

Skills Planning

October 2004



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1. Glossary

Term	Description
Assessment	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered, national standards.
Assessment Guide	The document that sets out what will be assessed, and what evidence needs to be generated.
Assessment Plan	Document used to plan the assessment process.
Assessment Process	Incorporates all activities that form part of the assessment.
Assessment System	Outlines the policies, procedures and implementation at an operational level.
Coaching	A training method in which an experienced individual guides the learner towards acquiring specific skills.
Competency Profiles/Skills Matrix	A document, which lists all the necessary skills, knowledge and attributes required in an organisation.
Competent	Learners are declared competent when they meet the outcomes of the Unit Standard.
ETQA	Education Training Quality Assurance Body responsible for ensuring quality of training and development in a specific sector.
Formative Assessment	Refers to assessment that takes place during the process of learning. The assessment provides an indication of how the learning is progressing. Additional training needs may be identified during the process.
HR	Human Resources
Learnerships	A Learnership is a work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured learning (theory).
Mentor	A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board and counselor.
Moderation	A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate.
NQF	The National Qualifications Framework provides a framework for nationally recognised qualifications. Qualifications are assessed according to eight bands.
NSF	National Skills Fund
NYC	Not Yet Competent
OBET	Outcomes Based Education and Training
QMS	Quality Management System
Qualifications	A group of unit standards that have been clustered together to make up a registered qualification. There are 3 types of qualifications on the NQF: certificates (120cr), diplomas (240cr) and degree (360cr).
Quality System Audits	Audits conducted by Setas to ensure that providers and employers are providing education and training of an acceptable standard.

Term	Description
RPL	A process whereby learners are assessed and given credit for learning that has already taken place within the workplace.
SAQA	South African Qualifications Authority
SARS	South African Revenue Services
SDA	Skills Development Act
SDF	Skills Development Facilitator
Seta	Sector Education and Training Authority
SGB	Standards Generating Bodies
Skills Audit	An audit that establishes what skills, knowledge and attributes are needed within an organisation, division and department in order to achieve strategic objectives and job outputs.
Skills Programmes	Occupationally based learning interventions that use providers to train learners towards the achievement of national Unit Standards.
SME	Subject Matter Expert
Summative Assessment	Occurs at the end of the learning process. Evidence is gathered and an assessment is made as to whether a learner has met requirements for competence.
Training Providers	Organisations or individuals that provide learning. These include technical colleges, technikons, distance education institutions, universities, private providers or company in-house training divisions.
Unit Standards	A collection of knowledge, skills and attributes in which a candidate must prove competence (in a structured assessment) to gain credit on the NQF.
VACCS	An assessment tool, which asks whether the evidence is valid, authentic, current, consistent and sufficient.
WSP	Workplace Skills Plan

2. Foreword

In order to facilitate strategic skills development in the sector, Fasset funded a Skills Development Facilitators (SDFs) Excellence Programme. The aim of this programme was to enhance the existing base of SDF skills within the sector. The programme's objectives are to inform, develop and support SDFs registered with Fasset in order to improve skills development implementation in the workplace, by applying best practices.

To continue this support, Fasset has developed a series of seven booklets to serve as resources and references to SDFs. The titles in the series are:

- Implementing SAQA and SDA Legislation in the Workplace
- Skills Planning
- Implementing and Conducting an Assessment in the Workplace
- Working with Assessment Guides
- Aligning Learning Interventions to the NQF
- Implementing Learnerships
- Implementing Quality Management Systems

This particular booklet, Skills Planning has been compiled to assist Skills Development Facilitators (SDF) to develop competency profiles, conduct skills audits, compile and implement workplace skills plans in the Workplace. This booklet will provide useful information and guidance to anyone who has a role to play in job profiling and skills planning.

A 'how to' approach has been adopted. Internet links and hyperlinks have been provided for easy access to supporting documentation.

This booklet covers the following:

- what are competencies?
- developing a skills matrix/competency profile
- skills based job profiles
- understanding the legislative requirements for skills planning
- how to conduct a skills audit
- how to compile a Workplace Skills Plan (WSP)
- how to implement a WSP

SDFs should also review the following two SAQA Policy Documents:

- [Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications](#)
- [Criteria and Guidelines for the Registration of Assessors](#)

3. Competencies

This chapter covers the following:

- the concept of competency
- the importance of job profiling

3.1 Defining Competencies

A few definitions of competencies have been provided below:

“Firm specific technologies and production related skills” and distinguish these from capabilities that “are firm specific business practices, processes and culture.”

Walsh and Linton

“Those that must be performed exceptionally well for an organisation’s strategy to succeed.”

Kaplan and Norton

“The knowledge, skills and behavioural attributes required to perform a job to an acceptable standard.”

Saunders

Competencies can be defined as the skills, knowledge, and behaviours critical to the success of the employee and, in the broader context, to the organisation. A great deal of value can be derived from reviewing best practices, however, it is important to bear in mind that an organisation has to determine the competencies that fit with its specific business strategies and culture.

- knowledge is something that you can know as a result of learning e.g. business awareness, skills development act
- behaviour is the way you does something e.g. results-oriented
- skills are something that you can do as a result of learning e.g. problem solving

Ensuring that the organisation has the right people in the right place is key to business success. Competencies provide a way to accomplish both these tasks and, if they are based on an organisation's strategy, it can help individuals to focus on those things that are going to make the biggest difference for the business. Competencies also clarify what the organisation needs from its employees in order to achieve a competitive advantage.

Best practice reviews indicate that companies using a competency-based approach have generally made a conscious effort to identify the skills, abilities, and types of workers they need to achieve their goals. As a result, these companies are able to conduct their business more efficiently and are likely to be highly effective in accomplishing their vision and mission.

In such companies, employees are likely to have a greater sense of job satisfaction, as expectations are clear. They are essentially given the blueprint for delivering against expectations.

3.2 Linking Competency Profiles with Human Resources Systems

Competencies cannot be identified in isolation from the broader [human resources structure and strategy](#). They will only be meaningful if they support the broader human resource systems.

Performance Contribution / Outputs (Job Analysis)

Before selecting an applicant for a job, it is important to determine what attributes (including abilities, skills, experience, personality, etc.) they should ideally possess in order to perform the job tasks effectively. It is necessary therefore to define exactly what the job entails in terms of its outputs before determining the attributes required for successful performance:

- objectives
- demands that it might place on the incumbent
- critical tasks

Job analysis is the rigorous procedure for collecting and analysing this job-related information, and results in a detailed statement of the relevant job components and outputs.

Competencies help to describe an aspect of an individual's ability to perform their job as they focus on behaviours relevant to job performance. The level of performance will be affected by how easily and effectively an individual can carry out the necessary behaviours and these behavioural dimensions are the output of a thorough job analysis process.

Competencies express performance criteria in a way that is more understandable to non-HR employees' thereby making competency-based systems easier to manage and to integrate into the organisation.

Competencies should form the foundation not only for the definition of these performance contributions (i.e. job/performance descriptions), but also for the processes associated with measuring and managing performance.

Performance Management and Measurement

When performance management systems are flexible, linked to strategic goals, competency-based and correctly managed, organisations are likely to see positive outcomes especially in team objectives, employee training, appraiser accountability, and links to quality management.

To effectively manage performance within the organisation, a method of measuring the performance and determining whether the resultant outcomes are beneficial to the organisation, and in line with the organisation's strategic goals, should be implemented. By including a competency model into the performance management system the organisation communicates to employees that there is an interest in the behaviours and attitudes needed to obtain results.

Management is also able to determine what is relevant and necessary for successful performance of the job analysed, resulting in less subjectivity when conducting assessments.

Recruitment and Selection

It is important to assess the degree of fit between the individual for all staffing processes, but more specifically, for the recruitment and selection process that has traditionally proved a time-consuming and often expensive process. Most companies rely predominantly on interviews when selecting employees, even though interviews have the lowest levels of validity and reliability.

Interviews are essentially assessment tools in that the interviewer makes judgments regarding a person's suitability to a specific job and a decision is made based on the outcome of the interview. However, traditional interviewing techniques are often not effective in determining the competencies of the candidate.

Problems that are commonly encountered by using traditional interviewing techniques include:

- lack of interviewing skill
- subjectivity
- insufficient evidence to support interview decisions if they are disputed
- lack of standardised interviews
- failure to include competency-based questions

These issues need to be addressed in order to align the interviewing process with a competency-based system.

