



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



SECTOR SKILLS PLANNING



VISION

A global leader in the development and delivery of revolutionary ICT skills.



MISSION

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



VALUES

- Honesty
- Integrity
- Excellence
- Meritocracy
- Accountability
- Customer-centricity

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1. INTRODUCTION

The MICT SETA develops a Sector Skills Plan (SSP) to identify the skills priorities within the sector. It provides an overview of the skills gaps in the industry and outlines the interventions aimed at addressing these skills shortages. The development and update of the SSP is prepared annually and is in accordance with the Skills Development Act requirements. The SSP is developed to support:

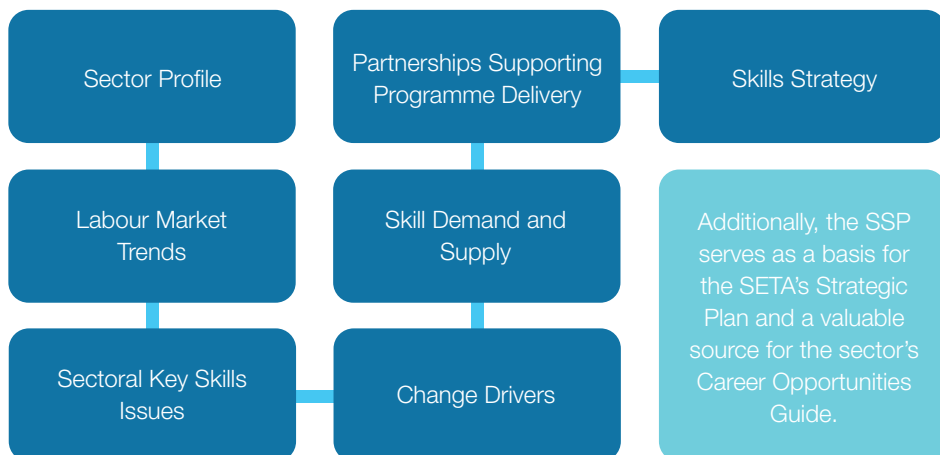
- National Development Plan (NDP)
- White Paper on Post Schooling Education and Training (WP-PSET)
- National Skills Development Plan (NSDP)
- New Growth Path (NGP)
- Industrial Policy Action Plan (IPAP)
- National Integrated ICT Policy White Paper
- Human Resources Development (HRD) Strategy

2. SSP PURPOSE

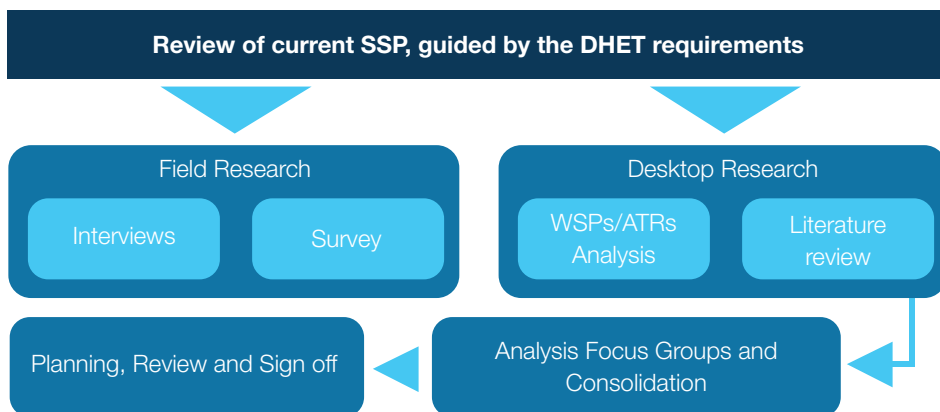
- Inform supply-side planning in post-school institutions
- Determine funding priorities via the levy grant system
- Support regional and employer plans
- Inform allocation of resources to develop qualifications and learning programmes
- Establish occupation-specific skills priorities for the sector
- Inform education and training institutions of demand needs in the labour market
- Enable individuals to make informed career choices
- Monitor skills development provision in the sector



3. PROVISION OF SSP



4. SSP RESEARCH PROCESS



5. SECTOR SKILLS PLANNING

Sector Skills Planning ensures:

- Development of credible labour market information system
- Input into the organising framework of occupations
- Ad-hoc research in support of skills planning
- An accurate list of scarce and critical skills (Sectorial Priority Occupations)
- Approval and registration of Skills Development Facilitators
- Review of the on-line grant system

