

Mandatory Grant 2009/2010 Application & Guidelines for Employers Employing 50 or MORE Employees*

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GUIDELINES

The Mandatory Grant comprises the Workplace Skills Plan (WSP) application combined with the Annual Training Report (ATR). This application is fixed as a percentage of levies paid by an employer. An employer who makes an application on time and in the proper manner will receive 50% of the total of the levies paid over in the period 1 April 2009 to 31 March 2010 (2009/2010). This grant application has been prepared in terms of the Government Gazette, No. 27801, No. R. 713 18 July 2005. The WSP and the ATR are central to the establishment of a demand-led skills development system, which is responsive to the economic and social needs of South Africa. The ATR allows employers to monitor the achievement of the skills priorities and skills development objectives that were outlined in the WSP. Where there are variations between the WSP and the ATR, the ATR provides the Skills Development Facilitator (SDF) with an opportunity to analyse reasons for non-completion of planned training. The grant application contains a training plan for the current financial year (2009/2010) and a training report for the previous financial year (2008/2009). Should the submission be acceptable to the Seta, a mandatory grant of 50% will be paid to the employer, on a quarterly basis. Should any aspect of the grant application not be correct, the Seta reserves the right to query the application. This grant is applicable to employers employing 50 or more employees.

SUBMISSION GUIDELINES

- Employers are assured that all information received will be treated with the highest regard for confidentiality. Information received in the grant applications are aggregated for the purposes of research and planning.
- If the employer does not claim a mandatory grant by the deadline date, the Seta must (in terms of the aforementioned regulations) transfer the employer's unclaimed mandatory grant funds to the discretionary fund. In addition levy-paying employers will not be able to access discretionary grants such as the Strategic Cash Grant (SCG) and the Learnership Cash Grant (LCG) from the Seta.
- In terms of the relevant regulations, requests for extensions and late grant submissions will **not** be accepted by the Seta. The penalty for submitting mandatory grant applications late is losing the grant in full. The only two exceptions to this is i) where a mandatory grant application is submitted within 6 months of registration in the case of an employer who has registered for the first time in terms of section 5(1) of the Skills Development Levies (SDL) Act and ii) where the grant has been submitted late to reasons of *force majeure* ('force majeure' means an event beyond the control of the applicant and not involving the applicant's fault or negligence and not foreseeable. Such events may include, but is not restricted to, acts of the applicant in its sovereign capacity, wars or revolutions, fires, floods, epidemics).
- A Seta may not pay any grant to an employer who is liable to pay the SDL in terms of section 3(1) of the SDL Act unless the employer i) has registered with the Commissioner in terms of the SDL Act ii) has paid the levies directly to the South African Revenue Services (SARS) in the manner and within the period determined in the SDL Act iii) is up-to-date with levy payments to SARS at the time of approval and in respect of the application period iv) has submitted a WSP in respect of the previous financial year v) and is registered with Fasset and the levy contributions are up-to-date.
- Government Gazette, No. 27801, No. R. 713 18 July 2005 requires that firms submit the WSP portion of the a mandatory grant (WSP for the period 1 April 2008 to 31 March 2009) in order for the ATR 2008/2009 & WSP 2009/2010 to be approved for grant payment. The submission of the previous year's grant is a prerequisite for approval of the current year's grant, however should the previous year's grant not have been approved (because it was not submitted by the deadline date etc ...) the grant will not be approved for payment of the previous year's grant.
- The grant must be completed correctly and submitted in the required format.
- The grant must be submitted to Fasset by no later than **30 June 2009** in terms of the Department of Labour deadline.
- Ensure that the SDF and the relevant Authorised Signatory sign each page of the grant application form. Names may not be typed in this space, signatures must be manually completed.
- In the case of **fax** submission, it is the applicant's obligation to ensure that the specified document is submitted to the Seta via the correct fax number and that a copy of the confirmation slip, with the correct number of pages transmitted, is returned to the employer and retained for later use/proof. An original signed document must also be submitted.
- In the case of submission via the **postal system**, it is the applicant's obligation to ensure the document is submitted to the correct physical/postal address and that proof of sending the specified document via registered mail is kept.
- In the case of **hand delivery** or **courier**, it is the applicant's obligation to ensure the document is submitted to the correct physical/postal address and physical proof (delivery note of sending the specified document via hand delivery) is retained.
- A copy of the completed and signed grant application must be retained.
- Should a section or page not be applicable to your own organisation, please clearly mark that section not applicable (NA) and draw a line through the section.
- There may be instances where the form is missing information such as all of the signatures of the authorised signatories. We advise you to submit the **incomplete** application form, by the deadline date, to ensure that the Seta receives the document timeously, and you do not lose access to the grant. Fasset does query incomplete, but timeously submitted, grant applications.

* This application form is designed to be used by firms employing 50 or more employees. However, firms employing fewer than 50 employees may voluntarily complete and submit this form in order to provide the Seta with more information.

A1 DETAILS OF EMPLOYER Complete the information in the table below.

1.	Name of organisation										
2.	SDL number <i>Include the SDL number, name of main and linked SDL numbers (if applicable), and the number of employees corresponding to each SDL number where SDL numbers are linked)</i> <i>Additional rows may be added if necessary.</i>	<table border="1"> <thead> <tr> <th>SDL Number</th> <th>Number of employees</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	SDL Number	Number of employees							
SDL Number	Number of employees										
3.	Postal address										
	City and province										
	Postal code										
4.	Physical address <i>If the mandatory grant is submitted on behalf of one or more establishments, attach a list of names and physical and postal addresses. Also include the number of employees in each establishment and each entity's telephone number.</i>										
5.	Telephone number										
6.	Fax number										
7.	Have banking details been completed (see authorisation page at end of the application)?	YES	NO								
8.	Main business activity (use SIC code) (refer to definition of key terms in guidelines at end of the application)										
9.	Total annual payroll for the end of the previous financial year										
10.	Please indicate your organisation's financial year (e.g. March-Feb)										
11.	Turnover for the last financial year of your organisation										
12.	Name of Skills Development Facilitator (SDF)										
13.	SDF address (if different from address of organisation indicated above)										
14.	Contact details of SDF										
a.	Telephone number										
b.	Mobile telephone number										
c.	Fax number										
d.	E-mail address										
15.	Number of employees who left the organisation during the period 1 April 2008 to 31 March 2009										
16.	Training spend (1 April 2008 to 31 March 2009) <i>See list of allowable costs in guidelines at the end of application</i>										
17.	Your date of submission of this grant to Fasset										

A2 ANNUAL TRAINING REPORT FOR THE PERIOD 1 APRIL 2008 TO 31 MARCH 2009

This table identifies those beneficiaries that **participated** in learning interventions in the previous financial year extending from 1 April 2008 to 31 March 2009. Indicate the number of beneficiaries who received training and **not** the number of programmes that were run during the course of the year. Count each recipient of training once only, not each time they complete an intervention. If a beneficiary completes 6 courses in the period, they are counted once in this table. For purposes of completing the D (disabled) column, persons with disabilities are in the first instance categorized along population group and gender lines, and then again as disabled. They are counted when reporting against gender and are specified again in the disabled column. The section 'External new recruits (including 18(2) learners at this level and above) trained' refers to those recruits who were taken on in the financial year and who received training. Nine occupational categories are used in this table. For the 2008/2009 financial year, trainee accounting and auditing clerks fall into the Technicians & Associated Professionals category. Refer to the guidelines at end of the application.

		<i>Number of beneficiaries per population group</i>														
		<i>African</i>			<i>Coloured</i>			<i>Indian</i>			<i>White</i>			<i>Total</i>		
<i>Occupation Categories</i>	<i>People trained during the 2008/2009 financial year</i>	M	F	D	M	F	D	M	F	D	M	F	D	M	F	D
Legislators, Senior Officials, Managers & Owner Managers	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Professionals	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Technicians & Associated Professionals	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Clerks & Administrative Workers	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Service & Sales Workers	Current employees (at this level) trained															

		Number of beneficiaries per population group														
		African			Coloured			Indian			White			Total		
Occupation Categories	People trained during the 2008/2009 financial year	M	F	D	M	F	D	M	F	D	M	F	D	M	F	D
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Skilled Agricultural & Fishery Workers	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Skilled Workers, Craft & Related Trades	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Plant & Machine Operators & Assemblers	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
Labourers & Elementary Occupations	Current employees (at this level) trained															
	Current employees (earmarked for development at this level) trained															
	External new recruits (including 18(2) learners at this level and above) trained															
TOTAL Current employees (at this level) trained																
TOTAL Current employees (earmarked for development at this level) trained																
TOTAL External new recruits (including 18(2) learners at this level and above) trained																

In the table above: M = Male, F = Female, D = Person with Disability

ANNUAL SKILLS PRIORITIES (STRATEGIC SKILLS DEVELOPMENT PRIORITIES FOR THE FINANCIAL YEAR 1 APRIL 2008 TO 31 MARCH 2009)

Please list the beneficiaries of education and training priorities implemented in the previous financial year extending from 1 April 2008 to 31 March 2009 e.g. *Tax Legislation Update*, and link these to skills priorities e.g. *#4 Specialist Financial* according to National Qualification Framework (NQF) level. Employees may have undertaken more than one training intervention, they may also have completed the same intervention more than once. This table indicates **how much** training was conducted in the organisation during the course of the year. Additional rows may be added if necessary. If the intervention was registered with the South African Qualifications Authority (SAQA) include the SAQA ID number. If you are unsure of the SAQA registration number, please include your estimate of the NQF level (do not leave the intervention off the table). If you have skills priorities that you wish to add e.g. *#6 Research*, please indicate these. Please note: This form counts the number people trained on different intervention types. Because more than one person may have attended a course, double-counting of beneficiaries of training may occur. Refer to the guidelines at end of the application.

