

**ORGANISING FRAMEWORK OF OCCUPATIONS (OFO)
MAPPING STUDIES FOR THE PUBLIC SERVICE SECTOR**

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RESEARCH REPORT



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REPORT

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Prepared for the Public Service Sector Education and Training Authority (PSETA)

By

URBAN-ECON DEVELOPMENT ECONOMISTS



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Research conducted by Urban-Econ Development Economists on behalf of the
Public Service Sector Education and Training Authority (PSETA)

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LIST OF ABBREVIATIONS

ANZSCO	Australian and New Zealand Standard Classification of Occupations
ATR	Annual Training Report
COREs	Codes of Remuneration
CSS	Central Statistics Service
DHET	Department of Higher Education and Training
DoL	Department of Labour
DPSA	Department of Public Service and Administration
ETDP	Education, Training and Development Practices
ETQA	Education and Training Quality Assurers
HR	Human Resources
ILO	International Labour Organisation
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
IT	Information Technology
LFS	Labour Force Survey
NOC	Canadian National Occupation Classification
NQF	National Qualifications Framework
NSDP	National Skills Development Plan
OCS	Occupational Classification System
OFO	Organising Framework for Occupations
OIHD	Occupations in high demand
PAS	Personnel Administration Standards
PERSAL	Personnel and Salary System
PSETA	Public Service Sector Education and Training Authority
PSET	Post School Education and Training
SAQA	South African Qualifications Authority

SASCO	South African Standard Classification of Occupations
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification Code
SINCO	Mexican National Occupation Classification System
SOC	United States Standard Occupation Classification System
SSP	Sector Skills Plan
WSP	Workplace Skills Plans

GLOSSARY OF TERMS

Organising Framework of Occupations

Organising Framework of Occupations (OFO) is a skills-based coded classifications system that captures all occupations and provides a framework for the identification, articulation, reporting and monitoring of skills demand and supply in the labour market.

OFO Code

OFO Code is the unique code allocated to each individual occupations within the OFO.

Occupations

An 'occupation', in terms of the Organising Framework for Occupations (OFO), represents a set of jobs that require the performance of similar tasks. In practical terms, an 'occupation' is a set of jobs whose main tasks are characterised by a high degree of similarity across a range of different employment situations.

Job

A 'job' represents the set of tasks performed by a person for an employer (including self-employment) in return for payment or profit (DHET, 2013).

Skill

Skill is defined as the ability to carry out the tasks and duties of a given job. Two dimensions of skill are used to arrange occupations into groups. These are a) skill level and b) skill specialisation (DHET, 2013).

a) Skill level

Skill level is defined as a function of the complexity and range of tasks and duties to be performed in an occupation. Skill level is measured operationally by considering one or more of the following:

- The nature of the work performed
- The level of formal education
- The amount of informal on-the-job training and/or previous experience

The concept of skill level is typically applied at the top (major group level) of the classification, which gives the nature of the work performed more emphasis than the formal and informal education and training requirements (DHET, 2013).

b) Skill specialisation

Skill specialisation is considered in terms of four conceptual concepts:

- The field of knowledge required
- The tools and machinery used
- The materials worked on or with
- The kinds of goods and services produced (DHET, 2013).

Major group

The broadest level of classification, which is denoted by a one-digit code. In the OFO (2013), eight major groups are used during the classification process. Major groups are distinguished from each other based on the skill level and a broad concept of skill specialisation (DHET, 2013). The major groups used in the OFO are provided in Table 0-1.

Table 0-1: Major Groups in the OFO

Major group	Overview
1	Managers
2	Professionals
3	Technicians and associate professionals
4	Clerical support workers
5	Service and sales workers

Major group	Overview
6	Skilled agricultural, forestry, fishery, craft and related trades workers
7	Plant and machine operators and assemblers
8	Elementary occupations

(DHET, 2013)

Sub-major group

The subdivision of a major group that is denoted by a two-digit code. Sub-major groups are distinguished from other sub-major groups in the same major group based on skill specialisation (DHET, 2013).

Minor group

The third level of classification is considered to be sub-divisions of the sub-major groups, which are denoted by a three-digit code. Minor groups are distinguished from other minor groups in the same sub-major group based on skill specialisation (DHET, 2013).

Unit group

The fourth level of classification, which is denoted by a four-digit code and is considered to be sub-divisions of the minor groups. Unit groups are distinguished from other unit groups in the same minor group at a finer degree of skill specialisation (DHET, 2013).

Sector Education and Training Authority

Sector Education and Training Authorities (SETAs) were established to align with the Skills Development Act. A total of 21 SETAs were established to facilitate training for youth in Post School Education and Training (PSET) and other individuals who require additional skills and further training. The functions and responsibilities of SETAs include the following:

- Development of a sector skills plan (SSP)
- Implementation of the SSP
- Develop and administer learnerships
- Support the implementation of the National Qualifications Framework (NQF)

- Accredit education and training providers
- Monitor provision to ensure that programmes are being followed
- Register Assessors
- Collaborate with other Education and Training Quality Assurers (ETQA)
- Report to the South African Qualifications Authority (SAQA) on how they fulfil the ETQA role
- Disburse levies collected from employers in their sector (SA Study, 2020).

The 21 SETAs are indicated in Figure 0-1.



Figure 0-1: The 21 SETA's in South Africa

Public Service SETA

The scope of coverage of the Public Service SETA (PSETA) as determined in terms of the Skills Development Act of 1998, as amended, and also covered in the public service’s Standard Industrial Classification Code (SIC) gazetted in Schedule 2 of Gazette Number 545 of 11 November 2010, as follows:

SIC Code	Scope of Coverage
91101	Government Department
91102	Provincial Administration
9110F	Parastatals n.e.c (Public Entities)
91106	Department of Foreign Affairs
91107	Department of Trade and Industry

The PSETA mandate is to provide quality public service education and training for government departments like the Department of International Relations and

Cooperation (DIRCO), Home Affairs, parliament, the provincial legislature, and transversal skills across other government departments, public entities and parastatals (PSETA, 2020). The focus and emphasis of PSETA is not on the entire Public Service sector skills, but to focus on transversal skills within the public sector. The transversal skills can be thought of as the ‘business of government’ (PSETA, 2018).

Transversal skills

Transversal skills are typically considered as skills that are not specifically related to a particular job, task, academic discipline, or area of knowledge. These skills can be applied in a wide variety of situations and work settings and are high in demand as it allows individuals to successfully adapt to changes (UNESCO, 2014).

In the context of the Public Service sector, transversal skills include administration, management, planning, legislation, and policy development, which drive the development of skills and competencies in an area that makes the delivery of the business of government more effective and efficient. These functions and responsibilities that people in the public service sector must perform to enable the delivery of the business of government (PSETA, 2018).

1 INTRODUCTION

It is the vision of the National Skills Development Plan (NSDP) that there will be an educated, skilled, and capable workforce for South Africa. The NSDP seeks to ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development. One of the vehicles to achieve this is the 21 SETAs, which through discretionary funds promote and support the development of the workforce and the unemployed. Workplace-based learning is key to the development of such a skilled and capable workforce. It is also one of the most valuable tools available to prepare the learner for the world of work and in doing so, increase their employability.

One such SETA is the Public Service Sector Education and Training Authority (PSETA), which was formally established in accordance with the Skills Development Act, (Act 97 of 1998) as amended. The PSETA oversees the provision of quality public service education and training that meets the current and future needs of all stakeholders that are in the business of government, including the following:

- **National and provincial departments:** As of April 2019, there were 38 national departments and 112 provincial departments registered with PSETA for the purposes of submitting their Workplace Skills Plans (WSPs).
- **Legislatures (national/ parliament and provincial):** PSETAs scope of coverage within the Legislative sub-sector is limited to the administrative component, with the members of parliament function falling within the scope of the Education, Training and Development Practices (ETDP) SETA. A total of the nine Legislatures and parliament are registered with PSETA.
- **Public entities:** This is the smallest sub-sector within the PSETA scope and includes parastatals. These entities have different mandates but the common skills cutting across these entities are transversal skills. A total of 24 public entities are registered with PSETA, 21 of which are active on the SETA Management Information System (PSETA, 2018).

One of the difficulties experienced by all SETAs and employers is the correct identification and description of occupations. The Organising Framework for Occupations (OFO) is used by SETAs to determine scarce and critical skills in their respective sector, identify occupations in high demand (OIHD) and based on these findings, develop strategic and annual performance plans using the OFO to guide employers in where and on what the SETA will focus its efforts and discretionary funds.

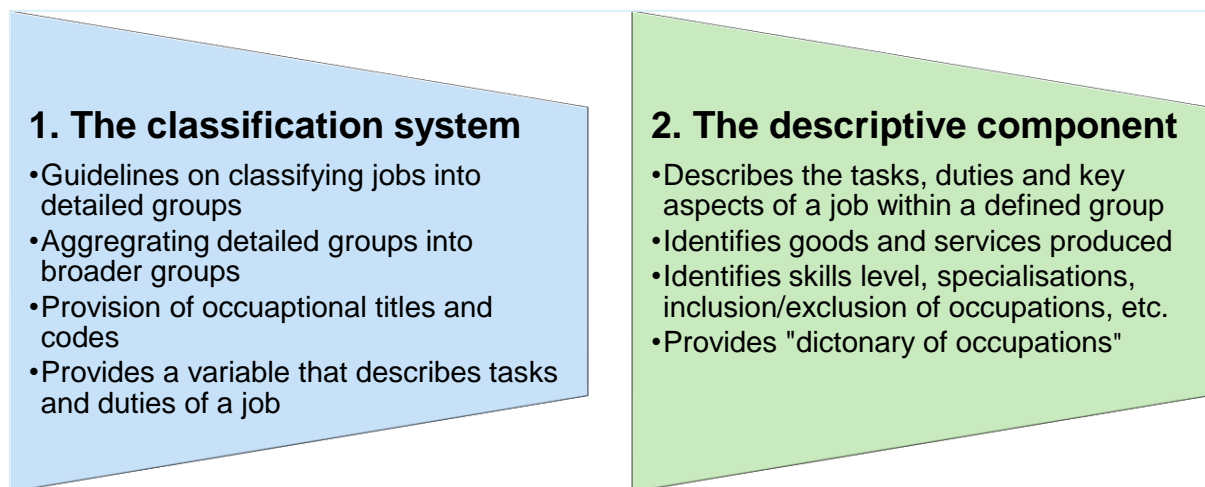
Currently, however, the PSETA is struggling with the inconsistencies in the use of job titles across the Provincial and National Government departments. Therefore, to assist the Public Service sector with understanding the relationship between job titles and occupational titles, the PSETA requires research services to map the Occupational Classification System (OCS) to OFO codes in the Public Service sector.

The purpose of this study is, therefore, to map the transversal OCS occupations currently used by the Public Service sector within the Department of Public Service and Administration (DPSA) against the OFO used for skills planning purposes. The assignment furthermore involves the compilation of an OFO Code Handbook outlining all the relevant OFO Codes for the Public Service sector and indicating the job titles linked to the respective transversal occupations.

2 BACKGROUND TO THE CLASSIFICATION OF JOBS AND OCCUPATIONS

2.1 Defining Occupational Classification

An occupational classification is a tool used to organise jobs at an organisation, industry or country level into a clearly defined set of groups according to tasks and duties that are undertaken in a job (International Labour Organisation, 2004). Occupational classification can be separated into two components, namely:



The occupational classification system (OCS) plays a key role in providing statistics by classifying jobs and persons into occupations, which allows statistics to be collected for various aspects, including the occupational distribution of the employed and unemployed; salaries; and working conditions to name a few. Some of the key users of occupational statistics include:

- **Migration authorities:** decision making for work permits/visas
- **Employment services:** matching job seekers to vacancies
- **Managers of organisations/businesses:** sort jobs and employers to develop a human resources plan and make decisions on company policies and salaries.
- **Legislators and public sector administrators:** support the formulation and implementation of economic and/or social policies and to conduct skills planning and training initiatives (International Labour Organization, 2004).

2.2 Background & Purpose of Occupational Classification

The concept of different occupational classes (or groups) was introduced in the early 19th century when the first population census was undertaken in several countries. However, only towards the end of the 19th century was it noted that occupations and industry require their own classification. The need for separate classifications was identified, as the division of labour between firms/organisations in an industrial society was distinctly different from the division of labour between different jobs within the same firm/organisation (International Labour Organization, 2010).

The International Labour Organisation (ILO) was tasked with developing international standards and guidelines to help countries improve their labour administration, the quality and reliability of their labour statistics, and to improve international comparability of statistical data. The need for a classification system resulted in the development of the International Standard Classification of Occupations (ISCO) (Scott & Hoffmann, 1993). The first step towards developing the ISCO was the identification of nine major occupational groups in 1949 at the 7th annual International Conference of Labour Statisticians (ICLS) who met under the auspices of the ILO. The first version of the ISCO (ISCO-58) was adopted in 1957. The ISCO-58 was revised and updated to the ISCO-68 and the ISCO-88, with the latest version being the ISCO-08, which was adopted in 2007 (International Labour Organization, 2010).

The main purpose of the ISCO is to provide:

- i. A basis for international reporting, comparison, and exchange of statistical and administrative information on occupations,
- ii. A model for the development of national and regional classifications of occupations,
- iii. A system that can be used directly in countries that have not developed their own classification systems (DPSA, 2005).

The ISCO has been used as the basis for the development of national classification systems for various countries, including the United States Standard Occupation Classification System (SOC), the Australian and New Zealand Standard Classification of Occupations (ANZSCO), the Canadian National Occupation Classification (NOC), the Mexican National Occupation Classification System (SINCO) and the South

African Standard Classification of Occupations (SASCO). The occupation classification systems have been adapted to the unique demographics, work environment and skills sets found in each country, as in some cases the ISCO did not provide or cater for specific groups or occupations. This was also the case in South Africa. The South African occupational classification system is unpacked in more detail in Section 3.

2.3 The Occupational and Job Classification Nexus

An occupation and a job are not the same things when considering the issue of classification, thus it is important to understand the difference between the two concepts, and how a task is defined as it plays a key role in both concepts.

Task: A 'task' is a piece of work that needs to be done and is generally one that is a regular part of an individual's job (Cambridge Dictionary, 2020).

Job: The concept of a job is defined as a set of tasks and duties executed, or meant to be executed, by one person. A set of jobs whose main tasks and duties are characterised by a high degree of similarity constitutes an occupation. Persons are classified by occupation through their relationship to a past, present, or future job (International Labour Organization, 2001).

Occupation: A set of jobs whose main tasks are characterised by a high degree of similarity. It refers the kind of work performed in a job (DHET, 2013).

With the definitions of occupation, job, and task in mind, it is also important to understand the relationship between the three concepts, as illustrated in Figure 2-1.

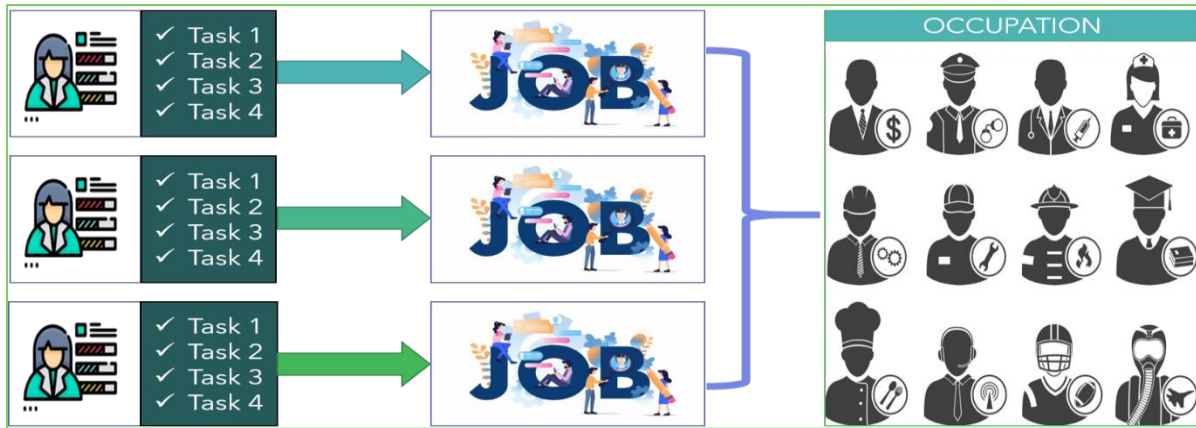


Figure 2-1: Relationship between a Task, Job, and an Occupation

As indicated in Figure 2-1, an occupation, the job and tasks performed are all interlinked. For example, if your occupation is a chef, your job may be as a pastry chef at a restaurant. Specific tasks a pastry chef is required to complete include baking various products (i.e. cakes, muffins etc.), conducting stock take and inventory, consultations with clients or event planners etc.

Based on the definitions and illustration above, the differences between occupation classification and job classification are indicated in Table 2-1.

Table 2-1: Occupational Classification vs Job Classification

	Occupational Classification	Job Classification
Concept	Occupational classification is based on the concept of jobs (the set of tasks and duties executed) and skills (skill level and specialisation). Classification may vary according to the criteria that are given priority and may differ depending on the purpose of the intended analysis and theoretical platform applied (Encyclopedia.com, 2020).	Job classification is a systematic process of evaluating the duties, responsibilities, scope, and complexity of a position description to determine the job title that most appropriately matches the job specifications and standards. Job classification can also be used for performance reviews and job listings (University of California : Berkeley, 2020).

