RESEARCH PAPER

IMPACT ASSESSMENT OF PSETA's TRAINING INTERVENTIONS PROGRAMMES IN THE PUBLIC SERVICE SECTOR:

WORK INTEGRATED LEARNING (WIL) FOR TVET COLLEGES

FEBRUARY 2022

IMPACT ASSESSMENT OF TRAINING INTERVENTIONS PROGRAMMES IN THE PUBLIC SERVICE SECTOR:

WORK INTEGRATED LEARNING (WIL) FOR TVET COLLEGES

Research conducted by the Public Service Sector Education and Training Authority (PSETA) in Collaboration with Public Service Co-ordinating Bargaining Council (PSCBC)

Ms Andrica Letsoalo-Fuze & Ms Vinton Tshikumana (PSETA)
&
Dr Chris Phiri, Mr Mbuso Mdingi & Mmathapelo Mongwe (PSCBC)

© Public Service Sector Education and Training Authority, November 2021

Contents

Acknowledgements

Declaration

This report is the outcome of the survey which was conducted by PSETA in collaboration with PSCBC and the findings are the responses provided by the respondents. PSETA is committed to protecting the privacy of all participants and ensuring compliance with statutory requirements in collecting, processing, and distributing of personal information. The Constitution of the Republic of South Africa provides that everyone has the right to privacy and the Protection of Personal Information Act 4 of 2013 ("POPI") includes the right to protection against unlawful collection, retention, dissemination, and use of personal information. In terms of section 18 of POPI, the personal information collected was utilised exclusively for purposes data collection for this study and communication with participants as and where relevant or required.

Executive Summary

The results of this impact assessment study indicates that the Public Service Sector Education and Training Authority (PSETA) programme of Work Integrated Learning (WIL) has benefited participants of the programme, however, has not enabled all participants to find employment. It is imperative to note that those that had an opportunity to be employed were employed for few months and only a few participants were absorbed by the government departments where they undertook their WIL programme.

WIL Programmes form part of Workplace-based Learning Programmes (WPBL) which are specifically designed to provide individuals with an opportunity to gain workplace experience and exposure which ultimately contribute to increasing an individual's chances of gaining fulltime employment in a related occupation (DHET, 2013). In investigating the employment outcomes and experiences of WPBL programmes, the WIL Programmes that were funded and implemented by the PSETA in collaboration with the Institution and host employer was studied. This study forms part of a series of impact assessment studies that the PSETA has conducted to assess impact of WPBL programmes.

In summary, the WIL Programme enabled individuals to be trained and has produced employment opportunities for few individuals. In terms of its broader objective, the Programme has assisted in addressing the larger issue of youth unemployment within the country and addressing the lack of sufficient skills in the country.

The value add of this study is that the impact of the PSETA programmes and projects is assessed to establish if such programmes and projects changed the lives of the programme participants. The results of the study shows high appreciation for the programme by individuals. The increase in demand for programmes shows that there is a need for such programme and projects and the PSETA should continue making such programmes available to the public and in particular the youth. There are lessons learnt such as better planning and clearer definitions of programme and project outcomes before implementation in order to effectively measure the impact of such programmes and projects at the later stage.

1. Introduction

South Africa's National Development Plan (NDP, 2013) states that building a capable developmental state requires public servants who are well skilled and are able to master the basics of public service and administration. Therefore, a willingly serving and a professional, responsive service-orientation is central to a developmental state. The public servants (employed under Public Service Act), the skills and talent they possess, constitute the most critical ingredient and cornerstone for development towards realising the envisaged capable developmental state by 2030 (NPC, 2012).

The skills development landscape in South Africa has seen numerous changes brought about by among other things technological advancements and changes in government policies and priorities. These changes arguably require accompanying innovative developments in the skills planning and development arena. At the center of these are the Sector Education Training Authorities (SETAs) which are mandated to ensure that the skills development landscape is abreast with the economic and technological demands of their respective sectors.

The PSETA is one of the 21 SETAs that has been actively involved in the implementation of various WPBL programmes through the funding and the quality assurance of programmes. The PSETA is mandated to develop skills for the Public Service sector (comprising government departments, legislatures and public entities), with a particular focus on developing skills considered as "transversal", i.e. skills that are used across government such as management, administration, financial management, etc. Despite this specific focus area, the PSETA too is required to respond to national priorities and programmes – one of which is the training and development of artisans for the country.

The PSETA plays a critical role in championing skills development interventions within the Public Service sector, as mandated by the Skills Development Act (SDA), 1998 as amended. This role is further highlighted by the fact PSETA operates within a sector with multiple and complex functions and that renders a range of services within the Public Service sector (SDA,1998).

The PSETA has continually conducted impact assessment studies as part of responding to the National Skills Development Plan (NSDP); to address outcome one which calls for identifying and increasing the production of occupations in demand towards increasing public service sector capacity for improved service delivery and supporting the building of a developmental state.

The PSETA developed a Monitoring Framework for assessing PSETA training interventions. The assessment consists of approximately ten questions (depending on the person's current employment status) to confirm the whereabouts, employment status and characteristics of the beneficiaries. This 'mini-tracer' is an electronic/online survey which beneficiaries can access via a link when alumni news is shared with them, every three to six months.

Rogan (2018) purports that given the significant growth in the number of learners who participate in WPBL programmes that are funded and supported by SETAs, it is critical to assess if WPBL as a policy intervention is reaping its intended benefits. Wildschut, et al. (2017) support this assertion with a similar conclusion that it is becoming increasingly important for public institutions to demonstrate the impact of their disbursement of scarce public resources. This requires SETAs to explain how the allocation of funds for different types of skills development interventions has impacted on societal, economic and labour market challenges (Wildschut, et al., 2017).

The WPBL programmes in question consist of PSETA funded WIL Programmes that took place from 2018 to 2020. The focus of this study is to understand the outcomes of the WIL programme beneficiaries within the Public Services sector and provide information regarding the employment activities and destinations of beneficiaries, and to further understand the perceptions about the WIL programmes.

1.1. PROGRAMME DESCRIPTION OF THE WIL COMPLETIONS BEING ASSESSED

The PSETA funded the experiential training component for the following WIL programmes between 2018 and 2020:

1.1.1. NATIONAL CERTIFICATE: N6 MANAGEMENT ASSISTANT (PUBLIC ADMINISTRATION) (SAQA ID 67001)

This course builds on the knowledge and skills that was gained in the previous levels, introduces the student to the subject of public relations, and prepares a student for a career in public administration. Upon completion of this course, students will be awarded a **Certificate of Achievement: N6 Management Assistant** from the **Department of Higher Education and Training (DHET).** After the students have completed this course and submitted proof that they have gained 18 months of relevant practical experience, they will be awarded a **National N6 Diploma (comprising 360 credits)** from the DHET.

1.1.2. NATIONAL CERTIFICATE: N6 PUBLIC MANAGEMENT (SAQA ID 67000)

This course builds on a student's existing public administration skills, introduces them to aspects of Public Law, and further prepares students for a career in public administration and management. Upon completion of this course, the students will be awarded a **Certificate of Achievement: N6 Public Management** from the **DHET.** After students have completed this course and submitted proof that they have gained 18 months of relevant practical experience, they will be awarded a **National N6 Diploma (360 credits)** from DHET.

1.1.3. NATIONAL CERTIFICATE: N6 HUMAN RESOURCE MANAGEMENT (SAQA ID 66997)

This course builds on the knowledge and skills that a student gained in the previous levels and prepares them for a career in human resource management by helping students to refine their skills in personnel training, personnel management, labour relations and computer practice. Upon completion of this course, and 18 months of

relevant practical experience, a learner may be eligible to apply for, and receive a National Diploma.

