria

For the 2020/21 WSP/PTP and ATR/PTR submissions, Version 2019 of the OFO codes will be used. It is highly recommended that SDFs ensure that the occupations of all existing employees are coded as soon as possible. In instances where employers are not able to find the most appropriate OFO codes, they are advised to use the OFOs similar and/or closest to the occupations the organisation seeks to address.

- **The ATR/PTR and WSP/PTP data must be submitted onto the Skills Web System before midnight 30 April 2020.**
- **No hard-copy submissions shall be accepted.**
- **There will be no extensions provided for late submissions.**

- The only exception to this is where the ATR/PTR and WSP/PTP are submitted by a newly registered organisation, in which case the submission must be concluded within 6 months of organisation registration as indicated on the CIPC Organisation Registration Form, and only the WSP is submitted in the first year.
- The WSP must contain training interventions to (at least) the value of the Mandatory Grants paid.
- If the organisation is new to the MICT SETA or has changed the banking details, the original banking details must be submitted to the MICT SETA before 4pm on Friday, 29 April 2020. The provision of banking details can be one of the following:
  - **An original letter from the bank or a copy thereof that has been certified by a Commissioner of Oaths**. This letter must be on the letterhead of the bank, must be stamped by the bank, and must reflect the organisation's name and registration number. Once again, the organisation name on this letter must be the same as the organisation name shown in the Organisation Details form, and the organisation's registration number must also be the same as the number shown in the Skills Web System.

Note that the MICT SETA cannot change the data presented under the Department of Higher Education and Training Data column.

If the name/registration number of the organisation on the original bank letter is not the same as the organisation name shown in the Skills Web System, the Change of Name certificate (or certificates) which relates the organisation name shown in the Skills Web System to the organisation name on the bank letter must be provided. The L Number must be clearly stated on the documentation as well as the contact details of organisation's representative. The documentation must be emailed, sent by registered mail, courier or hand deliver for the attention of:

Mr. Sphesihle Hlongwane
(**Sphesihle.hlongwane@mict.org.za**)

and

Ms. Tiny Mokhabuki
(**tiny.mokhabuki@mict.org.za**)

Block 2, Level 3 West Gallagher Estate,
19 Richards Drive,
Midrand

If the name of the organisation is not the same as the name of the organisation shown in the Skills Web System, the Change of Name certificate (or certificates) which relates the name of the organisation shown in the Skills Web System to the name of the organisation on the bank letter must also be uploaded on the "Upload Documents" section of the Skills Web System.

The fully completed and signed Authorisation Form must be uploaded on the SETA's Skills Web System before in particular:

    – The name of the organisation on the Authorisation Form must match the name of the organisation shown in the Skills Web System. If the name of the organisation has changed and the organisation wishes to place the new name on the Authorisation Form, the Change of Name certificate (or certificates) which relates the name of the organisation shown in the Skills web to the new name of the organisation must be uploaded with the Authorisation Form into the ATR/PTR and WSP/PTP Forms. Note that the MICT SETA cannot change the data presented under the Department of Higher Education and Training Data column.

    – The L Number of the organisation on the Authorisation Form must be the same as the one the Skills Web System.

    – The "Organisation Contacts", that is, the Name, ID Number and Position of the Authorised Signatory must be the details of management authorised to sign on behalf of the organisation. The SDF cannot be the Authorised Signatory.

    – For organisations with 50 or more employees, the Name, ID Number and Position of the Employee Representative must be the details of one of the Training Committee members captured under the "Training Committee" form in the Skills Web System. This is not a requirement for organisations with 49 or less employees. In the instance where there is Union representation, the Union Representative shall be the Employee Representative signatory. Where there is more than one Union within the organisation, this form must be modified to accommodate all Union members as signatories. Should this modification extend to more than one page, all signatories shall initial all pages.

    – The Name and ID Number of the SDF must be reflected under the "SDF" form in the Skills Web System.

    – All parties shall sign their full signature and date the Authorisation Form.

Failure to comply with these criteria will result in the non-approval of the organisation's submission and the organisation losing its Mandatory Grants.

NB: All documentation must be filed safely for Monitoring and Evaluation purposes by the SETA.

WSP/ATR/PTP/PTR Approval

SDFs will be informed by a system generated e-mail of their ATR/PTR and WSP/PTP submission approval. The SDF can also check the status on the Skills Web System. Approval implies that the MICT SETA is satisfied with the documents submitted, and will Mandatory Grants back to the organisation on a quarterly basis. The MICT SETA will also consider funding the organisation through Discretionary Grants.

Use of the Mandatory Grant

MICT SETA employers are expected to use Mandatory Grants for skills development purposes as per legislation.

Suggested ATR/WSP Submission Project Plan

Many SDFs leave the data capturing to the last minute. Inevitably, each year, about two-thirds of all submissions happen in the last week of the submission deadline. This is difficult for the SSP staff members who are trying so hard to assist SDFs who require support. Furthermore, there are many SDFs using the system towards the submission deadline, and this causes the system to slow down.

NB: SDFs must ensure that things are not left until is too late, SDFs are encouraged to submit their ATR/PTR and WSP/PTP at least by mid-April.

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The Organizing Framework for Occupations (OFO)

The OFO is a coded occupational classification system. It is a key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market. The OFO is constructed from the bottom-up by:
- Analyzing jobs and identifying similarities in terms of a tasks and skills;
- Categorizing similar jobs into occupations;
- Classifying these occupations into occupational groups at increasing levels of generality. The OFO adds value to skills development planning and implementation purposes in that it:
- Provides a common language when talking about occupations;
- Captures jobs in the form of occupations;
- Groups occupations into successively broader categories and hierarchical levels based on similarity of tasks, skills and knowledge.

Terminology used by the OFO

Explained below are the relevant terminologies used in this document:

- **Job**

A job is a set of tasks and duties carried out by one person for a particular employer. This includes self-employment. A job has a title, such as driver, secretary, programmer, systems analyst, sales manager, managing director or sole proprietor. A job has a description that sets out the details of tasks, duties and standards of performance to be achieved by the person.

- **Occupation**

An occupation is a set of jobs, tasks and duties are characterised by a high degree of similarity. Within occupations, specialisations identify variances. For example an occupation of a programmer may cover the specialisations of systems programmer, applications programmer, and analyst programmer. A programmer can specialise in one or more programming languages, such as C#, JAVA and .NET.

- **Skill level and Skill Specialisation**

  - Skill is the ability to carry out the tasks and duties of a given job to the standards of performance required. Skill level and skill specialisation are dimensions of skill used in arranging occupations into groups.
  - Skill level is defined as a function of the complexity and range of tasks and duties to be performed and is measured by considering the nature of the work, the level of formal education and other training/experience required for competent performance.
  - Skill specialisation includes the field of knowledge required, the tools/machinery used, the materials involved and the kinds of goods/services produced.

- **Occupational Divisions**

Skill level and skill specialisation are used to divide occupations into groupings, from Major (1 digit), through Sub-major (2 digits), Minor (3 digits) to Unit (4 digits). An Occupation is 6 digits, incorporating specialisations and alternative occupation titles.

		Major Groups are:
Major Group 1st digit	**2019-1** - Managers - Professionals - Technicians and associate professionals	- The broadest level of the classification Denoted by 1-digit codes - Distinguished from each other on the basis of skill level and to a lesser degree the broad concept of skill specialisation - There are 8 Major Groups, each containing a Descriptor and Tasks

Sub – Major Groups are:
- Subdivisions of Major Groups
- Denoted by 2-digit codes (the relevant Major Group code plus an additional digit)
- Distinguished from other Sub Major
- Groups under the same Major Group on the basis of broadly stated skill specialisation (except Sub Major
- Groups of Major Group 1 which are also distinguished on the basis of skill level)
- There are 39 Sub Major Groups, each containing a Descriptor and Tasks

Sub-Major Group 2nd digit
2019-67
- Information and Communications Technicians
- Electrical and Electronics Trades workers

Minor Groups are:
- Subdivisions of the Sub Major Groups
- Denoted by 3-digit codes (the relevant Sub Major Group code plus an additional digit)
- Distinguished from other Minor Groups under the same Sub Major Group on the basis of less broadly stated skill specialisation
- There are 125 Minor Groups, each containing a Descriptor and Tasks

Minor Group 3rd digit
2019-252
- Software and Applications Developers and Analysts
- Database and Network Professionals

Unit Groups are:
- Subdivisions of the Minor Groups Denoted by 4-digit codes (the relevant Minor Group code plus an additional digit)
- Distinguished from other Unit Groups under the same Minor Group on the basis of a finer degree of skill specialisation
- There are 440 Unit Groups, each containing a Descriptor and Tasks

Unit Group 4th digit
2019-2654
- Electronics Engineering Technicians
- Film, Stage and Related Directors and Producers

Occupations are:
- Not identified as part of structure, but listed as sub-divisions of the Unit Groups through a consultation process
- Denoted by 6-digit codes (the relevant Unit Group code plus additional 2 digits) Distinguished from other occupations under the same Unit Group on the basis of a fine degree of skill specialisation
- There are 1510 Occupations, each containing a Descriptor

Occupation 5-6th Digits
2019-862922
- Telecommunications Technician
- Production Assistant (Film, Television or Radio)
- Web Technician

Classification of Personnel into OFO Occupations

For the 2020/21 submission period, SDFs are required to use Version 2019 of the OFO.

The starting point is to first classify all personnel into the various OFO occupations. There are two approaches that can be used. ***Organizations' job titles should not be used when determining respective occupations.*** OFO classifications are available in the form of an excel file available under the link:

http://www.mict.org.za/inner.aspx?section=3&page=122.

As an example where job titles can be misleading, when looking at a Chartered Accountant, an Accountant, an Assistant Accountant and an Accountant Assistant, the first three would be classified under Accountant, but an Accountant Assistant is actually a clerk. Another example relates to Managers. The question to ask is "How much management does this person actually do". We think this question probably applies more to BBBEE than to the ATR/WSP, because when the BBBEE inputs and the WSP/ATR inputs from employers are compared, large discrepancies are being found.