The competency design process translates the outputs derived from job analyses into competency models that define the behaviours that will lead to effective job performance.

This, in turn, provides the means for assessing and measuring individuals in order to ascertain the extent to which they are likely to be suited a specific job.

Career Development / Career Choices

Companies should seek to develop competencies to provide their employees with a framework that allows them to find opportunities to grow in their current assignment, thereby adding more value to the organisation.

Grading and Remuneration

Competence models should supplement and add value to a grading system, as they define the skill and knowledge required in addition to personal capabilities or decision-making abilities. They also provided an opportunity for people to be developed appropriately between levels of the organisation or grades.

Separate competences and work behaviours are ideally suited for utilisation in a detailed appraisal and remuneration system. This can be achieved by summarising work behaviours, each behaviour being allocated a score varying from 1 to 10:

- 1 indicates “just appointed in the position” ; whilst
- 10 indicates that the incumbent is ready for promotion

The employee is then appraised for all competences using the above method. The method indicates whether the individual is progressing, the kind of progress possible and which aspects require additional training.

4. Developing a Skills Matrix

This chapter covers the following:

- the purpose of a skill matrix
- how to develop a skill matrix
- the 2 types of outcomes analysis

4.1 The Purpose of a Skills Matrix

A skills matrix:

- identifies the skills needed in the organisation
- matches them to possible unit standard titles
- allows for matching of skills to nationally registered unit standards
- identifies standards to be written for the organisation, if they are not available nationally

The skills and titles matrices may be used for various different human resource purposes in the workplace:

- the development of job profiles
- the creation of learning pathways
- the identification of possible learnerships
- the alignment of learning interventions
- the development of assessment guides
- recruitment
- performance management
- the alignment of HR systems

4.2 Compiling the Skills Matrix

The methodology requires the use of focus interviews and workshops. It is dependent on the participation of subject matter experts (SMEs), high performers and senior managers. Stakeholders must identify those key competences and key indicators of success that enable them to perform effectively. The critical incidents technique is used. Senior managers or executives are able to identify future trends and strategic requirements or changes within the functions that should also be recorded.

The process is very reliant on input from the implementing organisation and the construction, planning and preparation for each part of the process is critical to the overall success of the functional analysis process.

Steps in the Process

The following steps need to be followed when developing a skills matrix:

Step 1:	Workshop with a project team (include Subject Matter Experts)	+/-2 days
Step 2:	Use outcomes analysis to derive skills/ knowledge factors and unit standard titles	
Step 3:	Use results of outcomes analysis and value chain process to develop a skills matrix and titles matrix	
Step 4:	Verify matrices with SMEs and finalise	

Outcomes Analysis

When conducting an outcomes analysis you are trying to establish what skills, knowledge and role outcomes are required to complete a specified job. The role outcomes will assist with linking to possible Unit Standard titles.

There are two types of outcomes analysis:

1. Purpose Analysis

Analyses the functions of a role, department, division or industry/education sector, and represents these distinctly different groups of activities that contribute to an operational purpose. This is considered to be a 'top down' approach.

For example, in a manufacturing sector there will be outcome areas dealing with:

- product production and packaging
- product distribution
- sales
- marketing
- support services (such as finance and administration)

These areas will be defined and then broken down into job roles. An example of this is: Finance Department Bookkeeper, whose roles could be:

- prepare journal
- capture cash entries
- download statements
- prepare financial records

2. Process Analysis

In process analysis, we identify the transformations that take place, and then ask the question: "In order to achieve this transformation, what must a person know and be able to do?"

This is considered the 'bottom up' approach.

If we take the same example of the Finance Department – Bookkeeper, whose tasks would include:

- use pc to enter payments
- type in all the payments that have been made
- press f4 to transfer this information to make the journal entries
- go into the journal screen and check the information

Using a combination of these two forms of analysis, enables teams to:

- develop a skills matrix, and
- derive a Unit Standards Titles Matrix (i.e. outcomes)

This is merely the start of the process of developing a skills matrix. This process involves a lot of discussion, input from team players, endorsement and refinement before the end result will be reached.

In order to start this analysis take the following steps and ask the following questions:

Steps and Questions	Comments
Identify an industry, sector or discipline and ask:	
<ul style="list-style-type: none"> • What is the organisation's main responsibility? (This will indicate area of focus) • What is the core business of the organisation? 	
Develop a key purpose statement by asking:	
<ul style="list-style-type: none"> • What is the key purpose of this industry? • What are the key outputs of the group? (This identifies purpose information/ use verbs to prefix) 	
Identify specific work roles/ areas and ask:	
<ul style="list-style-type: none"> • Do all individuals in the group achieve similar outputs? (This helps to identify similarities and differences, and channel the group's activity) • Why do you do this? • What do your customers expect from you? 	
Identify the key purpose for each role by asking:	
<ul style="list-style-type: none"> • What is it that you (each role holder) are trying to achieve? 	
Identify clusters of knowledge and skill items, by asking:	
<ul style="list-style-type: none"> • What do you need to know and be able to do in order to achieve your purpose? • What results are you expected to deliver? • What regulations and codes of practice must you adhere to? • Do these knowledge and skills link to the role purpose? 	
Generate Unit Standard titles/outcomes, by asking (in relation to knowledge and skills identified):	
<ul style="list-style-type: none"> • Why is it important that you are able to do this? • What do you use this knowledge/ skill to achieve? • Are the US titles in line with SAQA format and principles? (Use Critiquing Criteria) • (NB – always ask why an activity is undertaken in order to get to the outcome/ result of that activity) 	
<p>Compile a skills and Unit Standard Titles Matrix from the information generated. Check that tasks or methods have not been identified as skills.</p>	
<p>Verify these matrices with subject matter experts and make the necessary changes.</p>	
<p>Select nationally registered standards and conduct a benchmarking/ matching exercise of generated Unit Standards titles.</p>	

Examples of skills matrices follow:

Skills Matrix - Manager	
Leadership	<ul style="list-style-type: none"> • motivating • influencing • change management • delegating • systems thinking • managing diversity • managing stress/stress management • managing projects/project management • developing strategy
Interpersonal	<ul style="list-style-type: none"> • building relationships • listening • negotiating • team building • managing conflict/handling discipline • managing performance • networking • coaching/counselling/assessing
Communication	<ul style="list-style-type: none"> • verbal communication • written communication • compiling reports • providing feedback • chairing/facilitating meetings • presentation • interviewing
Planning	<ul style="list-style-type: none"> • prioritising • scheduling • managing time/time management • analysing • evaluating • co-ordinating • decision making
Organising	<ul style="list-style-type: none"> • solving problems/problem solving
Controlling	<ul style="list-style-type: none"> • managing quality
Administration	<ul style="list-style-type: none"> • computer literacy • keeping records/record keeping
Resource Management	<ul style="list-style-type: none"> • budgeting • managing costs • interpreting financial reports • compiling financial reports • monitoring financial reports • managing assets / asset management

Unit Standard Skills Matrix Example - HR and Training

Skills and Knowledge CORE (SPECIFIC)	HR Director	HR Consultant	HR Assistant	HR Administrator	Training Manager
Developing policies and procedures	x	x	x	x	x
Knowledge of remuneration audits	x			x	
Knowledge of salary review and surveys	x			x	
Knowledge, understanding and application of disciplinary and grievance procedures	x	x			
Knowledge, understanding and application of current Labour legislation:					
<ul style="list-style-type: none"> Labour Relations Act 	x	x	x	x	
<ul style="list-style-type: none"> Employment Equity Act 	x	x	x	x	x
<ul style="list-style-type: none"> Skills Development Act 	x	x	x	x	x
<ul style="list-style-type: none"> Basic Conditions of Employment Act 	x	x	x	x	x
Needs analysis / assessing training needs		x			x
Design outcomes based training interventions and learning guides		x			x
Evaluation of training		x			x
Facilitation skills	x	x			x
Knowledge, understanding and application of training methodologies		x			x
Assessment skills	x	x			x
Presentation skills	x	x			x
Follow up post training skills		x		x	x
Development and interpretation of unit standards		x			x
Career paths and succession plans	x	x	x		
Knowledge and implementation of diversity management	x	x	x	x	x
Recruitment interview skills	x	x			
Recruitment process skills (screening, reference checking)	x	x			
Maintenance of HRIS system and data base		x	x	x	
Knowledge and application of reports from HRIS	x	x	x	x	
Change Agent	x	x	x	x	x
Knowledge of performance management processes	x	x			x
Payroll costings and reconciliation's	x	x	x	x	x