1.1.4. NATIONAL CERTIFICATE: N6 FINANCIAL MANAGEMENT:

The N6 Financial Management course is the third and final course in the programme. It focuses on going into depth of everything a learner has learnt so far in order to help them achieve their career goals in the finance industry. After completing all three courses in the Financial Management course programme, combined with a total of 18 months practical experience, a learner will be awarded their National Diploma.

1.2. Research Purpose and Objective

The aim of this study was to assess the impact of training programmes on individuals who completed the PSETA funded WIL programme. The WIL programme was funded through the PSETA Discretionary Grants. The grants are targeted to address national priorities as set out in the National Skills Development Plan (NSDP) and sectoral priorities as outlined in the SETA Sector Skills Plan (SSP).

1.3. Research Methodology

A quantitative research methodology was utilised as the most relevant to a study of this nature (Aspers et al.,2019). The research survey method was applied to sampled participants across the four (4) WIL Programmes that were implemented and completed between 2018 and 2020 and was inclusive of women, men, youth, and people with disability. This included virtual application of research tools and using SurveyMonkey as the online tool. The data was analysed using Microsoft Excel and SurveyMonkey data analyser function and tool. The SurveyMonkey tool enabled data collection online which assisted with gaining access to research participant in a safe manner especially during the COVID-19 pandemic.

Chromy (2008) highlights the advantages of using surveys which includes high representativeness since surveys provide a high level of general capability in representing a large population. Furthermore, surveys are affordable in terms of low

cost, they provide convenient data gathering and provide good statistical significance with little or no observer subjectivity and precise results.

1.4. The Sample

The survey was conducted amongst the beneficiaries of the PSETA funded WIL programme. The learner database was obtained from the Learning Programmes Unit on WIL completions between 2018 and 2020 year. All the programmes selected for this study was funded through the PSETA Discretionary Grant WIL programme. The total population for the study was 77 and a total number of 71 respondents completed the questionnaire. Only one response was discarded as only one question was answered.

1.5. Limitations

The research was limited to the participants who completed the PSETA WIL programme and other training interventions were not included. The study used a survey for data collection. The survey deprived the learners an opportunity to share qualitative information and inputs thorough face to face interviews which could provide more insight to their experiences and skills acquired during the WIL programme. Face to face interviews were not conducted due to the restriction imposed by the Covid-19 pandemic and to ensure the safety of the researchers.

2. Research Findings and Analysis

The data analysis outlines the different responses from the participants based on the training they went through, the usage of the skills and whether they are employed or engaged in some form of business. It is important to note that most of the respondents appreciated the skills acquired but post training there has been varied answers in how the skills have been applied.

Table 1 above shows the number of respondents in each WIL programme and the year of completion. Most respondents were placed at provincial government departments as the host employers for their experimental learning of 18 months, with

the majority of employers based in the Gauteng province. All respondents were below 35 years of age, falling under the youth category, and mainly females.

Qualification Title / Learning Programme Title	Level	No. of WIL learners' completions	Completion Year
National Certificate: Financial Management	N6	11	2018
National Certificate: Human Resources Management	N6	20	2020
National Certificate: Management Assistant	N6	18	2019
National Certificate: Public Management	N6	28	2020
TOTAL		**77**	

Table 1: List of PSETA WIL Programme Completions

An analysis of the fields of study of the WIL Programmes are shown in Figure 1 below. Participants in the survey were trained in the following programmes: 39,44% in Public Management, 26,76% in Management Assistance,19,72% in Human Resource Management and 14,08% in Financial Management.
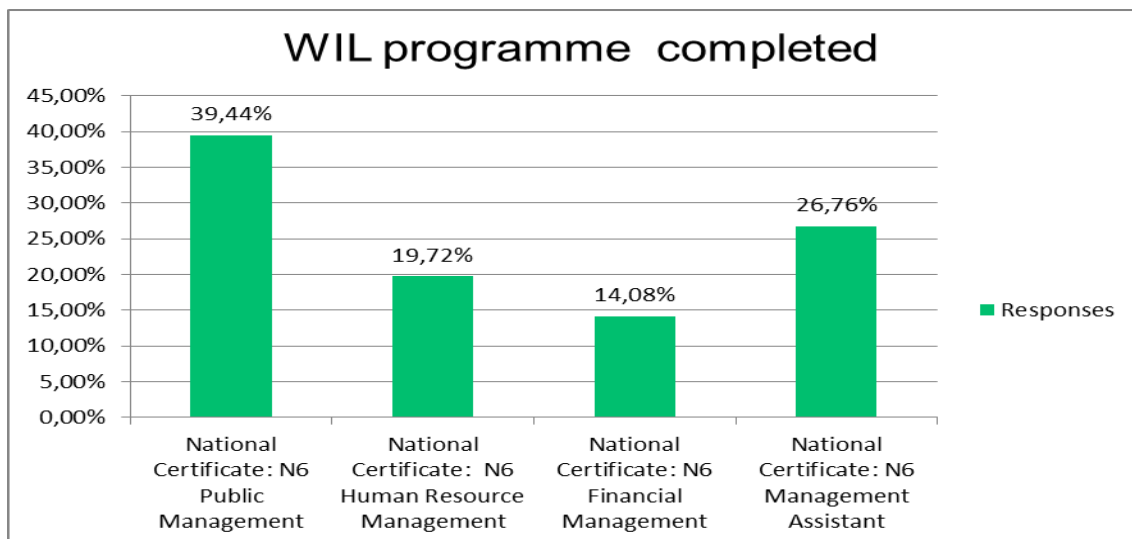
Figure 1: Types of WIL Programmes

In terms of employment status as shown on figure 2, the employment statistics from the WIL programme shows that 94,29% of programme participants are currently unemployed since they completed the programme, and 1,43% are self-employed and only 2,86% are employed full time. In total, 4,29% has some form of employment.
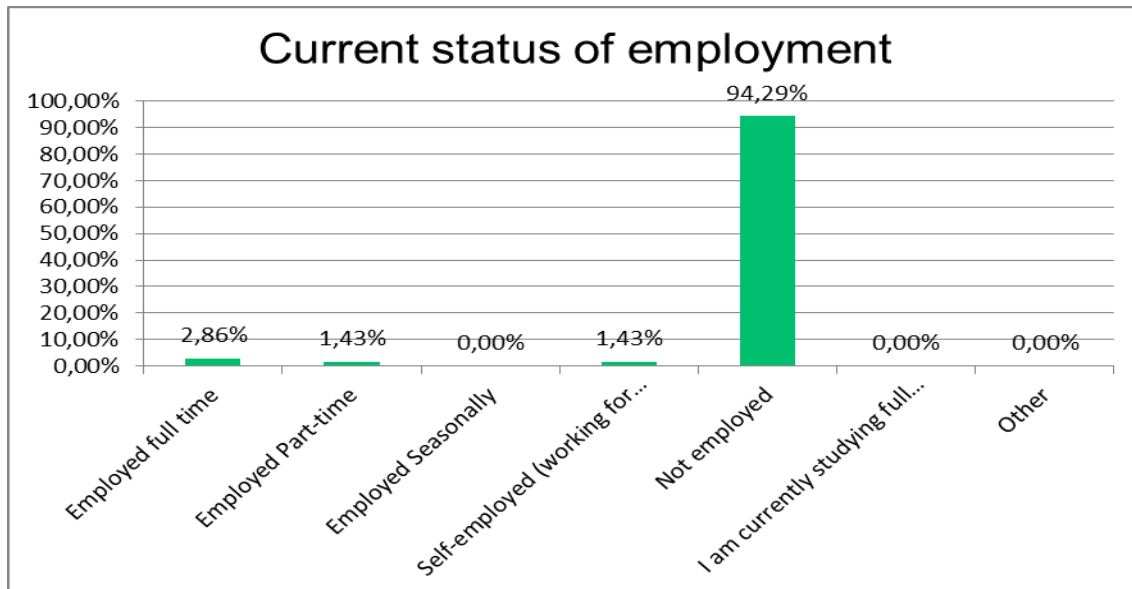
Figure 2: Status of employment