Where a person has a wide range of tasks, making it difficult to allocate an OFO code, the SDF needs to decide which the more dominant/important role is, and allocate an OFO accordingly. Regarding learners or trainees, an OFO code must be allocated because these people must be viewed as studying towards an occupation. Where a person is promoted or changes occupation (particularly when classifying learners), it is important to review and change the OFO classification.

The two approaches that can be used are:

– Using a top-down approach to find the relevant OFO occupation. Starting at OFO Level 1, decide which category the person is positioned in, and then work down through the structure.

– Using the Excel OFO file on the dashboard to find the relevant OFO occupation. When using this file, make use of Excel's "Find" function to search on keywords (or parts of keywords) to find the most suitable OFO code. Also think of alternative titles because the file may not have all titles. For example, if you are looking for a procurement officer, search on "procure" and search for "buyer".

– If you cannot find an appropriate OFO code for a person in your organisation, please email the job description, with an indication of who the person reports to and who reports to this person, to the appropriate MICT SETA staff member.

Description of the OFO and Scarce and Critical Skills

The following definitions of Scarce and Critical Skills apply:

Scarce Skills refer to those _occupations_ (positions in the organisation) in which there are a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria. This scarcity can arise from one or a combination of the following, grouped as relative or absolute:

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 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.

Relative scarcity: suitably skilled people available but do not meet other employment criteria, for example:

- Geographical location, i.e. people 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, on the other hand, refer to specific key or generic 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 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.

Both scarce and critical skills must be identified at the occupational level, with scarce skills being considered against the occupation itself and critical skills being reflected as specific skills within the occupation.

Identifying Scarce Skills against Current Occupations

Scarce and critical skill shortages are identified by gathering and analysing information in respect of:

- **Hard-to-fill vacancies or long-term vacancies:** The South African average across occupations is around 56 days from advertisement to appointment. This is in sharp contrast to the USA norm, which is around 30 days, differences in labour legislation and practices notwithstanding. Organisations must report possible scarcity when they have been unable to fill a position and that position has been advertised as vacant for more than 3 months or 60 working days and where the reasons for not being able to fill the position reflect or are related to one of the following:
    - No appropriately qualified people available, e.g. new occupation, new qualification required.
    - No appropriately experienced people available, e.g. qualification available but experience and application in the work place is a key employer requirement.
    - No appropriately qualified and/or experienced people available from target groups e.g. women mining engineers.

- **Sourcing skills from outside of the country:** Where there is hard or anecdotal evidence that key employers in the sector are recruiting skilled workers outside of the country to fill specific occupations.

- **Higher wages:** Where there is hard or anecdotal evidence that the lack of skilled people has resulted in skilled workers demanding higher wages or employers paying a premium for skill.

- **Lower productivity levels:** Where enterprises or sub-sectors are reporting that scarce or critical skills shortages are being reflected in lower quality, productivity or service delivery measures. For example, there is greater wastage, more machines down time, more mistakes, greater need for supervision, more work having to be done over to correct mistakes.

- **Lower productivity growth:** Where within enterprises, sub-sectors, sectors and even nationally there is less expenditure on innovation, R&D, less product or service value added.

Information on MICT SETA Scarce and Critical Skills

Should SDFs require information regarding the Critical and Scarce Skills in the MICT sector, please download our Sector Skills Plan and the Priority list from our website under Sector Skills Planning;

NQF Levels versus Secondary and Tertiary Education System

The following table will assist in providing a cross-reference between NQF Levels and academic qualifications.

NQF Level	Band	Qualification Type	
10	**Higher Education and Training Band**	Post-doctoral research degrees	
9		Doctorates	
8		Masters degrees	
7		Professional Qualifications	
		Honours degrees	
6		National first degrees	
		Higher diplomas	
5		National diplomas	
		National certificates	
Further Education and Training Certificate (FETC)			
4	Further Education and Training Band	Grade 12 (Matric), National certificates	
3		Grade 11, National certificates	
2		Grade 10, National certificates	
General Education and Training Certificate (GETC)			
1	General Education and Training Band	Grade 9	AET Level 4

NB: Professional qualifications include qualifications that are not formally obtained through the DoE or DHET educational system, e.g. CISCO certification.

Types of Training Interventions

There is often confusion over the definition of the different types of learning programmes, the following are the official definitions:

Definition of a Learnership

A Learnership is an occupationally directed learning programme comprising both structured practical workplace (on-the-job) experience (70% of the content) and structured theoretical learning (30% of the content) conducted against registered Unit Standards at an accredited Training Institution. A Learnership results in a qualification, its duration is approximately twelve months.

Definition of an Internship

An Internship is a programme designed to give tertiary graduates and University of Technology learners an opportunity to extend/obtain their academic qualifications with structured workplace exposure and specialised training. Participants are placed on a full-time basis, generally for a period of six to twelve months, in stakeholder companies and government organisations, the purpose of which is to provide the learner with workplace experience that builds on the qualification or assists in completing the qualification. Either employed or unemployed persons can get involved in an Internship. The Internship usually involves just the learner, who is a potential employee to a company, and the potential employer. Taking note of the learner's level of education, capabilities and experience, the employer or training provider defines the workplace programme that must be completed for the learner to obtain the required skills for the work to be performed.

Definition of a Skills Programme

A Skills Programme is a short learning intervention conducted against registered Unit Standards at an accredited Training Institution, and the training programme must include a workplace component. It does not result in a full qualification, but the accumulation of credit-bearing Skills Programmes may lead to or contribute towards a full qualification.

Definition of a Short Course

A Short Course is any learning or development programme that is not credit-bearing towards an NQF registered qualification". Short Courses are not aligned to unit standards. Likely examples include:

–   Courses on soft skills such as performing presentations, conflict management, negotiation, etc.
–   Internal training hosted by one of your staff.
–   Internal training hosted by an external trainer.
–   e-Learning courses.
–   Driver's license.
–   Product Specific Training.
–   Organisation Specific Training.

Evidence must be kept to confirm that this training took place. Evidence would include the agenda for the training, the signed attendance register reflecting start and end times, credits against registered unit standards (where applicable), etc.

The table below provides a detailed definition of the various learning programmes as per the DTI Learning Programme Matrix and the DHET Appropriate Learning Strategies.

Table 1: Types of Training Interventions

DHET Type of Learning Programme	DHET Abbr.	NQF Level	DTI Type of Learning Programme	Description	Learning Site	Learning Achievement
Post-Doctoral Research Degree	Ed	10	A. Institution-based theoretical instruction alone – formally assessed by the institution	Classroom based theoretical knowledge provided by an institutional provider, such as universities and colleges, schools, ABET providers	Classroom based	Recognised theoretical knowledge resulting in the achievement of the qualification issued by an accredited or registered formal institution of learning
Doctorate	Ed	9				
Masters Degree	Ed	8				
Professional Qualification	Ed	7				
National First Degree (4 years) (No Workplace Experience)	Ed	7				
Honours Degree (No Workplace Experience)	Ed	7				
National First Degree (3 years) (No Workplace Experience)	Ed	6				
Higher Diploma (No Workplace Experience)	Ed	6				
National Diploma (No Workplace Experience)	**Ed**	**5**				
National Certificate (No Workplace Experience)	Ed	5				
ABET (No Workplace Experience)	Ed	1-4				
Higher Diploma (With Workplace Experience)	TQ, TP	6	B. Institution-based theoretical instruction as well as some practical learning with an employer or in a simulated work environment – formally assessed through the institution	Mixed mode delivery. General theoretical knowledge provided by an institutional provider, such as universities and colleges, schools, ABET providers, and supervised experiential learning with an appropriate employer or simulated work	Mainly classroom based but includes simulation and may include workplace learning	Recognised theoretical knowledge and workplace experience with set requirements resulting in the achievement of the qualification issued by an accredited or registered formal institution of learning
National Diploma (With Workplace Experience)	TQ, TP	5				
National Certificate (With Workplace Experience)	TQ, TP	5				
Internship	I	5+	C. Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification – formally assessed by a statutory occupational or professional body	**Structured learning in the workplace with mentoring or coaching. A workplace or practical component is required.**	A compulsory workplace component	Occupational or professional knowledge and experience formally recognised by the SETA
Articles	A			A workplace or practical component is required in addition to a general theoretical knowledge based qualification (institutional provider) in order to obtain registration as a professional or	A compulsory or statutory workplace component of a qualification	Occupational or professional knowledge and experience formally recognised through
Licensing requirements	L					Occupational or professional knowledge and experience formally recognised through
Learnerships	Ls	1-8	D. Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	Institutional instruction together with structured, supervised experiential learning in the workplace. An occupationally directed programme resulting in a registered qualification and that requires an agreement and/or contract	Mainly workplace based but includes classroom learning	Theoretical knowledge and workplace learning, resulting in the achievement of a SAQA registered qualification, a certificate or other similar occupational or professional qualification issued by an accredited or registered formal institution of learning
Apprenticeships (Section 13)	Ap					

Skills Programmes	SP		E. Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	Structured, supervised experiential learning in the workplace which may include some institutional instruction. An occupationally directed programme, which is presented by an accredited provider and when completed will constitute a credit towards an NQF registered qualification. Workplace and some	Workplace and classroom	Credits awarded for registered unit standards
Short Courses	SC		F. Occupationally-directed instructional programmes	Any learning or development programme that may or may not lead to credits towards an NQF registered qualification	Classroom or simulated or classroom and simulated. No workplace component.	Continuing professional development, completion or attendance certificates and credits against registered unit standards (in some instances)
Workshop	CPD			Structured information sharing or direct instruction	Formal venue with programme or agenda. No workplace component.	
Seminar	CPD					
Conference	CPD					
Work experience for unemployed graduates (in scarce skills)	WE		G. Work-based informal programmes	Informal training. Work experience provided by a workplace for unemployed graduates	Workplace only	Increased understanding of job and work context or improved performance or skills

Expenses that may be included in the ATR/PTR and WSP/PTP

Introduction

Prior to obtaining and completing the details for the training interventions, it is important that SDFs have an understanding of what costs can be included.

