

Mandatory Grant 2010/2011 Application & Guidelines for Employers Employing **FEWER** than 50 Employees*

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BACKGROUND AND GUIDELINES

- The grant application contains a training plan for the 2010/2011 financial year and a training report for the 2009/2010 financial year. Should the submission be acceptable to the Seta, a Mandatory Grant of 50% will be paid to the employer on a quarterly basis. The Seta reserves the right to query the grant application.
- If the employer does not claim a Mandatory Grant by the deadline date, the Seta must (in terms of regulations to the Skills Development Act of 1998, as amended) transfer the employer's unclaimed Mandatory Grant funds to the discretionary fund. In addition, Skills Development Levy (SDL) paying employers will not be able to access discretionary grants such as 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 Workplace Skills Plan (WSP) in respect of the previous financial year v) and is registered with Fasset and the levy contributions are up-to-date.
- The grant must be submitted to Fasset by no later than **30 June 2010** in terms of the Department of Higher Education and Training (DHET) deadline.
- Ensure that the SDF and the relevant Authorised Signatory manually signs each page of the grant application form.
- In the case of **fax** submission to the Seta, it is the applicant's obligation to ensure that the application 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 retained for later use/proof. An original signed document must also be submitted. The correct fax number is 086 574 1962.
- 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 is kept. The correct postal address is PO Box 6801, Cresta, 2118.
- 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 or courier) is retained. The physical address is Block A, Eva Office Park, Corner Beyers Naude & Judges Avenue, Blackheath.
- A copy of the completed and signed grant application must be retained.
- Should a section or page not be applicable to the organisation, please draw a line / mark not applicable.
- There may be instances where the form is missing information such as all of the signatures. The applicant should submit the **incomplete** application form by the deadline date, to ensure that the Seta receives the document timeously and that access to the grant is not lost. Fasset does query incomplete, but timeously submitted, grant applications.

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). Additional rows may be added if necessary.</i> | SDL Number | Number of employees |
| 3. | Postal address | | |
| 4. | Telephone no. | | |
| 5. | E-mail address | | |
| 6. | Main business activity (use SIC code) (refer to definition of key terms in guidelines at end of the application) | | |
| 7. | Name of Skills Development Facilitator (SDF) | | |
| 8. | Identity number of the SDF | | |

* This application form is designed to be used by smaller firms. However, firms employing fewer than 50 employees may voluntarily complete and submit the Mandatory Grant 2010/2011 for Employers Employing 50 or MORE Employees in order to provide the Seta with more information.

A2 ANNUAL TRAINING REPORT FOR THE PERIOD 1 APRIL 2009 TO 31 MARCH 2010

This table identifies those beneficiaries that **participated** in learning interventions in the financial year extending from 1 April 2009 to 31 March 2010. Indicate the number of beneficiaries who received training and **not** the number of programmes that were run during the year. Count each recipient of training once only, not each time they completed an intervention. If a beneficiary completed 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 categorised along population group and gender lines, and then again as disabled. Trainee accounting and auditing clerks fall into the Professionals category.

| Occupation Categories | Number of beneficiaries per population group TRAINED during the 2009/2010 financial year | | | | | | | | | | | | | | |
|--|---|---|---|----------|---|---|--------|---|---|-------|---|---|-------|---|---|
| | African | | | Coloured | | | Indian | | | White | | | Total | | |
| | M | F | D | M | F | D | M | F | D | M | F | D | M | F | D |
| Managers | | | | | | | | | | | | | | | |
| Professionals | | | | | | | | | | | | | | | |
| Technicians and Trades Workers | | | | | | | | | | | | | | | |
| Community and Personal Service Workers | | | | | | | | | | | | | | | |
| Clerical and Administrative Workers | | | | | | | | | | | | | | | |
| Sales Workers | | | | | | | | | | | | | | | |
| Machinery Operators and Drivers | | | | | | | | | | | | | | | |
| Elementary Workers | | | | | | | | | | | | | | | |
| TOTAL employees trained | | | | | | | | | | | | | | | |

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

A3 WORKPLACE SKILLS PLAN FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

This table identifies those beneficiaries that **will participate** in learning interventions in the financial year extending from 1 April 2010 to 31 March 2011. 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 recipient of training once only, not each time they are planned to 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 categorised along population group and gender lines, and then again as disabled. Trainee accounting and auditing clerks fall into the Professionals category.