The findings above confirm Mletsheni's (2014) findings that in the absence of a formalised system of facilitating the transition from schooling/college to work, the issue of employment search becomes very important. In the developed world context of relatively low rates of joblessness, a lack of active job search is almost exclusively viewed as being voluntary and underpinned by reservation wage considerations. In the South African context of mass unemployment, inactive job search may be due to financial constraints that are brought about by high costs of active job search accompanied by low probability of finding employment. These considerations bring to the fore the issue of the availability and use of networks in finding employment. Youth who work while at TVETs Colleges while doing WIL are likely to have a better developed system of networks when they enter the labour market fully.
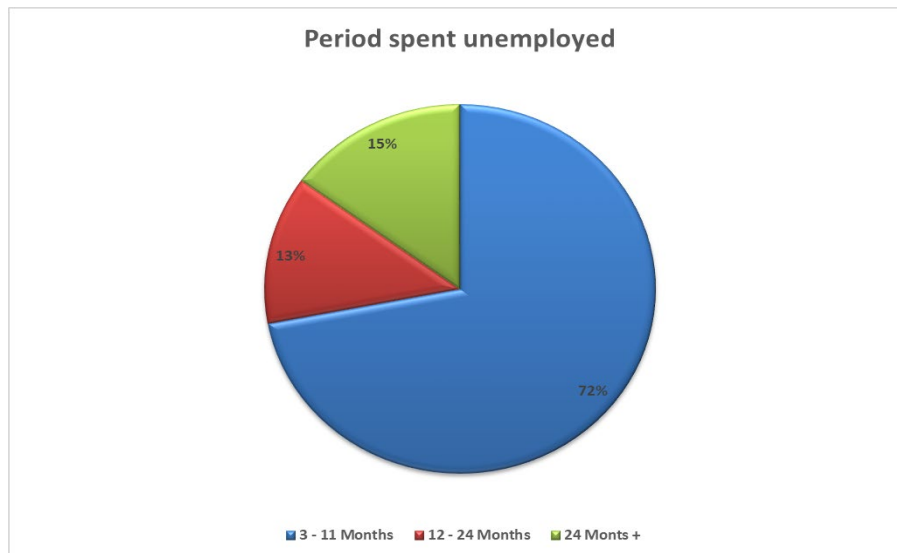
Figure 3: Period spent unemployed

Figure 3 shows that the majority of respondents (72%) have been unemployed for a period of less than 12 months. Only 13% of those unemployed have been unemployed for a period of between 12 months and 24 months and 15% of respondents have been unemployed for a period of more than two years. Of the 3 who are employed, only one has been employed for more than a year while two respondents have been employed for a period of less than a year.

In other studies, discouragement has been noted as a serious concern, as duration of unemployment has negative consequences on the self-esteem of jobseekers as well as on the likelihood of an employer hiring them. The negative consequences of long-term unemployment are well-documented (Wildschut etal,2017).
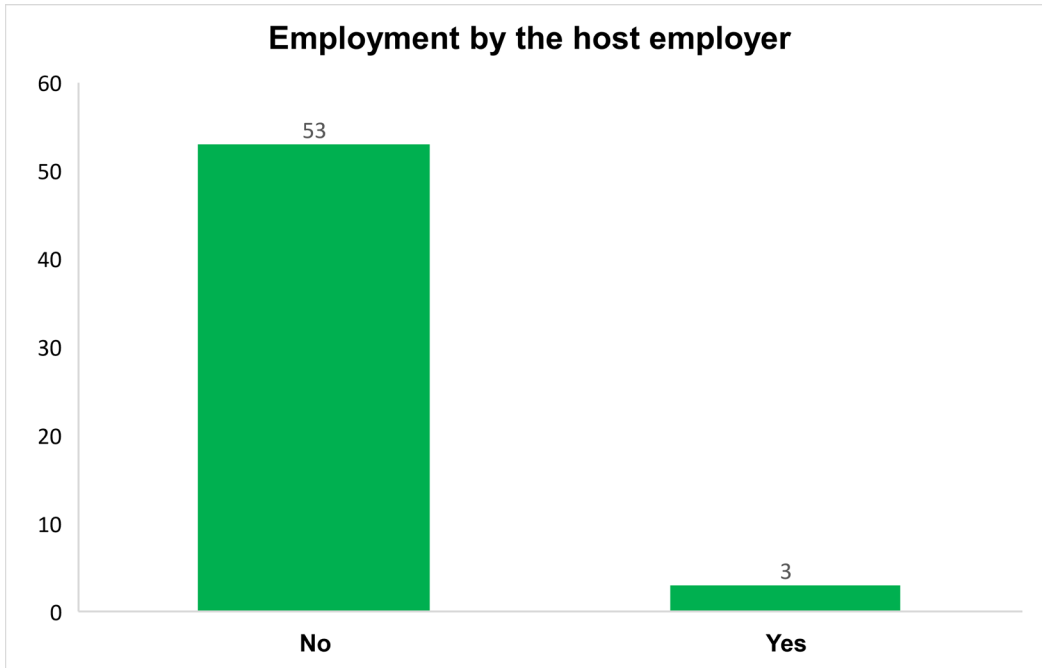
Figure 4: Employment by the host employer

Out of 56 respondents who answered this question, only two respondents indicated that they are still working for the organisation where they did their WIL programme. Only one respondent reported to be working for a different organisation. Of the three employed respondents, all three were employed by the departments where they did their WIL programme, working at the provincial department of Education and provincial department of Cooperative Governance and Human Settlements working as Finance Clerk and HR Officer. The other respondent worked at the provincial Department of Correctional Services working as an Administrative Clerk.
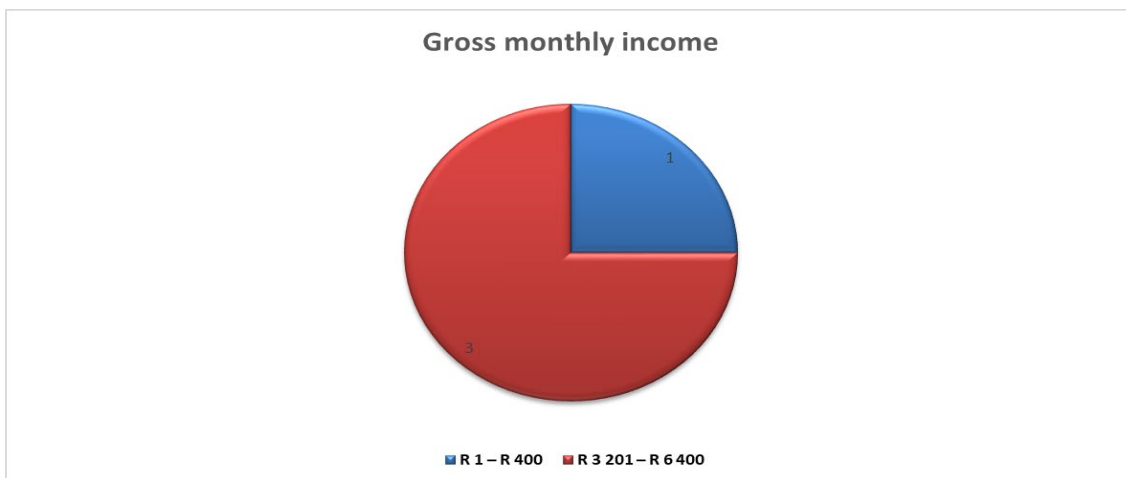
Figure 5: Gross income