	Occupational Classification	Job Classification
		<p>Three components can be used to classify jobs:</p> <ul style="list-style-type: none"> • The knowledge required to do the job • The problem solving required for the job • The accountability required for the job
Advantages	<ul style="list-style-type: none"> • Assist with estimating demand and supply of skills • Decision-making tool for education and training • Guide organisations on job classifications • Allows for international reporting and standardisation 	<ul style="list-style-type: none"> • Assist with developing career/growth paths for an organisation and employee • Assist organisations with establishing pay ranges • Assign responsibilities and avoid overlap of responsibilities
Disadvantages	<ul style="list-style-type: none"> • Process of classification can be complex • Different countries have different standards/classifications • Classifications may not align with jobs and the labour market • Updates to the classifications are required 	<ul style="list-style-type: none"> • Tools used can be complex • May result in remuneration challenges • Process of classification is a subjective method • Job classification is not constant and must be updated to accommodate trends/changes in the job market (UrHRM, 2019).

In some instances, jobs and occupations are used interchangeably or considered to be the same thing. However, as seen in Table 2-1, there are several key differences between a job and an occupation. For skills planning purposes, it is important to

differentiate between the two, as the use of occupational classification systems relies on the fact that job titles have been assigned to the major occupation groups. If the concept of jobs and occupations are used interchangeably, reporting will not be accurate or accurately reflect the current situation.

2.4 Linking Skills to Jobs and Occupations

The ISCO and country-specific occupational classification systems are based on two main concepts, namely jobs and skills. The concept of skills and the differentiation between skill level and skill specialisation is discussed in more detail below.

1. Skills

The concept of skill is defined as the ability to carry out the tasks and duties of a given job. The following two dimensions have been identified in this regard:

- a) **Skill level** – which is a function of the complexity and range of the tasks and duties to be performed in an occupation and is measured operationally by considering one or more of the following:
 - The nature of the work performed in an occupation in relation to the characteristic tasks and duties defined for each ISCO-08 skill level.
 - The level of formal education defined in terms of the International Standard Classification of Education (ISCED-97) (UNESCO, 1997) required for competent performance of the tasks and duties involved.
 - The amount of informal on-the-job training and/or previous experience in a related occupation required for competent performance of these tasks and duties (International Labour Office, 2018).
- b) **Skill specialisation** – defined by the field of knowledge required, the tools and machinery used, the materials worked on or with, as well as the kinds of goods and services produced (International Labour Office, 2018).

By categorising occupations according to the skill level and skill specialisation, it is possible to use the occupational classification system as a skills planning tool, as it allows for the identification of the type of skills required and the educational

requirements of beneficiaries to ensure that they are equipped with the necessary skills (formal or vocational education and/or training) to perform the tasks required for a job. The relationship between skills (both skill level and skill specialisation), tasks, jobs and occupations is illustrated in Figure 2-2.

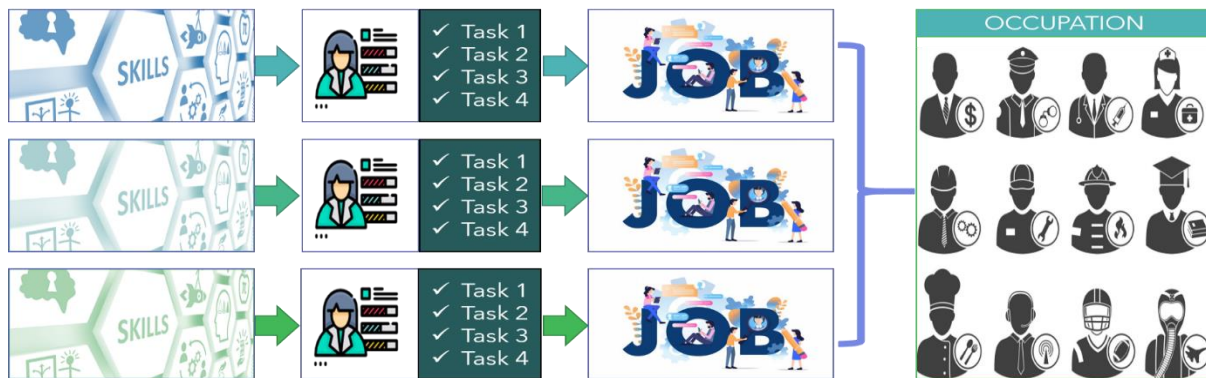


Figure 2-2: Relationship between Skills, Tasks, a Job, and an Occupation

As indicated in Figure 2-2, there is a clear relationship between the skills required by an individual to ensure they can complete the tasks required of them in their specific job and occupation classification.

It is essential to have a clear understanding of the availability of skills within the workforce, as well as identify key skill gaps (looking at both skill levels and skill specialisation), as this is used to assist the government with the development of an educational system that supports the skill types and gaps identified (and essentially the occupations that require the specific skill levels and specialisations).

A good understanding of the skills needs is also required to ensure the government can develop a way forward as to how to ensure the identified skills are provided (i.e. strategies, training programmes and schedules, etc.) (LGSETA, 2008). A lack of skills in the labour force is expected to have a negative impact on economic growth and development.

Having considered occupational classification at an international level and the history behind occupational classification systems, the following section focuses specifically on occupational classification systems in South Africa.

3 OCCUPATIONAL CLASSIFICATION IN THE SOUTH AFRICAN CONTEXT

3.1 Background to Occupational Classification

In the South African context, the occupational classification system has gone through various changes and revisions over time. To understand the current situation clearly, the following sub-sections unpack the history of occupational classifications in South Africa.

3.1.1 Pre-1994

Before 1994, the Central Statistics Service (CSS) now Statistics South Africa (Stats SA) used the South African Standard Classification of Occupations of 1986 (SASCO-1986) to provide codes for occupations in the population census. SASCO-86 was developed to be compatible with the range of occupational classifications used in South Africa at the time, while also providing for international comparability with the ISCO-88. However, due to the unique circumstances that resulted from the apartheid model in South Africa at the time, the alignment with the ISCO-86 was not always possible (Budlender, 2004). The ISCO-88 consisted of nine major groups, 28 sub-major groups, 83 minor groups and 286-unit groups.

3.1.2 Post-1994 to 2001

In 1995, Stats SA worked on revising SASCO to ensure the classification system aligned with international practices and the ISCO-88. In 1994, the ISCO-88 classification system (combined with the existing SASCO) was used to conduct the household surveys, as well as in 1996, for the first population census in democratic South Africa. The household surveys conducted in 1994 used a three-digit level code as per SASCO, however, this later changed in the household surveys and the 1996 census to a four-digit level code to align with ISCO-88. The ISCO-88 consists of nine major groups, 28 sub-major groups, 116 minor groups and 390-unit groups. In addition to this, an additional major group zero was included for the armed forces (Statistics South Africa, 2001).

3.1.3 2001 to current

In late 2002, the updated SASCO was still not published, despite it being used for various surveys and the 1996 census. Stats SA noted that an additional code (zero) had been added to the major groups to accommodate unspecified occupations or occupations that were not classifiable such as individuals who were not economically active. Over time this proved to only record data problems or employment figures rather than occupations, thus no changes were made to the occupation classification system.

The delay in publishing the revised SASCO was mainly due to two reasons, one of which was related to **concerns around the coding of occupations within the public sector**. At the time, the public service was being transferred to a new grading system, to which Stats SA then matched all the new grades with the existing SASCO codes. However, the Department of Public Service and Administration (DPSA) then embarked on a process to elaborate on the grading system used for the Public Service sector, which delayed the finalisation of the revised SASCO (Budlender, 2004).

The main changes to the SASCO included the change from the three-digit code to a five-digit code, and later to a seven-digit code. The addition of the sixth and seventh level codes was to allow for detailed disaggregation between the sub-unit groups. The Sector Education and Training Authorities (SETAs) requested the addition of additional codes beyond the five-digit system to allow them to collect meaningful data that could assist in identifying the skills gap and providing a clear direction for training requirements. It should be noted that although the SASCO provided seven-digit codes, the regular household surveys (including the Labour Force Surveys (LFS)) report only up to four digits, while the 2001 census reported up to five digits.

A key challenge with the use of the ISCO-88 for the South African context was the alignment of skill versus occupation combinations, which did not fit into the standard coding/classification system. SASCO was unable to adopt the ISCO-88 as seemingly comparable information from different occupations would be likely to assume that similar occupations imply a similar skill level. However, this was not the case in South Africa where a large portion of the adult population has no formal schooling, but carry out jobs that would require skills as per the ISCO-88. In saying this, the SASCO stated

that “skill is measured using formal education and experience”, which does not align with the ISCO-88. The ISCO-88, together with the South African skills development programme, recognises that skills can be gained through experience rather than formal training.

Although SASCO was developed specifically for the South African labour market, it proved unsuitable over time as occupations were not defined in detail, thus the Department of Labour (DoL) was unable to use SASCO for skills planning purposes (DHET, 2013). As SASCO (which was based on the ISCO-88) was not fully applicable to the South African context, the Department of Labour (DoL) conducted a review in 2005 to identify an alternative solution, which resulted in the development of the South African Organising Framework for Occupations (OFOs), based on the 2005 Australian and New Zealand Standard Classification of Occupations (ANZSCO).

The OFO version nine was aligned with the ISCO-08 in 2010 and has since been updated in 2013, 2015, 2017 and 2019. Figure 3-1 indicates the evolution and key steps that resulted in the latest version of the OFO which was released in 2019.

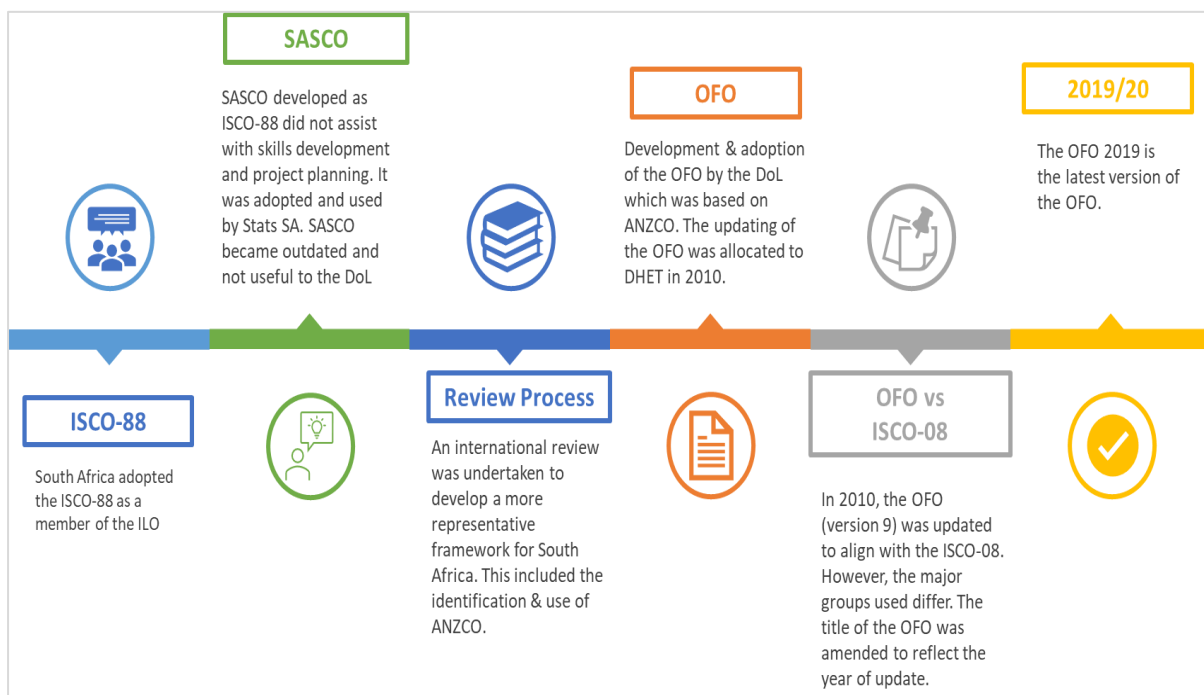


Figure 3-1: South African Occupational Framework of Occupations Overview

3.2 Occupational Classification in the Public Service Sector

As presented in the sub-section above, it is clear that the OFO is the occupational classification system currently being used in South Africa (and by the SETAs). The Public Service sector in South Africa, however, makes use of an alternative system.

The system used in the Public Service sector during the apartheid era was aimed at ensuring equal pay for equal work by imposing uniform job descriptions by occupations across the Public Service sector. Government departments were required to fit all jobs into predetermined centralised service dispensations known as the Personnel Administration Standards (PASs). However, there was a challenge with the PASs as formal qualifications were over-emphasised and other factors such as experience, informal training and alternative qualifications were neglected. There was also a lack of career paths for lower-level workers, therefore, promotion opportunities were non-existent for lower-level workers (DPSA, n.d).

Over time, there have been several amendments to the Public Service legislative and regulatory environment, including the Public Services Amendment Act (Act 30 of 2007) and regulations. A key addition to the Public Service regulatory environment was the introduction of the Codes of Remuneration (COREs) in 1999. The COREs were aimed at providing improved advice about defining and grading jobs, without reinstating a prescriptive framework like PASs. COREs also established a new system for categorising employment, to allow for the analysis of public-service employment trends (DPSA, 2005). Each CORE provides various occupational classification codes for each salary range. The codes are alpha-numeric and consist of eight characters. Government departments must ensure that the occupational codes outlined in the COREs are aligned with the applicable salary codes provided for each salary range to ensure that employees' salaries can be processed by the Personnel and Salary System (PERSAL) used by the government (DPSA, n.d).

With the implementation of the Public Service Regulations (1999), the 322 PASs utilised in the Public Service sector were repealed and employees were instead classified into the relevant COREs. COREs provide generic definitions for occupations, and thus do not provide enough information to analyse employment trends in the Public Service sector, thus a new set of occupational categories for

occupational classification purposes was required. This led to the development of the Occupational Classification System (OCS) to be used in the Public sector (DPSA, 2005).

The OCS approved by the Minister for the DPSA was based on the ISCO-88. The approach was used to ensure the OCS used for the Public Service sector was aligned as closely as possible with the ISCO-88, to make international comparisons possible, thus the nature of jobs and skill levels were used as indicators for the OCS for the Public Service.

The Public Service Regulations (1999) requires authorities to link all posts within a department with an occupation from the OCS and with the applicable CORE. Each CORE then provides the applicable occupational classification codes for each salary range. As the public service salaries are paid via PERSAL, departments are required to make use of both salary codes and the OCS (DPSA, 2005). Figure 3-2 provides an overview of the OCS in South Africa.

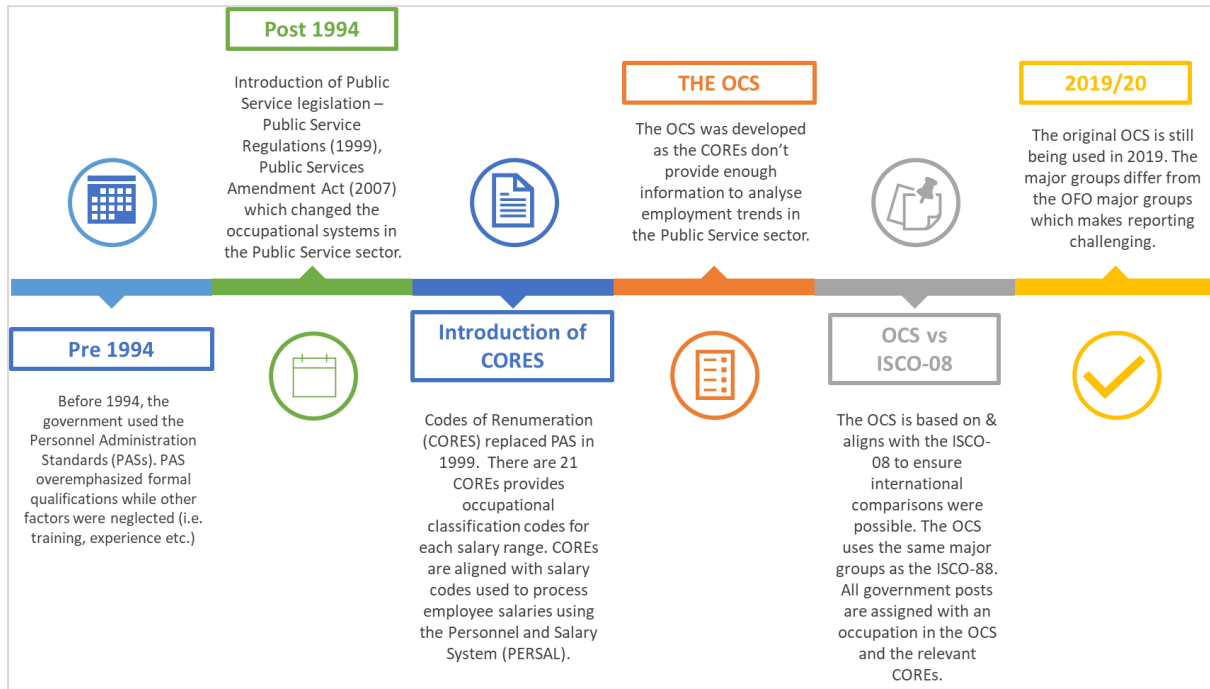


Figure 3-2: Occupational Classification System in South Africa Overview

In conclusion, the OCS provided a new approach to defining and classifying employees in the Public Service sector. However, there are differences between the

organisational classification codes used in the OCS and the OFO, thus a challenge remains for the PSETA to effectively report on the skills needs and training requirements in the public service (specifically transversal skills), as the reporting is taking place using the OCS, while the PSETA is required to report using the OFO system.