Skills and Knowledge (GENERIC)	HR Director	HR Consultant	HR Assistant	HR Administrator	Training Manager
Listening skills	x	x	x	x	x
Verbal communication	x	x	x	x	x
Written communication	x	x	x	x	x
Telephonic skills	x	x	x	x	x
Report writing	x	x	x	x	x
Presentation skills	x	x			x
Negotiation skills	x	x	x	x	x
Assertiveness skills	x	x	x	x	x
Business writing skills	x	x	x	x	x
Co-ordination	x	x	x	x	x
Organisational	x	x	x	x	x
Time management	x	x	x	x	x
Planning	x	x	x	x	x
Problem solving	x	x	x	x	x
Crisis management	x	x	x	x	x
Project Management	x	x			x
Strategic Planning	x	x			x
Leadership skills	x				x
Stress management	x	x	x	x	x
Conflict resolution	x	x	x	x	x
Interviewing skills	x	x			x
Counselling skills	x	x	x	x	x
Coaching skills	x	x	x	x	x
Knowledge of organisation disciplinary procedures	x	x	x	x	x
Mentorship	x				x
Teambuilding skills	x				x
Relationship building	x	x	x	x	x
Delegation skills	x	x			x
Analytical skills	x	x	x	x	x

The skills and knowledge listed above are not exhaustive: employees may not actually need certain skills and knowledge that have been indicated in this example.

4.3 Checklist for Skills Matrices

The following should be checked when developing a skills matrix:

- skills needed are explained in detail
- list skills not tasks
- check for duplication
- use sub-headings e.g. communication, financial, etc
- the tense is the same throughout
- core skills are stated in the same way when used in more than one matrix
- terminology has been used consistently between all generic skills matrices and titles matrices
- core skills or titles relate specifically to that role
- appropriate level of the skills or title documented e.g. simple, intermediate, complex
- if core skills or titles for a function have been included, e.g. for financial secretary that these correlate with what you have for the generic skills or titles for secretaries or admin roles
- internal consistency between all matrices

The following should be checked when developing a Unit Standards Titles matrix:

- potential Unit Standards used should clearly link with the skills matrix
- far fewer standards titles than skills
- draft Unit Standards that you have been identified are available
- be realistic

When first generated, matrices are only about 60 % correct. Stakeholder endorsement and changes in role outcomes lead to constant refinement and updating of the matrices. As the Implementation Project Plan moves forward, each phase will possibly bring changes to the matrices, as new or overlooked skills and outcomes are identified.

5. Skills Based Job Profiles

This chapter covers the following:

- the purpose and benefits of skills based job profiles
- how to develop skills based job profiles

5.1 Job Profiles

Once the skills matrices have been developed, one of the most effective 'by-products' would be to compile skills based job profiles. These will assist the organisation to align itself to SAQA and SDA legislation.

Job profiles:

- identify outputs and output measurements for each role
- identify the skills required for each job profile
- assign specific Unit Standards to specific roles in the organisation

Completed job profiles will assist with the following:

- determining training and assessment interventions
- developing learning pathways, career paths and learnerships
- recruiting and inducting new employees
- aligning organisational performance management and HR systems

5.2 Developing Skills Based Job Profiles

In order to develop job profiles the following steps need to be completed:

Step 1	Identify the jobs/roles to be profiled.
Step 2	Analyse existing job information, such as job descriptions and skills/ titles matrices.
Step 3	Identify one job incumbent for each role and arrange interview time.
Step 4	<p>Briefly explain purpose of interview, then obtain the information to be included in the job profile from the job incumbent:</p> <ul style="list-style-type: none"> • Details of position, including purpose, context and customers • Generate a comprehensive list of tasks/ activities performed in the position • Categorise the list into key functional areas (i.e. clusters of tasks that result in certain job outputs). Allocate each task/ activity to a category/ key functional area. • Identify the output that results from the performance of tasks/ activities in each cluster • Make a list of all people/ groups of people who are direct recipients of each output (i.e. the customers). List only those who receive or make use of outputs listed previously • Capture the benefits (advantages, value, assistance, profit to the customer) of outputs (Optional*) • For each output, identify the quality standards (i.e. accuracy, relevance, customisation, zero-defect and delivery) in measurable terms.
Step 5	<p>Identify the Unit Standards applicable to each job through scrutinising information gathered, existing job descriptions, the titles matrix and by asking the following questions:</p> <ul style="list-style-type: none"> • Which of the available unit standards are applicable to this job? • Against which Unit Standards should the person holding this job be measured?
Step 6	In order to be capable of doing a job effectively and efficiently, a job incumbent needs specific skills, experience, underlying knowledge and personal attributes. Develop a competence profile using existing information from the skills matrix and new information gathered.
Step 7* (Optional)	Identify the organisational/ organisation values and behavioural indicators applicable to each position.
Step 8	Consolidate all information into a single job profile document, as per agreed upon format.
Step 9	Verify job profiles with supervisors/ management and make adjustments where necessary. This is a vital step in the process, as job incumbents often exaggerate or conversely, limit their responsibilities.
Step 10	Ensure job profiles are aligned to organisational strategy.

Job profiles need to be reviewed regularly. For administrative purposes it is advisable to record the issue date and recommended review date.

Steps to Follow when Conducting Job Profiling Workshops and or Interviews

Ask the following questions to identify role outputs:

Activities

- What do you know most about your jobs?
- What is it that we do? e.g.
 - Training needs analysis
 - learning programme design and development
 - trainee selection
 - training
 - facilitation
 - feedback

Outputs

- What leaves your hand?
- What is it that you produce/ make available?
- What is the end result of what you do? e.g.
 - Developed learning programmes
 - Trained staff

Outcomes

Cluster activities into common outcomes by asking;

- Why do you do this? e.g.
 - Design learning programmes
 - Train staff

When checking the skills matrix, you should look out for the following:

- do not list tasks instead of outcomes.
- ensure that each outcome has at least two quality measures.
- links skills from the skills matrix.
- check that the internal customers have at least one output linked to them.
- check that all the skills are matched to the outputs and quality measures.
- if you include behavioural indicators then include a measure.
- check that the job profiles are discrete and unique e.g. management job profiles are different from an operator's job profile.
- check that there is consistency in terminology, language between job profiles.
- check that the same tense is used throughout.

Example of a Job Profile Template

Key Functional Area	
Job Title	
Grade	
Organisational Context	
Customers	
Performance Specification Outputs	Output Quality Requirements and Measurements
Skills / Knowledge Specifications	Standards / Qualifications
Organisational / Departmental Values	Behavioural Indicators

Example of a Job Profile

Key Functional Area	Sales Support
Job Title	Claims Capturer
Grade	D3
Organisational Context	Medical
Customers	<ul style="list-style-type: none"> • Reps • Suppliers • Accounts Manager, etc
Performance Specification Outputs (What I must provide to my customers)	Output Quality Requirements and Measurements (What standard I must achieve)
<u>Captured Medical Claims</u> <ul style="list-style-type: none"> • Pre-checked claim details. • Verified claim details. • Scanned and logged claims. • Sorted and batched medical accounts. • Additional claims requirements. • Documents allocated to specific queues. • Quality control. • Reconciled system totals and manual totals. 	<u>Captured Medical Claims</u> <ul style="list-style-type: none"> • Claims scanned and logged according to procedures, within 24 hours of receipt and delivered to correct team member. • Scans to be clear and readable. • All relevant details to be captured 100%. • Rejected claims returned immediately to Call Centre or claims capture team for update on system. • Corrected claims processed within 24 hours. • System claim totals and manual claim totals to balance 100% • Spot-checks on capturer's outputs on a daily basis according to roster.
<u>Mail</u> <ul style="list-style-type: none"> • Recorded mail. • Distributed mail. • Checked and posted member supplier statements. • Filed accounts. • Shredded accounts. 	<u>Mail</u> <ul style="list-style-type: none"> • Recorded/distributed/checked according to roster. • Collected mail from mailbox and reception by 9 am and 2pm. • Faxes collected according to specific times (3 x per day). • Faxes/Mail sorted into specific files and distributed to correct person / team. • Check member/supplier statements for accuracy. • Print and dispatch statements same day. • Format and appearance of statement according to standard. • Medical claims filed according to date order at close of business. • Files kept for 10 working days. • Files shredded after 10 working days (to maintain security and confidentiality)
<u>Errors / Problems Identified and Reported</u> <ul style="list-style-type: none"> • Unidentified codes for updating. • Problems with computer system. • General equipment 	<u>Errors / Problems Identified and Reported</u> <ul style="list-style-type: none"> • Details of problem recorded. • Problems reported to technology support / Business Development / System team timeously. • Monitor progress until resolved. • Maintain data on Excel spreadsheet. • Communicate progress to person/team affected by problem. • Own problem until solved.