Based on the survey data as shown in figure 5, there are only four respondents who responded to be economically active with three of them employed either full or part-time and one self-employed. Only the self-employed respondent recorded a gross income of less than R 400 per month while the those employed all recorded gross monthly incomes of between R 3 201 and R 6 400.
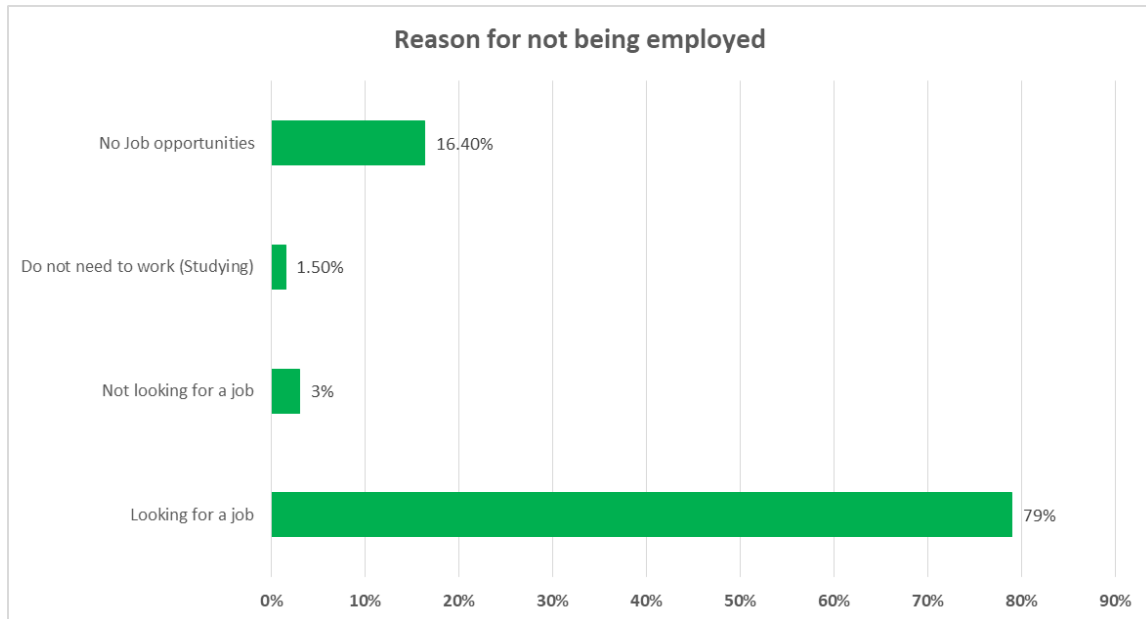
Figure 6: Reasons for unemployment

As shown in figure 6, the majority of people (79%) that are still unemployed are still seeking employment. 16.40% of the respondents stated that there are no job opportunities where they live, 3% are unemployed because they are not looking for a job and 1.5% are not currently looking for employment as they are engaged in fulltime study.
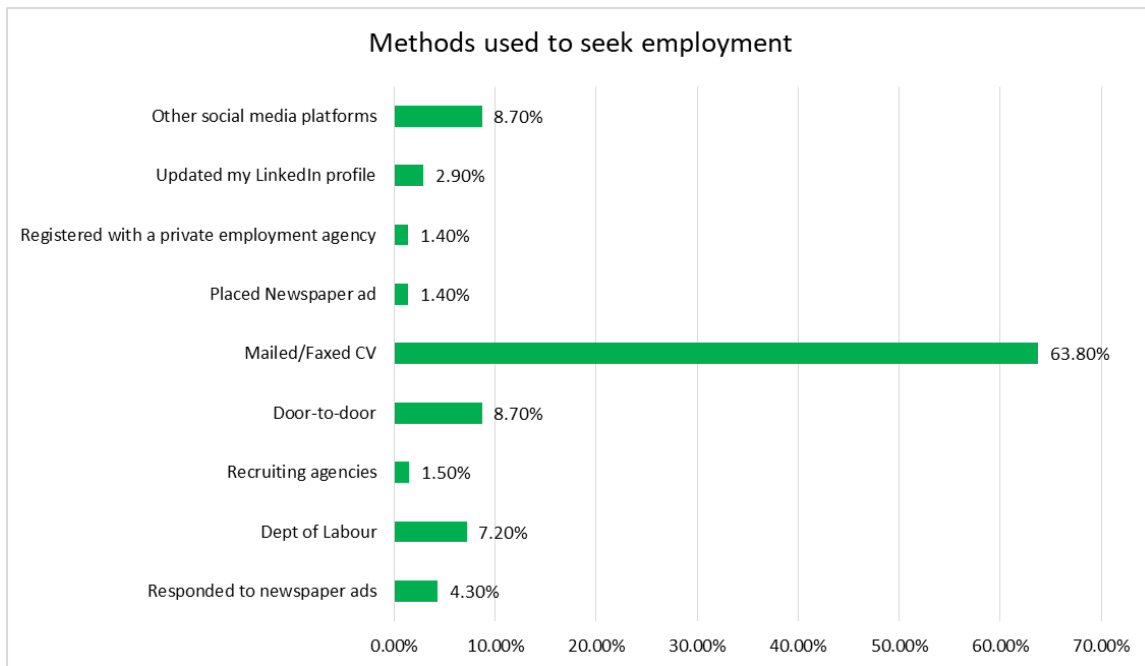
Figure 7: Methods used to seek employment

The most popular method used by the respondents to look for employment is by sending their Curriculum Vitaes (CVs) to companies, which accounts for 63%. Only 8.70% of the respondents have tried going door-to-door and 7.2% have approached the employment desk of the Department of Employment and Labour.
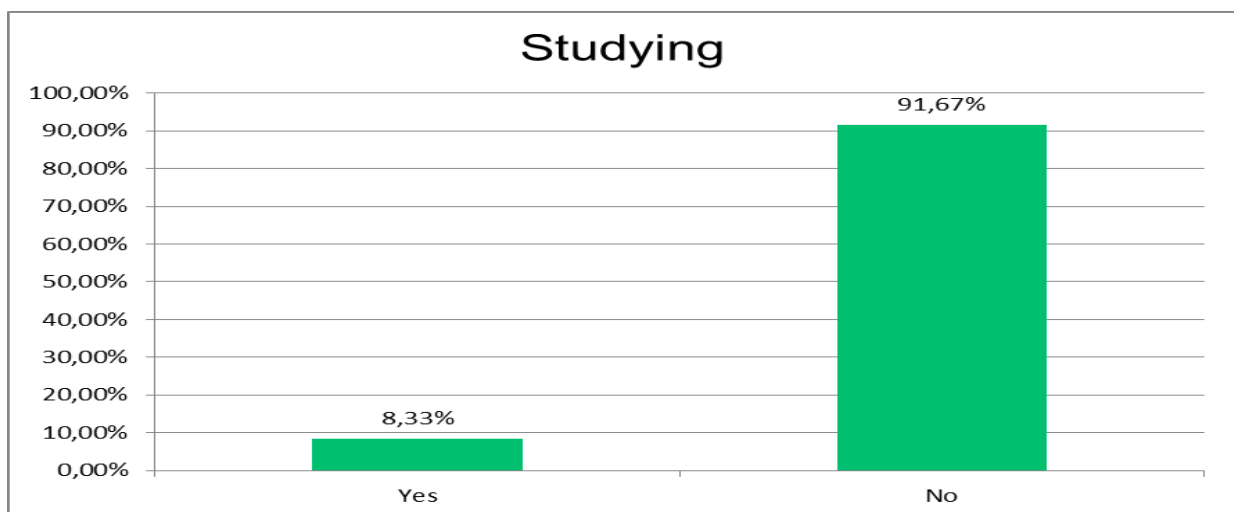
Figure 8: Participants currently in education and/or training