Annual Skills Priorities														
No.	Skills priority number (reference list directly below)	Skills Priorities List education and training priorities	Level of implemented education and training (beneficiaries of training)								SAQA Registered?		SAQA ID No (If SAQA registered)	
			General up to and incl. Level 1	Further			Higher				Yes	No		
			1	2	3	4	5	6	7	8				
e.g.	#4	The Financial Intelligence Centre Act						4					✓	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
Total														

Please reference each education and training priority with a skills priority number e.g. #1 to correspond to IT education and training priorities	1. Information Technology (e.g. MS Office Suite)	2. Management and Leadership (e.g. supervisor training)	3. Client Service (e.g. telephone etiquette)	4. Specialist Financial (e.g. GAAP)	5. Support & Administrative (e.g. payroll administration).	Please indicate additional priorities where specified on the above table 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
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SDL No. _____

SDF Signature _____

Authorised Signatory Signature _____

A4 WORKPLACE SKILLS PLAN FOR THE PERIOD 1 APRIL 2009 TO 31 MARCH 2010

This table identifies those beneficiaries that **will participate** in learning interventions in the financial year extending from 1 April 2009 to 31 March 2010. Indicate the number of beneficiaries who will receive training and **not** the number of programmes that will be run during the course of the year. Count each intended recipient of training once only, not each time they are to complete an intervention. If a beneficiary is to complete 6 courses in the period, they are to be counted once in this table. For purposes of completing the D (disabled) column, persons with disabilities are in the first instance categorized along population group and gender lines, and then again as disabled. The section 'External new recruits (including 18(2) learners at this level and above) to be trained' refers to those recruits who are to be taken on in the financial year and who receive training. From the 2009/2010 financial year Fasset will be classifying employees according to eight occupational categories, as opposed to nine categories. Trainee accounting and auditing clerks now fall into the Professionals category and no longer fall into the Technicians and Associated Professionals category. Refer to the guidelines at end of the application.

		Number of beneficiaries per population group														
		African			Coloured			Indian			White			Total		
Occupation Categories	People to be trained during 2009/2010 financial year	M	F	D	M	F	D	M	F	D	M	F	D	M	F	D
Managers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Professionals	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Technicians and Trades Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Community and Personal Service Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Clerical and Administrative Workers	Current employees (at this level) to be trained															

		Number of beneficiaries per population group														
		African			Coloured			Indian			White			Total		
Occupation Categories	People to be trained during 2009/2010 financial year	M	F	D	M	F	D	M	F	D	M	F	D	M	F	D
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Sales Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Machinery Operators and Drivers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Elementary Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
TOTAL Current employees (at this level) to be trained																
TOTAL Current employees (earmarked for development at this level) to be trained																
TOTAL External new recruits (including 18(2) learners at this level and above) to be trained																

In the table above: M = Male, F = Female, D = Person with Disability

AS ANNUAL SKILLS PRIORITIES (STRATEGIC SKILLS DEVELOPMENT PRIORITIES FOR THE FINANCIAL YEAR 1 APRIL 2009 TO 31 MARCH 2010)

Please list the beneficiaries of education and training priorities **planned** in the financial year extending from 1 April 2009 to 31 March 2010 e.g. *Tax Legislation Update*, and link these to skills priorities e.g. *#4 Specialist Financial* according to National Qualification Framework (NQF) level. Employees may undertake more than one training intervention, they may also complete the same intervention more than once. This table indicates how much training will be conducted in the organisation during the course of the year. Additional rows may be added if necessary. If the intervention is registered with the South African Qualifications Authority (SAQA) include the SAQA ID number. If you are unsure of the SAQA registration number, please include your estimate of the NQF level (do not leave the intervention off the table). If you have skills priorities that you wish to add e.g. *#6 Research*, please indicate these. Please note: This form counts the number people to be trained on different intervention types. Because more than one person may attend a course, double-counting of beneficiaries of training may occur. Refer to the guidelines at end of the application.

Annual Skills Priorities														
No.	Skills priority number (reference list directly below)	Skills Priorities List education and training priorities	Level of planned education and training (beneficiaries of training)								SAQA Registered?		SAQA ID No (if SAQA registered)	
			General up to and incl. Level 1	Further			Higher				Yes	No		
			1	2	3	4	5	6	7	8				
e.g.	# 4	The Financial Intelligence Centre Act						4					✓	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
Total														

Please reference each education and training priority with a skills priority number e.g. #1 to correspond to IT education and training priorities	1. Information Technology (e.g. MS Office Suite)	2. Management and Leadership (e.g. supervisor training)	3. Client Service (e.g. telephone etiquette)	4. Specialist Financial (e.g. GAAP)	5. Support & Administrative (e.g. payroll administration).	Please indicate additional priorities where specified on the above table 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
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A6 PROVINCIAL PROFILE AT 1 APRIL 2009

Please report the provincial distribution of your staff. Include all permanent staff including, partners, directors and learners (irrespective of whether or not they are exempt for the SDL). Do not include other employees for whom you do not pay SDL e.g. temporary workers. Ensure that the number of staff reported in this form matches the total reported in A7. Refer to the guidelines at the end of the application.

<i>Province</i>	<i>Number of Employees</i>
Eastern Cape	
Free State	
Gauteng	
KwaZulu-Natal	
Mpumalanga	
Northern Cape	
Limpopo	
North West	
Western Cape	
Total	

A7 CURRENT EMPLOYMENT PROFILE AT 1 APRIL 2009

This is defined as the total workforce. Please include all permanent staff including, partners, directors and learners (irrespective of whether or not they are exempt for the SDL). Do not include other employees for whom you do not pay SDL e.g. temporary workers. From the 2009/2010 financial year Fasset will be classifying employees according to eight occupational categories, as opposed to nine categories. Trainee accounting and auditing clerks now fall into the Professionals category and no longer fall into the Technicians and Associated Professionals category. Refer to the guidelines at end of the application.

<i>Occupation Categories</i>	<i>African</i>			<i>Coloured</i>			<i>Indian</i>			<i>White</i>			<i>Total</i>		
	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>
Managers															
Professionals															
Technicians and Trades Workers															
Community and Personal Service Workers															
Clerical and Administrative Workers															
Sales Workers															
Machinery Operators and Drivers															
Elementary Workers															
Total															

In the table above: M = Male, F = Female, D = Person with Disability

A8 DEVELOPMENT AND CONSULTATIVE PROCESS (1 APRIL 2009 TO 31 MARCH 2010)

It is recommended that organisations with more than 50 employees establish a Training/Skills Development Committee. It is incumbent upon the SDF to ensure that all levels of the organisation are represented in the Committee. It is important that employees are consulted about the person designated as SDF. Employees should also be informed of the WSP and the implementation of the WSP. This committee should reflect the interests of employees from all occupational categories in the organisation's workforce. Add more lines if required. Please retain supportive documents if required to do so by Fasset, e.g. minutes, register of attendees at meetings, list of members of the training committee

1. What process was used to develop the WSP?

1.	Training/Skills Development Committee	
2.	Employees were consulted	
3.	Employees were not consulted	
4.	Other e.g. performance appraisal system, please specify	
5.		

Should you wish to expand on your choice above, please do so in the space below.

2. Did the WSP assist the organisation in achieving its Employment Equity Plan goals?

Yes	
No	
The organisation is not required to submit Employment Equity Reports	
The organisation has chosen not to submit Employment Equity Reports	

Should you wish to expand on your choice above, please do so in the space below:

3. Did the Training/Skills Development Committee review the WSP (if applicable)? If not, what arrangements were made to ensure that employees were consulted with respect to the WSP?

4. Do you have difficulty planning employment equity and affirmative action in your organisation? Please describe your aims and challenges, if applicable, in this regard.

5. Did the training implemented and described in the Annual Training Report for the period 1 April 2008 to 31 March 2009 (Question A2) assist in the meeting the objectives of the Workplace Skills Plan for the period 1 April 2008 to 31 March 2009 (submitted by 30 June of the previous year)? Please explain your answer.

A9 SCARCE AND CRITICAL SKILLS

In February 2005, the second National Skills Development Strategy (NSDS), 2005-2010, was launched. The strategy is aligned to the Skills Development Act of 1998. One of the objectives of the NSDS (Objective 1) is the prioritizing and communicating of critical skills for sustainable growth, development and equity. To address this objective, the Fasset Seta plans to identify, communicate, and report on Scarce and Critical skills. Refer to the guidelines at end of the application. A 2009/2010 and a 2010/2011 prediction of scarce and critical skills has been requested. The 2009/2010 prediction will allow the Seta determine skills needs for the year in which this mandatory grant application is submitted, while the 2010/2011 prediction will allow the Seta to determine the anticipated shortages. Please complete the table below.