BEE Considerations

In defining the costs that can be included in the ATR/WSP/PTP, the MICT SETA has decided to adopt the DTI definition of costs associated with Broad-Based Black Economic Empowerment (B-BBEE) measurement of the Skills Development Element. The following is extracted from Gazette No 38765 of 6 May 2015, "B- BBEE Codes of Good Practice", in particular, "Code Series 300". **Please refer to the full gazette at: https://www.thedti.gov.za/gazzettes/BEE38766.pdf**

The skills development scorecard under statement 300:

Category	Skills Development Element	Weighting points	Compliance Target
1.1.1 Skills Development Expenditure on any programme specified in the Learning Matrix for black people as a percentage of the Leviable Amount			Programme
1.1.1.1 Skills Development Expenditure on Learning Programmes specified in the Learning Programme Matrix for black people as a percentage of Leviable Amount.		8	6 %
1.1.1.2 Skills Development Expenditure on Learning Programmes specified in the Learning Programme Matrix for black employees with disabilities as a percentage of Leviable Amount.		4	0.3%
1.1.2 Learnerships, Apprenticeships, and Internships			
1.1.2.1 Number of black people participating in Learnerships, Apprenticeships and internships as a percentage of total employees		4	2.5%
1.1.2.2 Number of black unemployed people participating in training specified in the learning programme matrix as a percentage of number of employees		4	2.5%
Bonus points:			
1.1.3 Number of black people absorbed by the Measured and Industry Entity at the end of the Learnerships programme		5	100%

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<u>Amendments:</u>

- Main target doubled from 3% to 6% of "leviable amount" (annual payroll);
- Now points available for training black unemployed people;
- 5 points available for absorbing registered learners as permanent staff in own company or another company;
- Must meet SETA requirements to qualify - submission of Workplace Skills Plan and Pivotal Report and priority skills only as recommended by SETA
- Category F (uncertified) and Category G (in-house) training both capped at 15% of Total skills spend;
- Legitimate training expenses such as accommodation, catering and travel expense also capped at 15% of total skills spend;
- Mandatory sector training no longer qualifies;
- International training must meet SAQA requirements

The MICT SETA SDF Reference Manual 2020

The MICT SETA Perspective

SDFs are to adopt the following principles and practices:

Only actual or planned direct costs are to be provided in the ATR/PTR and WSP/PTP. Therefore:
  - Opportunity costs are excluded.
  - All funds that are acquired from sources external to the organisation (e.g. MICT SETA, Job Fund, etc.) are excluded.
  - If the organisation recovers any portion of the expenses from the employee (e.g. loan to learner), the recovered portion of expenses are excluded.

If the funding grant to the learner is conditional, these expenses are excluded, except:
  - Where the learner completes his/her studies within the allocated period, these expenses are included. (Conversely, if the learner fails and has to pay these costs back to the organisation, these expenses are excluded).
  - If the learner must work for the organisation for the same period equivalent to the period of study, these expenses are included.
  - Where the organisation funds a learner and the learner fails, without the learner having to reimburse the organisation, this cost is included.
  - Where the organisation funds a learner and the learner fails and the organisation funds the learner rewriting, without the learner having to reimburse the organisation, this cost is included.

All actual and planned costs are to include VAT. Legitimate training expenses (as above) are:
  - Costs of training materials
  - Costs of trainers
  - Costs of training facilities including costs of catering
  - Scholarships and bursaries
  - Course fees
  - Accommodation and travel and
  - Administration costs such as the organisation of training including where appropriate the cost to the organisation of employing a skills development facilitator or a training manager.

The expenses of an organisation on AET or End-User Computing programmes must be included at a multiple of 1.25 to the actual value. Training expenses of training done outside of South Africa are included. Only expenses that can be supported with evidence (e.g. an invoice, appropriate internal accounting record, verifiable calculation of internal trainer's hourly rate) are to be included. Despite BBBEE requiring that expenses from Uncertified Learning Programmes or from Category G Learning programmes in the Learning Programmes Matrix (Work experience for unemployed graduates) should not represent more than 15% of the total value of expenses, your ATR/WSP must include the full 100%.

No salaries and wages of learners are to be included except:

- – If the Learning Programme is a Learnership.
- – If the Learning Programme falls within category B, C or D of the Learning Programme Matrix, i.e.
  - Higher Diploma (With/requiring Workplace Experience)
  - National Diploma (With/requiring Workplace Experience)
  - National Certificate (With/requiring Workplace Experience)
  - Internship
  - Articles
  - Licensing requirements
  - Apprenticeships (Section 13)

Include your organisation's actual costs in the ATR for training learners against whom your organisation is contributing SDL levies. Include your organisation's budgeted costs in the WSP for training learners against whom your organisation is contributing or intends contributing SDL levies. The costs of the SDF's time involved in the skills development process (and ISDF expenses) are included. If not split across all training interventions, this cost can be included in the "Total Actual Expenses" and "Total Budgeted Cost". See Section Where internal training is performed; use the trainer's hourly rate multiplied by the number of hours of training for the course to determine the cost.

Look at this in terms of what the organisation has paid for or is committed to. "Paid for" obviously belongs in the ATR/PTR. If the organisation has committed up front to funding a training intervention, part of which must be paid in the "New Year", be it to the learner or through agreement with the training provider or internal HR/accounting policy, these costs belong in the ATR/PTR.

This is likely to be the case for learnerships, internships, skills programmes, and University of Technology and University qualifications and bursaries. Note though, regarding degrees, diplomas and bursaries that span more than one year, these should be treated on a year-by-year basis. So, for example, if your organisation decides to sponsor a student to do a three-year degree, and assuming that this commitment was made in September last year, the first-year costs would go into the ATR/PTR, and only the estimated second –year costs would go into the WSP. If not "committed", you need to pro-rata the costs, allocating a portion to the ATR/PTR and a portion to the WSP/PTP. In this case, you would declare the same training intervention in both the ATR/PTR and in the WSP/PTP, but the sum of the actual cost and budgeted cost would equal the total cost of the training intervention.

This is more likely to happen with one person going on say three courses, one or two being conducted in the "New Year".

- – E-Learning. In this case, if there were/will be costs associated with the purchase of any specialised software and hardware specifically to be used for the purposes of training, contact your Finance Department and ask them to inform you what the value of these costs will be written off for the year, and use that amount.
- – Some international organisation use guidelines on how to calculate the cost of training, based on their own research and experience, and apply this across all their international branches/partners. As long as the relevant evidence can be provided, this approach is acceptable.

If there are other costs not included above that you are unsure of, please contact the appropriate MICT SETA staff member.

NB: Please ensure that all records of training cost are stored and filed securely for the MICT SETA audits and training verification processes.

MICT SETA SSP Staff Support

Communication with the MICT SETA

All communication with the MICT SETA SSP staff must occur

- – through the approved registered SDF
- – via email
- – the email must have the L number of the organisation in the subject line of the email

The MICT SETA SSP Division Service Levels

With regards SDF procedural queries, complaints, assistance to register and approval thereof, Inter-SETA transfers and registration of new organisations, the MICT SETA SSP staff will strive to resolve these issues within reasonable time. In some instances, time to resolve will be beyond our control, for example where we are dependent on SARS and the DHET in some processes. With regard to SDF technical queries and complaints, the MICT SETA SSP staff will strive to resolve these issues within **3-working days.**

Inter-SETA Transfers

An Inter-Seta Transfer (IST) is the process of transferring an organisation from one SETA to the other. The transfer may be done under any of the following circumstances:

- – The Organisation has been incorrectly registered with the SETA as the main business activity does not match the industrial scope of the SETA.
- – The main business of the enterprise has changed since the previous registration with SARS and now better suits the industrial scope of another SETA.
- – The employer falls within the jurisdiction of more than one SETA, and the employer's application to transfer to the new SETA is motivated by:
  - the composition of the workforce,
  - the amount of remuneration paid or payable to the different categories of employees; and
  - the training needs of the different categories of employees.

Inter-Seta Transferring Process

If you are transferring into the MICT SETA, you need firstly to contact CIPC (012 394 9500, http://www.cipc.co.za/) to change your SIC code to one of MICT SETA's SIC codes which are legislated, as mentioned in Section above. The list of MICT SETA SIC codes, in a file titled "MICT SETA SIC codes", can be found under the following link:

http://www.mict.org.za/inner.aspx?section=3&page=122

Should the organisation wish to move from another SETA to the MICT SETA, an IST-01 form must be completed and submitted to the SETA that the organisation is currently registered with. If you wish to move out of the MICT SETA to another SETA, the IST-01 form must be completed and submitted to the MICT SETA. The IST-01 form can also be found at the link above. Once received, the SETA will approve the application if the request is justified, and forward the signed application to the Department of Higher Education & Training (DHET). The DHET then verifies the request and submits the form to the South African Revenue Services (SARS) who will ultimately process the change. Note that this process will take about **three-six months.**

It is ultimately the responsibility of the transferring organisation to ensure that it is registered with the correct SETA and to monitor the process through to completion. Nevertheless, if this process is taking beyond six months, the SDF can email the appropriate MICT SETA SSP staff; the SETA will then enquire on the status of the transfer.

When transferring into the MICT SETA, after the IST-01 has been signed by the SETA from which the organisation is transferring, the SDF must request a scanned copy of the signed IST-01 from that SETA. The SDF should then enquire, on a monthly basis, via email with the appropriate MICT SETA SSP staff as to whether the organisation has appeared in the MICT SETA Skills Web System. A scanned copy of this signed IST-01 form must be attached to the email. When the SDF has been informed that the organisation has appeared in the MICT SETA Skills Web System, the SDF must register as the appointed SDF of the organisation.