Figure 8 shows that from the study participants only 8.33% are studying, while 91.67 were not studying. The main reasons stated for continuing with studies was for improving knowledge of the public sector and improving chances in finding employment.
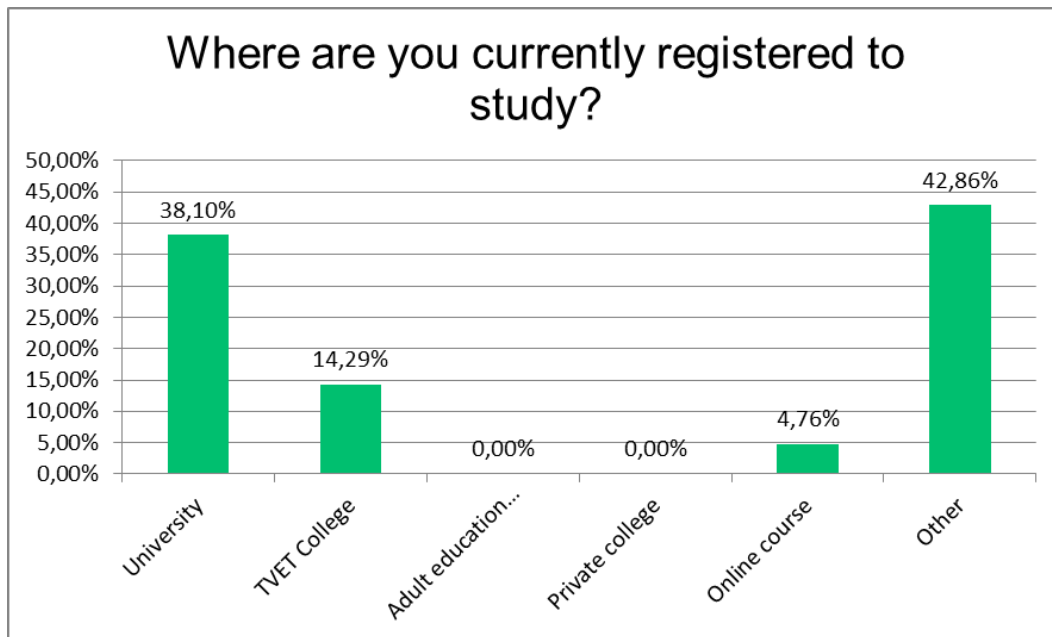
Figure 9: Institutions where participants are studying

Based on figure 9, only 8,33% of the respondents are still studying and of these, 38,10% are at University,14,29% at a TVET college, 4,76% are studying online and 42,86% are studying through other means. The fields of study that respondents reported to be studying include Environmental Sciences, Archive and Records Management, BA in Government Administration and Development, Education and Certificate in Law.

They had this to say: *"I received work experience required to be employable, completed a qualification with experiential work. The training gave me an opportunity to earn Income and received a theoretical Knowledge of the field of study".*

3. Conclusion

Given the current state of the South African unemployment rate it is difficult to draw conclusions that the training programme did not yield the desired results which is ideally to have all WIL learners being absorbed in the labour market not necessarily by the employer where they completed their WIL programme. It also cannot be said that the participants are not interested in the job market as 79% of them stated that they are actively searching for employment. However, it is worth noting that the training did manage to equip the trainees with skills and knowledge they did not have before entering the WIL programme with 68 of respondents affirming that new skills were gained, some of which they are able to use in their current jobs.

The importance of skills acquisition through WIL programmes or other WBPL continue to be favourable for possible employment outcomes for youth. Failure to acquire appropriate skills can jeopardise the probability of finding decent and stable employment and can result in lengthy unemployment status. This could be due to lengthy time without practising the acquired skills.

4.   Recommendations

The value add of this study is that the impact of the PSETA programmes and projects was measured to establish if such programmes and projects changed the lives of the programme and project participants. The study illustrated the appreciation of WIL programmes by individuals. Based on the study design and findings, this study notes the following recommendations:

- Skills development remains a critical mechanism to addressing the unemployment challenge faced by the country. One form of skills development is workplace-based learning such as WIL programmes. WIL programmes continues to be a positive mechanism of exposing learners to possible prospects of joining the labour market.
- Generally, there is a continued need for WBPL programmes targeted at youth and as part of opening up the Public Service as a training space.
- Before the closure of any learning programme, the information of learners should be updated comprehensively as a considerable amount of learner information could have changed, especially in longer programmes.
- The impact ideally should be measured consistently after four or five years after the intervention.
- The PSETA is also considering establishing a *graduate network* or *alumni programme*. This programme would serve as a networking platform for beneficiaries and allow the PSETA to share sector news, employment leads and related developments. Through this network, PSETAs could electronically distribute 'mini-tracer' questionnaires to establish the whereabouts and career developments of beneficiaries (PSETA,2020).

5. REFERENCES

Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 89-97. doi:10.1007/s11133-019-9413-7.

Chromy, J. R. (2008). *Survey Methodologies.* (P. J. Lavrakas, Ed.) Thousand Oaks: Sage Publications.

Mletsheni, C. (2014). *Youth Unemployment and the Transition from School to Work in Cape Town.* Cape Town: University of Cape Town.

PSETA. (A Skills Needs Assessment of the Strategic Integrated Projects - Phase One). *2017.* Pretoria: Public Service Sector Educationand Training Authority.

Republic of South Africa, Department of Labour, Human Resource Strategy for South Africa (2010)*.* Retrieved September 15, 2021, from http://www.labour.gov.za/DOL/downloads/documents/useful-documents/skills-development-act.pdf

Republic of South Africa,NPC. (2012). National Development Plan 2013. Pretoria. Retrieved from https://www.poa.gov.za/news/Documents/NPC%20National%20Development%20Plan%20Vision%202030%20-lo-res.pdf

Republic of South Africa, Department of High Education and Training (2011) National Skills Development Strategy III. Retrieved September 15, 2021 http://www.dhet.gov.za/Booklets/NSDS%20III%20Progress%20Report%20-%207%20October%202021113%20-%2011.pdf.

Rogan, M. (2018). *Concept Note: Tracer study of learners who complete workplace-based learning programmes that are funded by Sector Education and Training Authorities .* Pretoria: Department of Higher Education and Training.

Rogan, M., & Aggett, N. (2016). Retrieved from Study choices and employment transitions among Rhodes and Fort Hare university graduates: http://www.hsrc.ac.za/en/media-briefs/education-and-skills-development/schooling-choices

Wildschut, A., Kruss, G., Visser, M., Meyer, T., Tele, A., Rust, J., & Hlakula, Z. (2017). Institutionalising Tracer Studies to Assess the Impact of Workplace-based Training: Reflections on Feasibility. Retrieved from www.lmip.org.za

6. Appendices

6.1. Annexure A: Tracer Questionnaire for WIL Completions:

Provide an introductory statement why we want them to share their information with POPI Act in place. We would like to hear from you after going through our training how that have contributed to your journey of life and using the skills.