A9.1 SCARCE SKILLS 2009/2010

Scarce skills refer to those occupations in which there are a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria.

No.	Specialisation/Job	Occupation	Learning Mode	Comments	NQF Level	NQF Aligned		Need
						Y	N	Period
<i>e.g.</i>	<i>Chartered Accountant</i>	<i>Professionals</i>	<i>Learnership</i>	<i>CA's with disabilities needed</i>	7	Yes		1 April 2009 to 31 March 2010 7
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

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SDL No. _____

SDF Signature _____

Authorised
Signatory Signature _____

A9.2 CRITICAL SKILLS 2009/2010

Critical skills are specific skills that are critical to the occupation to ensure competence and competitiveness. Critical skills refer to “top-up” skills required within a specific occupation. Critical skills can refer to cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, ICT skills, working in teams etc. It can also refer to technical top-up skills related to the specific occupation.

No.	Specialization/Job	Occupation	Critical Skills	Learning Mode	Comments	NQF Level	NQF Aligned		Need
							Y	N	Period
<i>e.g.</i>	<i>Office Cleaner</i>	<i>Elementary Worker</i>	<i>ABET I: Numeracy</i>	<i>Skills programme</i>	<i>Basic numeracy skills required</i>	1	Yes		1 April 2009 to 31 March 2010 16
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

A9.3 SCARCE SKILLS 2010/2011

Scarce skills refer to those occupations in which there are a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria.

No.	Specialization/Job	Occupation	Learning Mode	Comments	NQF Level	NQF Aligned		Need
						Y	N	Period
<i>e.g.</i>	<i>Chartered Accountant</i>	<i>Professionals</i>	<i>Learnership</i>	<i>CA's with disabilities needed</i>	7	Yes		1 April 2010 to 31 March 2011 7
1.								
2.								
3.								
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A9.4 CRITICAL SKILLS 2010/2011

Critical skills are specific skills that are critical to the occupation to ensure competence and competitiveness. Critical skills refer to “top-up” skills required within a specific occupation. Critical skills can refer to cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, ICT skills, working in teams etc. It can also refer to technical top-up skills related to the specific occupation.

No.	Specialization/Job	Occupation	Critical Skills	Learning Mode	Comments	NQF Level	NQF Aligned		Need
							Y	N	Period
<i>e.g.</i>	<i>Office Cleaner</i>	<i>Elementary Worker</i>	<i>ABET I: Numeracy</i>	<i>Skills programme</i>	<i>Basic numeracy skills required</i>	<i>1</i>	<i>Yes</i>		<i>1 April 2010 to 31 March 2011</i> <i>16</i>
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

A10 ABET LEARNERS 2008/2009

In the table below please report the details of learners who undertook Adult Basic Education & Training (ABET) in the period 1 April 2008 to 31 March 2009. Please see the guidelines section for more information on this section. Fasset requires this information for reporting to the Department of Labour (DoL). Please complete the table below.

No.	First Name	Surname	ID Number	Population Group	Gender	Disability Status and Type	Learner Province	ABET Start Date	ABET End Date	Provider	ABET Level	ABET Subject	Learner Programme Status
e.g.	John	Khosa	6411190156083	African	Male	Hearing Impaired	Gauteng	1 July 2008	26 February 2009	ABC of ABET	Level 1	Numeracy	Completed
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													

A11 AUTHORISATIONName of **Authorised Signatory** (e.g. CEO, Managing Partner) _____

Position in organisation _____

Details Authorised Signatory email: _____ telephone: _____ fax: _____

I / we, the Authorised Signatory, and the Skills Development Facilitator, declare that this application for a **Mandatory Grant 2009/2010** in respect of (insert SDL number/s) is to the best of my / our knowledge true and correct. I / we understand that Fasset may independently verify the information. I / we also understand that it is an offence in terms of section 33(b) of the Act to knowingly furnish any false information in this application and that I / we may be fined or imprisoned for one year if I / we are found guilty of knowingly furnishing such false information. This organisation is up-to-date with levy payments to SARS. This is proof that consultation has occurred between employer and employees.

Signed (SDF) _____ Date _____

Signed (Authorised Signatory) e.g. CEO, FD, Managing Partner _____ Date _____

On behalf of Training Committee (Employer Representative)Name of **Authorised Signatory** _____

Signed _____ Date _____

On behalf of Training Committee (Employee Representative)Name of **Authorised Signatory** _____

Signed _____ Date _____

Please complete this section even if you have submitted banking details before. Organisations completing a consolidated grant submission must complete a separate banking details form for each SDL number where banking details differ. If the company name has changed Fasset requires proof of the company's registration from SARS. Please note that banking details are only required for refund purposes.

Registered Name _____

Trading Name _____

Postal address _____ Postal code _____

Skills Development Levy number _____ Company/Entity Registration Number _____

Details of Company/Entity bank account are as follows:

Name of Bank _____ Branch _____

Branch code _____ Account number _____

Type of account *Please tick the appropriate box (✓)* Savings Current

Attach at least one of the following to confirm banking details:

- copy of cheque
- original cancelled cheque
- letter from the bank confirming the details

To Whom it May Concern: The Company/Entity authorizes you to pay any amounts which may accrue to the Company/Entity into the Company's/Entity's account with the bank reflected above. The Company/Entity understands that the credit transfers, which it has authorised, will be processed by computer through a system known as the "ACB ELECTRONIC TRANSFER SERVICES". The Company/Entity also understands that no additional advice of payment will be printed on the Company's/Entity's bank statement or any accompanying voucher. The Company/Entity may cancel this authority by giving thirty (30) days written notice to this effect, such notice to be sent by prepaid registered post.

Name _____ Identity No. _____

Job title _____ Date _____

Signed by the employer representative whose details appear above and who warrants that he/ she is duly authorised to bind the company.

GUIDELINES FOR COMPLETING THE APPLICATION FORM

DEFINITION OF KEY TERMS

TRAINING COSTS (SECTION A1)

A whole range of cost factors may arise, whether the costs are actually incurred by the applicant or by an external consultant or provider (both public and private) contracted for the purpose of training staff. These cost factors include:

- development of curriculum and learning programmes
- development of learning materials, books, notes, copyright fees
- training the trainers, payment of lecturers, facilitators and permanent training staff
- costs of running, or hire of, training facilities
- costs of conducting seminars, workshops, lectures, etc.
- tuition or course fees, registration/accreditation/examination costs
- bursaries, accommodation/per diem/travel reimbursements/relocation costs to learners
- company skills audits/training needs analysis, and costs of monitoring, reporting, evaluation of company of training interventions
- training costs include VAT

The total expenditure does not include:

- the salaries paid to learners for the time these learners spent on education and training
- lost person workdays (leave for learners) and temporary replacement staff costs (or wages of learners)
- fixed building or equipment costs (which are not to be amortized).

The **NATIONAL QUALIFICATIONS FRAMEWORK (NQF)** provides principles and guidelines for recording learner achievements. Based on nationally recognised qualifications. The NQF encourages lifelong learning. Qualifications have been divided into eight bands as indicated in the table. If your training and education interventions have been registered with SAQA please provide the SAQA ID number.

Further Education and Training (FET) consists of all learning and training programmes from Levels 2 to 4 on the National Qualifications Framework (NQF), or the equivalent of Grades 10 to 12 in the school system. Learners enter FET after the completion of the compulsory phase of education at Grade 9 or level 1 of the NQF. FET is not compulsory education. By definition, it has no age limit. Its goal is to promote lifelong learning and education on the job. The mission of FET is to foster intermediate to high-level skills, lay the foundation for Higher Education (HE), facilitate the transition from school to work, develop well-educated, autonomous citizens and provide opportunities for life-long learning through the articulation of learning programmes. (Source: www.damelin.org.za 31 May 2005).

Higher Education learning programmes (HE) fall within Levels 5 to 8 on the National Qualifications Framework, and include certificate, diploma and degree as well as postgraduate programmes. Higher Education takes place in public universities and private higher education institutions, and in some further education colleges. In the typical culture of HE, learners are encouraged to develop independent critical thinking skills. (Source: www.damelin.org.za 31 May 2005).