If the ATR/WSP/PTP of the organisation was submitted to and was approved by the SETA from which the organisation was transferring and wants to continue receiving its Mandatory Grant for the year, the SDF must email the appropriate MICT SETA SSP staff with evidence that this was the case. When the SDF has been informed that the organisation has appeared in the MICT SETA Skills Web System, the SDF must request that the system be opened so that the SDF can capture the WSP only for this year. On successful submission of this WSP and on the SDF informing the appropriate MICT SETA SSP staff member that the WSP has been successfully submitted, the MICT SETA will consider the approval of the WSP so that the organisation will now receive its Mandatory Grants from the MICT SETA.

Implications on the Payment of Mandatory Grants

As indicated above, the Inter-Seta transfer process takes about three-six months. While the organisation is still with the previous SETA, that SETA will continue to pay the Mandatory Grant until transfer is affected. Once effected, the relevant levy contributions of the organisation will be transferred to the MICT SETA, and after approval of the WSP submitted in the MICT SETA Skills Web System, the MICT SETA will continue to pay the Mandatory Grants for the remainder of the financial year, on a quarterly basis.

Submission of the Inter seta transfer companies

Where it appears that the Inter-Seta Transfer may be effected during the ATR/WSP Report submission period, there is often concern as to which SETA the SDF should submit. Ideally, the Inter-Seta Transfer Process should be performed during the period June to December, in which case the SDF should submit to the SETA from which the organisation is transferring, and follow the process explained below. If the SDF wants to start the process between January and May, the SDF will still have to submit to the SETA from which the organisation is transferring (as a precaution against losing the next year's Mandatory Grant), but will also have to submit to the MICT SETA during the year when the SDL number is reflecting on the system.

The SDF must enquire, on a monthly basis, via email with the appropriate MICT SETA SSP staff as to whether the organisation has appeared under its own L number in the MICT SETA Skills Web System. When the SDF has been informed that the organisation has appeared in the MICT SETA Skills Web System under its own L number, the SDF must request to submit the WSP/PTP. Note that the MICT SETA cannot pay Mandatory Grants against the T number.

Newly Registered Organisations

In the event a newly registered organisation with SARS joins the MICT SETA, this organisation has six months, from date of registration with SARS to submit its Workplace Skills Place (WSP) to the MICT SETA. Only the WSP/PTP must be completed for the first year. The SDF should enquire, on a monthly basis, via email with the appropriate MICT SETA SSP staff as to whether the organisation has appeared in the MICT SETA Skills Web System.

A scanned copy of the organisation's SARS registration document (EMP103) must be attached to the email. When the SDF has confirmed that the organisation has appeared in the MICT SETA Skills Web System, the SDF must request that the system be opened so that the SDF can capture the WSP only. On successful submission of this WSP and on the SDF informing the appropriate MICT SETA SSP staff member that the WSP has been successfully submitted, the MICT SETA will approve the WSP so that the organisation will now receive its Mandatory Grants from the MICT SETA.

Registered Organisations not allocated to a SETA

There are instances where an organisation realises that it is not allocated to a SETA, or is not aware of what SETA it belongs to and wants to start participating in the skills development process. In this case, the organisation must email the appropriate MICT SETA staff members its SDL number or PAYE number as per your EMP 201 form available from your Finance Department. These numbers have the format "SDL Number: Lxxxxxxxxx", "PAYE Number: 7xxxxxxxxx", where "x" is a numeric.

Where the organisation is not associated with any SETA, the organisation needs follow the Inter-Seta Transfer process and email the IST-01 to the appropriate MICT SETA SSP staff member.

Companies that have skipped a year in submitting

Organisations that submit for the first time, or have skipped a year, only submit the WSP/PTP.

Registration of SDFs on the MICT SETA Database

SDFs wishing to list themselves in the ISDF Database must email a copy of their curriculum vitae and qualifications to the appropriate MICT SETA staff member, with the following additional details:

> First Name:
> Surname:
> Phone:
> Cell:
> Fax:
> Email:
> Suburb:
> Town/City:
> Province:

If accepted, the SDF details will be added to the MICT SETA SDF Database. If these details need to be updated at any stage, please email the appropriate details to MICT SETA staff member. This information shall be placed on the SDF Database on our website for these stakeholders to utilise.

With regards employer information, please note that the MICT SETA cannot provide details of its stakeholders to third parties. We view all **employer data** provided to the SETA as strictly confidential and thus cannot be shared for whatever reasons.

Registration of SDF Associates

SDF Associates/Secondary SDFs are people that can gain access to the organisation's data on the MICT SETA Skills Web System, but they do not have "edit" access/rights like the SDF. Instead, they only have "read-only" access.

Participation Confirmation Letters

Occasionally when organisations bid on government contracts, they are requested to provide a letter confirming that they are contributing Skills Development Levies and/or that their ATR/WSP has been approved by their SETA. Please email this request to the appropriate MICT SETA SSP staff member.

Mandatory Grant Payment Queries

For all Mandatory Grants payments, please contact Sphesihle Hlongwane: E-mail address: sphesihle.hlongwane@mict.org.za Tel no.: 011 207 2640.

SDF Telephonic and/or Person-to-Person Training

The MICT SETA offers telephonic and/or person-to-person training on the Skills Web System to new SDFs. Should there be a need for such training, please contact one of the MICT SETA SSP Staff via email.

Linking of Organisations

Where there is more than one organisation in a group of organisations, SDFs sometimes prefer to submit one ATR/WSP report for all these organisations rather than submit a report for each individual organisation. In this instance, the SDF needs to identify which organisation is the main/parent company and request the MICT SETA to link the remaining subsidiaries/"children" to the parent. Subsequent ATR/WSP Reports will then be captured and submitted under the main company's L Number. Skills development levy contributions can still be contributed to each L number if companies so wish because once the parent is approved, Mandatory Grants will be paid to all L numbers that have contributed.

The request for linking of the L Numbers must be submitted through the Skills Web System, the MICT SETA officials will then evaluate the request and approve should the request meet all the requirements, and a response will be sent to the SDF. The linking will be done on an annual basis to ensure validity.

SDF Training Workshops

The MICT SETA shall conduct occasional SDF workshops in Gauteng, Durban, East London/Port Elizabeth and Cape Town and other regions to communicate new developments within the skills development landscape. Furthermore, the workshops will serve to guide industry on the latest requirements on the Skills Web System, as well as addressing any other queries or concerns that SDFs may have. SDFs will be informed of these events via email and MICT SETA Website. SDFs and other interested personnel in the MICT SETA stakeholder organisations are encouraged to attend these workshops. The SETA conducts day-to-day training/information sessions as and when such sessions are requested/required by individual SDFs.

Mandatory Grants and Mandatory Grant Payment Schedule

A Mandatory Grant is a reimbursement on a levy contributed by the organisation. It is not viewed as income to an organisation and therefore is not taxable; it is purely intended for the training of employees. The MICT SETA does not provide statements. Please refer to the Grants and Levies form in the Skills Web System for any required evidence. The MICT SETA disburses Mandatory Grant payments as follows:

- September based on the organisation skills development levy contributions received by the SETA from DHET/SARS for the period 01 April to 30 June,

- December based on the organisation skills development levy contributions received by the SETA from DHET/SARS for the period 01 July to 30 September,

- March based on the organisation skills development levy contributions received by the SETA from DHET/SARS for the period 01 October to 31 December, and

- June based on the organisation skills development levy contributions received by the SETA from DHET/SARS for the period 01 January to 31 March.

The details of what levy contributions have been made by the organisation and what Mandatory Grants the MICT SETA has paid to the organisation are available in the Skills Web System. Mandatory Grant payments will only be made if the SETA has approved the ATR/WSP, and banking details are in order. Note that Discretionary Grants will be paid as outlined in the SLA between the MICT SETA and the organisation. The details of Discretionary Grant transactions are not, at this stage, presented in the Skills Web System.

Below are the previous frequently asked questions by SDFs:

- **Can the training intervention and associated costs of a sibling of an employee be included?** Yes, but make a note of this in the "Comments" field. The sibling should also be listed as "Unemployed" by the submitting organisation.
- **Can teambuilding be reported as a learning intervention?** No. The employees may come away from such an event with a greater sense of team camaraderie and willingness to work better together, but it is unlikely that they learn new skills that would be beneficial to their occupation.
- **We have an employee who is studying his diploma in Electrical Engineering. He works for us for 6 months and then studies for 6 months. Would this be considered a learnership or internship?** The 6 months he works for you would be viewed as workplace experience in support of his studies. This should be viewed as internship.
- **What would our assisted study employees be considered as? Many of them are studying towards a higher diploma or degree.** Allocate these costs to bursaries, as long you are not claiming the bursaries back from the learner.
- **Can students who are on vacation work be included?** No.
- **How do we factor online training in?** With regard to the cost of the software and hardware, talk to your finance department to find out how much has been written off in the past year, or will be written off in the next year, and use that as the cost. We suggest that this training belongs in (DTI, BBBEE) Category F (Occupationally-directed instructional programmes), and in terms of the DHET definitions it would be a short course, the description being "Any learning or development programme that may or may not lead to credits towards an NQF registered qualification", classroom or simulated or classroom and simulated. No workplace component.

Applying for Discretionary Grant Funding

Introduction

As indicated above, 49.5% of the levy contribution from employers is allocated to the Discretionary Grant. This money is utilised at the discretion of the SETA to sponsor learning programmes with employers who request sponsorship and who intend implementing learning programmes that support the strategy of the SETA. A Discretionary Grant is allocated to a levy paying company to develop the skills of both the employed and unemployed people. A Discretionary Grant is not viewed as income to an organisation and therefore is not taxable.