1. Background Information

1.1.	ID Number		
1.2.	First name		
1.3.	Surname		
1.4.	Please state when you started with the *programme*, and when it ended:	**Start year**	**End year**
1.5.	Indicate current status:		
a.	An employee (part-time or full-time)	Answer section 2	
b.	Self-employed (working for yourself and/or running your own company)	Answer section 3	
c.	Not working	Answer section 4	
d.	I am currently studying full time, not working, and not looking for work	Answer section 5	

2. Employed

2.1.	What is the name of the organisation/company?			
2.2.	Are you currently employed by the company/employer where you did your WBL programme?	**Yes**		**No**
2.3.	What is the nature of your employment?	a. Permanent		
		b. Fixed-term contract (incl. Learnerships/internships, apprenticeships)		
		c. Casual worker		
		d. Other (specify)		
2.4.	What is your job title/occupation?			
2.5.	How long have you been employed in this organization?	Years	Months	Weeks
2.6.	Which category best describes your gross monthly income (before tax and other deductions)?	a. Nothing – I am not paid for my work		
		b. R 1 – R 400		
		c. R 401 – R 800		
		d. R 801 – R 1 600		
		e. R 1 601 – R 3 200		
		f. R 3 201 – R 6 400		
		g. R 6 401 – R 12 800		
		h. R 12 801 – R 25 600		
		i. R 25 601– R 51 200		
		j. More than R 51 201		
		k. Refused to answer		
			Yes	No

2.7. Are you employed in government/public service sector?		

2.8. How many employees are there at your place of work?	a.	1
	b.	2-10
	c.	11-49
	d.	50-150
	e.	More than 150
	f.	Don't know

3. Self-employed

3.1. Why are you self-employed?	a.	I could not find a job in the field that I was trained in
	b.	I could not find formal employment
	c.	I prefer flexible working hours
	d.	I am still looking for a job
	e.	It gives me more opportunity to do work that I want to do
	f.	I am entrepreneurial/I saw an opportunity
	g.	Other (specify)

3.2. Is your business registered for VAT or income tax?	VAT	Income Tax

3.3. How long have you been self-employed?	Years	Months	Weeks

3.4. How many employees do you employ?	a.	1
	b.	2-10
	c.	11-49
	d.	50-150
	e.	More than 150
	f.	Don't know

3.5. Which category best describes your gross monthly income (before tax and other deductions)?	a.	Nothing – I am not paid for my work
	b.	R 1 – R 400
	c.	R 401 – R 800
	d.	R 801 – R 1 600
	e.	R 1 601 – R 3 200
	f.	R 3 201 – R 6 400
	g.	R 6 401 – R 12 800
	h.	R 12 801 – R 25 600
	i.	R 25 601– R 51 200
	j.	More than R 51 201
	k.	Refused to answer

4. Unemployed

4.1. What is the *main reason* that you are unemployed or volunteering?	a.	I am not looking for a job
	b.	I am looking for a job
	c.	I do not have the right skills
	d.	I do not have a high enough education level

	e. There are no job opportunities where I live
	f. I do not want to relocate
	g. I do not want to work in jobs related to the field I studied
	h. No one has provided me with assistance to find a job
	i. I do not need to work
	j. I do not want to work
	k. I am unable to work
	l. Other (specify)
	m. Refuse to answer
4.2. For how many months have you been looking / did you look for a job?	[months]
4.3. What have you done to look for work?	a. Mailed/faxed/e-mailed my CV to companies/organisations
	b. Answered newspaper advertisements for jobs
	c. Placed newspaper advertisements looking for a job
	d. Made enquiries at workplaces
	e. Registered with a private employment agency
	f. Approached Department of Labour employment office
	g. Approached recruitment agencies
	h. Approached labour broker
	i. Offered to work for free
	j. Gone from door to door, looking for work
	k. Waited at the side of the road
	l. Asked friends or relatives for assistance
	m. Updated my LinkedIn profile
	n. Used other social media platforms
	o. Nothing
	p. Other (specify)

5. Studying

5.1. Where are you currently registered to study? *(Choose only one)*	a. University
	b. TVET College
	c. Adult education centre/Community education and training (CET) colleges
	d. Private college
	e. Online course
	f. Other (specify)
5.2. If you are currently studying, what is your field of study?	

5.3. What is the **main reason** for studying your current qualification		
a. To increase my knowledge and understanding in the public service industry		
b. To achieve a higher qualification		
c. To improve my chance of finding a job		
d. To help me get a better job		
e. To improve my promotion opportunities		
f. To help me earn more money		
g. To further my interest in a particular subject area		
h. This is a gap identified in the public service industry and I wish to fulfil that need		
i. To expand my career in the public service industry		
j. To do another Learnership/internship		
k. Other (specify)		

6.2.   Annexure B : https://www.surveymonkey.com/r/WHTXTJ8

6.3.   Annexure C: Tracer STATEMENT OF WORK EXPERIENCE/LOGBOOK

Instructional Programme Code:	50904410 National N Diploma: Management Assistant
SAQA Qualification ID:	90674: National N Diploma, NQF Level 6, 360 credits
SAQA Learning Programme ID:	67033: National N Diploma: Management Assistant, NQF Level 6, 360 credits

Learner Details	
Name & Surname:	
ID Number:	

Employer Details	
Company Name:	
Address:	
Supervisor Name:	

Work Telephone:	
E-Mail:	

Management Assistant Compulsory subjects:
• Office Practice
• Information Processing
Additional:
• Workplace Competencies

Employer Details	
Company Name:	
Address:	
Supervisor Name:	
Work Telephone:	
E-Mail:	

Office Practice

WM-01	Meeting preparation		
	Scope Work Experience	Date	Signature
WA0101	Provide a range of dates and times for meeting/event to attendees.		
WA0102	Finalise suitable dates and, times based on responses to range of dates provided.		
WA0103	Send out meeting invitation and confirm meeting/event with attendees in writing.		
WA0104	Forward all related documentation to the attendees according to prescribed deadlines.		
	Supporting Evidence	Date	Signature

SE0101	Meeting preparation checklists		
SE0102	Invitations		
SE0103	Proof of confirmations and apologies		
SE0104	Supporting documents: meeting packs, research documents, briefing documents, newspaper clippings, and internet links.		
WM-02	**Arrange venue and catering**		
	Scope Work Experience	Date	Signature
WA0201	Identify, select and book a venue according to company procedures and processes.		
WA0202	Confirm special arrangements, logistics, meeting room layout and equipment required with the venue provider/ meeting convenor (for internal meeting).		
WA0203	Confirm site visit and any special arrangements, logistics, meeting room layout and equipment required with the venue provider/ meeting convenor (for external meetings)		
WA0204	Apply the process of selecting a caterer and menu, taking into consideration religious, dietary requirements and company policy.		
WA0205	Forward the Agenda for meeting/event to venue provider and caterers to ensure correct times for meals and breaks are adhered to.		
WA0206	Notify the venue provider and caterers in writing and ensure order is issued and sent or deposits paid, with final confirmation a day prior to event/meeting.		
	Supporting Evidence	Date	Signature
SE0201	Purchase order, proof of receipt by venue provider and caterer and confirmation of dietary requirements		
SE0202	Confirmation of venue booking, service providers and contact details		

SE0203	Ticked off checklist of site visit and audio-visual equipment pre- and post-meeting		
SE0204	Proof of delivery of requested dietary requirements		
SE0205	Agenda		
WM-03	**Make travel, car hire and accommodation arrangements**		
WA0301	Determine travel, car hire and accommodation requirements for all attendees are required.		
WA0302	Secure suitable accommodation and confirm bookings in writing.		
WA0303	Identify car hire facilities and or flight bookings and confirm in writing.		
WA0304	Process invoices relating to travel, car hire and accommodation.		
WA0305	Process all relevant advance disbursements for travel, car hire or accommodation.		
WA0306	Forward all necessary travel arrangements documentation to the attendees.		
	Supporting Evidence	Date	Signature
SE0301	Booking confirmation		
SE0302	Vouchers for car hire and accommodation, flight ticket		
SE0303	Purchase orders, quotations, invoices and proof of payment		
WM-04	**Assemble and distribute documentation for meeting or event**		
WA0401	Establish the deadline date for receipt of documentation from contributors and then communicate agreed time frames to contributors.		
WA0402	Assemble, copy and collate documents and timeously distribute relevant documentation in hard or electronic format as per agreed time frames to attendees.		