- Annual update of the SDF manual and SDF training
- Workshops and roadshows
- Development of the WSP/ATR submission template
- Timeous submission of WSPs/ATRs
- Evaluation and approval of submitted WSPs/ATRs
- WSPs/ATRs monitoring and evaluation
- Payment of mandatory grants
- Inter-SETA transfers

Workplace Skills Plan (WSP):

A WSP is a document that articulates how the employer is planning to address the training and development needs in the workplace. Organisations need to search for the best possible training solutions to invest in its staff's career paths when implementing its annual skills development plan. Keeping up to speed with industry trends and staying relevant is therefore pivotal when bridging gaps between organisations present realities, its skills development needs and employees' career aspirations. Skills development is very important in South Africa, especially in the long term.

Annual Training Reports (ATR):

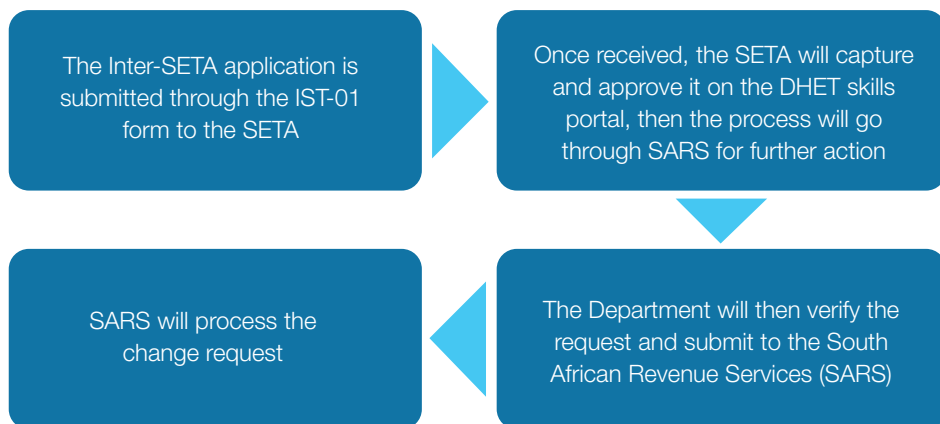
An ATR is a record of training and development undertaken over the previous year in relation to what was planned. Towards the end of each financial year, every organisation that submitted a WSP is required to submit an ATR that records training and development implemented. Records of all education, training and development activities should be available to confirm the information in the report.

Inter-SETA Transfers:

Inter-SETA Transfers (IST) are processed due to:

- The organisation having registered with the incorrect SETA
- The organisation's core business having changed since the previous registration and now better suits the industrial code of another SETA
- The organisation falling within the jurisdiction of more than one SETA