3.3 Occupational Classification as a Skills Planning Tool

The OCS system used by the Public Sector and the OFOs used by the 21 SETAs in South Africa are both considered as skills planning tools. The OFO is an important skills planning and implementation tool as it:

- Provides a common language for occupations,
- Captures jobs in the form of occupations,
- Groups occupations into categories and hierarchical levels based on the similarity of tasks, skills, and knowledge (DHET, 2013).

When considering skills planning, it cannot be seen in isolation from economic growth and employment trajectories, as the labour force includes both low and high-skilled workers, thus there is a challenge for the trajectory of the economy to respond with the supply of low and high-skilled job, while still promoting economic growth and development.

“Skills planning must respond to the needs of the labour market and the society. An effective and efficient labour market requires that the skills of the workforce match those required by employers, and that the type of skills produced by the different levels of the education system should respond to market demand. Further, the types of jobs created must also match the skills of the population, especially the unemployed. Skills mismatch is an encompassing term which refers to various types of imbalances between skills offered and skills needed in the world of work (Reddy, et al., 2016).”

Occupational classification systems also play a key role in skills planning, as they can assist with:

- The identification of changes/patterns in the labour force (including skills gaps/needs)
- Developing skills programmes
- Updating skills development frameworks and strategies

- Identification of training and skills development interventions
- Facilitating career development and planning for job seekers and employers to ensure they understand the requirements and descriptions of job and occupations, which will allow them to match skills and interests to a particular position (Career Research, 2020).

Without occupational classification systems, the South African government, and the SETAs would not be able to fully understand the labour market, nor will they be able to identify skills gaps and training needs, and therefore the development of training programmes and initiatives would not be suited to the needs of the labour force or employers. The occupational classifications systems also allow the relevant stakeholders to report on trends in the labour market and compare this to international trends and statistics, as well as assist with the collection and analysis of key information gathered during household surveys, community surveys, labour force surveys and the national census.

4 THE OCCUPATIONAL CLASSIFICATION SYSTEM

4.1 Overview

Before 1999, the Public Service sector applied a closed employment system where the requirements for posts and promotion in an occupational class were prescribed in the Personnel Administration Standards (PAS). PAS regulated work levels, academic qualifications, appointment requirements and years of experience linked to performance ratings, based on a prescribed performance assessment system for promotion.

Since 1999, the system used during the apartheid era has been replaced by an open employment system, with the Code of Remuneration (COREs), together with the Occupational Classification System (OCS) being utilised. The COREs and OCS are aimed at assisting government departments with designing jobs and/or career paths for public servants. In 2007, the Occupation Specific Dispensations (OSDs) was also introduced to assist with developing and implementing specific remuneration dispensations for broad occupation categories in the Public Service sector. This includes the provision for career paths based on the following:

- Competencies
- Experience and performance
- Centrally determined grading structures
- Broad job profiles
- Grade progression opportunities without competing for vacancies or promotions to higher posts (DPSA, 2011).

4.2 CORES and the OCS

The COREs were developed with three key focus areas in mind, which included the following:

- The link between salary ranges and job-weight ranges derived from PERSAL.
- A description of normal competencies and indicators of competency by salary level (Level one to level 15 in all major occupations).
- An occupational code which is also included in PERSAL for individual employees (DPSA, 2005).

A brief overview of the CORE is illustrated in Figure 4-1.



Figure 4-1: COREs Overview

The 21 COREs are divided into five volumes that cover the following:

1. The overview of career paths,
2. The profile of the major groups,
3. The salary ranges and codes,
4. The job weight ranges and
5. The occupational classification codes. A detailed overview of the COREs is presented in Table 10-1 (see *Annexure A: COREs Overview*).

As indicated above, the COREs replaced the PAS system. As mentioned previously, 21 COREs provide generic definitions for occupations and thus do not provide enough information to analyse employment trends in the Public Service sector, thus a new set of occupational categories for occupational classification purposes was required, which resulted in the development of the OCS. The OCS provides unique occupational codes that can be analysed to monitor, report, and identify labour market trends within the Public Service sector.

The OCS used by the Public Service sector in South Africa is aligned with the ISCO-88. The ISCO-88 was designed to reflect all possible occupations in the open labour market in a country, but for the development of the OCS to be used for the Public Service sector, occupations that are not employed in the Public Service sector (i.e. bankers etc.) were excluded.

4.3 OCS Structure

The OCS and COREs are used in conjunction with one another to lay a foundation for the categorisation of jobs which allows government departments to define the different work levels in accordance with the unique work organisation arrangements. The OCS provides a system that is based on the core principles of the nature of the job and the skills levels required to do a job. The Public Service OCS is divided into the following categories:

- Ten major groups
- 36 sub-major groups
- 96 minor groups
- 93 unit groups
- 19 sub-unit groups (DPSA, 2005).

Table 4-1 identifies the number of sub-major groups, minor groups, unit groups and sub-unit groups associated with each of the ten major groups used in the OCS.

Table 4-1: OCS Structure

	Major group	Sub-major group	Minor groups	Unit group	Sub-unit group
1	Elementary occupations	4	11		
2	Administrative office workers	2	6	9	
3	Professionals and managers	6	23	54	19
4	Technicians and associate professionals	2	6	25	
5	Service workers	5	8		
6	Social, natural, technical, medical sciences supplementary and support personnel	2	5		
7	Craft and related trade workers	5	20		
8	Drivers, operators, and ship crew	4	11	5	

	Major group	Sub-major group	Minor groups	Unit group	Sub-unit group
9	National security services and custodian personnel	3	3		
10	Information technology personnel	3	3		

(DPSA, 2005)

Definitions for the five categories are provided below.

a) Major group

The broadest level of classification which is denoted by a one-digit code. In the OCS, ten major groups are used during the classification process. Major groups are distinguished from each other based on **skill level** and a broad concept of skill specialisation (DHET, 2013).

b) Sub-major group

The subdivision of a major group that is denoted by a two (2) digit code. Sub-major groups are distinguished from other sub-major groups in the same major group based on broadly stated **skill specialisation** (DPSA, 2005).

c) Minor group

The third level of classification and considered to be sub-divisions of the sub-major groups which are denoted by a three-digit code. Minor groups are distinguished from other minor groups in the same sub-major group based on a less broadly stated **skill specialisation** (DPSA, 2005).

d) Unit group

The fourth level of classification which is denoted by a four-digit code and considered to be sub-divisions of the minor groups. Unit groups are distinguished from other unit groups in the same minor group at a **finer degree of skill specialisation** (DPSA, 2005).

4.4 OCS Major Groups

The OCS provides the major groups, sub-major groups, minor groups, unit groups and sub unit groups applicable to the Public Service sector. An overview of the main groups and associated tasks provided in the OCS is summarised in Table 4-2.

Table 4-2: Overview of the OCS Major Groups

Major group	Classification	Overview and main tasks
1	Elementary Occupations	<ul style="list-style-type: none"> Normally responsible for routine and manual tasks. Main tasks consist of delivery of messages/goods, washing, cleaning, pressing, and working with other employers.
2	Administrative Office Workers	<ul style="list-style-type: none"> Two clusters of occupations 1st cluster: clerks and related personnel – main tasks require the knowledge and experience to organise, store, compare and retrieve information. 2nd cluster: administrative policy and related personnel. It includes occupations which have the main tasks of formulating and advising government policies of an administrative nature, formulate/administer laws, rules, and regulations associated with policies and legislation.
3	Professionals and Managers	<ul style="list-style-type: none"> Various levels of managers – each level of management is responsible for key tasks Occupations with main tasks requiring a high level of professional knowledge and experience in the field of physical and life sciences, social sciences, and humanities. The increasing stock of knowledge, applying scientific and artistic concepts and theories to find solutions for problems.

Major group	Classification	Overview and main tasks
4	Technicians and Associated Professionals	<ul style="list-style-type: none"> Occupations with main tasks that require technical knowledge and experience in physical/life sciences, social sciences, or humanities. Main tasks include technical work and the application of concepts and operational methods from the sciences/humanities fields.
5	Service Workers	<ul style="list-style-type: none"> Provision of personal and protective services including housekeeping, catering, personal care, fire protection etc. Tasks include child care, housekeeping, personal care, protection of people/property etc.
6	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<ul style="list-style-type: none"> Apply knowledge and skills part of supplementary and support functions directly associated with Professionals and Technicians. Support services include operating machinery and supplementary functions (i.e. nurses, social services etc.)
7	Craft and Related Trades Workers	<ul style="list-style-type: none"> Application of knowledge and skills in fields of construction, metalwork, erecting structures, maintaining, and repairing machinery, handicraft, and printing work. Main tasks include managing the production process, use of tools and materials and production of various products.
8	Drivers, Operators and Ships' Crew	<ul style="list-style-type: none"> Personnel generally operate and monitor machinery and equipment, and execute duties onboard vessels. Work requires experience and understanding of machinery, equipment, vehicles, and vessels.
9	National Security Services and Custodian Personnel	<ul style="list-style-type: none"> Members of the army, navy, air force, police, and correctional services

Major group	Classification	Overview and main tasks
10	Information Technology Personnel	<ul style="list-style-type: none"> Main tasks include research, plan, develop and improving computer-based information systems, software, and related concepts. It also includes maintaining systems (i.e. databases) to ensure the integrity and security of data.

(DPSA, 2005)

Although each of the major groups has been linked to specific tasks and skill levels, it can be a challenge to apply this in reality. The differences in the range of tasks and duties belonging to the same occupation group at a national level are typically determined by the size of the establishment. However, in smaller departments, several tasks (i.e. typing and filing) may be combined with the duties of a receptionist or personal assistant into a single job, while in larger departments these tasks may constitute two or three different jobs.

Occupational classifications define occupations and occupational groups with reference to the most common combinations of tasks and duties. However, problems arise where in some cases the occupations and the range of tasks and duties do not correspond to those specified in the classification. To address this problem, the following rules can be applied:

- a) Where tasks and duties performed require skills usually obtained through different levels of training and experience, the jobs should be classified in accordance with the tasks and duties which require the highest level of skills.
- b) Where tasks and duties are connected with different stages of the production and distribution of goods, processes, tasks, and duties related to the production stage should take priority over the associated ones unless one of these tasks and duties predominates.

Despite the challenges that can arise when classifying occupations according to tasks and duties, the Public Service Regulations (1999) requires authorities to link all posts within their departments with an occupation from the OCS as well as with a code from

the applicable CORE. Each CORE provides for various occupational classification codes for each salary range.

Each of the COREs provides codes that are alpha-numeric and consist of eight characters. These codes should be used in combination with the salary codes provided for that particular salary range. To effect the payment of an employee's salary via the Personnel and Salary System (PERSAL), departments will have to utilise both the salary codes and the occupational classification codes. This process is illustrated in Figure 4-2.

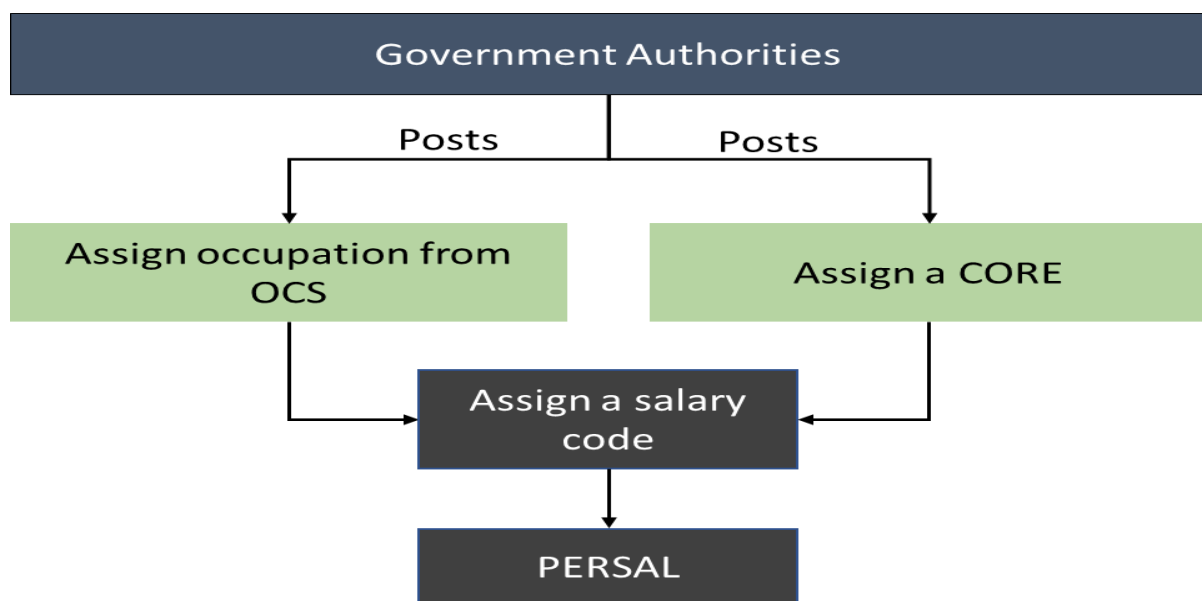


Figure 4-2: Public service post-classification overview

As indicated in Figure 4-2, the Public Service sector is fairly complex as any government post must be allocated an OCS code, a COREs code and a salary code to ensure that government employees can be paid using the PERSAL system.

4.5 Application of Skill Levels in the OCS

As the OCS is based on the principles of skill levels and the nature of the job, it is important to understand the four skill levels as defined by the ISCO. The skill levels are unpacked in more detail below.

1. **First skill level:** Compromises of **primary education**, which typically begins at the age of five, six or seven and lasts approximately five years.

2. **Second skill level:** Compromises of the *first and second stages of secondary education*. The first stage begins at age 11 or 12 and lasts approximately three years. The second stage begins at age 14 or 15 and lasts approximately three years. A period of on the job training and experience may be necessary and is in some cases formalised in apprenticeships. This could supplement formal training or replace either partly or wholly depending on the requirements/nature of the job.
3. **Third skill level:** Comprises of education which begins at age 17 or 18 and last approximately four years. This leads to a *qualification equivalent to a first university degree* (i.e. diploma).
4. **Fourth skill level:** Comprises education that also begins at age 17 or 18 and last three, four or more years. The fourth skill level leads to a *university or postgraduate university degree or the equivalent* (DPSA, 2005).

The OCS is aligned with the ISCO-08, and thus the four skill levels discussed above are applicable in South Africa. Table 4-3 indicates the alignment of the ISCO-08 skill levels to the National Qualification Framework (NQF) used in the South African education system.

Table 4-3: South Africa Education Levels vs ISCO-08 Skill Levels

Level of education in South Africa				ISCO-08
Band	Grade	NQF level	Qualifications	Skill level
Higher		10	Doctorate	4
		9	Masters	
		8	Bachelors Honours Degree	
			Postgraduate diploma	4
		7	Bachelor's degree	3
		6	Diploma	
		5	Higher certificate	

Level of education in South Africa			ISCO-08	
Further	12	4	Certificate	2
	11	3	Certificate	2
	10	2	Certificate	2
General	9	1	Grade 9	2
	8		Adult Basic Education & Training (ABET) (Level 4)	
	7			
	6			1
	5			
	4			
	3			
	2			
	1			
	R			

As the OCS is aligned with the ISCO-08, Table 4-4 below highlights the alignment of the OCS major groups with the ISCO-08 skill levels.

Table 4-4: OCS Major Groups and ISCO-08 Skill Levels

	Major group	ISCO-08 Skill level
1	Elementary occupations	1 st
2	Administrative office workers – clerks & related personnel	2 nd - 3 rd
	Administrative office workers – admin policy & related personnel	3 rd – 4 th
3	Professionals and managers	4 th
4	Technicians and associate professionals	3 rd – 4 th
5	Service workers	2 nd
6	Social, natural, technical, medical sciences supplementary and support personnel	2 nd
7	Craft and related trade workers	2 nd – 3 rd
8	Drivers, operators, and ship crew	2 nd – 3 rd
9	National security services and custodian personnel	-

	Major group	ISCO-08 Skill level
10	Information technology personnel	3 rd

Of the ten groups indicated in Table 4-4, nine groups have been linked to skill levels, which have operational definitions by reference to the educational categories and levels of the International Standard Classification of Education (ISCED). A skill level was not assigned to major group nine, as skills for executing tasks and duties of occupations in this major group vary to such an extent that it is not possible to link it with the four broad skill levels used by the ISCED (DPSA, 2005).

4.6 Conclusion

The Public Service Regulations (1999) requires authorities to link all posts within a government department with an occupation from the OCS and with the applicable CORE. Each CORE then provides the applicable occupational classification codes for each salary range. As the public service salaries are paid via PERSAL, departments are required to make use of both salary codes and the OCS (DPSA, 2005).