BAND	LEVEL	EDUCATION & TRAINING INTERVENTION
GET General education and training	1	ABET Level 4/ Grade 9 National certificates
	2	
FET Further education and training	3	National certificates
	4	
HET Higher education and training	5	National diplomas National certificates
	6	National first degrees Higher diplomas
	7	Professional qualifications Honours degrees
	8	Post-doctoral research degrees Doctorates Masters degrees

SKILLS DEVELOPMENT FACILITATOR

1. Appointment of Skills Development Facilitator
 - Every employer must appoint an employee or any other person who is formally contracted to the employer as a Skills Development Facilitator.
 - The employer must submit to the Seta the name and contact details of the person who is to serve as Skills Development Facilitator for the financial year on or before 1 April of each year.
 - If the Skills Development Facilitator leaves the employer's service, the employer must forthwith:
 - appoint a new skills development facilitator; and
 - submit the name and contact details of the new facilitator to the Seta.
2. Functions to be performed by the Skills Development Facilitator
 - The functions of a skills development facilitator are to:
 - Assist the employer and employees to develop a Workplace Skills Plan (WSP) which complies with the requirements of the Seta
 - Submit the WSP to the relevant Seta
 - Advise the employer on the implementation of the WSP
 - Assist the employer to draft an annual training report on the implementation of the WSP
 - Advise the employer on the quality assurance requirements set by the Seta
 - Act as a contact person between the employer and the sector Seta
 - Serve as a resource with regard to all aspects of skills development
 - Communicate Seta initiatives, grants and benefits to the employer
 - Communicate with company branch offices, and all employees in the main office and branch offices, events and grants being offered at the Seta
 - The employer must provide the skills development facilitator with the resources, facilities and training necessary to perform the functions set out.
3. Consultation with employees
 - An employer with more than 50 employees must take reasonable steps to consult and attempt to reach agreement on the appointment of a Skills Development Facilitator, the WSP and the report on the implementation of the WSP:
 1. with a representative trade union representing members at the workplace and its employees or representatives nominated by them; or
 2. if no representative trade union represents members at the workplace, with its employees or representatives nominated by them.
 - The employees or their nominated representative with whom an employer consults in terms of sub-item (1), taken as a whole, must reflect the interests of employees from across all occupational categories and levels of the employer's workforce.
 - Sub-items (1) and (2) do not apply if an employer and a registered trade union have concluded a collective agreement in terms of section 86(1) of the Labour Relations Act, conferring joint decision-making on a workplace forum in respect of the matters contemplated by sub-item (1).

The **SIC CODE** (Standard Industrial Classification Code) is the industrial classification that matches the employer's main business activity. While more than one code may be applicable, the employer must select ONE code that best describes the organisation's core activities. Please note: the SIC code may have changed from one year to another as the main business focus of the employer changes. The SIC CODES in the Fasset sector are:

81904	Investment Entities and Trusts
83110	Administration of Financial Markets
83120	Security Dealing Activities
83121	Stock Broking Activities
83180	Development Corporations and Organisations
83190	Activities Auxiliary to Financial Intermediation
88101	Tax Services
88102	Asset Portfolio Management
88103	Company Secretary Services
88120	Accounting, Bookkeeping and Auditing Activities
88121	Activities of Accountants and Auditors Registered in terms of the Public Accountants
88122	Activities of Cost and Management Accountants
88123	Bookkeeping Activities, including Relevant Data Processing and Tabulating Activities
88140	Business and Management Consultancy Activities
88142	Project Financial Management
91108	South African Revenue Service (SARS)
9110E	Dept of State Expenditure and Finance

CURRENT EMPLOYMENT PROFILE (SECTION A7)

This is defined as the total workforce in respect of whom skills development levies have been paid (or are eligible to be paid) to South African Revenue Services (SARS). Please include all permanent staff including, partners, directors and learners (irrespective of whether or not they are exempt for the SDL). Temporary workers for whom your firm does not pay SDL should not be included in the calculation. Enter your organisation's employment profile as at 1 April. From 2009 Fasset will be classifying employees according to eight occupational categories, as opposed to nine categories. Trainee accounting and auditing clerks now fall into the Professionals category. When completing this table, refer to the section on Definitions of Occupational Groups.

If the grant is submitted on behalf of more than one establishment or SDL number, please attach a list of SDL numbers with corresponding names and addresses, including physical and postal addresses and the number of employees represented by each SDL number.

For purposes of completing the **DISABLED** column, persons with disabilities are in the first instance categorized along population group and gender lines, and then again as disabled. They are counted when reporting against gender and are specified again in the disabled column. The Employment Equity Act of 1998 defines people with disabilities as 'people who have a long-term or recurring physical or mental impairment that substantially limits their prospects of entry into or advancement in employment'. Physical impairments include hearing and visual impairments, paralysis, amputations and problems with internal organs. Mental impairment includes clinically defined mental and emotional illnesses and learning disabilities.

SECTION A2 AND A4

CURRENT EMPLOYEES (AT THIS LEVEL) is required in order to determine how many individuals that are employed, have been trained or will be trained. Do not double-count in any of the other categories i.e. 'Current employees (earmarked for development at this level)' and 'External new recruits (including 18(2) learners at this level and above)'. This category is not the same as the current employment profile, it is the current employees that are intended for training, which may be less than (or the same as) your current employment profile.

CURRENT EMPLOYEES (EARMARKED FOR DEVELOPMENT AT THIS LEVEL) is required in order to determine which and how many individuals who are intended for promotion and development i.e. movement from lower levels in the organisation to higher levels in the organisation, are to receive training. Do not double-count in any of the other categories i.e. 'Current employees (at this level)' and 'External new recruits (including 18(2) learners at this level and above)'.

EXTERNAL NEW RECRUITS (INCLUDING 18(2) LEARNERS AT THIS LEVEL AND ABOVE) are individuals required during the period as a result of business expansion, intention to train etc ... The individuals to be externally recruited will not currently be employed in the organisation. This information is required to identify growth opportunities within the sector. Do not double-count in any of the other categories i.e. 'Current employees (at this level)' and 'Current employees (earmarked for development at this level)'.

EXAMPLE TABLE
A2 ANNUAL TRAINING REPORT FOR THE PERIOD 1 APRIL 2008 TO 31 MARCH 2009

In the example below, the firm employed ten people and recruited two learners on a learnership. The data in this table will form the basis for the worked example below.

The table below describes details of staff who were trained in the 2009/2010 financial year. Use a table such as this for your firm's reporting and ensure that all staff included in the table are accounted for in the table overleaf.

	Name	Job Title	Occupational Category	Population Group	Gender	Disability Status (PWD)	Current employee or new recruit?	Current employee earmarked for development, Yes/No?
1	Celia	CEO	Managers	Coloured	Female	PWD	Current	No
2	Thandi	Business Development Manager	Professionals	African	Female	Not disabled	Current	No
3	Justin	Accountant	Professionals	White	Male	Not disabled	Current	Yes
4	Naledi	Chartered Accountant	Professionals	African	Female	Not disabled	Current	Yes
5	David	Trainee Accountant	Technicians and Trades Workers	Indian	Male	PWD	Current	Yes
6	Elvis	Trainee Accountant	Technicians and Trades Workers	White	Male	PWD	Current	No
7	Jeannie	Bookkeeper	Clerical and Administrative Workers	Coloured	Female	Not disabled	Current	No
8	Sipho	Secretary	Clerical and Administrative Workers	African	Male	Not disabled	Current	Yes
9	Arthur	Promotions assistant	Sales Workers	African	Male	Not disabled	Current	Yes
10	Felicity	Office Attendant	Elementary Workers	African	Female	Not disabled	Current	No
11	TBA	Trainee Accountant	Technicians and Trades Workers	White	Male	Not disabled	New Recruit	NA
12	TBA	Trainee Accountant	Technicians and Trades Workers	Coloured	Female	Not disabled	New Recruit	NA

TBA = To be advised

Please refer to table directly below for a **COMPLETED EXAMPLE**.

COMPLETED EXAMPLE
A2 ANNUAL TRAINING REPORT FOR THE PERIOD 1 APRIL 2008 TO 31 MARCH 2009

		Number of beneficiaries per population group														
		African			Coloured			Indian			White			Total		
Occupation Categories	People to be trained during 2009/2010 financial year	M	F	D	M	F	D	M	F	D	M	F	D	M	F	D
Legislators, Senior Officials, Managers & Owner Managers	Current employees (at this level) to be trained					1	1								1	1
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Professionals	Current employees (at this level) to be trained		1												1	
	Current employees (earmarked for development at this level) to be trained		1							1				1	1	
	External new recruits (including 18(2) learners at this level and above) to be trained															
Technicians & Associated Professionals	Current employees (at this level) to be trained									1		1		1		1
	Current employees (earmarked for development at this level) to be trained							1		1				1		1
	External new recruits (including 18(2) learners at this level and above) to be trained					1				1				1	1	
Clerks & Administrative Workers	Current employees (at this level) to be trained					1									1	
	Current employees (earmarked for development at this level) to be trained	1												1		
	External new recruits (including 18(2) learners at this level and above) to be trained															
Service & Sales Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained	1												1		
	External new recruits (including 18(2) learners at this level and above) to be trained															
Skilled Agricultural & Fishery Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															