	Supporting Evidence	Date	Signature
SE0401	Meeting packs		
SE0402	Proof of communication to contributors/ attendees		
WM-05	Conduct a meeting		
WA0501	Summarise and record discussions to indicate proposed action, completion date and person responsible.		
WA0502	Check records to ensure that they are an accurate reflection, prior to distribution.		
WA0503	Distribute records for a meeting.		
	Supporting Evidence	Date	Signature
SE0501	Minutes of meetings		
SE0502	Attendance register		
WM-06	Coordinate and support office services		
	Scope Work Experience	Date	Signature
WA0601	Apply appropriate procedures to schedule meetings, appointments, travel and accommodation for the supervisor/ office		
WA0602	Manage the flow of documents according to the company's policies and procedures		
WA0603	Register incoming and outgoing documents of the office for effective information management		
WA0604	Check the availability of budget prior to procurement of goods or services		
WA0605	Source quotations for the procurement of goods and services for the unit		
WA0606	Manage the assets of the unit according to an organizational policy		
WA0607	Prepare meeting packs, agenda's, and audio visual aids for presentations		

WA0608	Proofread all incoming documentation and edit where possible prior to further distribution to supervisor		
WA0609	Complete forms in accordance with company procedures		
WA0610	Schedule and confirm appointments for clients, customers, or supervisors		
WA0611	Make copies of correspondence or other printed material		
WA0612	Locate and attach appropriate files to incoming correspondence requiring replies.		
WA0613	Review work done by others to check for correct spelling and grammar, ensure that company format policies are followed, and recommend revisions.		
WA0614	Open, read, route, and distribute incoming mail or other materials and answer routine letters.		
WA0615	Order and dispense supplies.		
WA0616	Manage projects or contribute to committee or team work.		
	Supporting Evidence	**Date**	**Signature**
SE0601	Schedule of Appointments		
SE0602	Memorandum		
SE0603	Fax reports		
SE0604	Bookings and travel documents		
SE0605	Quotations		
SE0606	Budget and Accounts		
SE0607	Assets register, visitors register, remittance register, firearm register, incoming and outgoing documents register, complaints/resolution register etc.		
SE0608	Meeting correspondence		
SE0609	Media scanning		

SE0610	Procurement		
SE0611	Edited copies of documentation (accuracy, spelling, format)		
SE0612	Responses to queries		
SE0613	Records of office services		
WM-07	**Manage the office layout and work routine to facilitate a 'paperless' office**		
	Scope Work Experience	**Date**	**Signature**
WA0701	E- File documentation accordingly		
WA0702	Schedule appointments using an electronic diary		
WA0703	Maintain scheduling and event calendars		
WA0704	Set up the office/work area to facilitate peak performance considering the following factors: Lighting, ventilation, temperature, colour, noise, hygienic conditions		
WA0705	Create a checklist/guide for health and emergency procedures for office staff		
WA0706	Do research on how an ergonomic office contributes to better productivity and prepare a guide to be used when procuring goods and furniture for the office		
WA0707	Send, receive, file and archive e-mails according to company processes and procedures		
WA0708	Compile a list of guidelines for compiling correspondence		
WA0709	Operate office equipment, such as fax machines, copiers, computer or phone systems and arrange for repairs when equipment malfunction		
WA0710	Set up and manage paper or electronic filing systems, recording information, updating paperwork, or maintaining documents, such as attendance records, correspondence, or other material		
WA0711	File documents according to processes and procedures		
	Supporting Evidence	**Date**	**Signature**

SE0701	E- Filing		
SE0702	Business letters/concise, meeting documentation, reports and advertising, invoices, reports, memos, letters, financial statements		
SE0703	Carry out all work activities according to the code of conduct and within the security requirements of the organisation.		
SE0704	File electronic documentation according to organisational requirements.		
SE0705	Complete filing within organisational timeframes and standards		
SE0706	Sort, classify and store all materials in a safe and secure manner		
WM-08	**Apply basic knowledge of Human resource related legislative, governance, policies and procedures**		
	Scope Work Experience	**Date**	**Signature**
WA0801	Check the leave forms and absenteeism registers on a daily basis.		
WA0802	Identify the types of leave and match the leave forms with the registers.		
WA0803	Send relevant information to the HR office as per organizational policies.		
WA0804	Answer basic questions regarding leave and seek information regarding policies.		
WA0805	Compile a report detailing queries regarding the employee handbook or orientation manual and update manager		
WA0806	Observe and record any violations of labour act according to employment act		
WA0807	Establish work procedures or schedules and keep track of the daily work of clerical staff		
WA0808	Supervise other clerical staff and provide training and orientation to new staff.		
WA0809	Supervise clerical or administrative personnel.		
WA0810	Train personnel on latest development and processes related to office administration.		

WA0811	Assist in compiling HRM and HRD documents		
	Supporting Evidence	**Date**	**Signature**
SE0801	Checked copies of relevant leave forms		
SE0802	Updated absenteeism register		
SE0803	Employee handbook and contracts		
SE0804	Orientation manual		
SE0805	Checklist for basic Compliance **:** ➢ BCEA ➢ OHS Act		
WM-09	Communicate effectively using appropriate methods to maintain effective customer relationships according to organisational standards		
	Scope Work Experience	**Date**	**Signature**
WA0901	Respond to queries and enquiries		
WA0902	Interact with clients via telephone or in branch		
WA0903	Contact clients to obtain or relay information		
	Supporting Evidence	**Date**	**Signature**
SE0901	Enquiry and query register		
SE0902	Personal clients register with contact details		
WM-10	Customer service of internal and external stakeholders		
	Scope Work Experience	**Date**	**Signature**
WA1001	Answer telephones to direct calls or provide information.		
WA1002	Greet customers, patrons, or visitors		
WA1003	Refer customers to appropriate personnel.		
WA1004	Provide information telephonically ,email , social media in context to a client		

	Supporting Evidence	Date	Signature
SE1001	Telephonic voice records/telephone book		
SE1002	Emails		
SE1003	Letters		
SE1004	Customer feedback forms		
SE1005	Faxes		
SE1006	Register of correspondence		
WM-11	Apply supervisory skills to coordinate and direct clerical staff activities		
	Scope Work Experience	Date	Signature
WA1101	Ensure meetings are effectively organised and minutes are taken		
WA1102	Apply an organisation information management system for effective records management		
WA1103	Apply and uphold appropriate legal requirements in ensuring the organisation		
WA1104	Allocate work activities to clerical staff according to set standards of the organization and monitor performance		
WA1105	Provide advice and on-going feedback about the employee's performance		
WA1106	Arrange, coordinate and provide training of clerical staff for continuous professional development		
WA1107	Provide monitoring, control and evaluation of office activities		
	Supporting Evidence	Date	Signature
SE1101	Work schedule		
SE1102	Performance agreements		
SE1103	E-mails		