According to PSETA (2018), the PERSAL data is used to analyse the data for employees within the national and provincial government departments and the Workplace Skills Plan (WSP) is used to analyse data for employees in parliament, legislatures, and public entities. Although the Public Service sector makes use of the OCS, the WSP and PERSAL provide key information that PSETA can utilise to develop a complete labour market profile for the Public Service sector (PSETA, 2018). However, despite having a clear understanding of the labour market profile, the challenge of comparing and reporting using the OCS and OFO data is problematic due to the different major groups that are used.

5 THE ORGANISING FRAMEWORK OF OCCUPATIONS

5.1 Overview

The Organising Framework for Occupations (OFO) is a coded occupational classification system that is used by the Department of Higher Education and Training (DHET) and other state institutions as a key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market (Budlender, 2004; DHET, 2013). As discussed previously, the SETAs had requested that SASCO include additional codes beyond the five-digit system to allow them to collect meaningful data that could assist with identifying the skills gaps and providing a clear direction for training requirements. However, despite the addition of further codes to the SASCO, there were still gaps when it came to reporting and classifying occupations in South Africa, thus a review was undertaken to provide a better alternative for occupational classification and reporting. From the review process, the Occupational Framework for Occupations (OFOs) was developed in 2009.

The OFO is based on similar principles to SASCO, but it offers significant improvements, as indicated in Figure 5-1.

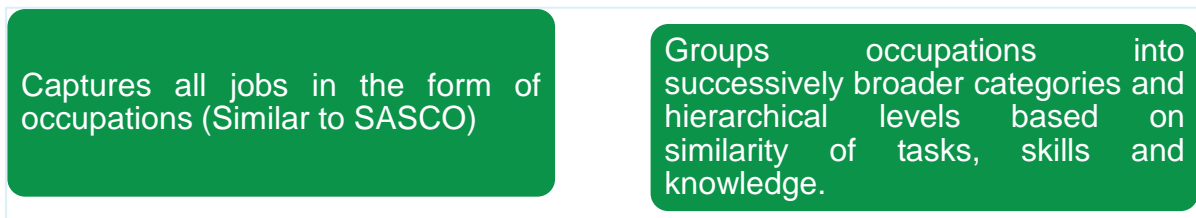


Figure 5-1: Key Improvements Offered by the OFO

Unlike the OCS system used in the public sector, the OFO is not aligned with the ISCO-08, as there was a mismatch between the descriptors and tasks at the Major, Sub-Major and Minor groups of the OFO (version nine) and the unit group descriptors and tasks used in the ISCO-08. The decision was taken to keep eight major groups as per the OFO (version nine) as opposed to the ten groups in the ISCO-08, to ensure the IT database structures of OFO users was not impacted. A comparison of the OCS and OFO categories is provided in Table 5-1 below.

Table 5-1: Comparison of the OFO vs OCS Major Groups

Major group	OFO	OCS
1	Managers	Elementary occupations
2	Professionals	Administrative office workers
3	Technicians and associate professionals	Professionals and managers
4	Clerical support workers	Technicians and associate professionals
5	Service and sales workers	Service workers
6	Skilled agricultural, forestry, fishery, craft and related trades workers	Social, natural, technical, medical sciences, supplementary and support personnel
7	Plant and machine operators and assemblers	Craft and related trade workers
8	Elementary occupations	Drivers, operators, and ship crew
9		National security services and custodian personnel
10		Information Technology personnel

As indicated in Table 5-1, the OFO has eight major groups in comparisons to the ten major groups used in the OCS. This highlights the challenges faced by the PSETA when reporting on the OFO, while the Public Sector reports on the OCS.

A bottom-up approach was used to develop the OFO, looking at the following aspects:

- Analysing jobs and identifying similarities in terms of tasks and skills,
- Categorising similar jobs into occupations, and
- Classifying occupations into occupational groups at increasing levels of generality (DHET, 2013).

The OFO adds value to the skills development planning and implementing purposes as it:

- Provides a common language when talking about occupations,
- Captures jobs in the form of occupations, and

- Groups occupations into broader categories and hierarchical levels based on the similarity of tasks, skills, and knowledge (DHET, 2017).

5.2 Application in the Public Service Sector

The SETAs make use of the OFO codes to report on the scarce and critical skills in the SSP. Employers are required to provide information at an occupation level in the Workplace Skills Plans (WSP) to ensure that the SETAs can use this information to identify common skill development needs and interventions, this links directly to the development of occupational qualifications provided in the OFO (DHET, 2013).

Through the use of the OFO, PSETA and DHET can ensure consistent reporting and monitoring on labour market trends within the Public Service sector. The OFO is a useful tool as it assists with providing the following:

- Job titles that are consistent and specific to the outputs of a post, as the occupation profiles developed can be used to inform job descriptions and post profiles;
- The curriculum and assessment specifications developed for occupations could inform performance assessment processes;
- Consistency in the labour market when advertising vacancies;
- Ease of generating legislated reports;
- A clear link to occupational classifications.
- Occupational pathways developed by the Quality Council for Trades and Occupations (QCTO) can be used to inform career management of the occupational groupings in the workplace (DHET, 2013).

5.2.1 OFO Structure and Descriptors

The OFO has eight major groups, which are described in more detail in Table 5-2. Each major occupational group is arranged into a sub-major group, minor group, and unit group, primarily based on aspects of skill specialisation. Occupations (six digits) are subdivisions of the unit group and are further detailed by using alternative occupation titles or specialisations.

Table 5-2: OFO Major Groups and Descriptors

Code	Major Group Title	Title Descriptors
1	Managers	Managers plan, direct, coordinate and evaluate the overall activities of enterprises, government, and other organizations or organizational units within them and formulate and review policies, law, rules, and regulations.
2	Professionals	Professionals increase the existing stock of knowledge, apply scientific or artistic concepts and theories, teach about foregoing systematically, or engage in any combination of these activities.
3	Technicians and Associate Professionals	Technicians and associate professionals perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations.
4	Clerical Support workers	Clerical support workers record, organise, store, compute and retrieve information related, and perform several clerical duties in connection with money handling operations, travel arrangements, requests for information, and appointments.
5	Sales and Service Workers	Service and sales workers provide personal and protective services related to travel, housekeeping, catering, personal care, or protection against fire and unlawful acts, or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as stalls and on markets.
6	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	Skilled agricultural, forestry, fishery, craft and related trades workers apply specific knowledge and skills to construct and maintain buildings, form and erect metal structures, set machine tools or make, fit, maintain and repair machinery, equipment or tools, carry out printing work produce or process foodstuffs, textiles, or wooden, metal and other articles. This includes

Code	Major Group Title	Title Descriptors
		handcrafted goods, growing and harvesting crops, breeding/tending/hunting animals etc.
7	Plant and Machine Operators and Assemblers	Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control, drive and operate trains, motor vehicles and mobile machinery and equipment, or assemble products from parts according to strict specifications and procedures. The work mainly calls for experience with an understanding of industrial and agricultural machinery and equipment and the ability to cope with mechanised operations and to adapt to technological innovations.
8	Elementary Occupations	These occupations involve the performance of simple/routine tasks which may require the use of hand-held tools and considerable physical effort.

(DHET, 2017)

Occupational descriptors and a list of associated tasks have been developed for each of the eight major occupational groups listed in Table 5-2. The descriptors include an occupational title, which provides a six-digit code. Table 5-3 provides an overview of the OFO categories and the number of applicable descriptors for each of the groups.

Table 5-3: OFO Structure and number of Descriptors

Major Group (1 digit)	Sub-Major Group (2 digits)	Minor Group (3 digits)	Unit Group (4 digits)	Occupation specialisation/ alternative title (6 digits)	
1. Managers	4	11	135	135	424
2. Professionals	6	27	369	369	1492

Major Group (1 digit)	Sub-Major Group (2 digits)	Minor Group (3 digits)	Unit Group (4 digits)	Occupation specialisation/ alternative title (6 digits)	
3. Technicians and Associate Professionals	5	20	274	274	997
4. Clerical Support workers	4	8	68	68	370
5. Sales and Service Workers	4	14	111	111	442
6. Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	7	20	249	249	943
7. Plant and Machine Operators and Assemblers	3	14	144	144	576
8. Elementary Occupations	6	11	98	98	434

(DHET, 2017)

It should be noted that ***the output of occupations clustered under the unit group category is described in terms of tasks and a descriptor. Occupations are thus related to the tasks defined at the unit group level and an occupation descriptor describes what the application of the variety of tasks produces or delivers in the work environment.*** The occupation descriptor either indicates the unique service provided by an occupation or the unique product the occupation produces when executing some or all of the related tasks in a specific context (DHET, 2017).

5.2.2 Skill Levels and the OFO

The OFO, as a skills-based classification system, classifies occupations based on a combination of skill levels and skills specialisation, which makes it relatively easy to locate a specific occupation within the OFO (DHET, 2017). As mentioned previously, skills level and skills specialisation are the two main criteria used to classify occupations, where the concept of skill is used in the context of competency rather than a description of a task or function of a job.

The skill level of a job is associated with the competent performance of tasks related to a job and is an attribute of the job or occupations and not of the individual. The skill level of a job can be measured by looking at what is needed to perform a set of tasks competently as required for a specific job. Skill level can be operationally measured by:

- The level or amount of formal education and/or training associated with competently performing the tasks associated with that occupation.
- The amount of work experience required for competently performing the tasks associated with that occupation.
- The amount of on-the-job training associated with achieving the competent performance of the occupation (DHET, 2017).

The three factors (theory, work experience and practical application) make it possible to compare the skill level of an occupation with the required educational level as prescribed by the NQF (DHET, 2017).

Skill levels were applied in the determination of the OFO structure at the highest level only and the level of formal education is defined in terms of the International Standard Classification of Education (ISCED)-97. In the case where formal education and training requirements were used as part of the measurement of the skill level of occupation, these requirements were defined in terms of the ISCED. The ISCO skill levels and ISCED-97 mapping is indicated in Table 5-4.

Table 5-4: ISCO-08 vs ISCED-97 Skills Mapping

ISCO-08 Skill Level	ISCED-97 Groups
4	<p>6: 2nd stage of tertiary education (leading to advanced research qualification)</p> <p>5a: 1st stage of tertiary qualification, 1st degree (medium duration)</p>
3	5b: 1 st stage of tertiary education (short- or medium-term duration)
2	<p>4: Post-secondary education (non-tertiary education)</p> <p>3: Upper secondary level of education</p> <p>2: Lower secondary level of education</p>
1	1: Primary level of education

(DHET, 2017)

The four skill levels are described in more detail in Table 5-5 to clarify the boundaries and characteristics of each skill level.

Table 5-5: OFO Skill Levels Overview

Skill Level	Overview
1	<ul style="list-style-type: none"> Occupations require simple and routine physical or manual tasks. Generally involves tasks such as cleaning, digging, lifting, sorting, assembling goods etc. by hand. Tasks can be mechanised operations such as operating non-motorised vehicles. Occupations typically require physical strength and/or endurance. Jobs may require basic skills in literacy and numeracy; however, these skills will not play a major role in the job. Completion of primary education (basic education) may be essential. A short period of on the job training may be required. Aligns with NQF level one and two
2	<ul style="list-style-type: none"> Involve the performance of tasks such as operating machinery and electronic equipment, driving vehicles, equipment maintenance and the manipulation and storage of information.

Skill Level	Overview
	<ul style="list-style-type: none"> • Occupations may require relatively advanced literacy and numeracy skills, and good interpersonal communication skills. • Ability to read and record information and perform simple calculations is essential. These skills are required for a major portion of the work. • The skills can be obtained through the first and/or second stage of secondary education as well as specialised vocational education and on the job training. • Experience and on-the-job training may be a substitute for formal education for certain jobs. • Aligns with NQF levels three, four and/or five
3	<ul style="list-style-type: none"> • Typically involve the performance of complex technical and practical tasks which requires extensive knowledge in a specialised field. • Occupations require a high level of literacy, numeracy, and well-developed interpersonal communication skills. Key skills may include report writing, communicate and understanding complex material. • Knowledge and skills required usually obtained at higher education institutions following the completion of secondary education for a period of one to three years (ISCED level 5b) • In some cases, extensive relevant work experience and prolonged on the job training may substitute formal education. • Aligns with NQF level six
4	<ul style="list-style-type: none"> • Occupations typically involve the performance of tasks which require complex problem solving and decision-making abilities based on extensive theoretical and factual knowledge in a specialised field. • Tasks performed include the design of structures/machinery, processes for construction and production, diagnosis and treating diseases etc.

Skill Level	Overview
	<ul style="list-style-type: none"> • Occupations require extended levels of literacy and numeracy and excellent interpersonal communication skills. • Knowledge and skills at this level are usually obtained from a higher institution for a period of three to six years (first degree or higher qualification). • In some cases, experience and on-the-job training may substitute formal education. In most cases, appropriate formal qualifications are essential for entry into occupations with a level four skill requirement. • Aligns with NQF level seven, eight, nine and ten

(DHET, 2017)

Based on the information presented in the table above, Figure 5-2 provides a comparison between the skill levels of the occupational groups, the National Qualifications Framework (NQF) and the entry, intermediate and advanced levels referred to in the National Skills Development Strategy.

NSDS	NQF	Skill level	OFO Major Groupings				
HIGH	10	4	1. Managers	2. Professionals			
	9						
	8						
	7						
	6	3	3. Technicians & associate professionals				
INTERMEDIATE	5	2	4. Clerical support workers	5. Service and sales workers	6. Skilled agricultural, forestry, fishery, craft and related trades workers	7. Plant and machine operators and assemblers	
	4						
ENTRY	3	1	8. Elementary Occupations				
	2						
	1						

Figure 5-2: OFO Major Groups and Skill Levels

5.2.3 Identifying an Occupation

To correctly identify an individual occupation in the OFO, the appropriate code must be used. To ensure the appropriate code is being selected the following five criteria should be applied.

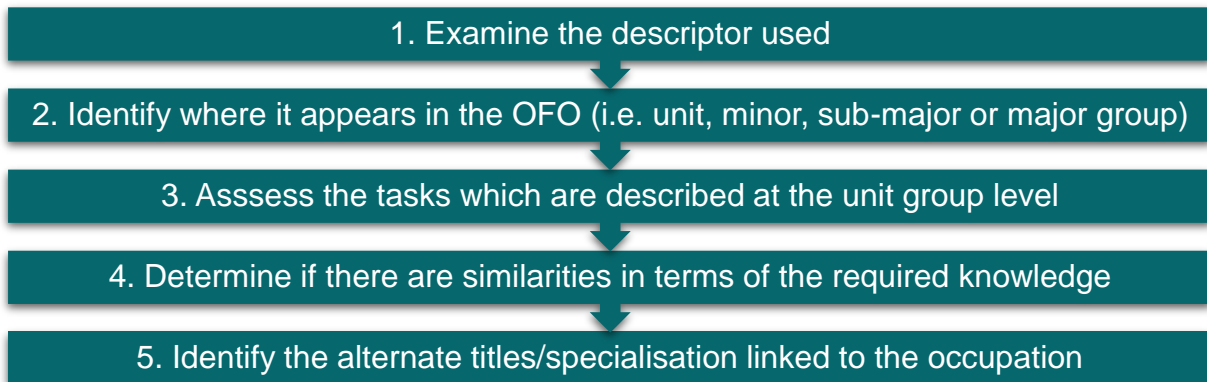


Figure 5-3: Steps to select the correct occupational code in the OFO

To avoid mapping jobs to the wrong occupations or not finding the matching occupation, it must be noted that all job titles are reflected in the framework as an occupation, alternative title, or specialisation. Thus, it is important to find an appropriate matching occupational code by using the five steps indicated in Figure 5-3 (DHET, 2017).

To assist with mapping job titles to the OFO, both the SETAs and the employer play an important role, as discussed below.

a) Role of SETAs

In addition to providing employers with the necessary guidelines and resources, the SETAs must assist with the mapping for their member organisations to ensure that employers can identify the appropriate and relevant occupations. The OFO and correct reporting on occupations is essential for the SETAs' performance in terms of meeting the objectives identified in the NSDS. According to DHET (2017), SETAs together with key stakeholders and other partners, are responsible for monitoring and managing occupational standards to ensure that the provision of training meets the sector, cross-sector and occupational needs (DHET, 2017).

b) Role of the employer

Employers are required to cluster post titles into job titles which can then be mapped to occupations in the OFO. Any new post titles created by the employer must be linked to the applicable occupations when they are created. The OFO is a tool that employers can use to guide the naming convention for job and post titles, using the descriptors of the occupations listed in the OFO. It is important that employers align with the OFO to avoid confusion with new or similar job titles and also to assist with improved alignment of learning to workplace needs required by the QCTO to develop qualifications in the future (DHET, 2017).

Although the role of the employer is outlined clearly by DHET, the Public Service sector in South Africa reports on occupations using the OCS as discussed previously. The use of the OCS makes reporting and alignment a challenge for the PSETA as the major groups, occupations and job titles differ between the two classification systems.

5.2.4 Amending the OFO register

Should an employer wish to submit a request to change or add occupations, alternative titles or specialisations, the changes must be communicated to the applicable SETA (in this case the PSETA), who are then required to submit an online request to amend the OFO register. Once a change request has been submitted, the OFO task team from DHET are responsible for monitoring the proposed changes. The approved changes will then be implemented on the OFO registered during the bi-annual updating process (DHET, 2017).

The OFOs must be updated to reflect any changes or additions identified by the SETAs and included in the SSP. The responsibility of updating the OFO has been assigned to the Department of Higher Education and Training (DHET) (DHET, 2010).