<i>Occupation Categories</i>		<i>People to be trained during 2009/2010 financial year</i>		<i>Number of beneficiaries per population group</i>														
				<i>African</i>			<i>Coloured</i>			<i>Indian</i>			<i>White</i>			<i>Total</i>		
				<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>
	External new recruits (including 18(2) learners at this level and above) to be trained																	
Skilled Workers, Craft & Related Trades	Current employees (at this level) to be trained																	
	Current employees (earmarked for development at this level) to be trained																	
	External new recruits (including 18(2) learners at this level and above) to be trained																	
Plant & Machine Operators & Assemblers	Current employees (at this level) to be trained																	
	Current employees (earmarked for development at this level) to be trained																	
	External new recruits (including 18(2) learners at this level and above) to be trained																	
Labourers & Elementary Occupations	Current employees (at this level) to be trained		1												1			
	Current employees (earmarked for development at this level) to be trained																	
	External new recruits (including 18(2) learners at this level and above) to be trained																	
TOTAL Current employees (at this level) to be trained			2			2	1					1		1	1	4	2	
TOTAL Current employees (earmarked for development at this level) to be trained		2	1					1		1	1			4	1	1		
TOTAL External new recruits (including 18(2) learners at this level and above) to be trained						1						1		1	1			

In the table above: M = Male, F = Female, D = Person with Disability

COMPLETED EXAMPLE
A3 ANNUAL SKILLS PRIORITIES (STRATEGIC SKILLS DEVELOPMENT PRIORITIES FOR THE FINANCIAL YEAR 1 APRIL 2009 TO 31 MARCH 2010)

COMPLETED EXAMPLE ALSO APPLICABLE TO
A5 ANNUAL SKILLS PRIORITIES (STRATEGIC SKILLS DEVELOPMENT PRIORITIES FOR THE FINANCIAL YEAR 1 APRIL 2008 TO 31 MARCH 2009)

For example, if your organisation is planning to train 5 employees in Accounting I, 12 employees in Accounting III etc ... these employees would be depicted as indicated in the **COMPLETED EXAMPLE** table below.

Annual Skills Priorities														
No.	Skills priority number (reference list directly below)	Skills Priorities List education and training priorities	Level of planned education and training (beneficiaries of training)								SAQA Registered?		SAQA ID No (If SAQA registered)	
			General up to and incl. Level 1	Further			Higher				Yes	No		
			1	2	3	4	5	6	7	8				
e.g.	#4	The Financial Intelligence Centre Act						4					✓	
1.	#4	Risk Management						14					✓	
2.	#2	Emotional Intelligence				7							✓	
3.	#4	Accounting I						5				✓		ACC2934
4.	#4	Accounting III						12				✓		ACC4785
5.	#6	Personnel Management				1							✓	
6.														
7.														
8.														
9.														
10.														
Total						8		27						

Please reference each education and training priority with a skills priority number e.g. #1 to correspond to IT courses	1. Information Technology (e.g. MS Office Suite)	2. Management and Leadership (e.g. supervisor training)	3. Client Service (e.g. telephone etiquette)	4. Specialist Financial (e.g. GAAP)	5. Support & Administrative (e.g. payroll administration).	Please indicate additional priorities where specified on the above table 6. Human Resources 7. _____ 8. _____ 9. _____ 10. _____

EXAMPLE TABLE
A4 WORKPLACE SKILLS PLAN FOR THE PERIOD 1 APRIL 2009 TO 31 MARCH 2010

In the example below, the firm employs ten people and intends to recruit two learners on a learnership. The data in this table will form the basis for the worked example below.

The table below describes details of staff who will be trained for the 2009/2010 financial year. Use a table like this for your firm's planning and ensure that all staff included in the table are accounted for in the table overleaf.

	Name	Job Title	Occupational Category	Population Group	Gender	Disability Status (PWD)	Current employee or new recruit?	Current employee earmarked for development, Yes/No?
1	Celia	CEO	Managers	Coloured	Female	PWD	Current	No
2	Thandi	Business Development Manager	Professionals	African	Female	Not disabled	Current	No
3	Justin	Accountant	Professionals	White	Male	Not disabled	Current	Yes
4	Naledi	Chartered Accountant	Professionals	African	Female	Not disabled	Current	Yes
5	David	Trainee Accountant	Professionals	Indian	Male	PWD	Current	Yes
6	Elvis	Trainee Accountant	Professionals	White	Male	PWD	Current	No
7	Jeannie	Bookkeeper	Clerical and Administrative Workers	Coloured	Female	Not disabled	Current	No
8	Sipho	Secretary	Clerical and Administrative Workers	African	Male	Not disabled	Current	Yes
9	Arthur	Promotions assistant	Sales Workers	African	Male	Not disabled	Current	Yes
10	Felicity	Office Attendant	Elementary Workers	African	Female	Not disabled	Current	No
11	TBA	Trainee Accountant	Professionals	White	Male	Not disabled	New Recruit	NA
12	TBA	Trainee Accountant	Professionals	Coloured	Female	Not disabled	New Recruit	NA

TBA = To be advised

Please refer to table directly below for a **COMPLETED EXAMPLE**.

**COMPLETED EXAMPLE A4
FOR THE PERIOD 1 APRIL 2009 TO 31 MARCH 2010**

		Number of beneficiaries per population group														
		African			Coloured			Indian			White			Total		
Occupation Categories	People to be trained during 2009/2010 financial year	M	F	D	M	F	D	M	F	D	M	F	D	M	F	D
Managers	Current employees (at this level) to be trained					1	1								1	1
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Professionals	Current employees (at this level) to be trained		1								1		1	1	1	1
	Current employees (earmarked for development at this level) to be trained		1					1		1	1			2	1	1
	External new recruits (including 18(2) learners at this level and above) to be trained					1					1			1	1	
Technicians and Trades Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Community and Personal Service Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Clerical and Administrative Workers	Current employees (at this level) to be trained					1									1	
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Sales Workers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained	1												1		

<i>Occupation Categories</i>		<i>Number of beneficiaries per population group</i>														
		<i>African</i>			<i>Coloured</i>			<i>Indian</i>			<i>White</i>			<i>Total</i>		
		<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>	<i>M</i>	<i>F</i>	<i>D</i>
	<i>People to be trained during 2009/2010 financial year</i>															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Machinery Operators and Drivers	Current employees (at this level) to be trained															
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
Elementary Workers	Current employees (at this level) to be trained		1												1	
	Current employees (earmarked for development at this level) to be trained															
	External new recruits (including 18(2) learners at this level and above) to be trained															
<i>TOTAL Current employees (at this level) to be trained</i>			2			2	1				1		1	1	4	2
<i>TOTAL Current employees (earmarked for development at this level) to be trained</i>		1	1					1		1	1			3	1	1
<i>TOTAL External new recruits (including 18(2) learners at this level and above) to be trained</i>						1					1			1	1	

In the table above: M = Male, F = Female, D = Person with Disability

EDUCATION AND TRAINING INTERVENTIONS may include the following:

- Learnerships
- Computer-based media of instruction
- Continuous Professional Education (CPE)
- Short courses (internal or external)
- Conferences
- Trainee programmes
- Diplomas
- Courses with private external training providers
- Workshops
- Internships (structured)
- On-the-job training schemes / In-house courses
- Guest lectures
- Mentoring scheme
- Universities, technikons or private training provider courses
- Distance education programmes

The **SKILLS PRIORITIES** identified in the Fasset sector for planning training in the grant were:

1. Information Technology (e.g. software package training, MS Office Suite, network engineers, IT support services, hardware training, internet based solutions training).
2. Management and Leadership (e.g. supervisor training, emotional intelligence, MBA, teamwork skills training, diversity management training).
3. Client Service (e.g. call centre training, key account management, front office and reception duty training, telephone etiquette).
4. Specialist Financial (e.g. GAAP update, Income Tax Update, credit control).
5. Support & Administrative (e.g. payroll administration, transactions processing).

Additional skills priorities may be indicated in the space provided. Please do not change the numbering of the Fasset Skills Priorities. Use of this numbering allows Fasset to compare trends across time and also to place employer courses in the correct broad skills priority group.

Enter the number of beneficiaries per planned education and training interventions per skills priority. For example, if you plan to send 7 employees on an Emotional Intelligence Course to support the Skills Priority of Management and Leadership, this course would be entered as 7 towards the education/training intervention in the skills priority Management and Leadership (#2).

SCARCE AND CRITICAL SKILLS TABLES (SECTION A9)

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

Absolute scarcity: suitably skilled people are not available, for example:

- A new or emerging occupation, i.e. there are few, if any, people in the country with the requisite skills (qualification and experience) and education and training providers have yet to develop learning programmes to meet the skills requirements.
- Firms, sectors and even the country are unable to implement planned growth strategies and experiencing productivity, service delivery and quality problems directly attributable to a lack of skilled people.
- Replacement demand would reflect an absolute scarcity where there are no people enrolled or engaged in the process of acquiring the skills that need to be replaced.

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

- Geographical location, i.e. people are unwilling to work outside of urban areas.
- Equity considerations, i.e. there are few if any candidates with the requisite skills (qualifications and experience) from specific groups available to meet the skills requirements of firms and enterprises.
- Replacement demand would reflect a relative scarcity if there are people in education and training (formal and work-place) who are in the process of acquiring the necessary skills (qualification and experience) but where the lead time will mean that they are not available in the short term to meet replacement demand.

Specialisation/Job or New Occupation

Pinpoint a specific job e.g. Chartered Accountant, Data Capturer or, specialisation area within an occupation. This column can also be used to indicate possible "new" occupations.

Occupation

Choose one of the major occupational groups below.