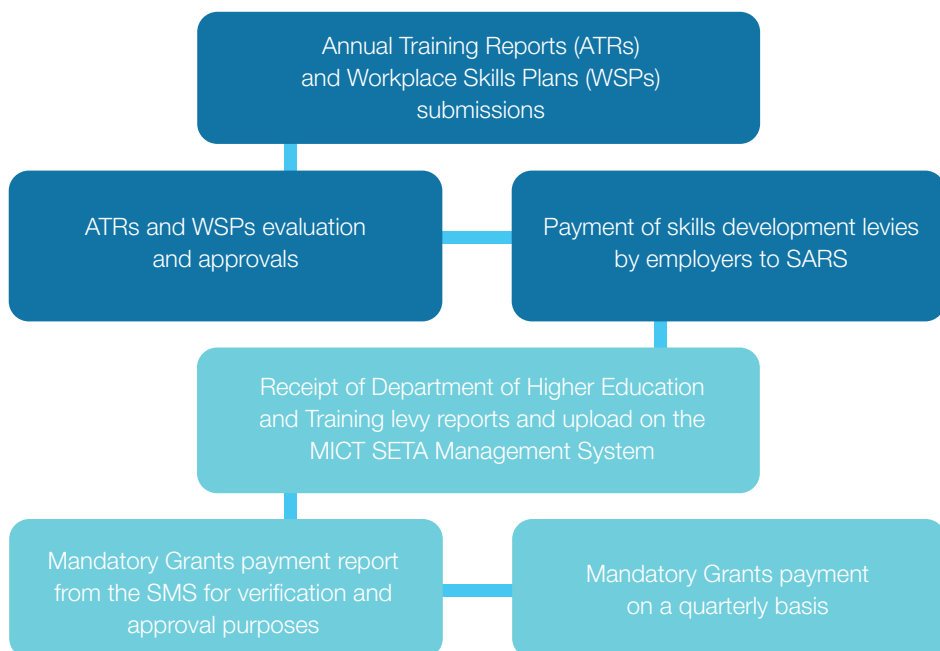




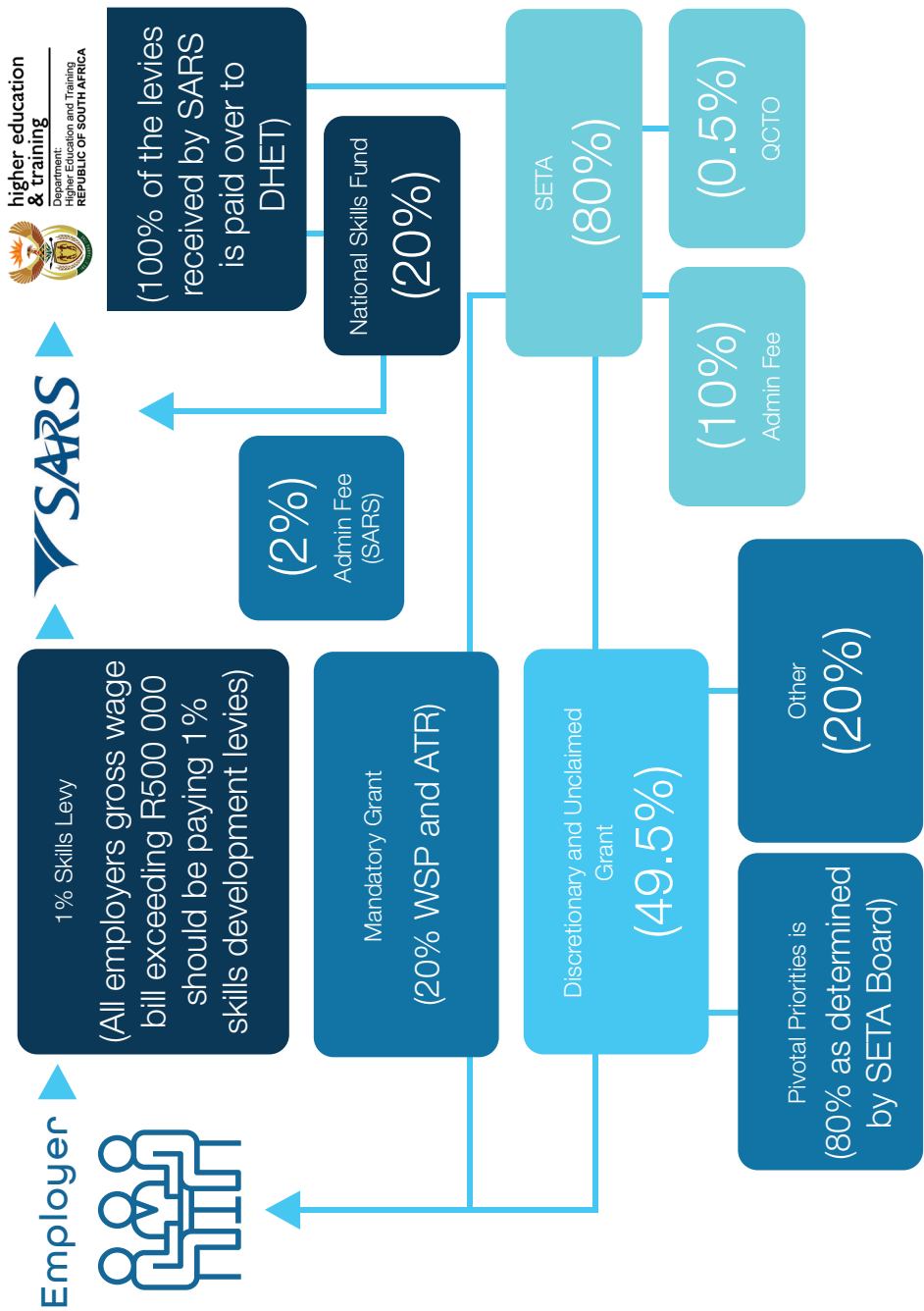
6. MANDATORY GRANTS

A Mandatory Grant is a grant paid to levy-paying 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.