6 IDENTIFICATION OF TRANSVERSAL SKILLS IN THE PUBLIC SECTOR

6.1 Defining Transversal Skills

Transversal skills are typically considered as skills that are not specifically related to a particular job, task, academic discipline, or area of knowledge. These skills can be applied in a wide variety of situations and work settings and are high in demand as it allows individuals to successfully adapt to changes (UNESCO, 2014).

Transversal skills (or competencies) are not job or sector-specific skills, rather they are skills/competencies that are transferrable between jobs and are often understood as experience, soft skills, or emotional intelligence. In the case of core transversal competencies, the definition of competence encompasses a broad range of skills, knowledge and attitudes including:

- Ability to carry out effectively the routine tasks of the job.
- Ability to transfer skills, knowledge, and attitudes to new situations within the same occupational area.
- Ability to innovate and cope with non-routine activities.
- Personal effectiveness to deal with co-workers, managers, and customers (DPSA, 1997).

Examples of transversal skills include but are not limited to the following:

- a) **Critical and innovative thinking:** creativity, entrepreneurship, application skills, critical thinking, presentation skills, reasoned decision making, communication, leadership, and organisational skills.
- b) **Interpersonal skills:** teamwork, collaboration, initiative, self-discipline, self-motivation, commitment, integrity, compassion, tolerance, and openness.
- c) **Global citizenship:** respect for diversity, intercultural understanding, ability to resolve conflicts and civic participation.
- d) **Physical and psychological health:** respect for the environment, healthy lifestyle, physical fitness, empathy, and self-respect (Heron, 2019).

The need for transversal skills/competencies is increasing due to the changing nature of the work environment, partially due to the Fourth Industrial Revolution, and the

resulting changes. Often, the formal training and knowledge employees have do not meet the needs of employers and the changing work environment, thus employees need to re-skill themselves to ensure they can compete in the changing labour market (Heron, 2019).

6.2 Transversal Skills and the Public Service Sector

Skills development in the Public Service sector is typically targeted at building state capabilities to deliver on the National Development Plan (NDP) 2030. The NDP and NSDS III have two outcomes that should be noted:

- Outcome 5, which focuses on “a skilled and capable workforce” and
- Outcome 12, which focuses on “an efficient, effective and development orientated Public Service”.

PSETA is responsible for identifying the capabilities required to implement the NDP and identify critical skills required in the Public Service sector, particularly transversal skills (PSETA, 2018).

Concerning transversal training in the Public Service sector, the DPSA, together with the PSETA and other government departments should specify the transversal skills that are a priority for the Public Service sector. The PSETA is primarily responsible for transversal training across the entire Public Service sector and is accredited by the South Africa Qualification Authority (SAQA) to serve as an Education and Training Quality Assurance Body (ETQA). This means that the PSETA identifies and designs the standards and qualifications that meet the needs of the Public Service sector as far as transversal training and educational issues (Parliamentary Monitoring Group, 2005).

6.2.1 Selecting Transversal Jobs in the Public Sector

In the context of the Public Service sector, transversal skills and functions include administration, management, planning, legislation, and policy development, which drive the development of skills and competencies in an area that makes the delivery of the business of government more effective and efficient (PSETA, 2018).

To assist with the identification and selection of transversal jobs in the Public Service sector, the five-step approach as outlined in Figure 6-1 was followed.

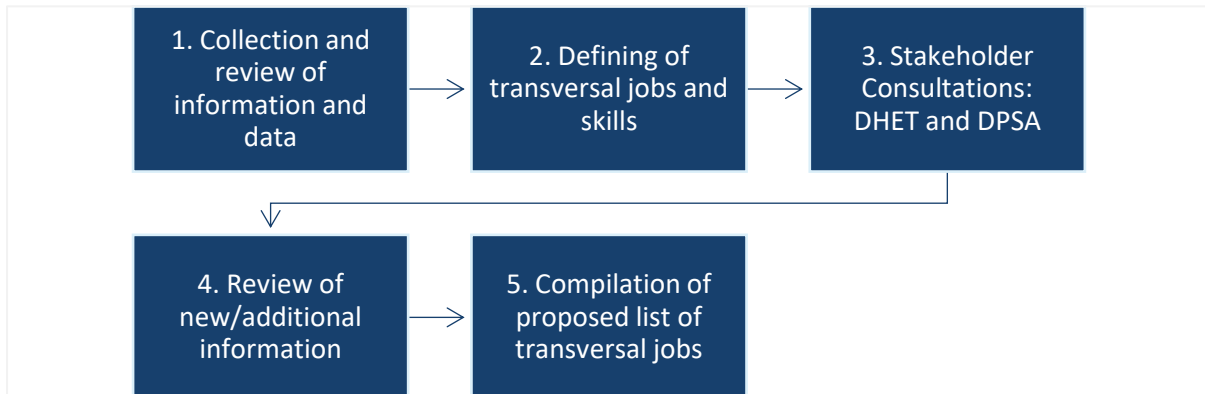


Figure 6-1: Approach to select transversal jobs in the Public Service sector

The five steps followed are outlined in more detail below.

- **Step 1:** The first step of the mapping exercise involved the collection and review of information/data including the OCS, the 2019 OFO, and additional existing reports relating to the study. A detailed literature review was conducted (presented earlier in this report) which reviewed the international and local classification systems, the application of the classification systems and key challenges identified.
- **Step 2:** As this study focuses solely on mapping the transversal jobs in the Public Service sector, the definition and concept of transversal jobs was discussed with PSETA and reviewed based on the available literature.
- **Step 3:** This step involved the stakeholder consultations, with the Department of Higher Education and Training (DHET) and the Department of Public Service and Administration (DPSA). The consultation aimed to understand the application, use and potential challenges with the OFO from the experiences and perspective of DHET, and the use and challenges related the OCS from the experiences and perspective of DPSA.
- **Step 4:** Following the stakeholder consultations, new information and reports were provided which further assisted with the identification of transversal jobs

within the Public Service sector. This included information provided by PERSAL, and previous studies conducted by PSETA.

- **Step 5:** Based on the consultations and information collected, a draft list of transversal jobs was compiled. The transversal jobs are organised according to different functional areas such as senior management, middle management, human resources, administration, finance, elementary, services and drivers.

6.2.2 Identified Transversal Jobs in the Public Service sector

Table 6-1 presents the list of transversal jobs based on the OCS and PERSAL data reviewed. These titles have been mapped against the OFO which is presented in the next section.

Table 6-1: Transversal Jobs in the OCS

OCS Code	OCS Title
A1010000	Household and Laundry Workers
A1020000	Cleaners in Offices, Workshops, Hospitals etc.
A1030000	Building and other Property Caretakers
A1040000	Foodservices Aids and Waiters
A1050000	Security Guards
A2010000	Messengers, Porters and Deliverers
B1010400	Human Resource Clerks
B2040000	Administrative Officer
B1010100	Secretaries and Other Keyboard Operating Clerks
B1010200	Financial Clerks and Credit Controllers
B1010500	Material Recording and Transport Clerks
B1010600	Other Administrative and Related Clerks and Organisers
B1020100	Cashiers, Tellers and Related Clerks
B1020200	Client Information Clerks (Switchboard)
B1010300	Library, Mail and Related Clerks
C6010100	Head of Department/Chief Executive Officer

OCS Code	OCS Title
C6010200	Senior Manager/s
C6010302	Middle Manager: Human Resources Related
C6010303	Middle Manager: Finance and Economics Related
C6010308	Middle Manager: Administration
C6010311	Middle Manager: Household Food and Laundry Services Related
C6010313	Middle Manager: Information Technology Related
C6010317	Middle Manager: Communication and Information Related
C5040200	Language Practitioners, Interpreters and Other Communication Related
C6020100	Financial and Related Professionals
C6020200	Human Resources and Organisational Development and Related Professionals
C6030100	Logistics Support Personnel
C6030200	Risk Management and Security Services
E1010000	Housekeepers Laundry and Related Workers
E1020000	Food Service Workers
E4010000	Security Officers
H3010100	Light Vehicle Drivers
H3010200	Bus and Heavy Vehicle Drivers
J2010000	Computer Programmers
J1010000	Computer System Designers and Analysts
J3010000	Other Information Technology Personnel

The transversal jobs identified in the table above were selected as these occupations/OCS titles can be found in almost all government departments, and thus the occupations are cross-cutting. While different departments may assign alternative titles, the core tasks and functions of the position remain the same. The following section presents the mapping of the OCS titles to the relevant OFO titles.

7 MAPPING OF TRANSVERSAL JOBS IN THE PUBLIC SERVICE SECTOR

This section presents the approach that was followed to map the transversal occupations in the OCS to the OFO as well as the outcomes of the mapping exercise.

7.1 Mapping approach

Error! Reference source not found. outlines the four key steps that were followed when conducting the mapping study.



Figure 7-1: Transversal job mapping approach

- **Step 1:** Based on the review of the OCS, OFO and PERSAL as discussed above, the project team, in consultation with PSETA compiled a list of transversal jobs based on the occupations presented in the OCS.
- **Step 2:** To map the selected transversal jobs, seven functional areas were identified to guide the mapping and ensure that the tool is easy to use. All of the identified transversal jobs have been allocated to one of the seven functional areas presented below:
 - a) Human Resources
 - b) Administration
 - c) Finance
 - d) Information Technology
 - e) Elementary
 - f) Service
 - g) Drivers and Operators
- **Step 3:** The mapping tool is an Excel-based tool that can be updated and customised. The tool allows users to search for a specific job/occupation as

well as navigate easily through the seven functional areas. The tool is also practical and can be easily updated by PSETA going forward.

- **Step 4:** Using the selected transversal jobs, the project team mapped all the occupations from the OCS to the relevant OFO titles. The mapping took into account the major group, sub-major group, minor group, unit group, occupation, specialisations, and alternative titles provided by the OFO.

The following sub-section presents the transversal occupations as mapped in the Excel-based mapping tool.

7.2 Matched OFO codes for the Public Service sector Jobs

This sub-section presents the outcomes of the OCS and OFO mapping exercise that was conducted. As indicated previously, for reporting and organisational purposes, the transversal jobs are presented in seven functional areas (human resources, administration, finance, information technology, elementary, service, and drivers and operators). In addition to the seven functional areas, the senior management and middle management transversal occupations are presented separately.

It should be noted that the Excel-based mapping tool is comprehensive and maps each transversal occupation using the complete OFO structure, however, for this report and the purposes of presenting the matched OFO codes, the following tables indicate the OCS code and title along with the relevant OFO occupation, OFO code, specialisation, and alternative titles. The major group, sub-major group, minor group and unit group information is presented in the Excel-based mapping tool.

7.2.1 Senior Management

Table 7-1 presents the OCS and relevant OFO codes for the transversal jobs identified at a senior management level. In government departments the head of departments and senior manager/s play various roles, and as a result may have alternative titles in the OCS, however, the main tasks carried out remain similar regardless of the department the senior manager oversees.

Table 7-1: Senior Management Transversal Jobs

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6010100	HEAD OF DEPARTMENT/ CHIEF EXECUTIVE OFFICER	LOCAL/PROVINCIAL GOVERNMENT LEGISLATOR	2019-111101	SPEAKER (LOCAL/PROVINCIAL GOVERNMENT)	PARLIAMENT OFFICIAL/ PARLIAMENT SECRETARY
				MEMBER OF THE COUNCIL OF PROVINCES	
				MEMBER OF EXECUTIVE COUNCIL (MEC)	
				PREMIER	
		PARLIAMENTARIAN	2019-111102	SPEAKER PARLIAMENT	
				PRESIDENT	

OCS		OFO				
				CABINET MINISTER		
				STATE SECRETARY		
				DEPUTY PRESIDENT		
				GOVERNMENT MINISTER		
				MEMBER OF CABINET		
		CHIEF WHIP				
		GENERAL MANAGER PUBLIC SERVICE	2019-111202	LABOUR INSPECTORATE MANAGER		CHIEF DIRECTOR/ DIRECTOR
		SENIOR GOVERNMENT OFFICIAL	2019-111204	DIPLOMATIC MISSION ADMINISTRATOR		
				REGISTRAR (INCL LEGAL/COURT BUT EXCL TERTIARY INSTITUTIONS)		
				CHIEF OF STAFF		
				CHIEF OPERATING OFFICER (GOVERNMENT DEPARTMENT)		
				PLENIPOTENTIARY		
ADMINISTRATIVE ATTACHÉ						
SENIOR GOVERNMENT MANAGER	2019-111207	SPOKESPERSON	DIRECTOR GENERAL (DG) OR DEPUTY DIRECTOR GENERAL (DDG)			
		SECRETARY (GOVERNMENT DEPARTMENT)				
		COMMISSIONER				
		HEAD OF DEPARTMENT				
		HIGH COMMISSIONER				
C6010200	SENIOR MANAGER/S	GENERAL MANAGER PUBLIC SERVICE	2019-111202	LABOUR INSPECTORATE MANAGER	CHIEF DIRECTOR/ DIRECTOR	
				DIPLOMATIC MISSION ADMINISTRATOR		
		SENIOR GOVERNMENT OFFICIAL	2019-111204	REGISTRAR (INCL LEGAL/COURT BUT EXCL TERTIARY INSTITUTIONS)		
				CHIEF OF STAFF		
				CHIEF OPERATING OFFICER (GOVERNMENT DEPARTMENT)		
				PLENIPOTENTIARY		
				ADMINISTRATIVE ATTACHÉ		
				SPOKESPERSON		
		SENIOR GOVERNMENT MANAGER	2019-111207	SECRETARY (GOVERNMENT DEPARTMENT)	DIRECTOR GENERAL (DG) OR DEPUTY DIRECTOR GENERAL (DDG)	
				COMMISSIONER		
				HEAD OF DEPARTMENT		
				HIGH COMMISSIONER		
CONSUL GENERAL						
				HEAD OF MISSION	DIRECTOR GENERAL (DG) OR DEPUTY DIRECTOR GENERAL (DDG)	
				SUPERINTENDENT GENERAL		
				AMBASSADOR		

7.2.2 Middle Management

Table 7-2 presents the OCS and relevant OFO codes for the transversal jobs identified at a middle management level.

Table 7-2: Middle Management Transversal Jobs

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6010302	MIDDLE MANAGERS	FINANCE MANAGER	2019-121101	BUDGETING MANAGER	
				ACCOUNT SYSTEMS MANAGER	
				INTERNAL REVENUE CONTROLLER	
				CHIEF ACCOUNTANT	
				CHIEF FINANCIAL OFFICER (CFO)	
				REVENUE ASSESSMENT MANAGER	
				FINANCE DIRECTOR	
				FINANCIAL CONTROLLER	
				FINANCIAL ADMINISTRATION MANAGER	
		PAYROLL MANAGER	2019-121102	REMUNERATION MANAGER	
		CREDIT MANAGER	2019-121103	BILLING AND SETTLEMENT PLAN (BSP) MANAGER	
		INTERNAL AUDIT MANAGER	2019-121104	INTERNAL AUDIT QUALITY ASSURER	
		HUMAN RESOURCE MANAGER	2019-121201	TRANSITION MANAGER	
				EMPLOYEE RELATIONS MANAGER	
		BUSINESS TRAINING MANAGER	2019-121202	ASSESSMENT MANAGER	LEARNING PROGRAMME MANAGER
				TRAINING MANAGER	
				EDUCATION TRAINING AND SKILLS DEVELOPMENT MANAGER	
				QUALITY TRAINING MANAGER	
TRAINING & DEVELOPMENT MANAGER					
LEARNING AND DEVELOPMENT MANAGER					
COMPENSATION AND BENEFITS MANAGER	2019-121203	REMUNERATION AND BENEFITS MANAGER			
		EMPLOYEE BENEFITS MANAGER			
		BENEFITS MANAGER			
RECRUITMENT MANAGER	2019-121204	N/A			
EMPLOYEE WELLNESS MANAGER	2019-121205	EMPLOYEE WELLNESS CONSULTANT			

OCS		OFO		
	HEALTH AND SAFETY MANAGER	2019-121206	SAFETY, HEALTH AND ENVIRONMENTAL (SHE) MANAGER	
	PERSONNEL MANAGER	2019-121207	N/A	
	POLICY AND PLANNING MANAGER	2019-121301	PUBLIC POLICY MANAGER	
			PLANNING & DEVELOPMENT MANAGER	
			POLICY DEVELOPMENT MANAGER	
			STRATEGIC PLANNING MANAGER	
	CORPORATE GENERAL MANAGER	2019-121901	BUSINESS OPERATIONS MANAGER	
	CORPORATE SERVICES MANAGER	2019-121902	BUSINESS SERVICES MANAGER	
			ADMINISTRATIVE SERVICES MANAGER	
	PHYSICAL ASSET MANAGER	2019-121903	RESOURCES MANAGER	
	CONTRACT MANAGER	2019-121904	N/A	
	PROGRAMME/PROJECT MANAGER	2019-121905	PROJECT DIRECTOR	
	QUALITY SYSTEMS MANAGER	2019-121908	N/A	
	SUSTAINABILITY MANAGER	2019-121909	N/A	
	RESEARCH AND DEVELOPMENT MANAGERS	2019-122301	PRODUCT DEVELOPMENT MANAGER	
			RESEARCH MANAGER	
			RESEARCH DIRECTOR	
	SUPPLY AND DISTRIBUTION MANAGER	2019-132401	N/A	
	LOGISTICS MANAGER	2019-132402	N/A	
	CHIEF INFORMATION OFFICER	2019-133101	CHIEF TECHNOLOGY OFFICER	
			ICT/IT MANAGER	
			ICT/IT DIRECTOR	
	ICT PROJECT MANAGER	2019-133102	ICT/IT/COMPUTER SERVICES MANAGER	
			ICT/IT/COMPUTER MARKETING EXECUTIVE	
			ICT/IT/COMPUTER SUPPORT MANAGER	
			HARDWARE DEVELOPMENT MANAGER	
			ICT PROJECT DIRECTOR	
			ICT/IT/COMPUTER OPERATIONS MANAGER	
	DATA MANAGEMENT MANAGER	2019-133103	DATA PROCESSING MANAGER	
			DATA OPERATIONS MANAGER	
	APPLICATION DEVELOPMENT MANAGER	2019-133104	ICT DEVELOPMENT MANAGER	
			TECHNICAL SOLUTIONS MANAGER	
			TECHNICAL POLICY MANAGER	

OCS		OFO		
		INFORMATION TECHNOLOGY MANAGERS	2019-133105	
		INFORMATION SYSTEMS DESIGN	2019-133106	

7.2.3 Functional Area 1: Human Resources

Table 7-3 presents the Human Resources (HR) related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions related to HR.