<p>Skills / Knowledge Specifications</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Product knowledge (Medical scheme and Provision Fund) • Computer knowledge (PC and Image system) • Tariff codes / Modifiers / Codes • Knowledge of business process charts. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Information scanning • Memory • Numerical fluency 	<p>Standards / Qualifications</p> <ul style="list-style-type: none"> • See Underwriting Claims • Information Technology Standards
<p>Organisational / Departmental Values</p> <ul style="list-style-type: none"> • Service orientation • Results orientation • Sense of urgency 	<p>Behavioural Indicators</p> <p><u>Service Orientation</u></p> <ul style="list-style-type: none"> • Explains how work processes meet customer needs and contribute to meeting of business objectives. • Actively seeks customer comments/input/feedback. • Measures outputs against customer expectations <p><u>Results Orientation</u></p> <ul style="list-style-type: none"> • Process improvement proposals. • Provides feedback to other team members when asked for ideas on improvement initiatives. <p><u>Sense of Urgency</u></p> <ul style="list-style-type: none"> • Meets service level agreements and targets. • Follows up on outstanding claims daily. • Phones medical suppliers, client or consultant before sending written correspondence in an attempt to capture incomplete/ unclear claim details within 24 hours.

6. The Legislative Requirement for Skills Planning

This chapter covers the following:

- the context of the skills development levies act
- grant regulations
- the purpose of a WSP
- Annual Training Report (ATR)

6.1 Providing the Context

From 1 April 2000, South African employers started paying a skills development levy of 0,5% of their total remuneration costs. In 2001, this levy amount was increased to 1% of their total remuneration costs.

The Department of Labour mandates the collection of the skills development levy. Exemptions are applicable if certain provisions are met. These exemptions are listed on the Fasset website www.fasset.org.za.

Some 20% of the levy paid by employers is paid into the National Skills Fund. This money is used to fund education and training for socially and economically marginalised groups in South Africa. National Skills Funds will be used to increase education and training opportunities for access to the formal and informal labour market by women, people with disabilities, rural and unemployed people.

6.2 Regulations for Grant Claims

Employers who are up to date with the payment of the skills levy can claim from their Seta. Training providers and workers may also seek grants from a Seta.

These grants may be given to projects, programmes and research activities if they support the implementation of the sector skills plan that each Seta has developed. There are seven types of grants that that an employer may claim:

Mandatory Grants

A WSP Grant

The WSP grant amounts to 15% back of the total of the levies that have been paid by the employer.

Annual Training Report (ATR) (Previously Workplace Skills Plan Implementation Grant)

This grant will amount to 45% of the total levies paid. The Training Report is important for employers and workers to assess the progress that is being made, and for Setas to assist employers, workers and sectors to determine any additional support and advice that might be required.

Interim Training Report (ITR)

Regulations to the SDA published on 7 March 2003 indicate that Setas may establish criteria for choosing to pay interim grants to employers. Fasset has authorised the payment of interim grants on the ATR. This interim payment will provide relief for employers who wish to access a portion of the 45 % annual training report before the deadline date of 31 May.

Discretionary Grants

Each Seta establishes individually the grants will be given for:

A Grant towards the Cost of Learnerships and Learner Allowances

- Any employer may seek a grant from a Seta to support the implementation of learnerships.
- Each Seta will determine the level of the grant
- Details of the grant will be registered with the Department of Labour when each learnership is registered.
- There are two possible types of grants to support learnerships:
 - The first is a grant to offset the costs of implementing the learnership (e.g. off the job education and training provider fees).
 - The second is a grant that may be paid to subsidise the learner's allowance if the learner was unemployed immediately before starting the learnership. It is a matter for each Seta to decide how many and which applications it will support. Each Seta will need to make its decisions in the light of the priorities of its sector skills plan and the amounts of money it has available to support learnerships.

A Grant towards the Cost of Skills Programmes

- Any employer may claim a grant towards the costs of providing skills programmes.
- Any application for a grant must be submitted to the appropriate Seta, and approved by it, before the skills programme start.
- If a learner completes a series of skills programmes that result in a full learnership qualification, the grants that the employer receives must be no greater than the grants received had the employee undertaken a learnership programme resulting in the same qualification.

A Grant towards the Costs of Providing Apprenticeship Training

- Apprenticeships will continue until the Minister of Labour declares a date after which all apprenticeships will become learnerships.
- The Seta must honour any commitments to pay grants to employers that were agreed by a former Industry Training Board.
- Any grant must be agreed between the employer and the Seta before a new apprenticeship begins.

A grant towards a Programme, Project or Research Activity that Helps the Relevant Seta to Implement its Sector Skills Plan

- The grants will be determined by each Seta that will also publish details of how to apply.
- An education and training provider and worker may complete discretionary grants if that education and training provider and worker applies for a discretionary grant for supporting the Seta with the implementation of its Sector Skills Plan.

The Seta must use the monies received in the financial year in the following categories, each of which is clearly defined:

Portion of levy transfer to NSF	20% of levy payment
Seta Administration and operational costs	10% of levy payment
Grants to employers	60% of levy payment
Discretionary / Strategic Grants to employers	10% of levy payment

The costs of the administration and operational costs of the Seta are limited for the financial year.

Grant Recovery by Employers

An employer seeking recovery of a grant against the levy payment must meet the eligibility criteria for grant recovery.

An employer:

- Must have registered with the Commissioner for the South African Revenue ;
- Services in terms of section 5 of the Skills Development Levies Act, 1999;
- Must have paid the levies directly to the Commissioner or the Seta in the manner and within the period determined in section 6 of the Skills Development Levies Act;
- Must be up to date with the levy payments to the Commissioner or the Seta at the time of approval and payment of a grant.

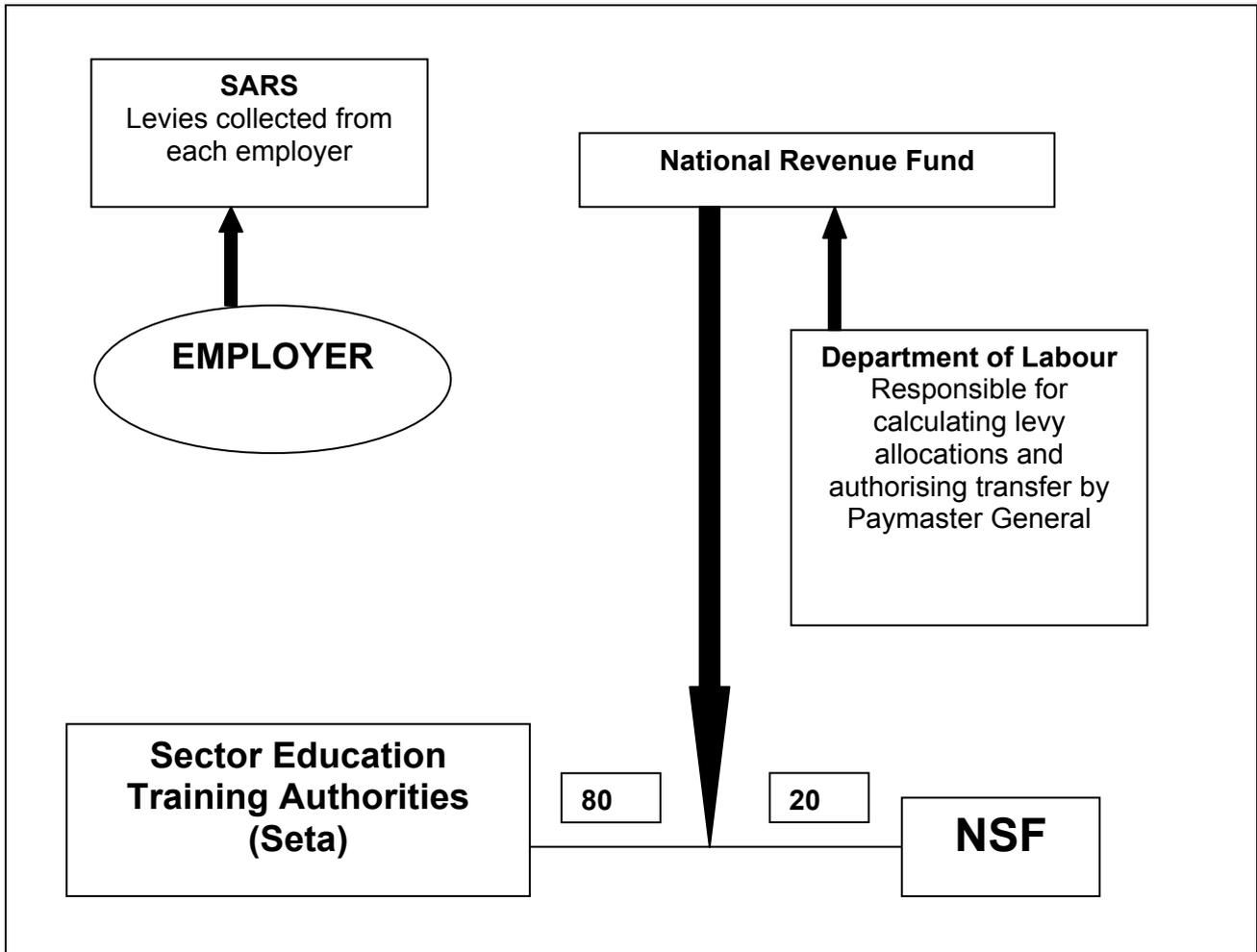
Unclaimed levy funds which arise as a result of non-payment of grants to employers who fail to comply with the relevant terms and conditions for grant recovery or who fail to submit a valid application for grant disbursement within six months of the final date may be used by the Seta for:

Grants to employers for training in specific high need areas:

- Sector support expenses;
- Incentives to encourage participation in the skills development levy scheme;
- Any other purpose to promote the objectives of the Sector Skills Plan and national priorities.

Please see the Fasset website for more information on grants, and any applicable update.

6.3 Return on Investment



Claiming back grants should not be the most important benefit arising out of implementing the NQF and Skills Development Act.

The SDF should ensure that the organisation is aware of the indirect returns on investment that will be realised.

Janette Bennett makes the statement that “people really do make the difference” and discusses the Anderson Consulting study that proves that people factors are a major difference between high and average performing companies.

Through implementing skills development strategies, businesses add value not only to themselves, but also to individuals, the community and society at large. Not only are proactive businesses seen as “employers of choice”, they ensure that their public image is that of a company which invests in it’s people and believes in the skills upliftment of all South Africans. Staff motivation, productivity and ultimately, increased profits, are some of the additional long-term benefits for companies.

The benefits of implementing skills development strategies within an organisation should not be limited to the benefit of claiming grants. Skills Development Facilitators should take the responsibility of identifying, researching and communicating the longer-term people benefits of a holistic skills development strategy to all stakeholders.

6.4 The WSP

A WSP is a plan that outlines the training and development for an organisation for one year. There is a prescribed format for the Plan which is available on the Fasset website at <http://www.fasset.org.za/>.

Levy Year runs from 1 April to 31 March each year.

The WSP seeks to:

- contribute to the achievement of organisation goals contained in the business plans – the WSP refers to the interventions needed to ensure the development of the business plan.
- formally report on the training interventions that the organisation is planning.
- provide a mechanism against which Grants can be accessed from the Sector Education and Training Authorities (Seta)
- serve as a format for the collection of information by Sector Education and Training Authorities from individual organisations.

The following information must be included in the WSP:

- the number of employees trained in the organisation by job category and race;
- the training and education needed to ensure the development of the business and employees;
- the organisation's strategic priorities for skills development;
- information regarding employment equity in the organisation;
- details of the education and training needed to achieve the organisations priorities e.g. proposed training interventions and specific costs.

6.5 The ATR

The ATR allows employers to monitor the achievement of the skills priorities and skills development objectives that were outlined in the WSP. Where there are variations between the WSP and the ATR, the ATR provides employers and Skills Development Facilitator's (SDFs) with an opportunity to analyse reasons for non-completion of planned training.

The ATR will be used by Fasset, the Sector Education and Training Authority (Seta) for Finance, Accounting, Management Consulting and Other Financial Services, to support the:

- identification of imbalances in the supply of, and demand for, skilled labour in the sector,
- government to assist in the development and review of the national skills development strategy that must be demand-led and sensitive to labour market needs,
- assessment of training capacity and training investment so as to ensure the sound allocation of resources,
- disbursement of levy funds, to eligible employers, through the levy grant system,
- employers to provide a strategic basis for planning the development of their staff and organisation.

7. Conducting a Skills Audit

This chapter covers the following:

- human resources strategic planning
- the purpose of a skills audit
- how to conduct a skills audit
- the benefits of a skills audit
- skills gap analysis

7.1 The Importance of HR Strategic Planning

Every successful organisation has a plan that sets out where it is going as an organisation and how it will get there. This plan has three elements:

Vision	refers to the goal of the organisation.
Mission	refers to the business the organisation is involved in and the general plan of how it hopes to achieve its goals.
Values	refers to the manner in which the organisation and its people handle clients and each other.

The business plan informs the HR strategy. A good HR strategy should:

- focus on key business areas
- be consultative
- be dynamic and interactive
- be partnership-based
- purposeful

The purpose of the HR strategy is to ensure that the organisation has the right number of people in the right jobs. Furthermore, the HR strategy needs to ensure that appropriate skills levels meet the business objectives.

All HR activities are directed towards supplying and maintaining a productive work force within cost-benefit constraints. To obtain the right mix of the right number of workers at the right time, requires planning. The company's strategy and the sales forecast form the basis for such planning. Plans that determine the manpower requirements are the central focus for all other HR planning and subsequent action.

The organisation is subject to various external factors such as changes in the legislation, varying socio-economic and political changes, competition, educational policies and market fluctuations. Cognisance needs to be taken of these factors in any HR strategy, as they impact on the demand for skills.

The HR strategy combines learning and development with individual career development and strategic people resourcing to present a holistic HR approach linked to an effective measurement system. Maximising opportunities through people development, is an important goal of any HR strategy.

Skills development must be relevant in terms of both the business plan and the HR strategy. Skills development must contribute to the organisation's business objectives. Before the skills development facilitator can start the skills planning process, he/she must have a clear understanding of the direction in which the business is going, and how it intends getting there.

Successful skills development planning requires efficient manpower planning.

7.2 The Importance of Skills Matrices

A skills matrix is at the heart of a WSP. An organisational skills matrix may include two sections, i.e. a competency unit matrix, detailing operational and leadership competencies, and a Unit Standard Titles matrix, consisting of fundamental, core and elective titles. Please refer to Developing a Skills Matrix for the steps to follow in this process.

Once job profiles and skills matrices have been developed, the compilation of the WSP requires the determination of skill priorities. Identifying skills priorities involves conducting a skills gap audit. The results of the audit will form the basis for Individual development plans.

7.3 A Skills Audit

A skills audit is a process for measuring and recording the skills of an individual or group. The main purpose of conducting a skills audit, is to identify the skills and knowledge that the organisation requires, as well as the skills and knowledge that the organisation currently has.

Skills audits are conducted to determine training needs within an organisation in order for that organisation to improve its skills and knowledge. Skills audits are also completed in the event of restructuring or redeployment. It is difficult to know exactly where each person will be deployed during a period of restructuring: a skills audit can provide accurate and relevant information as to where people's current level of competence lies so that appropriate development plans and deployment plans can be implemented.

A skills audit gathers more information than current qualifications levels. It identifies the skills matrices for the organisation and then delves into what the current competencies are of each individual against this predefined set of skills required to fulfil a specific role.

There are three key stages to a skills audit:

Step 1:	Determine Skills Requirements	Determine what skills each employee requires.
Step 2:	Audit Actual Skills	Determine which of the required skills each employee has.
Step 3:	Determine Development Needs and Plan for Restructuring	Analyse the results and determine skills development needs.

A gap analysis is the outcome of the skills audit process. The information that is obtained will enable the organisation to compile a comprehensive and meaningful training needs analysis.