6.1 Mandatory Grants Process



7. SKILLS DEVELOPMENT LEVIES BREAKDOWN



8. WHAT IS A SKILLS DEVELOPMENT FACILITATOR

A skills development facilitator is responsible for the planning, implementation and reporting of training in an organisation, with SETA-related duties.

Who can be appointed as an SDF?

In larger organisations, a currently employed training or Human Resource (HR) manager may take up the role of an internal SDF. In smaller organisations there is often no dedicated training or HR professional fulfilling that role, with a manager or company owner assuming the responsibility. The role can also be outsourced to a professional external SDF.

What are the functions of an SDF?

Functions of an SDF are:

- Assisting the employer and employees to develop a workplace skills plan including the SETA requirements
- Submit the WSP to the relevant SETA
- Advise the employer on the implementation of the WSP
- Assist the employer to draft an Annual Training Report (ATR) on the implementation of the WSP
- Advise the employer on the quality assurance requirement set by the SETA
- Act as the contact between the employer and the SETA
- Serve as a resource with regard to all aspects of skills development
- Communicate SETA initiatives, grants and benefits to the employer
- Communicate with branch offices and all employees in the main office concerning events and grants being offered at the SETA



9. SECTORAL PRIORITY OCCUPATIONS

This section focuses primarily on understanding occupation shortages, skills gaps and occupational supply in the sector.

Skills gaps refers to skills deficiencies in employees or lack of specific competencies by employees to undertake job tasks successfully to required industry standards. The term “**top up skills**” also refers to skills gaps. It usually requires a short training intervention. Skills gaps may arise due to lack of training, new job tasks, technological changes or new production processes.

Occupational shortages occur when the demand for workers in specific occupations exceed the supply of workers who are qualified, available and willing to work – it refers – to excess demand for workers in specific occupations. The strongest indicator or unit to measure occupational shortages is Hard-to-Fill Vacancies. A Hard-to-Fill Vacancy is a vacancy (occupation) that an employer was unable to fill within 12 months, or longer than 12 months, for the employer to find a suitably qualified and experienced candidate.

Hard-to-Fill vacancies should be understood using these two concepts: Scarce and Critical. Scarcity refers to **absolute** and **relative scarcity**.

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). Education and training providers have yet to develop learning programmes to meet the skills requirements



- Firms, sectors and even the country are unable to implement planned growth strategies and are experiencing productivity, service delivery and quality problems directly attributable to a lack of skilled people
- Replacement demand 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 are 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 workplace) who are in the process of acquiring the necessary skills (qualification and experience) but where the lead time means that they are not available to meet replacement demand in the short term

What are Critical Skills?:

In the South African context, there are two groups of critical skills namely, specific key or generic skills within an occupation:

- Key or generic skills include cognitive skills, problem solving, language and literacy skills, mathematical skills, ICT skills and working in teams
- Particular occupation specific skills are required for performance within that occupation to fill a “skills gap” that may have arisen as a result of changing technology or new forms of work within an organisation

The compilation of the Sectoral Priority Occupations (SPO) list follows a process that combines both analytical and qualitative inputs. This involves analysis of WSPs, employer surveys, desk-based research as well as validation through focus groups with stakeholders in the sector. In addition, interviews are conducted with a number of stakeholders including industry bodies, government stakeholders, sector training bodies, employer bodies, trade unions and other key informants. Interviews focused on developments in the sector, emerging trends as well as future skills needs.

10. ORGANISING FRAMEWORK OF OCCUPATIONS (OFO)

The OFO has been introduced to simplify and standardise the categorisation of occupations. The OFO is a skill-based, coded classification system which encompasses all occupations in the South African context.

The OFO serves as a key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.

- The OFO sets the base for linking various occupations to specific skills and assists in identifying further training needs
- The OFO is a skill-based classification system which encompasses all occupations in the South African context
- The classification of occupations is based on a combination of skill levels and skills specialisation which makes it easy to locate a specific occupation within the framework

Below is a simplification of the framework:

NSDS	NQF Level	Skill Level	OFO Major Group
High	10 to 7	4	2 Professionals
Intermediate	6	3	3 Technicians and Associate Professionals
	5	2	4 Clerical Support Workers
	4		5 Service and Sales Workers
Entry	3	1	6 Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers
	2		7 Plant and Machine Operators and Assemblers
	1		8 Elementary Occupations





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