Table 7-3: Human Resources Related Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6020200	HUMAN RESOURCES AND ORGANISATIONAL DEVELOPMENT AND RELATED PROFESSIONALS	CAREER DEVELOPMENT PRACTITIONER	2019-242301	CAREER CONSULTANT	CAREER INFORMATION OFFICER
				CAREERS ADVISOR	CAREER CONSULTANT
					CAREER GUIDANCE PRACTITIONERS
					CAREER PERSONNEL
					EMPLOYMENT SERVICES PRACTITIONER
					VOCATIONAL GUIDE
					CAREER ADVISOR
					CAREER COACH AND MENTOR
					CAREER DEVELOPMENT OFFICERS
			CAREER INFORMATION PRACTITIONER		
		SKILLS DEVELOPMENT PRACTITIONER	2019-242302	WORKFORCE PLANNING ANALYST	
				TRAINING ANALYST	
				SKILLS DEVELOPMENT STRATEGIST	
				ENTERPRISE RESOURCE PLANNER	
		HUMAN RESOURCE ADVISOR	2019-242303	HUMAN RESOURCES PLANNER	
HR COORDINATOR					
HR ADMINISTRATOR					
BUSINESS UNIT ADVISOR					
		REMUNERATION AND BENEFITS SPECIALIST			

OCS		OFO			
				HR ANALYST	
				HUMAN RESOURCES CONSULTANT	
				PERSONNEL CONSULTANT	
				HUMAN RESOURCES DEVELOPMENT COORDINATOR	
				PERSONNEL OFFICER	
				HR OFFICER	
				PROFESSIONAL DEVELOPMENT ADVISOR	
		INDUSTRIAL RELATIONS ADVISOR	2019-242304	EMPLOYMENT RELATIONS OFFICER	
				INDUSTRIAL RELATIONS OFFICER	
				CONFLICT RESOLUTION PRACTITIONER	
				INDUSTRIAL RELATIONS CONSULTANT	
				EMPLOYMENT RELATIONS COORDINATOR	
		OCCUPATIONS ANALYST	2019-242305		
		LABOUR MARKET ANALYST	2019-242306		
B1010400	HUMAN RESOURCE CLERKS (SUPERVISOR)	HUMAN RESOURCES CLERK	2019-441601	EMPLOYMENT OFFICE CLERK	
				OVERPAYMENTS OFFICER	
				RECRUITING / RECRUITMENT CLERK	
				HUMAN RESOURCES RECORDS CLERK	
				HUMAN RESOURCES SYSTEMS ADMINISTRATOR	
				HUMAN RESOURCES PLANNING CLERK	
				PERSONNEL RECORDS CLERK	
				ROSTER CLERK	
				INLAND REVENUE PAY AND PERSONNEL OFFICER	
B1010400	HUMAN RESOURCE CLERKS	HUMAN RESOURCES CLERK	2019-441601	EMPLOYMENT OFFICE CLERK	
				OVERPAYMENTS OFFICER	
				RECRUITING / RECRUITMENT CLERK	

OCS		OFO			
				HUMAN RESOURCES RECORDS CLERK	
				HUMAN RESOURCES SYSTEMS ADMINISTRATOR	
				HUMAN RESOURCES PLANNING CLERK	
				PERSONNEL RECORDS CLERK	
				ROSTER CLERK	
				INLAND REVENUE PAY AND PERSONNEL OFFICER	

7.2.4 Functional Area 2: Administration

Table 7-4 presents the administration related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions related to administration.

Table 7-4: Administration Related Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C5040200	LANGUAGE PRACTITIONERS INTERPRETERS & OTHER COMMUN	INTERPRETER	2019-264301		
		TRANSLATOR	2019-264302		
B2040000	OTHER ADMINISTRATIVE POLICY AND RELATED OFFICERS	MANAGEMENT CONSULTANT	2019-242101	MANAGEMENT CONSULTING SPECIALIST	
				TECHNOLOGY DEVELOPMENT COORDINATOR	
				OPERATIONS ANALYST	
				FINANCIAL SYSTEMS ADVISOR	
				RESOURCE DEVELOPMENT ANALYST	
				STRATEGIC DEVELOPER/FACILITATOR	
		BUSINESS CONSULTANT			
ORGANISATION AND METHODS ANALYST	2019-242102	MANAGEMENT SYSTEMS CONSULTANT	TRANSFORMATION MANAGER		
ORGANISATIONAL PERFORMANCE IMPROVEMENT MANAGER					
ORGANISATION AND METHODS OFFICIAL					
CHANGE MANAGEMENT FACILITATOR					

OCS		OFO			
				ORGANISATIONAL PERFORMANCE MANAGER/PRACTITIONER	
	BUSINESS DEVELOPMENT OFFICER	2019-242103		LOCAL FISHERIES DEVELOPMENT OFFICER	
	INTELLIGENCE OFFICER	2019-242201		VETTING SPECIALIST	
				INTELLIGENCE COORDINATOR MANAGER	
				INFORMATION STRATEGIST	
	POLICY ANALYST	2019-242202		PROGRAMME EVALUATOR	
				POLICY CONSULTANT/OFFICER/PLANNER	
				POLICY ADVISOR	
				INTELLIGENCE ANALYST	
				TRADE POLICY ADVISOR	
				SPECIAL PROJECTS ANALYST	
				STRATEGY ANALYST	
				SYSTEMS ADVISORY OFFICER EVALUATIONS	
				RISK/PLANNING/REVIEW ANALYST	
				STRATEGIC ADVISOR	
				RESEARCH CONSULTANT	
				RESEARCH AND EVALUATION ANALYST	
				POSITION ANALYST	
	COMPANY SECRETARY	2019-242203		BOARD SECRETARY	
	COMPLIANCE OFFICER	2019-242207		FINANCIAL MARKETS COMPLIANCE OFFICER	
				COMPLIANCE OFFICER (FINANCIAL SECTOR)	
	ORGANISATIONAL RISK MANAGER	2019-242208		RISK COMPLIANCE MANAGER	
				ORGANISATIONAL DEVELOPMENT MANAGER/PRACTITIONER	
				ORGANISATIONAL RISK ADVISER	
				ORGANISATIONAL RISK COORDINATOR	
				ORGANISATIONAL ENTERPRISE WIDE RISK MANAGER	
				ORGANISATIONAL RISK OFFICER	
	ACCOUNTING OFFICER	2019-242209			
	BUSINESS ADMINISTRATOR	2019-242210			
	DIPLOMAT	2019-242212		FOREIGN RELATIONS PRACTITIONER	
	REGULATORY AFFAIRS OFFICER	2019-242213			REGULATORY PHARMACIST
	INTELLECTUAL PROPERTY SPECIAL ADVISOR	2019-242214			INTELLECTUAL PROPERTY TECHNICAL ADVISOR
	CAREER DEVELOPMENT PRACTITIONER	2019-242301		VOCATIONAL GUIDE	

OCS		OFO				
B1010100	SECRETARIES & OTHER KEYBOARD OPERATING CLERKS	SKILLS DEVELOPMENT PRACTITIONER	2019-242302			
		HUMAN RESOURCE ADVISOR	2019-242303			
		INDUSTRIAL RELATIONS ADVISOR	2019-242304			
		OCCUPATIONAL ANALYST	2019-242305			
		LABOUR MARKET ANALYST	2019-242306			
		RECREATION OFFICER	2019-242307			
		TRAINING AND DEVELOPMENT PROFESSIONAL	2019-242401	TRAINING AND DEVELOPMENT PRACTITIONER		
				TRAINING ADVISOR		
				TRAINING OFFICER		
				LEARNERSHIP MANAGER		
				TRAINING CONSULTANT		
				TRAINING COORDINATOR		
				TRAINING MATERIAL DEVELOPER		
	GENERAL CLERK	2019-411101	OFFICE/FIELD ASSISTANT	LOGISTICS CLERK		
			ADVISORY OFFICER CLERICAL			
			SURVEY INFORMATION OFFICER			
			BUYING CLERK			
			VISA/FINGERPRINT OFFICER			
			ADMINISTRATION OFFICER/CLERK			
			COUNTER/LICENSING/VETERINARY/WARRANTS CLERK			
			CLIENT SERVICES ADMINISTRATOR			
			ADMINISTRATIVE ASSISTANT			
			CLERICAL ASSISTANT/OFFICER			
			GIRL FRIDAY			
			SOCIAL SECURITY ADMINISTRATOR			
			LAB ADMINISTRATOR			
			ACCIDENT/COMMITTEE/FINGERPRINT CLERK			
			COMMUNITY SERVICES CLERK			
	BACK OFFICE PROCESS CONSULTANT	2019-411102				
	SECRETARY (GENERAL)	2019-412101	APPOINTMENTS OFFICER			
			ADVISORY OFFICER CABINET OFFICE			
			AIDE DE CAMP			
	WORD PROCESSING OPERATOR	2019-413101	VERBATIM REPORTER			
			COMPUTER ASSISTED TRANSCRIPT OPERATOR			
			TYPIST			

OCS		OFO		
	MACHINE SHORTHAND REPORTER	2019-413102	WORD PROCESSING CLERK	
			HANSARD REPORTER	
			STENOCAPTIONER	
			BRAILLE TRANSCRIBER	
			COURT REPORTER/TAKER	
	DATA ENTRY OPERATOR	2019-413201	PUNCHED CARD MACHINE OPERATOR	
			ELECTRONIC DATA PROCESSOR (EDP)	
			VISUAL DISPLAY UNIT OPERATOR	
			DATA COMPILER/ENTERER/OFFICER/OPERATOR	
			FLEXOWRITER PRINTER	
			COMPUTER CLERK	
			DATA PROCESSING OPERATOR	
			DATA CONTROL/INPUT CLERK	
			DATA CAPTURER	
			INTERNAL AFFAIRS COMPUTING OFFICER	
			DATA SPECIFIER/PROGRAMMER/CATI SPECIALIST	
	BANK TELLER	2019-421101		
	BANK WORKER	2019-421102		
	CURRENCY EXCHANGE OFFICER	2019-421103		
	BANKNOTE PROCESSOR	2019-421104		
	POSTAL FRONTLINE SERVICE WORKER	2019-421105		
	DEBT COLLECTOR	2019-421401	MERCANTILE AGENT (AUS)	
			COLLECTION OFFICER	
LEGAL RECOVERIES OFFICER				
REPOSSESSION AGENT				
PAYMENT COLLECTOR				
RATE RENT COLLECTOR				
REPOSSESSOR				
DISTRICT COLLECTIONS MANAGER				
COLLECTION AGENT				
DEBT MANAGEMENT OFFICER				
INBOUND CONTACT CENTRE CONSULTANT	2019-422201	INBOUND CALL CENTRE CUSTOMER SERVICE REPRESENTATIVE		
		INBOUND CONTACT CENTRE TEAM LEADER		

OCS		OFO			
		OUTBOUND CONTACT CENTRE CONSULTANT	2019-422202	CALL OR CONTACT CENTRE SALES AGENT/CONSULTANT	
				OUTBOUND CONTACT CENTRE TEAM LEADER	
				COLLECTIONS CONSULTANT (CONTACT CENTRE)	
				CALL CENTRE CUSTOMER SERVICE REPRESENTATIVE (OUTBOUND)	
		CONTACT CENTRE REAL-TIME ADVISOR	2019-422203	BRIDGE CONTROLLER	
				RESOURCE CONTROLLER	
				REAL-TIME MONITOR	
				REAL-TIME ADMINISTRATOR	
				REAL-TIME ANALYST	
		CONTACT CENTRE RESOURCE PLANNER	2019-422204	CONTACT CENTRE WORKFORCE SCHEDULER	
				CONTACT CENTRE WORKFORCE PLANNER	
				CONTACT CENTRE SHIFT SCHEDULER	
				CONTACT CENTRE WORKFORCE MANAGEMENT PLANNER	
		CONTACT CENTRE FORECAST ANALYST	2019-422205	CONTACT CENTRE FORECASTER	
		CALL OR CONTACT CENTRE AGENT	2019-422206		
		SWITCHBOARD OPERATOR	2019-422301	PABX OPERATOR	
				SHIFT TELEPHONIST	
				PHONE CENTRE OPERATOR	
				TELEPHONE OPERATOR/ATTENDANT	
		ENQUIRY CLERK	2019-422501	TELECOM OPERATOR	
				DEALER SUPPORT CONSULTANT	
CUSTOMER CENTRE SUPPORT OFFICER					
PUBLIC COUNTER					
ASSISTANT/CLERK/RECEPTIONIST					
CLIENT SUPPORT OFFICER					
ENQUIRY OFFICER					
INFORMATION EXPRESS OFFICER					
INFO CENTRE ADMINISTRATOR					
PUBLIC FOYER ATTENDANT					
INFORMATION CLERK/OFFICER/ADVISOR/ASSISTANT					
HELPLINE ADVISOR					
CLIENT LIAISON OFFICER					

OCS		OFO			
				CORPORATE/FRONT OFFICE RECEPTIONIST	
				COMPLAINTS CLERK	
				CONSUMER SAFETY ADVISOR	
				COMMUNICATIONS ASSISTANT	
				CUSTOMER SERVICES CLERK/OFFICER/RECEPTION OFFICER	
		RECEPTIONIST (GENERAL)	2019-422601	TENANCY OFFICER	
				FRONT DESK SUPPORT OFFICER	
				FRONT DESK COORDINATOR	
		SURVEY INTERVIEWER	2019-422701	ENUMERATOR	
				RESEARCH/POLL/SURVEY INTERVIEWER	
				MARKET RESEARCH INTERVIEWER	
				FIELD ASSISTANT/COORDINATOR	
				INTERVIEWER	
				MARKET RESEARCH REPORTER	
				CLERICAL FIELD OFFICER	
		FIELD WORKER			
		TELEPHONE RESEARCHER/SURVEYOR			
ADMISSIONS CLERK	2019-422901	HOSPITAL WARD CLERK			
		HOSPITAL ADMITTING CLERK			
ACCOUNTS CLERK	2019-431101	ACCOUNTS PAYABLE OR RECEIVABLE CLERK	CREDITORS CONTROLLER		
		LEDGER CLERK	CONTROLLERS DEBTORS		
		DEBTORS CLERK			
		ACCOUNT COORDINATOR/CONTROLLER			
		CREDITORS CLERK			
		ASSETS CLERK/COORDINATOR			
		SETTLEMENT CLERK/OFFICER			
		ACCOUNTING CLERK			
		AUDIT CLERK			
		BILLING			
		ADMINISTRATOR/REPRESENTATIVE/OFFICER			
COST CLERK	2019-431102	COSTING ESTIMATOR			
		COSTING CLERK			
		PRICING CLERK/ANALYST/ESTIMATOR			
TAXATION CLERK	2019-431103				
SECURITIES SERVICES ADMINISTRATIVE OFFICER	2019-431202				
STATISTICAL CLERK	2019-431203	STATISTICAL COORDINATOR/OFFICER			

OCS		OFO								
				CENSUS PROCESSING MANAGER						
				DATA MATCH OFFICER						
				CENSUS CLERK						
				ACTUARIAL CLERK						
				SURVEY STATISTICIAN						
				STATISTICAL FIELD WORKER						
				CENSUS MAPPING MONITOR						
				CLERK FIELD COLLECTIONS						
		PAYROLL CLERK	2019-431301	SALARIES ADMINISTRATOR						
				PAYROLL COORDINATOR						
				PAYROLL ASSISTANT						
				PAY CLERK						
				SALARIES CLERK						
				SALARIES OFFICER						
B1010100	PERSONAL ASSISTANT	PERSONAL ASSISTANT	2019-334302	ADMINISTRATIVE SECRETARY						
				EXECUTIVE ASSISTANT						
				PRIVATE SECRETARY						
				CORRESPONDENCE ASSISTANT						
				B1010500		MATERIAL-RECORDING AND TRANSPORT CLERKS	STOCK CLERK/OFFICER	2019-432101	STORES CLERK/OFFICER	
									STORES COORDINATOR	
									STORES MAINTENANCE CLERK	
									PACKAGING MATERIAL STORES CLERK-PERISHABLE PRODUCE	
									SUPPLY CLERK/ASSISTANT/OFFICER/SCHEDULER	
									STORES WORKS PROPERTY OFFICER	
									LOST AND FOUND PROPERTY CLERK	
									EXHIBITS CLERK/OFFICER	
									INVENTORY CLERK/CONTROLLER/ADMINISTRATOR	
									STORES CONTROLLER	
PURCHASING AND INVENTORY OFFICER										
STOCK CONTROL CLERK										
STOREKEEPING OFFICER										
DISPATCHING AND RECEIVING CLERK/OFFICER	2019-432102	GOODS RECEIVING CLERK								
		RECEIVING CLERK								