Information that is provided through the skills audit can be used for the following:

- training and development to individuals to cater for the skill gaps
- internal employee selection: ensure that the correct person is deployed in each position
- external recruitment and selection
- performance management
- succession planning

7.4 The Benefits of Conducting a Skills Audit

Key benefits of conducting a skills audit include:

- improved skills and knowledge.
- lower training and development costs because development efforts are more focused.
- information that can be used for purposes such as internal employee selection and placement.
- increased productivity as people are better matched to their positions.

The results of a skills audit can be reported for each division to show individual and divisional competency gaps against competency needs. This in turn, assists in the collation of a WSP that complies with the provisions of the skills development act and Seta regulations.

Some Setas have included skills auditing as one of the requirements for the discretionary grant. Organisations that conduct skills audits in a structured manner, may submit levy claims against the strategic cash grant of the skills development regulations.

7.5 Skills Audit in the Context of SAQA Legislation

Competence in this new paradigm is defined as:

“Applied Competence is the union of practical, foundational and reflexive competence.”

(Source: Guidelines for the Assessment of NQF Registered Unit Standards)

It is broken down as follows:

Foundational Competence	The demonstrated understanding of what the learner is doing and why. This underpins the practical competence and therefore the actions taken.
Practical Competence	The demonstrated ability to perform a set of tasks in an authentic context. A range of actions or possibilities is considered and decisions are made about which actions to follow, and to perform the chosen action.
Reflexive Competence	The learner demonstrates the ability to integrate or connect performance with understanding so as to show the learner is able to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind an action.

Competence includes the individual's learning, understanding and ability to transfer and apply learned skills and knowledge across a wide range of work contexts.

It is important to identify the key strategic competencies of the organisation and the related strategic competencies for each division. This places a focus on how each job in the organisation and division contributes to the achievement of the company's objectives. Strategic competencies may relate to areas such as customer service, E-business, market share and innovative products, amongst others.

It is the compiler of the skills matrix's responsibility to identify the various specific competencies for each job/role under these strategic competency headings.

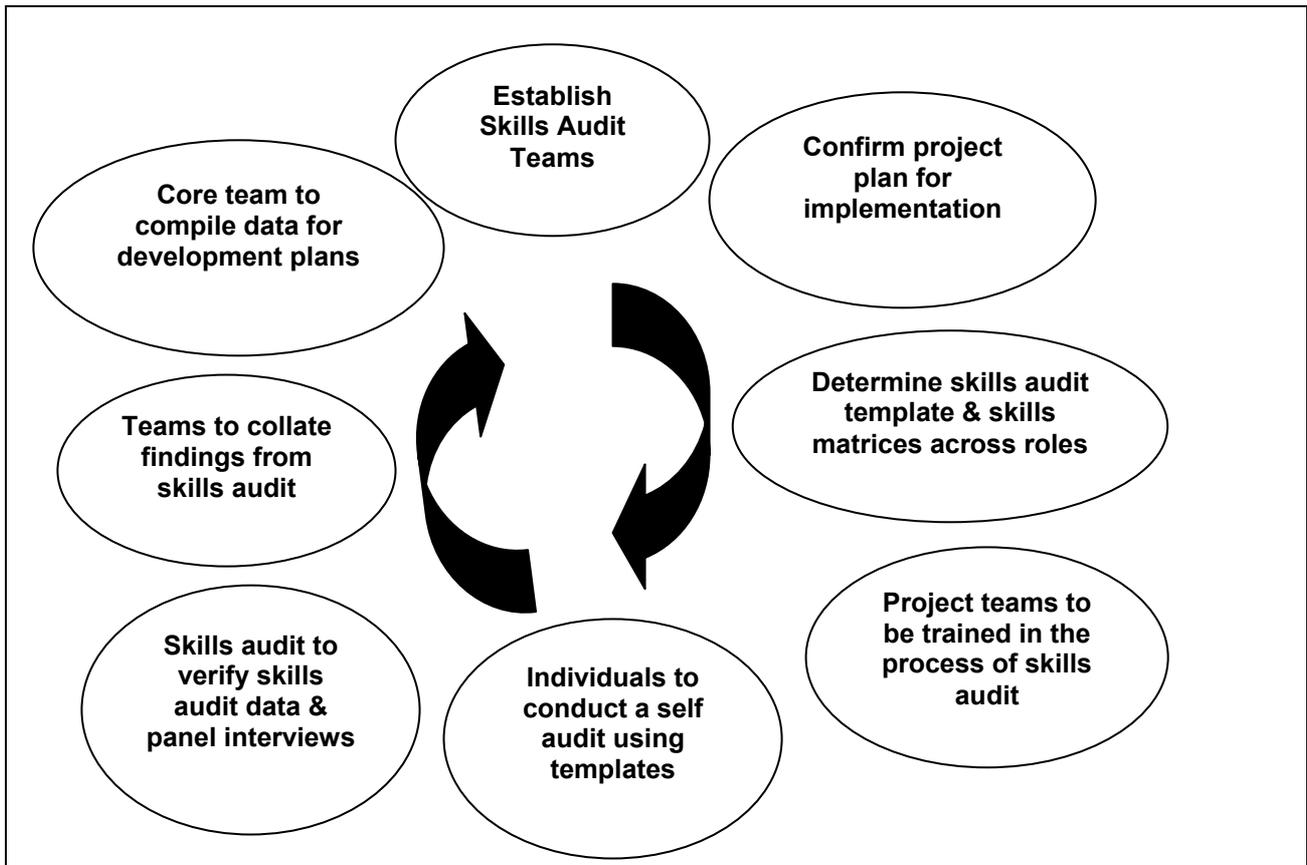
The skills audit identifies whether an individual has demonstrated behaviour that provides evidence of such competence. The skills audit aims to establish an individual's current level of competence in the workplace, against the identified skills matrix.

The skills audit differs from formal, summative assessment in the workplace in the following ways:

- A skills audit establishes an individual's current competence against the skills matrix for a particular position, whereas an assessment establishes an individual's competence against a registered SAQA (South African Qualifications Authority) Unit Standard.
- The primary purpose of the skills audit is to gain an overall picture of the training and development needs in an organisation. An assessment would enable an individual to gain recognition on the NQF (National Qualifications Framework) towards a registered qualification. Although assessments may produce information that informs training needs, this is not its primary focus.
- The skills audit process involves rating an individual against an established skills matrix, on an agreed to scale. Assessment, on the other hand, establishes whether an individual is competent or not yet competent against a registered unit standard's assessment criteria.
- It can therefore be said that whilst assessment focuses solely on competence demonstrated in a formal assessment intervention, a skills audit establishes competence through demonstrated behaviour and performance in the workplace.