The Broad Strategy of the MICT SETA

A summary of broad MICT SETA strategic goals that relate to Discretionary funding are:

- TVET learners supported through bursaries.
- Universities and Universities of Technology learners supported through bursaries.
- High and Middle level skills programmes implemented.
- Learners supported through learnerships including townships and rural.
- Students supported through internship programmes of which at least 70% placed.
- Work experience offered to college university of technology learners through Work Integrated Learning (WIL) programmes towards completing their qualifications.
- Provision of quality short courses and vendor specific programmes to address identified priority skills.
- Provision of quality skills programmes (unit standards based)
- Skills development with SMEs through respective learning programmes.
- Skills development for sectorial trade unions, NGOs and community-based organisations.

The Discretionary Grant Evaluation Committee and Process

The MICT SETA has a Discretionary Grant Evaluation Committee (DGEC) responsible for the evaluation of Letters of Intent and funding proposals from employers. Once approved, the Service Level Agreement will be entered into.

Criteria for Applying for a Discretionary Grant

The DGEC uses the following criteria:

- The details specified on the LOI are correct in terms of the employer's data that the MICT SETA has within its system (e.g. name of the applying employer and L number are the same as that in the Seta Management System).
- The employer is up to date with levy payments
- The ATR/WSP of the applying employer has been approved by the MICT SETA.
- The training applied for is aligned to planned training in the WSP and addresses some of the identified Scarce or Critical Skills.
- The application is aligned to the EE targets, namely Black 85%; Female 54%; People with Disabilities 4%.
- The organisation has achieved at least a 70% placement on the previous MICT SETA sponsored learning programmes.
- The training provider that the employer intends using is accredited (for aligned programmes).

The DGEC also considers what plans and budget the employer has for the implementation of the WSP, and the trends with regards skills development in general.
For further information on Discretionary Grant applications and allocation criteria, employers can contact the Learning Programmes Division of the MICT SETA.

Accreditation

Training Layoff Scheme

If employers are to lay-off their staff due to economic pressures, they can apply for the Training Layoff Scheme (TLS) at the CCMA (CCMA Call Centre: 0861 16 16 16 or e-mail: TrainingLayoff@CCMA.org.za). The CCMA will advise on the necessary processes that need to be followed. The CCMA has partnered with the UIF and SETAs in implementing the TLS, and each partner has committed themselves to specific obligations such as allowances and training cost, that they will ensure that they materialise.

Introduction to Skills Web System

The MICT SETA has introduced the new Management Information System (MIS) through the web-based Skills Web System for the 2020/21 WSP/ATR submissions. It is designed to assist SDFs in capturing and submitting ATR/PTR and WSP/PTP data electronically. Internet Explorer 9, Firefox, Waterfox and Google Chrome can all be used to access the MICT SETA Skills Web System.

SDF registration process on the MICT SETA

SDFs can access the Skills Web System through the MICT SETA website: www.mict.org.za then click "Stakeholder Login" which is situated in the top right hand corner. SDFs will receive System generated login details, they should then devise their own private login details that will remain confidential to them. SDFs will then embark on the annual registration process for access and use of the Skills Web System. The SDF shall download the SDF appointment letter from the system containing the contact details newly appointed SDF, identity number, and confirmation that he/she has been appointed by the organisation.

The said letter shall be signed by an Executive within the organisation such as the M.D, the CFO, the Human Resource Director, etc. to confirm the appointment. The appointment letter shall be scanned and uploaded on the System. Upon receipt, the MICT SETA shall approve the registration of the SDF, allowing the SDF to commence with the capturing and submission of the WSP/ATR.

Technical Queries Regarding the Skills Web System

If technical problems are encountered with the MICT SETA Skills Web System, please take screenshots (by holding down the "fn" key and pressing the "prt sc" key) of the screen where the problem occurred, pasting it into an email, and send this with a short description of the problem to MICT SETA SSP team below. The query will then by logged with the service provider and responded to by no later than three days.

Karabo Mokwena	**karabo.mokwena@mict.org.za**
Tia Maloka	tia.maloka@mict.org.za
Ben Molokomme	ben.molokomme@mict.org.za
Sphesihle Hlongwane	sphesihle.hlongwane@mict.org.za

PART B: SKILLS WEB - SDF Registration

Accessing the System

Click on the link below to go to the MICT IMS System (Skills-Web)

www.yyyyyy.com

Registering as a user of the system

Even though you may be a MICT SETA Skills Development Facilitator (SDF), you still need to register on the new system as a user.

1. Click on the Skills Web link

The system will display the login screen
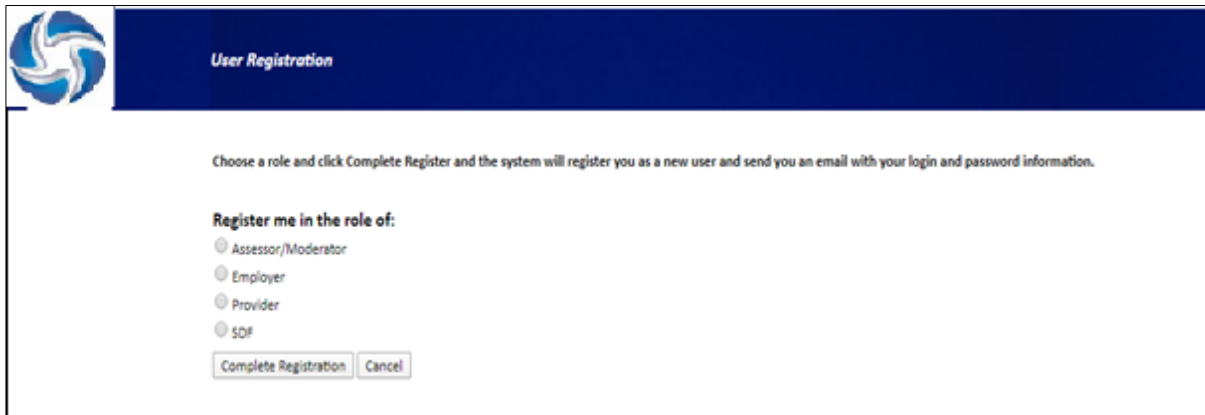
2. Click on the link "If you are a new external user click here"

The system displays the screen to enter your full names and your e-mail address.

The MICT SETA SDF Reference Manual 2020
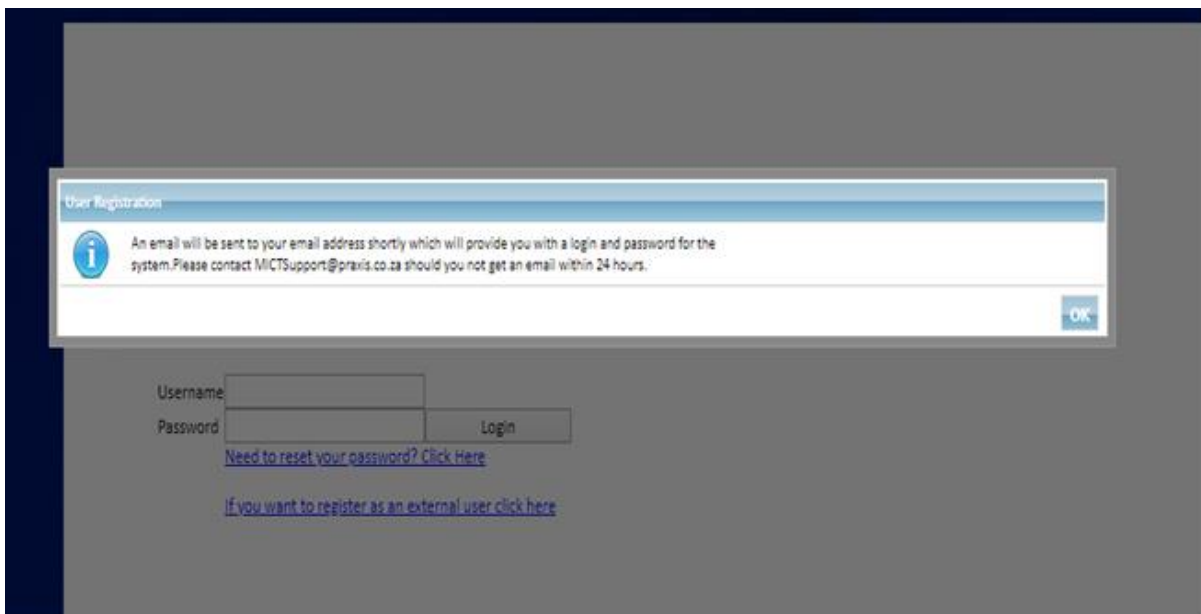
3. Capture your full name and email address and click next. The system will display the following screen.

User Registration

Choose a role and click Complete Register and the system will register you as a new user and send you an email with your login and password information.