OCS		OFO			
				CARTON AND LABEL CONTROLLER	
				INWARDS GOODS CLERK	
				DISTRIBUTION OFFICER	
				DISPATCH CLERK/OFFICER/OPERATOR/ASSISTANT/WORKER	
				WORKSHOP CLERK	
				FREIGHT CLERK/AGENT	
	ORDER CLERK/OFFICER	2019-432103		MAIL ORDER CLERK	
				CUSTOMER ORDERS CLERK	
	WAREHOUSE ADMINISTRATOR/CLERK	2019-432104			
	LAMPMAN	2019-432105		LAMPROOM GASPERSON	LAMP ATTENDANT
				LAMPROOM SUPERVISOR	
	PRODUCTION COORDINATOR	2019-432201		PRODUCTION RECORDER/SCHEDULER	
				PRODUCTION LEADER	
				PRODUCTION PLANNER/OFFICER	
				SCHEDULE CLERK	
				PRINTING COORDINATOR	
				FRESH PRODUCE DISPATCH CONTROLLER	
				MANUFACTURING DISTRIBUTOR	
				MATERIAL AND PRODUCTION PLANNING CLERK	
				PLANNING AND LIAISON OFFICER	
				PRODUCTION CLERK	
				SEED HARVESTING LEADER	
				LOGISTICS CLERK/ASSISTANT/CONTROLLER/COORDINATOR/PLANNER/OFFICER	
				SHIFT CONTROLLER	
				DISTRIBUTION CONTROLLER	
				PRODUCTION FOREMAN	
				QUOTA CONTROLLER	
		PARTS WAREHOUSE CLERK			
		DELIVERY CLERK			
		PRODUCTION PLANNING OFFICER			
		FRESH PRODUCE RECEIVING COORDINATOR			
	TRANSPORT CLERK	2019-432301		TRANSPORT COORDINATOR/DISPATCHER	

OCS		OFO			
				FLEET MAINTAINER/SUPPLY OFFICER	
				FLEET CONTRACTS	
				MANAGER/CONTROLLER/COORDINATOR	
				CLERICAL DISPATCHER (TRANSPORT SERVICE)	
				CLERICAL CONTROLLER (TRANSPORT SERVICE)	
B1010600	OTHER ADMINISTRATIVE & RELATED CLERKS AND ORGANISERS	GENERAL CLERK	2019-411101	OFFICE/FIELD ASSISTANT	LOGISTICS CLERK
				ADVISORY OFFICER CLERICAL	
				SURVEY INFORMATION OFFICER	
				BUYING CLERK	
				VISA/FINGERPRINT OFFICER	
				ADMINISTRATION OFFICER/CLERK	
				COUNTER/LICENSING/VETERINARY/WARRANTS CLERK	
				CLIENT SERVICES ADMINISTRATOR	
				ADMINISTRATIVE ASSISTANT	
				CLERICAL ASSISTANT/OFFICER	
				GIRL FRIDAY	
				SOCIAL SECURITY ADMINISTRATOR	
				LAB ADMINISTRATOR	
				ACCIDENT/COMMITTEE/FINGERPRINT CLERK	
				COMMUNITY SERVICES CLERK	
		BACK OFFICE PROCESS CONSULTANT	2019-411102		
B1020200	CLIENT INFORMATION CLERKS (SWITCHBOARD, RECEPTIONIST, INFORMATION CLERKS)	SWITCHBOARD OPERATOR	2019-422301	PABX OPERATOR	
				SHIFT TELEPHONIST	
				PHONE CENTRE OPERATOR	
				TELEPHONE OPERATOR/ATTENDANT	
				TELECOM OPERATOR	
		ENQUIRY CLERK	2019-422501	DEALER SUPPORT CONSULTANT	
				CUSTOMER CENTRE SUPPORT OFFICER	
				PUBLIC COUNTER	
				ASSISTANT/CLERK/RECEPTIONIST	
				CLIENT SUPPORT OFFICER	
				ENQUIRY OFFICER	
				INFORMATION EXPRESS OFFICER	
				INFO CENTRE ADMINISTRATOR	
				PUBLIC FOYER ATTENDANT	

OCS		OFO				
				INFORMATION CLERK/OFFICER/ADVISOR/ASSISTANT		
				HELPLINE ADVISOR		
				CLIENT LIAISON OFFICER		
				CORPORATE/FRONT OFFICE RECEPTIONIST		
				COMPLAINTS CLERK		
				CONSUMER SAFETY ADVISOR		
				COMMUNICATIONS ASSISTANT		
				CUSTOMER SERVICES CLERK/OFFICER/RECEPTION OFFICER		
		RECEPTIONIST (GENERAL)	2019-422601		TENANCY OFFICER	
					FRONT DESK SUPPORT OFFICER	
					FRONT DESK COORDINATOR	
		SURVEY INTERVIEWER	2019-422701		ENUMERATOR	
					RESEARCH/POLL/SURVEY INTERVIEWER	
					MARKET RESEARCH INTERVIEWER	
					FIELD ASSISTANT/COORDINATOR	
					INTERVIEWER	
					MARKET RESEARCH REPORTER	
					CLERICAL FIELD OFFICER	
					FIELD WORKER	
		INBOUND CONTACT CENTRE CONSULTANT	2019-422201		INBOUND CALL CENTRE CUSTOMER SERVICE REPRESENTATIVE	
INBOUND CONTACT CENTRE TEAM LEADER						
OUTBOUND CONTACT CENTRE CONSULTANT	2019-422202		CALL OR CONTACT CENTRE SALES AGENT/CONSULTANT			
			OUTBOUND CONTACT CENTRE TEAM LEADER			
			COLLECTIONS CONSULTANT (CONTACT CENTRE)			
			CALL CENTRE CUSTOMER SERVICE REPRESENTATIVE (OUTBOUND)			
CONTACT CENTRE REAL-TIME ADVISOR	2019-422203		BRIDGE CONTROLLER			
			RESOURCE CONTROLLER			
			REAL-TIME MONITOR			
			REAL-TIME ADMINISTRATOR			
			REAL-TIME ANALYST			
			REAL-TIME TRACKER			

OCS		OFO			
		CONTACT CENTRE RESOURCE PLANNER	2019-422204	CONTACT CENTRE WORKFORCE SCHEDULER CONTACT CENTRE WORKFORCE PLANNER CONTACT CENTRE SHIFT SCHEDULER CONTACT CENTRE WORKFORCE MANAGEMENT PLANNER	
		CONTACT CENTRE FORECAST ANALYST	2019-422205	CONTACT CENTRE FORECASTER	
		CALL OR CONTACT CENTRE AGENT	2019-422206		
B1010300	LIBRARY MAIL AND RELATED CLERKS	LIBRARY ASSISTANT	2019-441101	MANUSCRIPTS ASSISTANT	LOGISTIC CLERK
				RECORDS COORDINATOR/OFFICER	
				REPOSITORY ASSISTANT	
				LIBRARY ATTENDANT	
				INDEXING ASSISTANT	
				INTERLOANS ASSISTANT	
				LIBRARY CLERK/OFFICER	
				EXECUTIVE OFFICER LIBRARY	
				DOCUMENT SERVICES COORDINATOR	
				DOCUMENTATION OFFICER	
				INDEXER	
				CATALOGUING CLERK/OFFICER	
				HERITAGE COLLECTION ASSISTANT	
		CIRCULATION ASSISTANT			
		REFERENCE ASSISTANT/OFFICER			
		ARCHIVE ASSISTANT			
KNOWLEDGE ONLINE COORDINATOR					
LIBRARY SHELVING/RETRIEVAL ASSISTANT					
COURIER	2019-441201	MOTORBIKE COURIER			
		RURAL MAIL CONTRACTOR			
		PARCEL CONTRACTOR			
		BICYCLE COURIER			
POSTAL DELIVERY OFFICER	2019-441202	POST CARRIER			
		MAIL DELIVERY CONTRACTOR			
		MAIL DELIVERER			
		POSTMAN/POSTWOMAN			
MAIL CLERK	2019-441203	MESSENGER			
		MAIL CENTRE COORDINATOR			
		MAILROOM ASSISTANT/CLERK			
		POSTAL SORTING OFFICER			
				POST OFFICE MAIL SORTER	

OCS		OFO		
				MAIL PROCESSING OFFICER
				PARCEL POST OFFICER
				MAIL SORTING CLERK
				MAIL ASSISTANT
				MAIL CONTROLLER
				MAIL DISPATCH CLERK
				MAIL OFFICER
				MAIL HANDLER

7.2.5 Functional Area 3: Information Technology

Table 7-5 presents the Information Technology (IT) related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions related to IT.

Table 7-5: Information Technology Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
J2010000	COMPUTER PROGRAMMERS	APPLICATIONS PROGRAMMER	2019-251401	SOFTWARE AND APPLICATIONS DEVELOPER	
				APPLICATIONS INTEGRATOR	
J1010000	COMPUTER SYSTEM DESIGNERS AND ANALYSTS	ICT SYSTEMS ANALYST	2019-251101	COMPUTER ANALYST	
				ICT SYSTEMS CONTRACTOR	
				ICT SYSTEMS COORDINATOR	
				CAPACITY PLANNER COMPUTING	
				LAN/WAN CONSULTANT/SPECIALIST	
				ICT SYSTEMS ARCHITECT	
				SYSTEMS PROGRAMMER	
				INTERNET CONSULTANT/SPECIALIST	
				ICT SYSTEMS CONSULTANT	
				ICT BUSINESS SYSTEMS ANALYST	
				ICT SYSTEMS SPECIALIST	
				ICT SYSTEMS ADVISOR	
				ICT SYSTEMS DESIGNER	
ICT SYSTEMS STRATEGIST					
		DATA SCIENTIST	2019-251102		
		SOFTWARE DEVELOPER	2019-251201	SOFTWARE ARCHITECT	

OCS		OFO					
				INFORMATION ARCHITECT SOFTWARE			
				SOFTWARE DESIGNER			
				SOFTWARE ENGINEER			
				ICT RISK SPECIALIST			
		PROGRAMMER ANALYSTS	2019-251202				SOFTWARE CONFIGURATION/LICENSING SPECIALIST
							DESIGNER (HARDWARE-DIGITAL/SOFTWARE)
							ARCHITECT (APPLICATIONS/CALL CENTRE/COMPUTING/DESKTOP/E-COMMERCE)
							EDUCATION SYSTEMS COORDINATOR
							COMPUTING (DEVELOPMENT/FIELD) ENGINEER
							CROSS ENTERPRISE INTEGRATOR ENGINEER (APPLICATIONS/CONTENT/IT/SOFTWARE/SYSTEMS/WAN)
							ARCHITECT (ENTERPRISE/INTERNET/IT/NETWORK/SOFTWARE/UNIX/WEB)
							DATABASE DESIGNER
		DEVELOPER PROGRAMMER	2019-251203				ICT DEVELOPER
							ICT PROGRAMMER
							APPLICATIONS DEVELOPER
		MULTIMEDIA SPECIALIST	2019-251301				DIGITAL MEDIA SPECIALIST
							MULTIMEDIA DEVELOPER
							GRAPHICAL PROGRAMMER
							COMPUTER GAMES PROGRAMMER
							MULTIMEDIA PROGRAMMER
WEB DEVELOPER	2019-251302			HTML CODER/DEVELOPER			
				WEBSITE DEVELOPER			
				WEB PROGRAMMER			
				WEB EDITOR/DESIGNER			
				WEBSITE ARCHITECT			
				INTERNET DEVELOPER			
				WEB PUBLISHING ADVISOR			

OCS		OFO			
J3010000	OTHER INFORMATION TECHNOLOGY PERSONNEL	COMPUTERS QUALITY ASSURANCE ANALYST	2019-251901	SOFTWARE TESTER	

While the majority of the IT-related transversal jobs are technical positions and require specialised qualifications, the functions and tasks of government employees employed in IT roles include administration related tasks, thus they would require training from PSETA on administration and other key transversal skills.

7.2.6 Functional Area 4: Finance

Table 7-6 presents finance-related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions related to finance.

Table 7-6: Finance Related Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6020100	FINANCIAL AND RELATED PROFESSIONALS	GENERAL ACCOUNTANT	2019-241101	DEBTORS MANAGER BANK ACCOUNTANT	PERFORMANCE AUDIT MANAGER
		MANAGEMENT ACCOUNTANT	2019-241102	COST ACCOUNTANT PROJECT ACCOUNTANT BUDGET ACCOUNTANT	
		TAX PROFESSIONAL	2019-241103	TAX AUDITOR TAX ANALYST TAX CONSULTANT	
		EXTERNAL AUDITOR	2019-241104	AUDITOR PUBLIC ACCOUNTANT PROJECT AUDITOR AUDIT AND ASSURANCE MANAGER FORENSIC AUDITOR/INVESTIGATOR	
		ACCOUNTANT IN PRACTICE	2019-241106		
		FINANCIAL ACCOUNTANT	2019-241107	COMPANY ACCOUNTANT CORPORATE ACCOUNTANT	

OCS		OFO				
		FORENSIC ACCOUNTANT	2019-241108	BUSINESS GROUP ACCOUNTANT INVESTIGATING ACCOUNTANT		
		INVESTMENT MANAGER	2019-241202	FUND MANAGER		
				PORTFOLIO MANAGER		
				HEDGE FUND MANAGER		
		INVESTMENT ADVISOR	2019-241203	DISCRETIONARY MANAGER		
				FINANCIAL MARKETS INVESTMENT ADVISOR		
				FUND ADVISOR		
		FINANCIAL INVESTMENT ADVISOR	2019-241301	PROFESSIONAL PRINCIPAL EXECUTIVE OFFICER	2019-241205	SECURITIES SALES TRADER
				FINANCIAL INVESTMENT ADVISOR	2019-241205	PORTFOLIO ADVISOR
						INSURANCE MANAGER
FINANCIAL PLANNER						
FINANCIAL CONSULTANT						
FINANCIAL AGENT						
FINANCIAL BUSINESS ANALYST						
FINANCIAL ADVISOR						
FINANCIAL ANALYST						
ACCOUNT MANAGEMENT ADVISOR						
FINANCIAL PLANNING ADVISOR/MANAGER						
B1010200	FINANCIAL CLERKS AND CREDIT CONTROLLERS	CREDIT OR LOANS OFFICER	2019-331201	CREDIT ANALYST/CONTROL OFFICER		
				LENDING CONSULTANT		
				FINANCE CLERK/OFFICER		
				FINANCE SYSTEMS ASSISTANT		
				FINANCE AND INSURANCE CONSULTANT		
				CREDIT CLERK		
				TREASURY OFFICER		
				LOANS CONSULTANT		
				BROKERAGE CLERK		
				MORTGAGE CLERK/OFFICER		
				BUDGETING AND REPORTING OFFICER		
				CREDIT CONTROLLER		
				LOANS OFFICER		
INSOLVENCY OFFICER/ADMINISTRATOR						
B1020100	CASHIERS TELLERS AND RELATED CLERKS	CHECKOUT OPERATOR	2019-523101	SERVICE STATION CONSOLE OPERATOR		
		OFFICE CASHIER	2019-523102	CASH REGISTER OPERATOR		
				GROCERY CHECKOUT OPERATOR		
				DRIVEWAY CASHIER		

OCS		OFO			
				CASH RECEIPTING CLERK	
				CASHIER	
				TOLL ROAD CASHIER	
				SERVICE STATION CASHIER	
				CASH ACCOUNTING CLERK	
		TICKET SELLER	2019-523103	BOOKING CLERK	
				AIRLINE CLERK	
				RESERVATIONS CLERK	

7.2.7 Functional Area 5: Elementary

Table 7-7 presents the elementary related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions related to elementary occupations. Elementary occupations are typically responsible for simple and routine tasks that may require the use of handheld tools and in some instances require physical effort, as well as the delivery of goods and/or messages.