- Managers
- Professionals
- Technicians and Trades Workers
- Community and Personal Service Workers
- Clerical and Administrative Workers
- Sales Workers
- Machinery Operators and Drivers
- Elementary Workers

Critical Skills

Identify particular or specific skills that are critical to the occupation to ensure competence and competitiveness. Critical skills refer to “top-up” skills required within a specific occupation. Critical skills can refer to cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, ICT skills, working in teams etc. It can also refer to technical top-up skills related to the specific occupation.

Learning Mode

Identify the most appropriate learning strategies to address the scarce or critical skills identified against the occupation. Below is a list of learning interventions or learning programme types which may be used as an indication.

The National Qualifications Framework (NQF) level

Indicate the appropriate level (real or estimated) at which an intervention should be directed. This column is to be completed irrespective of whether or not NQF aligned interventions are available. If no interventions exist or if the existing interventions are not NQF aligned, and estimation should nevertheless be made.

NQF Aligned – Y/N

Provide information on whether or not the most suitable intervention is NQF aligned (i.e. unit standards and/or qualification exists and an accreditation body appointed) or not. A tick ✓ can be used in the column under Y if the most appropriate intervention method identified in column 5 is NQF aligned. If the most appropriate intervention method identified in column 5 is not NQF aligned a tick ✓ can be used in the column under N.

The NQF provides principles and guidelines for recording learner achievements. Based on nationally recognised qualifications. The NQF encourages life-long learning. Qualifications have been divided into eight bands as indicated in the table. If your training and education interventions have been registered with SAQA please provide the SAQA ID number. If additional information is required, please contact Fasset.

BAND	LEVEL	EDUCATION & TRAINING INTERVENTION
GET General education and training	1	ABET Level 4/ Grade 9 National certificates
	2	
FET Further education and training	3	National certificates
	4	
HET Higher education and training	5	National diplomas National certificates
	6	National first degrees Higher diplomas
	7	Professional Qualifications Honours degrees
	8	Post-doctoral research degrees Doctorates Masters degrees
Unknown		If you do not know at what level to estimate the education or training.

Need

Setas will use this list for prioritizing. It will not be expected that all skills needed should be addressed by the employer. Any specific explanations, requirements or specifications can be provided in the Comments section.

Comments

Add narratives and explanations against any of the information provided in the reporting template. This column need not be completed. It could include explanations and/or any important additional information or specifications such as issues that pertain to a particular geographical location, target group, etc.

Learning Type	Learning Site	Learning Mode	Learning Achievement	Abbreviations
Institution-based theoretical instruction alone – formally assessed through the institution	Institutional, e.g. Universities Colleges Schools ABET providers	Face-to-face instruction Distance learning eLearning	Recognised theoretical knowledge provided by an accredited or registered formal institution of learning Degree Diploma Certificate	ED
Institution-based theoretical instruction and some practical learning with an employer or in a work simulated environment – formally assessed through the institution	Institutional and workplace, e.g. Universities of technology (previously technikons) Occupational learning institutions ABET providers	Mixed mode delivery with some face-to-face instruction (or distance or eLearning) and supervised learning in an appropriate workplace or simulated environment	Theoretical knowledge provided by an accredited or registered formal institution of learning and workplace experience with set requirements Technical Degree (TDe) Technical Diploma (TDi) Technical Certificates (TC) Professional Degree, e.g. social work, medical doctor (PD)	TDe TDi TC PD
Recognised or registered workplace structured experiential learning – formally assessed by a statutory occupational or professional body	Workplace	Structured learning in the workplace with mentoring or coaching Internship (I) Articles (A) Placements (P)	Occupational or professional knowledge and experience Registration Licensing	I A P
Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	Institution (face-to-face, distance or eLearning) and workplace	Institutional instruction plus structured, supervised experiential learning in the workplace Learnership (LS) Apprenticeship (AP)	Trade certificate Certificate Other	LS AP
Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	Workplace and some institution (face-to-face, distance or eLearning) ABET provider	Structured, supervised experiential learning in the workplace which may include some institutional instruction Skills programme (SP)	Credits against registered unit standards	SP
Occupationally-directed instructional programmes – not usually formally assessed	Institution Conferences Meetings	Structured information sharing or direct instruction Workshops Seminars and conferences Short courses (SC)	Continuing Professional Development (CPD) Attendance certificates Credits against registered unit standards (in some instances)	SC CPD
Work-based only – not usually formally trained or assessed	Workplace	Informal training on the job or other life experience	Increased understanding of job and work context, improved performance and enhanced skills	WE

DEFINITIONS OF OCCUPATIONAL GROUPS – 9 GROUP OCCUPATIONAL CATEGORIES – SECTION A2

Legislators, Senior Officials, Managers & Owner Managers (Major Group 1)

- Legislators, senior officials and managers who determine, formulate, plan, direct or advise on government policies, as well as those of special-interest organisations, formulate laws, public rules and regulations, represent governments and act on their behalf, oversee the interpretation and implementation of government policies and legislation, or plan, direct, and coordinate the policies and activities of enterprises or organisations, or their internal departments or sections. Supervision of other workers may be included.
- In some instances where specific professional, technical or operational skills and knowledge may be required of workers at legislative, administrative or managerial level, it may be difficult to decide in which category a specific job belongs. In these instances, additional information on the main tasks of the job in question is essential. If the main tasks require the operational application of specific professional knowledge or a particular technical skill, then the job belongs in a different major group. If, however, professional knowledge or technical skill serves only as a basis for legislative, administrative or managerial tasks, then the job belongs in this major group. For example, if one of the main tasks is to allocate research and development funds on the basis of financial knowledge, then the job belongs in this major group.
- *Examples include: Executive Managers (CEO, Country Managing Partner), Senior Managers (Managing Director, Senior Partner, Partner, Senior Manager), Middle Manager, Manager.*

Professionals (Major Group 2)

- People who possess a high level of professional knowledge and experience in a field of physical and life sciences or the social sciences and humanities. Professionals increase the existing stock of knowledge, apply scientific or artistic concepts and theories, teach about the foregoing in a systematic manner, or engage in any combination of these three activities.
- Tasks performed by professionals usually include: conducting analysis and research, and developing concepts, theories and operational methods, and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology, and to life sciences including the medical profession, as well as to social sciences and humanities; teaching the theory and practice of one or more disciplines at different educational levels; teaching and educating handicapped persons; providing various business, legal and social services; creating and performing works of art; providing spiritual guidance; preparing scientific papers and reports. Supervision of other workers may be included.
- Depending on the specific tasks and degree of responsibility in executing them, as well as on the national educational and training requirements, it might be appropriate to classify some of the occupations that are identified here into Major Group 3, Technicians and Associate Professionals. Such like cases are to be found in particular among teaching occupations, nursing occupations and social services occupations.
- *Examples include: Financial and Accounting Professionals, Information Management and Analysis Professionals, Human Resources Professionals, Legal Professionals, Operations Management Professionals and Economists, Sales and Marketing Professionals, Computer Programmers, IT Technicians, Accountants, Payroll Manager, Teaching Professionals, Management Consultants, Attorneys.*

Technicians & Associated Professionals (Major Group 3)

- People who possess technical knowledge and experience in a field of the physical and life sciences or the social sciences and humanities. 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, and teach at certain educational levels.
- Tasks performed by technicians and associate professionals usually include: undertaking and carrying out technical work connected with research and the application of concepts and operational methods in the fields of physical sciences including engineering and technology, life sciences including the medical profession, and social sciences and humanities. Tasks also include: teaching children at primary and pre primary levels; teaching and educating handicapped persons; initiating and carrying out various technical services related to trade, finance, administration, including administration of a number of government laws and regulations, and to social work; providing artistic and sports entertainment; executing some religious tasks. Supervision of other workers may be included. Technicians and associate professionals may receive guidance from senior government officials, Managers or Professionals. It should be noted that, depending on the specific tasks and degree of responsibility in executing them, as well as on the national educational and training requirements, it might be appropriate to classify some of the occupations that are identified here into Major Group 2, Professionals. Examples are to be found in particular among teaching occupations, nursing occupations and social services occupations.
- *Examples include: Associate Accounting and Financial Professionals, Associate Financial and Accounting Professionals, Associate Information Management and Analysis Professionals, Associate Human Resources, Associate Legal Professionals, Associate Operations Management Professionals and*

Economists, Associate Sales and Marketing Professionals, Associate Engineering and Technology Professionals, Articled Clerks, Trainee Account/Audit clerks.