SE1104	Guideline documents		
SE1105	Memorandums to staff		
SE1106	Scheduled Sectional/Staff Meetings		
SE1107	Notes from briefing session		
WM--12	**Manage resources according to good governance policies and procedures**		
	Scope Work Experience	**Date**	**Signature**
WA1201	Apply the organisational policies and procedures in relation to resource management		
WA1202	Maintain a database of service providers		
WA1203	Facilitate and track quotes		
WA1204	Manage petty cash system		
WA1205	Sign receipt for goods and/or cash received		
WA1206	Record income and expenditure of the unit		
WA1207	Disburse money for Petty Cash transactions.		
WA1208	Petty Cash voucher is completed and till slip is attached in accordance with purchases made		
WA1209	Assist in basic procurement and requisition		
WA1210	Do inventory and stock control and maintain asset register of the relevant department		
WA1211	Dispose of assets according asset policy of the organisation		
WA1212	Manage the consumables of the unit by controlling the consumable stock register		
	Supporting Evidence	**Date**	**Signature**

SE1201	Petty cash vouchers		
SE1202	Purchase orders		
SE1203	Quotations		
SE1204	Banking (EFT Payments, cheques)		
SE1205	Consumable stock control register		
SE1206	Requisitions		
WM-13	Apply basic knowledge of relevant legislative, governance, policies and procedures		
	Scope Work Experience	**Date**	**Signature**
WA1301	Check the leave forms and absenteeism registers on a daily basis.		
WA1302	Identify the types of leave and match the leave forms with the registers.		
WA1303	Send relevant information to the HR office as per organizational policies.		
WA1304	Answer basic questions regarding leave and seek information regarding policies.		
WA1305	Compile a report detailing queries regarding the employee handbook or orientation manual and update manager		
WA1306	Observe and record any violations of labour act according to employment act		
	Supporting Evidence	**Date**	**Signature**
SE1301	Checked copies of relevant leave forms		
SE1302	Updated absenteeism register		
SE1303	Employee handbook		
SE1304	Orientation manual		

SE1305	Checklist for basic Compliance **:**
	   ➢ BCEA
	   ➢ OHS Act		

WM-14	Apply OHS policies and procedures		

	Scope Work Experience	Date	Signature
WA1401	Create a checklist/guide for health and emergency procedures for office staff		
WA1402	Comply with local, and company health and safety regulations.		
WA1403	Demonstrate knowledge of facility guidelines to ensure physical safety of customers, attendees, employees, and organizers including emergency shutdown procedures		
WA1404	Be aware of evacuation routes, fire extinguisher location and use, shut-down procedures and safety manuals		
WA1405	Explain the importance of disseminating information to customers addressing potential safety hazards and security issues, e.g., display safety and security information and materials in a public area.		
WA1406	Maintain a sanitary and clutter-free work environment.		
WA1407	Use equipment and tools safely		
WA1408	Know to whom one should report any safety hazards or suspicious people or activity		
WA1409	Create a resource base to manage emergency situations.		
	Supporting Evidence	**Date**	**Signature**
SE1401	Checklist for basic Compliance **:** ➢ BCEA OHS Act		
SE1402	Signs for safety procedures in relevant places		
SE1403	Evacuation plans		

Information Processing

WM-01	Use Computer application software/ technology in an office environment		

	Scope Work Experience	**Date**	**Signature**
WA0101	Produce business documents using audio equipment or software e.g. short letters, circulars, letters of promotion, itineraries, fanfold brochures, financial statements, mail merge etc.		
WA0102	Demonstrate the skill of Touch Typing		
WA0103	Process reports		
WA0104	Produce meeting documents		
WA0105	Edit and enhance an existing presentation and understand and demonstrate the use of master templates		
WA0106	Adjust the use of graphs and charts in presentations		
WA0106	Demonstrate on-screen presentations		
	Supporting Evidence	**Date**	**Signature**
SE0101	Computerised documents e.g. short letters, circulars, letters of promotion, itineraries, fanfold brochures, financial statements		
SE0102	Useful and attractive presentations documents		
WM-02	Performing typing and word processing tasks in a business environment		
	Scope Work Experience	Date	Signature
WA0201	Create/type a variety of business-related letters and other correspondence using word processing software, depending on the nature of the business, on a letter head (where necessary)		
WA0202	Type documents relating to meetings		
WA0203	Create/type other documents, using word processing software, as required		
WA0204	Maintain electronic data through file and folder management using system software (eg Windows)		
WA0205	Apply word processing functions and formatting effectively to produce quality word processing documentation		
	Supporting Evidence	Date	Signature

SE0201	Letters concerning sales/marketing, orders, complaints, adjustments, dealing with enquiries, follow-up, recommendation, acknowledgement, resignation, employee-related letters (job offer, appointment, reference, termination etc), and cover letters		
SE0202	Notice of meeting, agenda, minutes		
SE0203	Examples: Circulars, itineraries, formal invitations, reports, statements, general notices, event material, promotional material, policies/procedures, registers, databases, and other documents as required		
SE0204	Well maintained file and folder/sub folder structure: Correct listing of files under relevant folder/sub folder categories, searching for files, copy / move / rename / delete files and folders		
SE0205	Effective use of the following **functions**: creating / saving / retrieving documents, editing / inserting / deleting text, spelling and grammar check, undo actions, move and copy text (copy/cut & paste), page layout, inserting tables & columns, adding headers and footers, page and section breaks, various printing options, and mail merge.		
SE0206	Effective use of **formatting** options for font (type, size, colour, style, subscript/superscript & other effects), paragraph settings (alignment, indentation, spacing, bullets and numbering, shading and borders), and ASCII codes.		
SE0207	Accuracy is of the utmost importance in all of this. Documentation and letters should be typed accurately in the time given.		

Workplace Competencies

WM01	Personal Effectiveness Competencies		
	Scope Work Experience		
WA0101	Demonstrate sensitivity to the needs and feelings of others	Date	Signature
WA0102	Look for ways to help people and deliver assistance		
WA0103	Show understanding of others' behaviors and motives by demonstrating appropriate responses		
WA0104	Interact respectfully and cooperatively with others who are of a different race, culture, or age, or have different abilities, gender, or sexual orientation		
WA0105	Perform work-related duties according to laws, regulations, contract provisions, and company policies		
WA0106	Use company time and property responsibly		
WA0107	Take responsibility for accomplishing work goals within accepted timeframes.		
WA0108	Deal calmly and effectively with stressful or difficult situations.		
WA0109	Dress appropriately for occupational and worksite requirements		
WA0110	Project a professional image of oneself and the organization		
WA0111	Easily adapt plans, goals, actions, or priorities in response to unpredictable or unexpected events, pressures, situations, and job demands		

WA0112	Effectively communicate with all members of the group or team to achieve team goals and objectives		
WA0113	Provide prompt, efficient, and personalized assistance to meet the requirements, requests, and concerns of customers.		
WM02	Select, use, and maintain tools and technology to facilitate work activity		
WA0201	Operate tools, technology, and equipment in accordance with established operating procedures and safety standards		
WA0202	Seek out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity		
WA0203	Perform routine maintenance on tools, technology, and equipment		

APPROVAL OF RESEARCH REPORT BY CEO

Research conducted by the Public Service Sector Education and Training Authority (PSETA)

©Public Service Sector Education and Training Authority, February 2022

APPROVAL OF RESEARCH REPORT BY CEO	
Recommendation(s)	Approved/~~Not Approved~~
Comments: **Report approved.**	
Signature	
Name and surname	**Ms Bontle Lerumo**
Date	**28-02-2022**

Disclaimer