7.6 Conducting a Skills Audit

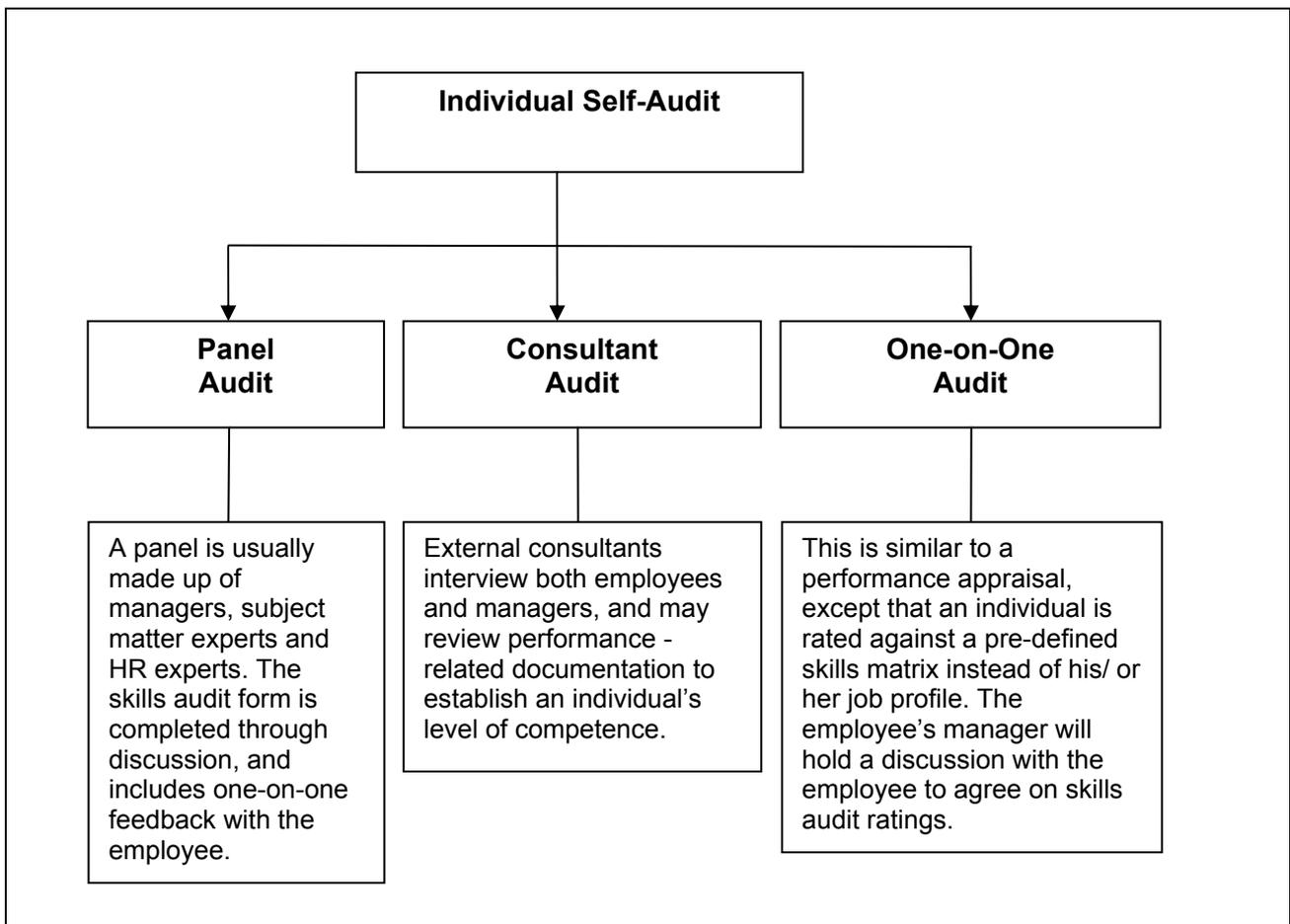
An example of a Skills Audit Project Process is provided below.



Skills audits may be conducted in a number of ways. Approaches include:

- a panel approach
- a consultant approach
- a one-on-one approach

This approach is illustrated overleaf.



The panel approach is regarded as the most valid and fair method of conducting skills audit.

The audit must be conducted in a fair and open fashion, where the employee is provided with ample opportunity to provide evidence and discuss the findings, in relation to their own self-audit.

Individual Self-audit

In the event of an individual self-audit, cognisance must be taken of the following:

- the individual must be provided with instructions on how to complete the form as well as an explanation of the purpose and process of the skills audit should be provided to the employee.
- prior to completing the skills audit form, the individual should prepare by familiarising himself/herself with the skills matrix for his/her own position and allowing ample time to complete the form in private.
- each employee then completes the skills audit form by identifying ratings against the scale provided.
- ratings are based on the amount and standard of evidence the individual can produce.

Evidence of competence can be defined as demonstrated behaviour in the workplace. Where an individual feels that the panel team may question a particular rating, he or she provides tangible evidence for such a rating.

The evidence may take the form of:

- work-in-progress
- previous performance appraisals
- training certificates
- witness testimonies
- videos

The individual does not have to provide evidence of competence at all times, only where he or she feels it appropriate or is requested to do so by the panel audit team.

Panel Skills Audit

The following process should be followed:

Step 1: Preparation

- Panel members are selected, based on their knowledge of individual employees and auditing skills, and trained.
- Panel team schedules a date, time and venue to conduct the skills audit. Allow at least thirty minutes per individual employee. Each panel member is to familiarise him or herself with the skills matrix competencies, including the distinction between linear, intermediate and complex levels.
- Each member must review the completed self-audit forms

Step 2: Complete Skills Audit Form

- Work through the skills audit tool/ form for each employee allocated to your panel
- Discuss each item and rate the individual against the scale provided.
- Where necessary, i.e. if panel members disagree on a particular rating, provide comments in the appropriate column. This may include comments such as; displays competence but not at the established level for the specific position (i.e. linear, instead of complex competence), or Employee does not display competence due to ... etc
- Where no agreement can be reached on a particular rating, identify specific further evidence that the employee will be asked to produce that proves competence. Ensure a panel member takes responsibility for informing and following up with the aforesaid employee.
- If an individual has produced evidence of competence, evaluate this evidence against the VACCS checklist
 - Is the evidence Valid?
 - Is the evidence Authentic?
 - Is the evidence Current?
 - Is the evidence Consistent?
 - Is the evidence Sufficient to inform rating decisions?
- Take the employee's self rating and possible distorted self-perception into account at all times
- Once completed, feedback must be provided to the employee that allows for open discussion of the skills audit ratings. Agreement must be reached with the employee. It is recommended that the employee's manager provide this feedback.
- Prior to sending the results to the relevant person, ensure that all panel members, as well as the individual employee sign off the form.

Principles of good assessment should be adhered to at all times.

7.7 Skills Audit Rating Scale

The skills audit rating scale allows for statistical analysis of the results of the skills audit. An individual or panel rating for each skill listing is allocated, and then various calculations are made to interpret and collate skills audit reports.

The skills audit rating scale is:

Rating	Description	Example
0	No evidence of competence	An individual does not currently display any form or level of competence in the skill listed. He or she may require formal training and exposure to the skill in the workplace.
0.25	Some evidence of competence	The individual may demonstrate part competence, but definitely needs formal training and exposure to the skill in the workplace.
0.5	Evidence of competence, needs further training	An individual is competent, but needs to improve. Training is the most effective solution. The individual may be at a lower level than the position requires, i.e. at linear, instead of complex level.
0.75	Evidence of competence, needs more exposure to the skill	The individual is competent and has undergone training. Further exposure in the workplace would ensure improvement and full competence. The individual may be at a lower level than the position requires, i.e. at linear, instead of intermediate level.
1	Full evidence of competence	The individual is competent in the skills at the level allocated to his/ her position.

Evidence of performance and competence should be made available in the following cases:

- where an employee deems it necessary to prove competence, and
- where a panel team deems it necessary to request further evidence of competence

As with the self-audit approach, evidence may take the form of:

- work-in-progress
- previous performance appraisals
- training certificates
- witness testimonies
- videos

The individual's self-perception will play a major role in how they accept the ratings from the panel audit.

Self-perception can be defined as the way in which we know and think about ourselves, in other words the characteristics, qualities and inner states that we attribute to ourselves.

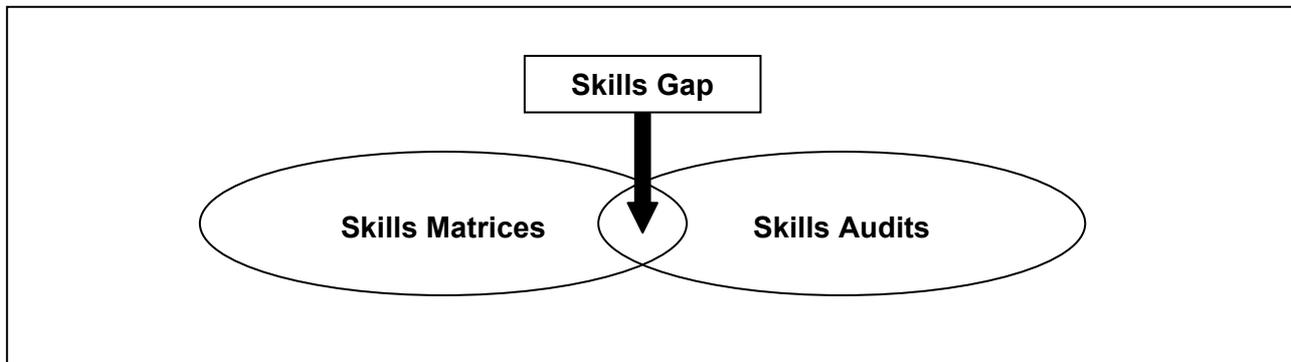
The individual self-audit is affected by a person's self-perception. An employee with a self-perception that is in line with reality, will more often than not agree with panel member skills audit ratings, and be able to produce evidence of competence where he or she disagrees with a particular rating. On the other hand, you may find employees rate themselves either too high or too low, due to unrealistic self-perceptions.

It is important that panel members acknowledge that an individual's self-perception will influence how they rate themselves.

The discussion phase of the panel audit should take this into account when comparing employee ratings to the panel's ratings. Avoid immediate duplication of the employee's rating. Open discussion and agreement between panel members must take place prior to recording a rating.