Clerks & Administrative Workers (Major Group 4)

- Clerks record, organize, store, compute and retrieve information related to the work in question, and perform a number of clerical duties especially in connection with money-handling operations, travel arrangements, requests for information, and appointments.
- Tasks performed by clerks usually include: stenography, typing, and operating word processors and other office machines; entering data into computers; carrying out secretarial duties; recording and computing numerical data; keeping records relating to stocks, production and transport; keeping records relating to passenger and freight transport; carrying out clerical duties in libraries; filing documents; carrying out duties in connection with mail services; preparing and checking material for printing; writing on behalf of illiterate persons; performing money-handling operations; dealing with travel arrangements; supplying information requested by clients and making appointments; operating a telephone switchboard. Supervision of other workers may be included.
- *Examples include: Bookkeepers, Data Capture Clerks, Accounts Clerks, Tax clerks, Secretarial staff and typists, Receptionists, Cashiers/Tellers, Switchboard Operators, Administrative Assistants, Administrative Clerks, Filing Clerks, Post room Clerks, Printing Assistants.*

Service & Sales Workers (Major Group 5)

- Service workers and shop and market sales workers provide personal and protective services related to travel, housekeeping, catering, personal care, or protection against fire and unlawful acts, or they pose as models for artistic creation and display, or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as at stalls and on markets.
- Tasks performed by service workers and shop and market sales workers usually include: organisation and provision of services during travel; housekeeping; preparation and serving of food and beverages; child care; rudimentary nursing and related care at homes or in institutions; personal care, such as hairdressing or beauty treatment; companionship; astrology and fortune-telling; embalming; funeral arrangements; protection of individuals and property against fire and unlawful acts and enforcement of law and order; posing as models for advertising, artistic creation and display of goods; selling goods in wholesale or retail establishments, as well as at stalls and on markets; demonstrating goods to potential customers. Supervision of other workers may be included.
- *Examples include: Service Workers, Shop and Market Sales workers, Delivery Workers, Cleaning Workers, Security Worker, Technical and Maintenance workers, Shop Attendants, 'Tea ladies', Retail Sales Workers.*

Skilled Agricultural & Fishery Workers (Major Group 6)

- Skilled agricultural and fishery workers grow and harvest field or tree and shrub crops, gather wild fruits and plants, breed, tend or hunt animals, produce a variety of animal husbandry products, cultivate, conserve and exploit forests, breed or catch fish and cultivate or gather other forms of aquatic life in order to provide food, shelter and income for themselves and their households.
- Tasks performed by skilled agricultural and fishery workers usually include: preparing the soil; sowing, planting, spraying, fertilizing and harvesting field crops; growing fruit and other tree and shrub crops; growing garden vegetables and horticultural products; gathering wild fruits and plants; breeding, raising, tending or hunting animals mainly to obtain meat, milk, hair, fur, skin, sericultural, apiarian or other products; cultivating, conserving and exploiting forests; breeding or catching fish; cultivating or gathering other forms of aquatic life; storing and carrying out some basic processing of their produce; selling their products to purchasers, marketing organisations or at markets. Supervision of other workers may be included.
- *Examples include: Farmers, Crop Growers, Fishermen, Horticulturists, Forestry Workers etc*

Skilled Workers, Craft & Related Trades (Major Group 7)

- Craft and related workers apply their specific knowledge and skills in the fields of mining and construction, form metal, erect metal structures, set machine tools, or make, fit, maintain and repair machinery, equipment or tools, carry out printing work as well as produce or process foodstuffs, textiles, or wooden, metal and other articles, including handicraft goods.
- The work is carried out by hand and by hand-powered and other tools which are used to reduce the amount of physical effort and time required for specific tasks, as well as to improve the quality of the products, The tasks call for an understanding of all stages of the production process, the materials and tools used, and the nature and purpose of the final product. Tasks performed by craft and related trades workers usually include: extracting and working solid minerals; constructing, maintaining and repairing buildings and other structures; casting, welding and shaping metal; installing and erecting heavy metal structures, tackle and related equipment; making machinery, tools, equipment, and other metal articles; setting for operators, or

setting and operating various machine tools; fitting, maintaining and repairing industrial machinery, including engines and vehicles, as well as electrical and electronic instruments and other equipment; making precision instruments, jewellery, household and other precious-metal articles, pottery, glass and related products; producing handicrafts; executing printing work; producing and processing foodstuffs and various articles made of wood, textiles, leather and related materials. Supervision of other workers may be included.

- *Examples include: Miners, Ore Processors, Bricklayers, Carpenters, Plumbers, Electricians, Painters, Aircraft Mechanics, Welders, Glass-Makers, Fitter And Turners, Boiler Makers, Clothes and Shoemakers, Locksmiths etc*

Plant & Machine Operators & Assemblers (Major Group 8)

- 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 component parts according to strict specifications and procedures.
- The work mainly calls for experience with and an understanding of industrial and agricultural machinery and equipment as well as an ability to cope with machine-paced operations and to adapt to technological innovations.
- Tasks performed by plant and machine operators and assemblers usually include: operating and monitoring mining or other industrial machinery and equipment for processing metal, minerals, glass, ceramics, wood, paper, or chemicals, as well as operating and monitoring water-treating or electrical-power-generating installations, and related plant; operating and monitoring machinery and equipment used to produce articles made of metal, minerals, chemicals, rubber, plastics, wood, paper, textiles, fur, or leather, and which process foodstuffs and related products operating printing and bookbinding machines; driving and operating trains and motor vehicles; driving, operating and monitoring mobile industrial and agricultural machinery and equipment; assembling products from component parts according to strict specifications and procedures. Supervision of other workers may be included.
- *Examples include: Lathe Operators, Railway Signalers, Production Supervisors, Motor Mechanics, Mine Drills Operators, Assembly Line Workers etc*

Labourers & Elementary Occupations (Major Group 9)

- People who perform mostly simple and routine tasks, involving the use of hand-tools and in some cases considerable physical effort, and generally only limited personal initiative and judgment.
- Tasks performed by workers in elementary occupations usually include: selling goods in streets and public places, or from door to door; providing various street services; cleaning, washing, pressing; taking care of apartment houses, hotels, offices and other buildings; washing windows and other glass surfaces of buildings; delivering messages or goods; carrying luggage; door keeping and property watching; stocking vending machines or reading and emptying meters; collecting garbage; sweeping streets and similar places; performing various simple farming, fishing, hunting or trapping tasks performing simple tasks connected with mining, construction and manufacturing including product-sorting and simple hand-assembling of components; packing by hand; freight handling; pedaling or hand-guiding vehicles to transport passengers and goods; driving animal-drawn vehicles or machinery. Supervision of other workers may be included.
- *Examples include: News Vendors, Tinkers, Char-workers, Sweepers, Garbage Collectors, Kitchen Workers, Farm-Hands, Door-To-Door And Telephone Sales Persons, Construction Workers, Quarry Workers, Security Guards, Caretakers etc*

DEFINITIONS OF OCCUPATIONAL GROUPS – 8 GROUP OCCUPATIONAL CATEGORIES – SECTION A4 AND A9

There have been changes in a number of occupational categories to be reported on in the Mandatory Grant, due 30 June 2009. The Annual Training Report (ATR) in respect of the period 2008/2009, still requires firms to report against 9 major occupational categories, however the Workplace Skills Plan (WSP) portion for 2009/2010 financial year requires reporting against 8 occupational categories. Go to www.nopf.co.za/download.html for the latest framework for occupations as compiled by the Department of Labour (DoL). This system is maintained by the DoL and will provide clarity on which occupation fits into which occupational category.

Alternatively a list of the OFO codes (in MS Excel format) are available on the Fasset website in the Mandatory Grant section.

Managers (Major Group 1)

- Definition:
 - Manager's plan, organize, direct, control, coordinate and review the operations of government, commercial, agricultural, industrial and non-profit enterprises and other organisations and departments.
 - Note: In some cases where specific professional, technical or professional skills and knowledge may be required of workers it might be difficult to decide whether a particular job belongs in this major group or another. In such cases, it is essential to consider the main tasks. If the main tasks require the operational application of specific professional knowledge or a particular technical skill, then the job belongs in another major group. If, however, professional knowledge or technical skill serves only as a basis for the managerial tasks, then the job belongs in this major group. For example, if the main tasks of a job consist of diagnosing and treating illnesses, the job belongs in Major Group 2 (Professionals). However, if one of the main tasks is to allocate research and development funds on the basis of medical knowledge, then the job belongs to this major group.
- Tasks or skills include:
 - Setting the overall direction and objectives of organisations and departments within organisations
 - Formulating, administering and reviewing policy and legislation to ensure organisational and departmental objectives are met
 - Directing and coordinating the allocation of assets and resources
 - Directing, controlling and coordinating the activities of organisations and departments, either personally or through senior subordinate staff
 - Monitoring and evaluating overall organisational and departmental performance, and adjusting policies, rules and regulations to ensure objectives are met
 - Representing the organisation at official occasions, in negotiations, at conventions, seminars, public hearings and forums, and liaising between areas of responsibility
- Examples include:
 - *Executive Managers (CEO, Country Managing Partner), Senior Managers (Managing Director, Senior Partner, Partner, Senior Manager), Middle Manager, Manager.*

Professionals (Major Group 2)

- Definition:
 - Professionals perform analytical, conceptual and creative tasks through the application of theoretical knowledge and experience in the fields of the arts, media, business, design, engineering, physical and life sciences, transport, education, health, information and communication technology, the law, social science and social welfare.
- Tasks or Skills:
 - Communicating ideas through language, printed and electronic media, and artistic media including the visual and performing arts
 - Analyzing, planning, developing and implementing programs and solutions to resolve business and economic problems
 - Providing services in financial accounting, human resource development, publicity and marketing, and the efficient operation of organisations
 - Flying aircraft, and controlling and directing the operation of ships, boats and marine equipment
 - Conducting and analyzing research to extend the body of knowledge in the field of the sciences and developing techniques to apply this knowledge
 - Designing products, physical structures and engineering systems
 - Researching and developing curricula, and teaching students in a range of educational settings
 - Designing, implementing, testing and maintaining technologies and services that enable information to be accessed, stored, manipulated, processed, and disseminated