Register me in the role of:

○ Assessor/Moderator
○ Employer
○ Provider
○ SDF

[Complete Registration] [Cancel]

4. Select SDF and Click on "Complete Registration"
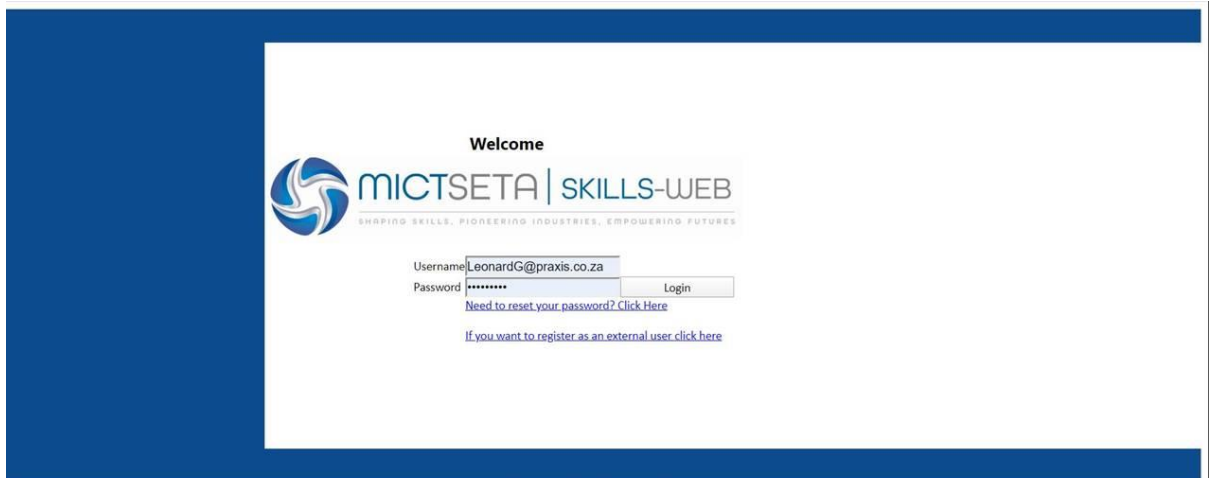
You will see a pop-up notification below confirming your registration. You will also receive an e-mail with your details.
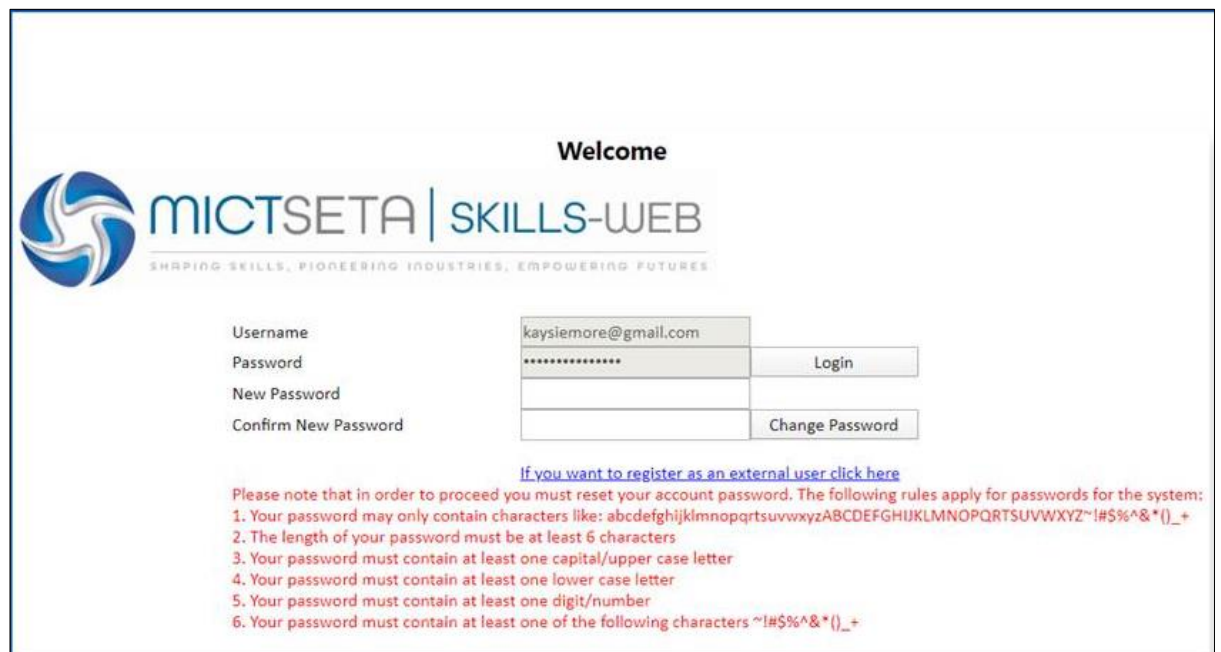
User Registration

ⓘ An email will be sent to your email address shortly which will provide you with a login and password for the system. Please contact MICTSupport@praxis.co.za should you not get an email within 24 hours.

[OK]

Username [　　　　　　]
Password [　　　　　　] [Login]
Need to reset your password? Click Here

If you want to register as an external user click here

5. Click "OK".
   The system will take you to the login screen below.

6. Enter the login details that were sent on your email and click on the Login button. The system will display the screen below.

The MICT SETA SDF Reference Manual 2020
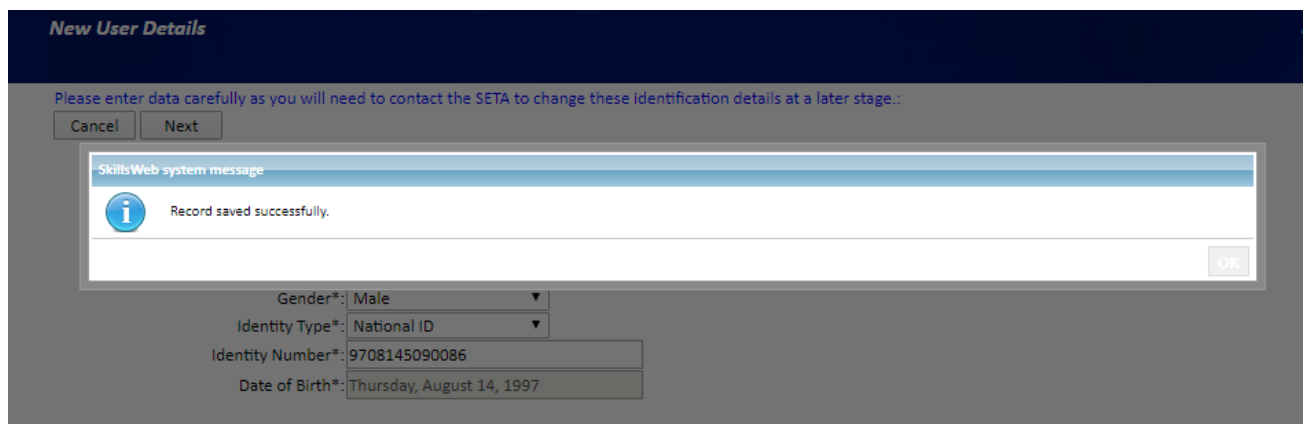
7. Enter a new password of your choice and click "change password" and the system will display the below.

8. Enter your details and click on the "Next" button. If you have completed the screen successfully, you will see a message showing that your details have been successful saved. Otherwise, correct the errors and try again.

9. Click on the "OK" button. The system displays the screen below, and as an existing user, when your login again, this screen will always be displayed and you can update your details.

My Details

Save   Please update your contact details and Save before continuing:

Name: Ongezo Gqiba

PERSON DETAILS		Home Address			Postal Address	
Telephone:		Home Address Line 1*:			Postal Address Line 1*:	
Fax Number:		Home Address Line 2:		>>	Postal Address Line 2:	
Cell Number:		Home Address Line 3:		<<	Postal Address Line 3:	
Email Address*:	ongezo.gqiba@gmail.com	Post Code*:			Post Code*:	
		Home Province*:	EASTERN CAPE ▼			

Last Updated By		Created By	
Updated On		Created On	

The MICT SETA SDF Reference Manual 2020

10. Enter the details and click on the "Save" button. The system will display the screen below.

Registration as an SDF

1. Complete your personal details and click Save.

When you click on Save, the system will save or update your contact details and you will be returned to the menu.

2.   Click on the SDF Functions menu and then on SDF Registration and select Current Year. The system will display the screen below.

Skills Development Facilitator Details

WSP 01 APR 2019 to 31 MAR 2020 / ATR 01 APR 2018 to 31 MAR 2019

| Save | Linked Companies | Summary |

SDF Name: Pakaipa Test Gonya   Identity Number: FC56354343   SDF Number: MICT-SDF-390939

Personal Details

| Telephone: | 048748 | | Fax Number: | 545455 |
| Cell Number: | 06563654 | | Email Address*: | Leonardg@praxis.co.za |

Home Address Line 1*:	12 Test		>>	Postal Address Line 1*:	12 Test
Home Address Line 2:	Emmarantia		<<	Postal Address Line 2:	Emmarant
Home Address Line 3:	Johannesburg	Post Code*: 2194		Postal Address Line 3:	Johannes	Post Code*: 2194
Home Province*:	EASTERN CAPE ▼

Equity:	Black: African ▼		Nationality:	South African ▼
Disability:	Unknown disability status ▼		Residential Status:	Unknown ▼
Language:	isiNdebele ▼		Socio Economic Status:	Employed ▼
Current Occupation:	Developer		Years in Current Occupation:	0

SDF Details

Are you an SDF?: ◉   ISDF?: ○

Are you registering the Secondary SDF?:   ▼

What is the name of your employer?:
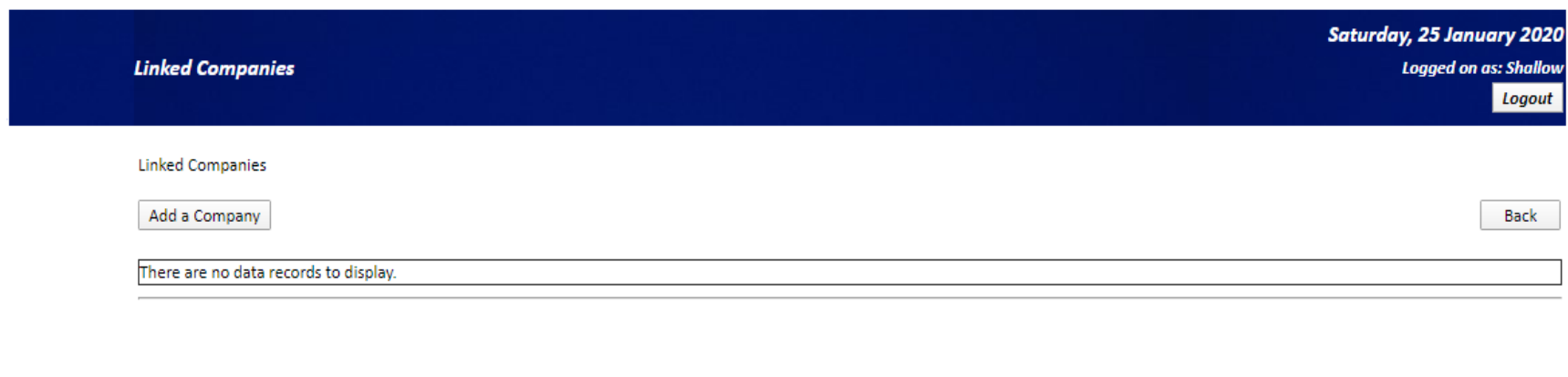
Have you attended an SDF training programme delivered by an accredited training provider?:   ▼

What was the last year when you attended training?:

3. Enter your SDF details and click Save to update them.

Linking/Adding Company

1. Click the Linked Companies button. The system will display the screen below.

2. Click Add a Company button. The system will display the screen below.

Enter the SDL number of the company you are adding to this submission and click Save.:

Back

Main SDL Number*:	Search
Company Name:	
Trading Name:	
Company Registration Number:	

Please confirm by clicking here that this is the correct company

Previous submissions by this SDF:

There are no data records to display.