7.8 Conducting a Skills Gap Analysis

Once the organisation has a clear picture of where it is in terms of skills (skills audit), and a clear vision of where it needs to be in terms of strategic development (skills matrices), what remains to be done, is to conduct a gap analysis.



Skills development is one method for addressing deficiencies that have been identified. However, it is important to note that not all deficiencies are best addressed by training and education interventions. Also, the type of skills development activity to be used needs to be the most relevant to the skills being developed.

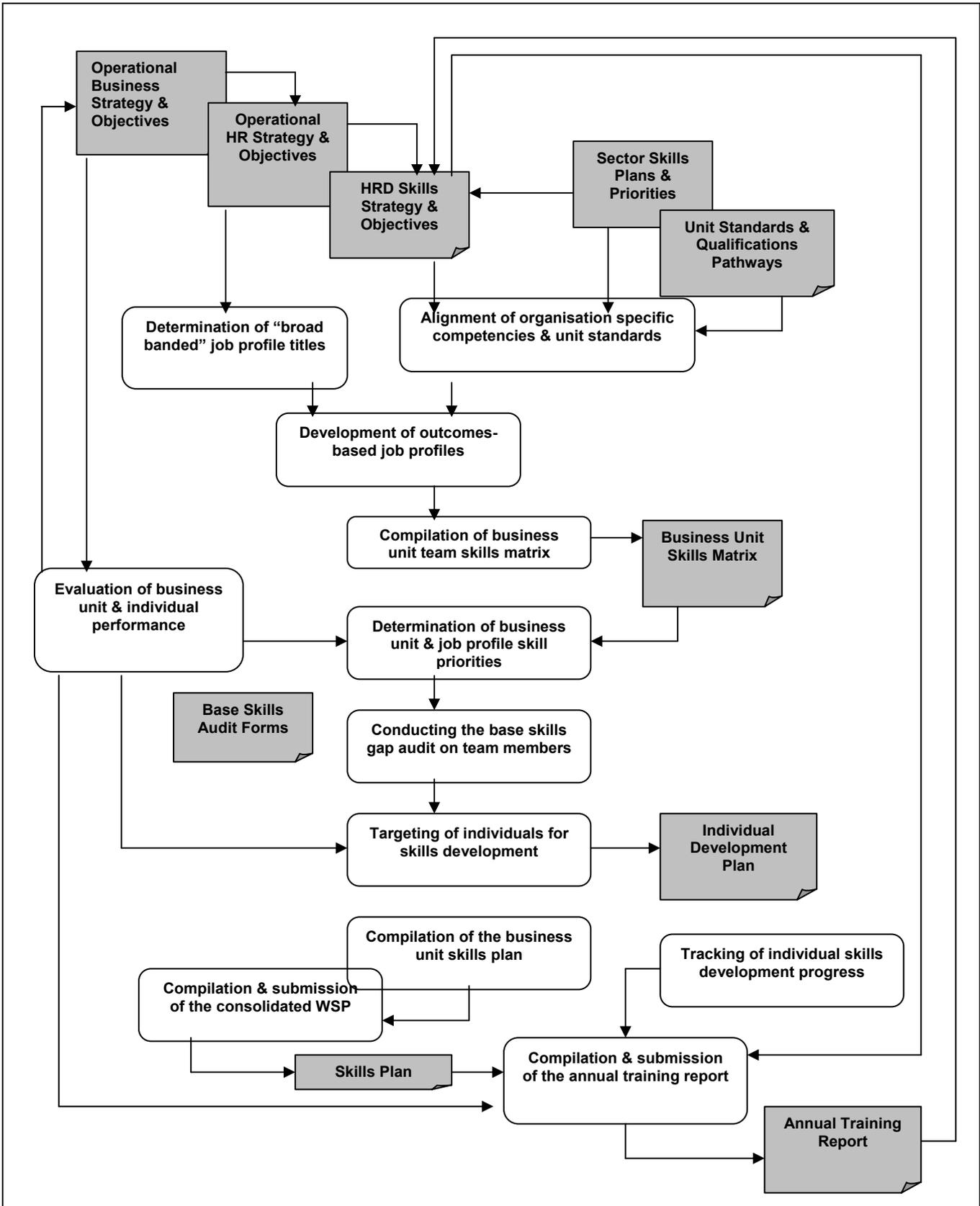
8. Compiling a WSP

This chapter covers the following:

- how to compile a WSP

8.1 Process to Follow when Compiling a WSP

The diagram on the next page describes the process within which a WSP is compiled:



8.2 WSP Preparation Checklist

In order to prepare for completion and submission of a WSP, companies need to complete a number of steps. The latest WSP Template and Guidelines documents can be accessed via the Fasset website, www.fasset.org.za.

The following information needs to be gathered, analysed and discussed. Certain decisions need to be made in terms of current training plans for the levy year:

1	Company details
2	Details of the Skills Development Facilitator
3	Details of the training committee or consultative forum involved in the development of the WSP
4	A total qualifications profile of all employees against NQF levels
5	Company strategic priorities for 2003
6	Annual company skills development (education and training) priorities for current year
7	The NQF level of planned skills priorities, i.e. the proposed level at which the course/ programme/ workshop is aimed
8	Beneficiaries of skill priorities related to occupational, population and gender groups
9	Nature of learning interventions, i.e. in-house, external, formal educational institution.

Analysis of Past Skills / or Training Plans and Records

1	Gather information relating to previous workplace skills or training plans and records.
2	Analyse and discuss these documents. List positive results of these documents and make use of these for future planning.

Correlate Data Obtained and work through [WSP Format](#)

Obtain all information relating to your Seta's templates and guidelines. Correlate all information gathered.

Obtain Endorsement and [Submit Plan to Fasset](#)

1	Obtain management and training committee endorsement.
2	Submit plan within Seta deadline.

Strategic business priorities must be accounted for in the determination of skills priorities. Business priorities refer to the interventions needed to ensure the development of the business and all the employees. Needs forecasting involve the analysis of internal and external conditions. It requires an understanding of future human resource requirements netted against future human resource availability.

In order to do strategic skills planning, the company must engage in Human Resource (HR) planning. HR planning describes the intended actions of the organisation to ensure that the organisation has the right number and the right mix of people at the right time and place to efficiently achieve present and future organisational goals. HR planning is a part of total business planning. HR needs to provide such input as key HR issues, HR environmental constraints and internal HR capability, and business managers must communicate their business needs for this plan to be functional and realistic.

8.3 The Role of the SDF

The Skills Development Facilitator (SDF) plays a major role in the compilation of the WSP with the Training Committee; it is also their responsibility as the SDF to submit the WSP to the applicable Seta. The SDF plays a major role in the compilation of the WSP to the Seta.

9. Implementing a WSP

This chapter covers the following:

- how to implement a WSP

The organisation should keep records of all the training, activities, assessment and/ or development initiatives implemented according to the WSP in preparation for preparing the ATR. The most current [Workplace Skills Plan Implementation Report and Guidelines document](#) must be used.

Training/activities/assessments that have taken place during the year need to be tracked and training/activities/assessments that still need to be completed also need to be tracked.

The Training report must list all the interventions that have been implemented according to the WSP. If training or other initiatives planned in the WSP were not completed, justification for this should be recorded.

Fasset will measure the achievements identified in the report against the priorities outlined in the WSP, with the intention to pay the employer the relevant grant if they have implemented the plan sufficiently.

10. Conclusion

The information contained in this booklet will bring about an understanding of the importance of compiling skills matrices for competency based job profiles, understanding the Levy Grant System, skills auditing and how to compile and implement a WSP.

Further details regarding the information contained in this booklet are available from the Fasset Call Centre or via the [Fasset website](#).

11. Appendix

The following documents are can be downloaded from the Fasset Website:

- Workplace Skills Plan Grant (WSP) Application
- Workplace Skills Plan Grant (WSP) Guideline
- Annual Training Report (ATR) Application
- Annual Training Report (ATR) Guideline

12. Contact Details

	Fasset
Telephone:	(011) 476 8570
Call Centre:	086 101 0001
Website:	www.fasset.org.za
Grants Contact Person:	Mimi Moselane

	SAQA
Website:	www.saqa.org.za

	ACFIST
Unit Standards Website:	www.acfist.co.za/

	ETDP Seta for SDF Unit Standards
Website:	www.etdpseta.org.za/