- Identifying and treating, and advising on, health, social, and personal issues
- Advising clients on legal matters
- *Examples include:*
- *Financial and Accounting Professionals, Information Management and Analysis Professionals, Human Resources Professionals, Legal Professionals, Operations Management Professionals and Economists, Sales and Marketing Professionals, Computer Programmers, Accountants, Payroll Manager, Teaching Professionals, Management Consultants, Attorneys.*
- *Associate Accounting and Financial Professionals, Associate Financial and Accounting Professionals, Associate Information Management and Analysis Professionals, Associate Human Resources, Associate Legal Professionals, Associate Operations Management Professionals and Economists, Associate Sales and Marketing Professionals, Associate Engineering and Technology Professionals, Articled Clerks, Trainee Account/Audit Clerks.*

Technicians and Trades Workers (Major Group 3)

- Definition:
 - Technicians and Trades workers perform a variety of skilled tasks, applying broad or in depth technical, trade or industry specific knowledge, often in support of scientific, engineering, building, manufacturing and processing activities.
- Tasks or Skills:
 - Carrying out tests and experiments, and providing technical support to medical, scientific and engineering professionals
 - Providing technical support to users of computer hardware and software
 - Fabricating, repairing and maintaining metal, wood, glass and textile products
 - Repairing and maintaining motor vehicles, aircraft, marine craft and electrical and electronic machines and equipment
 - Constructing, repairing, fitting-out and finishing buildings and other structures
 - Operating printing and binding equipment
 - Preparing and cooking food
 - Shearing, caring for, training and grooming animals, and assisting Veterinarians
 - Propagating and cultivating plants, and establishing and maintaining turf surfaces for sporting events
 - Cutting and styling hair
 - Operating chemical, gas, petroleum and power generation equipment
 - Providing technical assistance for the production, recording and broadcasting of artistic performances
 - Providing technical assistance for the production, recording and broadcasting of artistic performances
- *Examples include:*
 - *Mining Technician, Bricklayers, Carpenters, Plumbers, Electricians, Painters, Aircraft Mechanics, Welders, Glass-Makers, Fitter and Turners, Boiler Makers, Clothes and Shoemakers, Locksmiths, Motor Mechanics.*

Community and Personal Service Workers (Group 4)

- Definition:
 - Community and Personal Service Workers assist Health Professionals in the provision of patient care, provide information and support on a range of social welfare matters, and provide other services in the areas of aged and child care, education support, hospitality, defence, policing and emergency services, security, travel and tourism, fitness, sports and personal services.
- Tasks or Skills:
 - Attending accidents, planning and implementing leisure activities for individuals in health care and the community, and providing nursing care for patients
 - Advising clients on emotional, financial, recreational, health, housing and other social welfare matters
 - Planning, conducting and participating in educational and recreational activities to encourage the physical, social, emotional and intellectual development of children
 - Assisting Professionals in the provision of care and support to aged and disabled persons; patients in hospitals, clinics and nursing homes; and children in residential care establishments
 - Serving and selling food and beverages in bars, cafes and restaurants
 - Supervising staff in hotels, carrying luggage and escorting guests
 - Providing specialized military services to the defence forces
 - Maintaining public order and safety
 - Protecting, patrolling and guarding properties and advising clients on security requirements
 - Providing a range of personal services such as beauty therapy, teaching people to drive, arranging funerals, and organizing and providing advice about travel and accommodation

- Organising and supervising groups and individuals pursuing physical fitness goals and outdoor adventure, participating in and officiating at sporting competitions, and coaching and training sporting competitors
- *Examples include:*
- *Ambulance Man / Woman, Patient Transport Officer, Paramedic, Massage Therapist, Housing Officer, Community Support Officer.*

Clerical and Administrative Workers (Group 5)

- **Definition:**
- Clerical and Administrative Workers provide support to managers, professionals and organisations by organizing, storing, manipulating and retrieving information.
- **Tasks or Skills:**
- Overseeing and controlling office functions
- Administering projects and programs
- Performing secretarial functions
- Entering, processing and editing text and data
- Producing, recording and evaluating financial, production, stock and statistical information
- Greeting clients and visitors and responding to enquiries and requests for information
- Receiving, processing and sending mail, documents and information
- *Examples include:*
- *Bookkeepers, Data Capture Clerks, Accounts Clerks, Tax Clerks, Secretarial Staff and Typists, Receptionists, Cashiers/Tellers, Switchboard Operators, Administrative Assistants, Administrative Clerks, Filing Clerks, Post Room Clerks, Printing Assistants.*

Sales Workers (Group 6)

- **Definition:**
- Sales Workers sell goods, services and property, and provide sales support in areas such as operating cash registers and displaying and demonstrating goods.
- ICT and Technical (including medical) Sales Representatives are excluded from this major group.
- **Tasks or Skills:**
- Promoting goods and services, properties and businesses to potential buyers Selling goods and services, properties and businesses to buyers
- Engaging prospective buyers
- Determining buyers' requirements
- Receiving and processing payments for goods and services, properties and businesses purchased by a variety of payment methods
- *Examples include:*
- *Sales Representatives, Insurance Agents, Auctioneers, Real Estate Agents, Sales Assistants, Salespersons.*

Machinery Operators and Drivers (Group 7)

- **Definition:**
- Machinery Operators and Drivers operate machines, plant, vehicles and other equipment to perform a range of agricultural, manufacturing and construction functions, move materials, and transport passengers and freight.
- **Tasks or Skills:**
- Setting up, controlling and monitoring the operation of machines, plant and equipment
- Cleaning machines, plant and equipment and performing minor repairs
- Transporting passengers and freight to set destinations
- Receiving, loading, unloading and dispatching goods
- *Examples include:*
- *Lathe Operators, Railway Signalers, Drill Operators, Glazier, Sewing Machinist, Candle Maker, Battery Maker.*

Elementary Workers (Group 8)

- **Definition:**
- Elementary Workers perform a variety of routine and repetitive physical tasks using hand and power tools, and machines either as an individual or as part of a team assisting more skilled Workers such as Trades Workers, and Plant and Machine Operators.
- **Tasks or Skills:**
- Cleaning commercial, industrial and domestic premises, vehicles and machines

- Spreading, leveling and finishing concrete and bituminous paving materials, and assembling and erecting scaffolding and rigging
- Loading and unloading machines, assembling components, and grading, inspecting and packing products
- Assisting with cultivating and harvesting crops, plants and forests, and with livestock production
- Processing meat and seafood, and assisting with producing and preparing food
- Loading and unloading freight from trucks, trains and ships, and stocking shelves in stores and supermarkets
- *Examples include:*
- *News Vendors, Char-workers, Sweepers, Garbage Collectors, Kitchen Workers, Construction Workers, Quarry Workers, Security Guards.*

ADULT BASIC EDUCATION AND TRAINING (ABET) TABLE (SECTION A10)

First Name

Enter the first name of the learner.

Surname

Enter the surname of the learner.

ID Number

Enter the identity number, passport or other registration number of the learner.

Population Group

Indicate the population group of the learner i.e. African, Indian, Coloured or White.

Gender

Indicate the gender of the learner i.e. Male, Female.

Disability Status and Type

Indicate the type of the learner disability, if applicable. See discussion above for a definition of disability. If no disability is applicable, please indicate 'Not applicable'.

Learner Province

Indicate the province in which the learner is working.

ABET Start Date

Indicate the start date for the programme.

ABET End Date

Indicate the end date of the programme. If the programme is not yet completed, please indicate that the programme is still in progress. In the following mandatory grant submission, the completion date can be entered.

Provider

Indicate the name of the provider who your firm has contracted to provide the training. If you are using the Fasset ABET provider, please indicate this. The FREE Fasset Adult Basic Education and Training (ABET) project is continuing with enrolment for employees of Fasset registered employers (i.e. employers paying Skills Development Levy to Fasset). This project has been running since 2004 and will continue for the upcoming financial period. The programme will deliver, through our externally appointed service provider Triple E Training, ABET levels 1 to 4 (each level takes approximately 120 hours per level, per learning area) through the funds available.

ABET Level

ABET is a programme designed for adult learners in order for them to improve literacy and numeracy skills, and enable them to further their path on the National Qualifications Framework (NQF). ABET consists of five levels. These are:

- ABET level Basic (Pre-ABET)
- ABET level 1 (equivalent to Standard 1 or Grade 3)
- ABET level 2 (equivalent to Standard 3 or Grade 5)
- ABET level 3 (equivalent to Standard 5 or Grade 7)
- ABET level 4 NQF level 1 (equivalent to Standard 7 or Grade 9)

ABET Subject

Indicate which subject area the learner is enrolled in e.g. numeracy, literacy etc ...

Learner Programme Status

Indicate the status of the programme e.g. completed, registered, in progress.