3. Enter the SDL number of the company you are adding to this submission and click "Please confirm by clicking here that the correct company".

The system will display successful message as below.

Add a Company

Enter the SDL number of the company you are adding to this submission and click Save.:

Back

SkillsWeb system message

ℹ️   Company successfully added, continue with registration"

OK

Previous submissions by this SDF:

There are no data records to display.
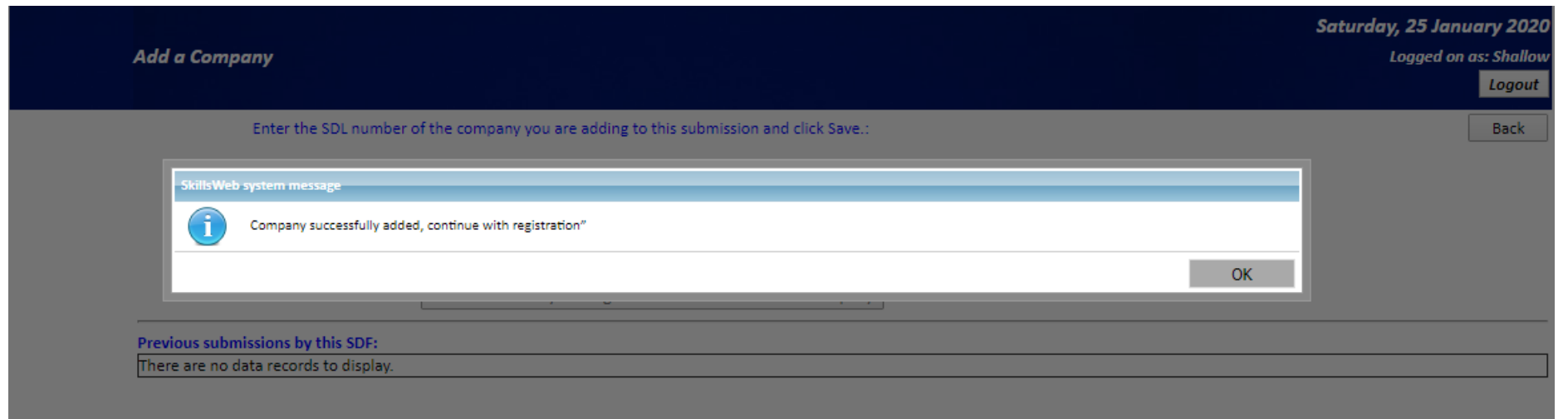
4. Click Ok button.

The system displays the screen shown below. If you are an existing SDF click Summary button and View button system will display the same screen as below.

5. Complete all the required information and click Save. If the company exists, the above screen will have captured information.
6. When you want to link companies, you click on the Linked Companies tab. The system will display the following screen.

7. Enter the SDL Number of the company you want to link and click the Save button. The following screen is displayed.

Adding a Secondary SDF

1. Click on the Secondary SDF Tab.

2. Click on the Add button to add a secondary SDF. The system displays the following screen.

3. Capture the Secondary SDF details and click the Save button.
   The Secondary SDF will now be shown on the screen.

Main Company Details

Logout

Back

| Main Company Details | Linked Companies | Secondary SDFs | Submit SDF Registration |

Add

	Id Number	First Names	Last Name	Email Address		
National ID	7505080145086	Zukiswa	Homoi	zukiswa@cellc.co.za	Edit	Delete
National ID	8701230690086	Hlonelwa	Mguye	hlonelwa@cellc.co.za	Edit	Delete

Submit SDF Registration

1. Click on the Submit tab (shown above). The system displays the screen below.

Main Company Details

Saturday, 25 January 2020
Logged on as: Shallow

Logout

Back

| Main Company Details | Linked Companies | Secondary SDFs | Submit SDF Registration |

WSP 01 APR 2019 to 31 MAR 2020 / ATR 01 APR 2018 to 31 MAR 2019

Main SDL Number: L950732802   Company Name: Shocked Technology Solutions CC

All sections must be completed before you can Print the Declaration or Submit:
Note that once you have submitted the WSP/ATR you may not change the values in these screens.
document must be uploaded.
document must be printed and forwarded to SETA.

Print Letter of Appointment   Load Signed Letter of Appointment Choose File No file chosen

SDF detail completed: ☑
Main company details completed: ☐
Secondary companies added: ☑
Letter of Appointment Loaded: ☐

SUBMIT FOR REGISTRATION

2. Print the Letter of Appointment by clicking on Print Letter of Appointment button. Letter of Appointment will be downloaded. Print and sign and upload it back by clicking on the Choose File button and then the Load Signed Letter of Appointment button. Once it has been uploaded you can click on the Submit for Registration button. The system should display a message informing you that your application has been successfully submitted.

Updating /Capturing Banking Details

1. Click Banking Details on the menu. The below screen will be displayed.

2. Select company and click on the Capture Banking Details button. The system displays the screen shown below.

Banking Details

Saturday, 25 January 2020
Logged on as: Shallow
Logout

SDF Name Pakaipa Test Gonya   Identity Number FC56354343   SDF Number MICT-SDF-390939

[Save]

Organisation Details

SDL Number: L950732802   Company Name: Shocked Technology Solutions CC

Banking Details

Bank Name:	FNB
Bank Branch:	Sandton City
Bank Branch Code:	255016
Bank Account Holder:	Shocked Technology CC
Bank Account Type:	CURRENT
Bank Account Number:	62123456894
Verification Status	Not Verified

Supporting Documents

Document Type	Status	Date			
Bank Letter	uploaded	25/Jan/2020	Upload	View	Delete

Last Updated By:	PrxMigration	Created By:	PrxMigration
Last Updated On:	19/Jan/2020	Created On:	19/Jan/2020

3. Capture the details, upload the bank letter and click on the Save button.

   The system displays a message as shown below.

Capturing the Training Committee

1. Click on the Training Committee Menu.
   The system displays the screen below.

2. Select the company and click on the Capture Committee button.
   System displays the below screen

Saturday, 25 January 2020

Training Committee

Logged on as: Shallow

Logout

SDF Name Pakaipa Test Gonya   Identity Number FC56354343   SDF Number MICT-SDF-390939

If your company has 50 or more employees, this section must be completed.:
Note that there must be at least 4 members in the training committee:

Organisation Details
SDL Number: L950732802   Company Name: Shocked Technology Solutions CC

Committee Details
Add

There are no data records to display.

3. Click Add button.
   The system displays the screen shown below.

4. Capture the details for the training committee and click on the Save button.
   The system will add each member of the training committee to the grid.

*

<table>
<tr><td colspan="6">**Training Committee**</td><td>**Saturday, 25 January 2020**
Logged on as: Shallow
Logout</td></tr>
</table>

| SDF Name | Pakaipa Test Gonya | Identity Number | FC56354343 | SDF Number | MICT-SDF-390939 |

If your company has 50 or more employees, this section must be completed.:
Note that there must be at least 4 members in the training committee:

Organisation Details

| SDL Number: | L950732802 | Company Name: | Shocked Technology Solutions CC |

Committee Details

Add

Select	Initials	First Name	Surname	ID Number	Role	Designation		
☐	S	Sipho	Moi	7805260711084	Trade Union	Technician	Edit	Delete

WSP Capturing

Make sure that your organisation information page is updated and complete as well as the company banking details. Approved SDF details, training committee and organisation contact should be up to date before creating a new year's WSP.

1. Click on the WSP/PTP-ATR/PTR menu.
    The system displays the screen shown below.

2. Select the company for which you are capturing the WSP and click the Enter or View Data button

The system displays the screen below.

Form 1 - Employment Profile

1. Click Form 1 and click Add button.
2. Capture all employees for whom you pay the Skills Development Levy (SDL) and click the Save button.
   Note that

   a. Male and Females must include disability. Disability must be specified separately: e.g. 3 Male, 2 Female, of which 2 are disabled.
   b. The SDF/ISDF can select the Major Group, Sub-Major group and the Occupation using the dropdowns, or just type in the 6-digit OFO Code.
   c. Note that, for each row, "Total Male" + "Total Female" = "Age <35" + "Age 35-55" + "Age >55" = Sum of "Skill Level".

Form 2 - WSP Training Budget

1. Click on the Form 2 - Training Budget tab.
2. Capture the organisation's training budget for the current year on the below screen and click Save.

2 WSP/PTP - Training Budget 01 April 2020 - 31 March 2021

WSP Budget	PTP Budget	
R150 000,00	R100 000,00	Save

Form 3 - Scarce Skills

Scarce Skills represent a demand for personnel currently unavailable for occupations in organisations. Scarce skills therefore represent opportunities for unemployed people.