Table 7-7: Elementary Related Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6030200	RISK MANAGEMENT AND SECURITY SERVICES	SECURITY SERVICES MANAGER	2019-143904	SURVEILLANCE INVESTIGATIONS MANAGER	
				SURVEILLANCE MANAGER	
				ENTRANCE MANAGER	
				SECURITY RISK ASSESSMENT MANAGER	
A1010000	HOUSEHOLD AND LAUNDRY WORKERS	LAUNDRY WORKER (GENERAL)	2019-812101	STARCHER	
				LINEN SORTER/MAID	
		IRONER OR PRESSER	2019-812103	GARMENT CLEANER	
				LAUNDRY MAID	
A1020000	CLEANERS IN OFFICES, WORKSHOPS, HOSPITALS, ETC.	CARPET CLEANER	2019-812104	STEAM CLEANER	
		DOMESTIC CLEANER	2019-811101	CARPET CLEANING CONTRACTOR	
		COMMERCIAL CLEANER	2019-811201	HOME/HOUSE CLEANER	
				CHAR (DOMESTIC)	
				SCHOOL CLEANER	

OCS		OFO		
				WORKSHOP CLEANER
				FACTORY CLEANER/SWEEPER
				WATER BLASTER
				HIGH-PRESSURE WATER JETTING OPERATORS
				OFFICE CLEANER
				MOTEL/HOTEL CLEANER
				BUILDING EXTERIOR/INTERIOR CLEANER
				CLEANER (NON-DOMESTIC)
	HEALTHCARE CLEANER	2019-811202		LOW-RISK AREA CLEANER
				WARD CLEANER
				HIGH-RISK AREA CLEANER
				MEDIUM RISK AREA CLEANER
	TEA ATTENDANT	2019-811203		TEA LADY
				TEA PERSON
				TEA SERVICES
	CARETAKER/CLEANER	2019-811204		
	LAUNDRY WORKER (GENERAL)	2019-812101		STARCHER
				LINEN SORTER/MAID
				GARMENT CLEANER
				LAUNDRY MAID
	IRONER OR PRESSER	2019-812103		
	CARPET CLEANER	2019-812104		STEAM CLEANER
				CARPET CLEANING CONTRACTOR
	VEHICLE DETAILER (VALET SERVICER)	2019-812201		AIRCRAFT CABIN/INTERIOR CLEANER
				BUS/COACH CLEANER
				CAR WASHER
				CAR DETAILER
				UTILITY VEHICLE APPEARANCE RECONDITIONER
				AIRCRAFT CLEANER
				CAR VALET
				CAR WASH ATTENDANT
				CAR POLISHER
				LOCOMOTIVE AND TRAIN CLEANER
				WASH BAY ATTENDANT
				CAR CLEANER
	WINDOW CLEANER	2019-812301		WINDOW WASHER
				WINDOW CLEANING CONTRACTOR

OCS		OFO			
		SEPTIC TANK CLEANER	2019-812901	SANITATION WORKER	
		SWIMMING POOL CLEANER	2019-812902		
		WASHROOM ATTENDANT	2019-812903	RESTROOM ATTENDANT	
		STERILISATION TECHNICIAN	2019-812904		
A1030000	BUILDING AND OTHER PROPERTY CARETAKERS	CARETAKER	2019-515301	LANDLORD/LANDLADY	
				DORMITORY WARDEN	
				PROPERTY OFFICER	
				SEXTON	
				JANITOR	
				BUILDING SUPERINTENDENT	
				HUT WARDEN CONSERVATION	
				VERGER	
				MAINTENANCE OFFICER	
				CUSTODIAN	
				CAMP WARDEN	
CONCIERGE (BUILDING)					
A1040000	FOOD SERVICES AIDS AND WAITERS	WAITER	2019-513101	DINING ROOM ATTENDANT	
				WINE STEWARD	
				DRINK WAITER	
				WINE ATTENDANT	
				RESTAURANT HOSTESS	
				NIGHT CLUB HOSTESS	
				FORMAL SERVICE WAITER	
				MAITRE D	
				SILVER SERVICE WAITER	
				SOMMELIER	
				FOOD AND BEVERAGE ATTENDANT	
	LOUNGE ASSISTANT				
	CAFÉ WORKER	2019-513102	CAFÉ ATTENDANT		
			FOOD COUNTER ASSISTANT		
			CAFETERIA ASSISTANT/WORKER		
			CANTEEN ATTENDANT/WORKER		
			FAST FOOD SERVER		
			CAFÉ COUNTER STAFF		
			FAST FOOD ATTENDANT		
SNACK BAR ATTENDANT					
CATERING ASSISTANT					

OCS		OFO			
				COFFEE BAR/LOUNGE/SHOP ASSISTANT	
				CAFÉ ASSISTANT	
				CATERING COUNTER ASSISTANT	
				LUNCH BAR ASSISTANT	
		BAR ATTENDANT	2019-513201	BARTENDER	
				BARPERSON WAITER	
				BAR OPERATOR	
				BAR STEWARD	
				CLUB STEWARD	
		BAR HOSTESS/AID			
BARISTA	2019-513202	COFFEE MAKER			
A1050000	SECURITY GUARDS	SECURITY OFFICER	2019-541401		
		ALARM, SECURITY OR SURVEILLANCE MONITOR	2019-541402		
		RETAIL LOSS PREVENTION OFFICER	2019-541403		
		CLOSE PROTECTOR	2019-541404		
A2010000	MESSENGERS, PORTERS AND DELIVERERS				

When assessing the 2019 OFO, it was evident that the Messengers, Package Deliverers and Luggage Porters (2019-8621) is only reported on to a unit group level. It is recommended that occupations and specialisations (where necessary) are provided to ensure accurate reporting on Messengers, Package Deliverers and Luggage Porters.

7.2.8 Functional Area 6: Service

Table 7-8 presents service-related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions related to service occupations. Service occupations are similar to Elementary occupations in some instances. However, service occupations are required to perform routine structured tasks and may require the use/operation of machinery and equipment.

Table 7-8: Service Related Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6030200	RISK MANAGEMENT AND SECURITY SERVICES	SECURITY SERVICES MANAGER	2019-143904	SURVEILLANCE INVESTIGATIONS MANAGER	
				SURVEILLANCE MANAGER	
				ENTRANCE MANAGER	
				SECURITY RISK ASSESSMENT MANAGER	
E1010000	HOUSEKEEPERS LAUNDRY AND RELATED WORKERS	DOMESTIC HOUSEKEEPER	2019-515201	DOMESTIC SERVANT	
				HOUSEKEEPER (PRIVATE/RESIDENTIAL SERVICE)	
		BUTLER	2019-515202	HOUSE STEWARD PRIVATE	
E1020000	FOOD SERVICES WORKERS	WAITER	2019-513101	DINING ROOM ATTENDANT	
				WINE STEWARD	
				DRINK WAITER	
				WINE ATTENDANT	
				RESTAURANT HOSTESS	
				NIGHT CLUB HOSTESS	
				FORMAL SERVICE WAITER	
				MAITRE D	
				SILVER SERVICE WAITER	
				SOMMELIER	
				FOOD AND BEVERAGE ATTENDANT	
				LOUNGE ASSISTANT	
		CAFÉ WORKER	2019-513102	CAFÉ ATTENDANT	
				FOOD COUNTER ASSISTANT	
				CAFETERIA ASSISTANT/WORKER	
				CANTEEN ATTENDANT/WORKER	
				FAST FOOD SERVER	
				CAFÉ COUNTER STAFF	
				FAST FOOD ATTENDANT	
				SNACK BAR ATTENDANT	
				CATERING ASSISTANT	
				COFFEE BAR/LOUNGE/SHOP ASSISTANT	
				CAFÉ ASSISTANT	
				CATERING COUNTER ASSISTANT	
		BAR ATTENDANT	2019-513201	BARTENDER	
				BARPERSON WAITER	
				BAR OPERATOR	

OCS		OFO		
				BAR STEWARD
				CLUB STEWARD
				BAR HOSTESS/AID
		BARISTA	2019-513202	COFFEE MAKER
E4010000	SECURITY OFFICERS	SECURITY OFFICER	2019-541401	
		ALARM, SECURITY OR SURVEILLANCE MONITOR	2019-541402	
		RETAIL LOSS PREVENTION OFFICER	2019-541403	
		CLOSE PROTECTOR	2019-541404	

7.2.9 Functional Area 7: Drivers and Operators

Table 7-9 presents the Drivers and Operators related transversal jobs. The senior and middle management positions presented in Table 7-1 and Table 7-2 can be applied when reporting on senior and middle management positions to Drivers and Operators.

Table 7-9: Drivers and Operators Related Transversal Jobs Mapping

OCS		OFO			
OCS CODE	OCS TITLE	OCCUPATIONS	OFO CODE	SPECIALISATIONS	ALTERNATIVE TITLES
C6030100	LOGISTICAL SUPPORT PERSONNEL	SUPPLY AND DISTRIBUTION MANAGER	2019-132401	SUPPLY CHAIN MANAGER	
				SUPPLY CHAIN EXECUTIVE	
				STORAGE AND DISTRIBUTION MANAGER	
				PROCUREMENT MANAGER	
				FREIGHT FORWARDING CUSTOMS CLEARING MANAGER	
				ACQUISITIONS MANAGER	
				DEPOT MANAGER	
				SUPPLY LEAD MANAGER	
				PARTS MANAGER	
				PURCHASE MANAGER	
		FREIGHT MANAGER			
		GOODS CLEARANCE MANAGER			
LOGISTICS MANAGER	2019-132402	DISPATCH LOGISTICS MANAGER			
ROAD TRANSPORT MANAGER	2019-132403	CAR RENTAL AGENCY MANAGER			
		CARGO MANAGER			
		TRANSPORT COMPANY MANAGER			
WAREHOUSE MANAGER		COOLSTORE/PACKHOUSE/STOCKROOM/STOREROOM MANAGER			

OCS		OFO				
			2019-1232404	STORAGE AND WAREHOUSING MANAGER		
		FUEL MANAGER	2019-132409		FUEL MANAGER	
H3010100	LIGHT VEHICLE DRIVERS	DELIVERY DRIVER	2019-732101	LIGHT UTILITY VEHICLE (LUV) DRIVER		
				VAN DRIVER		
				GROCERY DELIVERER		
				FAST FOOD DELIVERY DRIVER		
				DRIVER-MESSENGER		
				TAXI TRUCK DRIVER		
				MEALS ON WHEELS DRIVER		
				ARMOURED CAR DRIVER		
		CHAUFFER	2019-732201	HIRE CAR DRIVER		
				LIMOUSINE DRIVER		
SHUTTLE DRIVER						
TAXI DRIVER	2019-732202	TAXI DRIVER				
		CAB DRIVER				
EMERGENCY VEHICLE DRIVERS	2019-732203	FIRE VAN DRIVER				
		SECURITY DRIVER				
		FIRE TRUCK DRIVER				
		AMBULANCE DRIVER				
OVERSIZED LOAD PILOT/ESCORT	2019-732204					
H3010200	BUS AND HEAVY VEHICLE DRIVERS	BUS DRIVER	2019-733101	SCHOOL BUS DRIVER		
				MINIBUS DRIVER		
		CHARTER AND TOUR BUS DRIVER	2019-733102	TOUR COACH OPERATOR		
		PASSENGER COACH DRIVER	2019-733103			
		TRUCK DRIVER(GENERAL)	2019-733201	TILT TRAY DRIVER		
				CEMENT MIXER DRIVER		
				LORRY DRIVER		
				FREIGHT OPERATOR		
				LIVESTOCK HAULER		
				DUMPER TRUCK DRIVER		
COMPACTOR DRIVER (RUBBISH COLLECTION)						
LOGGING TRUCK DRIVER						
ROAD TRAIN DRIVER						

7.3 Summary

From the review of the OCS and PERSAL, 36 OCS titles were identified as transversal occupations that should be mapped against the OFO, of which the results were presented in the tables above. From the mapping exercise, the following information was gathered:

- For senior management positions, 5 transversal occupations were identified, with 28 potential specialisations.
- At a middle management level, 28 transversal occupations were identified with 61 potential specialisations.
- Under the HR functional area, 15 occupations (including HR-related middle management) transversal occupations were identified with 58 potential specialisations.
- Under the administration functional area, 101 occupations (including the related middle management) transversal occupations were identified with 387 potential specialisations.
- Under the IT functional area, 15 occupations (including IT related middle management) transversal occupations were identified with 61 potential specialisations.
- Under the finance functional area, 15 occupations (including the related middle management) transversal occupations were identified with 60 potential specialisations.
- Under the elementary functional area, 29 occupations (including the middle management) transversal occupations were identified with 95 potential specialisations.
- Under the services functional area, 14 occupations (including the middle management) transversal occupations were identified with 47 potential specialisations.
- Under the drivers and operator's functional area, 14 occupations (including the related middle management) transversal occupations were identified with 47 potential specialisations.

In total 208 transversal occupations were identified and mapped from the OFO which should assist PSETA and the SDF's going forward, specifically for reporting and skills development purposes.

8 CONCLUSION

Based on the information presented, it is clear that occupational classification plays a key role locally and international for skills planning, monitoring, and reporting purposes. The majority of occupational classification systems are based on the ISCO-08, with certain countries using this as a basis to develop their own, country-specific classification systems, as can be seen in South Africa.

In South Africa, the occupational classification systems have seen various amendments and updates to align with the ISCO-08, and later the use of the ANZSCO to suit the unique requirements of the South African labour market. While great efforts have been made to develop an inclusive and appropriate occupational classification system for South Africa, there is a challenge in reporting on occupations in the Public Service sector, as the Public sector itself makes use of the OCS system (based on the ISCO-08), while the PSETA is required to report using the OFO. This affects the reporting, monitoring and evaluation, as well as skills planning for the Public Service sector. Key differences in the major groups used in the OCS and OFO are indicated in Table 5-1. These differences highlight the need for improved alignment between the two classification systems. The mismatch between job titles and functions, skills requirements and occupations makes it increasingly challenging for the PSETA to ensure they can correctly plan for the skills required in the public sector, particularly with respect to the transversal skills. The transversal skills required by the Public Service sector (i.e. administration, planning, legislation, and policy development etc.) are essential for the day to day functioning of the government, thus the Public Service sector and the PSETA need to ensure that reporting reflects any gaps or shortages in transversal skills.

Based on the mapping exercise, it is evident that there are a large number of transversal jobs within the Public Service sector, particularly when looking at the administrative functions. The study and stakeholder engagements also highlighted the challenges that Skills Development Facilitators (SDF's) face when it comes to matching and selecting the correct OFO occupations and codes for the identified transversal occupations, which ultimately has a negative impact on the quality of reporting and PSETAs ability to cater to the demand for transversal skills in the Public Service sector.

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10 Annexure A: COREs Overview

Table 10-1: COREs Detailed Overview

CORE Number	CORE Title	Typical Areas of Employment	CORE Volume
1	Health Associated Sciences and Support Personnel	<ul style="list-style-type: none"> Housekeeping Food services Chiropody Environmental health Health therapy 	Volume I
2	Nursing and support personnel	Nursing services	
3	Medical Sciences and Support Personnel	<ul style="list-style-type: none"> Medical practice Dental practice Pharmacology Medical research 	
4	Medical Technology and Support Personnel	<ul style="list-style-type: none"> Medical technology Orthopaedic shoemaking Optometry 	
5	Social Services and Support Personnel	<ul style="list-style-type: none"> Social services Probation Child and youth care Community development 	
6	Administrative Line Function and Support Personnel	<ul style="list-style-type: none"> Clerical work Administrative customer services Administrative policy formulation Appraising, valuating and related services Foreign affairs and diplomatic services 	Volume II
7	Management and General Support Personnel	<ul style="list-style-type: none"> Financial support Human resource support Housekeeping and food services Logistical support 	

CORE Number	CORE Title	Typical Areas of Employment	CORE Volume
		<ul style="list-style-type: none"> Security and related services Secretarial services Heads of departments 	Volume III
8	Regulatory and Support Personnel	<ul style="list-style-type: none"> Inspections Investigations Law enforcement Testing/training 	
9	Communication and Information Related Personnel	<ul style="list-style-type: none"> Liaison services Archival, libraries and related services History recording Museum services Writing and creative/performing arts 	
10	Legal and Support Personnel	<ul style="list-style-type: none"> Legal representations and prosecutions Court interpretation/translation Deeds registration Legal policy development and advice 	
11	Economic Advisory and Support Personnel	<ul style="list-style-type: none"> Financial and economic policy development Chartered accounting Mathematical, statistical, and related services 	
12	Human Resource and Support Personnel	<ul style="list-style-type: none"> Human resource and labour policy development Labour relations Organisational development Human resource development 	

CORE Number	CORE Title	Typical Areas of Employment	CORE Volume
13	Information Technology and Related Personnel	<ul style="list-style-type: none"> Information technology and information management services Policy formulation 	
14	Artisan and Support Personnel	<ul style="list-style-type: none"> Handcraft Road works Artisan services Trade testing Works inspections 	
15	Engineering Related and Support Personnel	<ul style="list-style-type: none"> Industrial technical services Architecture Surveying Engineering 	Volume IV
16	Safety and Related Personnel	Safety, health, and quality inspection services	
17	Emergency Services and Related Personnel	<ul style="list-style-type: none"> Firefighting services Ambulance services Emergency services 	
18	Natural Sciences Related and Support Personnel	<ul style="list-style-type: none"> Industrial technical services Meteorological services Chemical, physical, and natural sciences 	Volume V
19	Agricultural Related and Support Personnel	<ul style="list-style-type: none"> Agricultural research Agricultural development Meat inspections Forestry services 	
20	Ships' and Support Personnel	Maritime services	
21	Aviation Personnel	<ul style="list-style-type: none"> Air traffic communication Air traffic control 	


CORE Number	CORE Title	Typical Areas of Employment	CORE Volume
		<ul style="list-style-type: none">• Aircraft piloting• Air traffic and aviation technical services	

(DPSA, 2005)

APPROVAL OF RESEARCH REPORT BY CEO

**Research conducted by Urban Econ on behalf of the Public Service Sector
Education and Training Authority (PSETA)**

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APPROVAL OF RESEARCH REPORT BY CEO	
Recommendation(s)	Approved/Not Approved
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