1. Click on the Scarce Skills tab.
2. Click add button, capture the details and click on the Save button.

Choose File | No file chosen

1 WSP/PTP - Employment Profile 01 April 2019- 31 March 2020

2 WSP/PTP - Training Budget 01 April 2020 - 31 March 2021

3 Scarce Skills 01 April 2020 - 31 March 2021

Cancel

OFO Major Group	OFO Sub Major Group	OFO Occupation	OFO Specilization	Intervention	Other Intervention	NQF Aligned	NQ
▼	▼	▼	▼	▼		▼	

Specific Reason for Scarcity	Extent of Shortage	Are there any plans to recruit from outside the republic?	If yes, how many candidates will you recruit in the next 2 year period? (Enter 0 if last answer is No)	
▼	▼	▼		Save

*Short Term = 1 to 3 years, Medium = 3 to 5 years, Long Term = 5 or more years

	OFO Major Group	OFO Sub Major	Occupation	SPECIALISATION	INTERVENTION	OTHER INTERVENTION	IS NQF
☐	- 2019-2 - PROFESSIONALS	Physical, Mathematical and Engineering Science Professionals	Materials Scientist	Fibre Technologist	Learnerships		Y

Level 1 Shortage
There are few people who have essential technical skills who are not already using them and there is long training time to develop the skills
Level 2 Shortage
There are few people who have essential technical skills who are not already using them but there is short training time to develop the skills
Skill mismatch
There are sufficient people who have essential technical skills who are not already using them but they are not willing to apply for vacancies under
current conditions
Quality gap
There are sufficient people who have essential technical skills who are not already using them and who are willing to apply for vacancies
but they lack some qualities that employers consider are important
Replacement Demand

Form 4 - Critical Skills

Critical Skills represent the demand for learning programmes for currently employed personnel. They are therefore top-up skills required by currently employed people within the organisation.

1. Click on Form 4 - Critical Skills.
2. Click on the Add button.
3. Capture the details.

4 Critical Skills 01 April 2020 - 31 March 2021

Cancel

OFO Major Group	OFO Sub Major Group	OFO Occupation	OFO Specilization	Intervention	Other Intervention	NQF Aligned	NQF Level
▼	▼	▼	▼	▼		▼	▼

Extent of Shortage	Reason for Shortage	
▼	▼	Save

*Short Term = 1 to 3 years, Medium = 3 to 5 years, Long Term = 5 or more years

VENTION	IS NQF ALIGNED	WSP ATR NQF LEVEL	Extent of Shortage	SCARCITY REASON	Create Date		
	N	Level 5	Short term (between 1 and 3 years)	Replacement demand	26/Jan/2020	Edit	Delete

Form 5 - Annual Payroll

1. Click on Form 5 - Annual Payroll.
2. Enter the Total Annual Payroll for all employees for whom you pay the Skills Development Levy (SDL) for the period 1st April 2019 to 31st March 2020, then click on the Save button.

5 WSP/PTP - Annual Payroll 2019/2020

Total Payroll 1st April 2019/31 March 2020	Number of Employees	
100000	28	Save

Form 6 - WSP Planned Training

1. Click on Form 6 - WSP Planned Training.
2. Select the Major Group, Sub-Major Group and the Occupation and capture the title of the training programme as well as the budget.
3. Click on the Save button.

6 WSP - Planned Training 01 April 2020 - 31 March 2021

Cancel

Major Group			Sub Major Group			Occupation
▼			▼			

African			Coloured			
M	F	D	M	F	D	M

*M = Male, F = Female, D = Disability

	OFO Major Group	OFO Sub Major	OFO Occupation	OFO Code	Municipality	Employment Status	Programme Type	Progra
☐	- 2019-2 - PROFESSIONALS	Physical, Mathematical and Engineering Science Professionals	General Biologist	213102	Bergrivier	Employed	Workplace Integrated Learning	Intern

Form 7 - PTP Planned Training

1. Click on Form 7 - PTP Planned Training.
2. Click Add, capture the details and click on the Save button.

7 PTP - Planned Training 01 April 2020 - 31 March 2021

Cancel

	African			Coloured			
	M	F	D	M	F	D	M

Major Group [▼]   Sub Major Group [▼]   Occupation [▼]   Code [ ]

*M = Male, F = Female, D = Disability

	OFO Major Group	OFO Sub Major	OFO Occupation	OFO Code	Municipality	Employment Status	Programme Type	Programme Name	
☐	- 2019-2 - PROFESSIONALS	Physical, Mathematical and Engineering Science Professionals	Marine Biologist	213107	Blouberg	Employed	Skills Programme	Skills Programme	

Form 8 - ATR Actual Training

This form is very similar to the WSP Planned Training form except that the data relating to the training achieved in the most recent skills year must now be specified.

The form is the report for the following learning types:

Graduate Internships

Short Courses

1. Click on ATR Actual Training.
2. Click on the Add button, capture details and click Save.

8 ATR - Actual Training 01 April 2019 - 31 March 2020

Cancel

Major Group			Sub Major Group			Occupation	
▼			▼				▼
African			**Coloured**				
M	F	D	M	F	D	M	

*M = Male, F = Female, D = Disability

OFO Major Group	OFO Sub Major	OFO Occupation	OFO Code	Municipality	Employment Status	Programme Type	Program
- 2019-2 - PROFESSIONALS	Physical, Mathematical and Engineering Science Professionals	Mineralogist	211405	Bela-Bela	Employed	Workplace Integrated Learning	Inservic

Form 9 - PTP Actual Training

1. Click Form 9 - PTP Actual Training.
2. Click on the Add button, capture details and click Save.

Form 10 - Training Budget Spent

Please ensure that the Training Spent amount specified is not less than the amount spent on the Training Intervention forms.

The system is going to auto calculate the amount spent on ATR and PTR training:

1. Click Training Budget Spent.
2. Select discretionary grants received for the previous year and click on the Save button.

10 ATR/PTR - Training Budget Spent 01 April 2019 - 31 March 2020

ATR Training

R50 000,00

PTR Training

R40 000,00

Discretionary grants recieved

Y ▼

For which programme did you recieve discretionary grants?

☐ Leanerships ☑ Skills Programmes ☐ Bursaries ☐ Apprenticeships ☐ Graduate Internships ☐ Short Course

Are any programmes still in progress?

Y ▼

Save

Form 11 - ATR/PTR Variance Report

Where the Total Trained differs from the Total Planned training data that was provided last year, you will be required to provide a reason for this difference using the dropdowns available.

You can select up to three reasons from the dropdown, using the "Ctrl" key. If you select "Other" you will not be able to select a second or third option, but a text box will open where you can enter your reason.

1. Click on Form 11 - ATR/PTR Variance Report.

2. Select reasons and click on the Save button.

11 ATR/PTR - Variance Report

Training Interventions Forms	Total Plannned	Total Trained	Total Variance	Variance Reasons	Variance %
Workplace Integrated Learning	70	56	14	Budget Constraints ▼	20
Graduate Internships				▼	
Skills Programme	70			▼	
Learnerships for 18.1 Learners		70		▼	
Bursaries				▼	
Professional Placements				▼	
Apprenticeships				▼	
Learnerships for 18.2 Learners				▼	
Learnerships				▼	
Short Courses and ACT End-user Computing				▼	

Form 12 - Workforce Dynamics

1. Click Form 12-Workforce Dynamics.

2. Answer all questions in the survey by selecting the relevant answer option from the dropdown list next to each question. Do not forget to "Save" at the bottom before closing the form.

12 Organisation Survey on Workforce Dynamics

1. In the past two years did your enterprise improve or introduce new processes in the below areas:

Product or services	Please select ▼
Processes, either for producing goods or supplying services	Please select ▼
Forms of work organisation	Please select ▼
Technology	Please select ▼

2. Which of these changes or innovations made in the past two years had an impact on the tasks to be performed by each occupational group?:

Ofo Code : MANAGERS

Forms of work organisation	Please select ▼
Processes, either for producing goods or supplying services	Please select ▼
Product or services	Please select ▼
Technology	Please select ▼

Ofo Code : PROFESSIONALS

Forms of work organisation	Please select ▼
Processes, either for producing goods or supplying services	Please select ▼
Product or services	Please select ▼
Technology	Please select ▼

Ofo Code : TECHNICIANS AND ASSOCIATE PROFESSIONALS

Forms of work organisation	Please select ▼

Form 13 - Impact Assessment

1. Click on Form 13 – Impact Assessment.
2. Answer all the questions. Each question has its own rules which the system will prompt for if not followed. Do not forget to "Save" before closing the form.

13 ATR/PTR - Impact Assessment

Question	
For what reasons did the organisation decide to undertake staff training? Select all that apply.	
In response to legislation	☐
To meet organisational human resource development policies and targets	☐
To help the organisation resolve recognised problems	☐
To help improve operation and functionality efficiency	☐
To increase revenue from current operations	☐
To reduce business risk	☐
To improve product/service quality	☐
To adapt to evolving industry/technologies	☐
To be seen following good practice	☐
Other, Specify	☐
On a scale of 1-5, how important was improving the following as part of the training objectives?	▼
Reducing absenteeism	▼
Improving the performance of the organisation	▼
Improving staff knowledge	▼
Reducing staff turnover	▼
Improving staff moral and employment relations	▼
In general, was the training compulsory or optional?	
Compulsory	☐
Optional	☐
Thinking about the general attitude of the staff to the underlying reason of the training, which of the following best describes their attitude?	▼

Summary

On this screen you can see the form that you have submitted and click on the Submit button.

Summary

| Print Authorisation Letter | | | | | | Submit |

Document Upload(s)

Document Type	Status	Date				
WSP Authorisation Form	not uploaded		Browse	Upload	View	Delete

Form Validations

	Form
☑	Form 1 - Employment Profile
☑	Form 2 - Training Budget
☑	Form 3 - Scarce Skills
☑	Form 4 - Critical Skills
☐	Form 5 - Annual Payroll
☑	Form 6 - WSP Planned Training
☑	Form 7 - PTP Planned Training
☑	Form 8 - ATR Actual Training
☑	Form 9 - PTP Actual Training
☑	Form 10 - Training Budget Spent
☑	Form 11 - Variance Report
☐	Form 12 - Workforce Dynamics
☐	Form 13 - Impact Assessment