| Occupation Categories | Number of beneficiaries per population group TO BE TRAINED during the 2010/2011 financial year | | | | | | | | | | | | | | |
|--|---|---|---|----------|---|---|--------|---|---|-------|---|---|-------|---|---|
| | African | | | Coloured | | | Indian | | | White | | | Total | | |
| | M | F | D | M | F | D | M | F | D | M | F | D | M | F | D |
| Managers | | | | | | | | | | | | | | | |
| Professionals | | | | | | | | | | | | | | | |
| Technicians and Trades Workers | | | | | | | | | | | | | | | |
| Community and Personal Service Workers | | | | | | | | | | | | | | | |
| Clerical and Administrative Workers | | | | | | | | | | | | | | | |
| Sales Workers | | | | | | | | | | | | | | | |
| Machinery Operators and Drivers | | | | | | | | | | | | | | | |
| Elementary Workers | | | | | | | | | | | | | | | |
| TOTAL employees to be trained | | | | | | | | | | | | | | | |

A 3.1 Did the training implemented and described in the Annual Training Report (ATR) for the period 1 April 2009 to 31 March 2010 assist in the meeting the objectives of the Workplace Skills Plan (WSP) for the period 1 April 2009 to 31 March 2010 (submitted by 30 June of the previous year)? Please explain your answer.

A4 PROVINCIAL AND CURRENT EMPLOYMENT PROFILE AT 1 APRIL 2010

Please report the distribution of your staff provincially and according to occupational group. Please include all permanent staff including, partners, directors and learners. Do not include employees for whom you do not pay SDL e.g. temporary workers. Trainee accounting and auditing clerks fall into the Professionals category. Refer to the guidelines at end of the application. In the table below: M = Male, F = Female, D = Person with Disability.

| Province | No. | Occupation Categories | African | | | Coloured | | | Indian | | | White | | | Total | | |
|---------------|-----|--|---------|---|---|----------|---|---|--------|---|---|-------|---|---|-------|---|---|
| | | | M | F | D | M | F | D | M | F | D | M | F | D | M | F | D |
| Eastern Cape | | Managers | | | | | | | | | | | | | | | |
| Free State | | Professionals | | | | | | | | | | | | | | | |
| Gauteng | | Technicians and Trades Workers | | | | | | | | | | | | | | | |
| KwaZulu-Natal | | Community and Personal Service Workers | | | | | | | | | | | | | | | |
| Mpumalanga | | Clerical and Administrative Workers | | | | | | | | | | | | | | | |
| Northern Cape | | Sales Workers | | | | | | | | | | | | | | | |
| Limpopo | | Machinery Operators and Drivers | | | | | | | | | | | | | | | |
| North West | | Elementary Workers | | | | | | | | | | | | | | | |
| Western Cape | | | | | | | | | | | | | | | | | |
| Total | | Total | | | | | | | | | | | | | | | |

A5 SCARCE SKILLS FOR THE PERIOD 2010/2011

Scarce skills refer to those occupations in which there are a scarcity of qualified and experienced people, current 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. Please complete your scarce skills below and add additional rows if required.

| No. | Specialisation/Job | Occupation | Learning Mode | Comments | NQF Level | NQF Aligned | | Need for the Period 1 April 2010 to 31 March 2011 |
|------|----------------------|---------------|---------------|-------------------------------|-----------|-------------|---|--|
| | | | | | | Y | N | |
| e.g. | Chartered Accountant | Professionals | Learnership | CA's with disabilities needed | 7 | Yes | | 7 |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |

A6 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 2010/2011** 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 _____

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 authorises 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 COMPLETION OF THE APPLICATION FORM

DEFINITION OF KEY TERMS

SKILLS DEVELOPMENT FACILITATOR (SDF) GUIDELINES

1. Appointment of Skills Development Facilitator (SDF)
 - Every employer must appoint an employee or any other person who is formally contracted to the employer as a SDF.
 - The employer must submit to the Seta the name and contact details of the person who is to serve as SDF for the financial year on or before 1 April of each year.
 - If the SDF leaves the employer's service, the employer must forthwith:
 - appoint a new SDF; and
 - submit the name and contact details of the new SDF to the Seta.

2. Functions to be performed by the SDF
 - The functions of a SDF 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 SDF with the resources, facilities and training necessary to perform the functions set out.

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 A4)

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. Trainee accounting and auditing clerks 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 / include 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 categorised 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.

DEFINITIONS OF OCCUPATIONAL GROUPS

Go to www.nopf.co.za/download.html for the latest framework for occupations as compiled by the Department of Higher Education and Training (DHET). This system is maintained by the DHET and will provide clarity on which occupation fits into which occupational category.

Managers (Major Group 1)

- Definition:
 - Manager's plan, organises, 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 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 (Major 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 specialised 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 organising 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 (Major Group 5)

- Definition:
 - Clerical and Administrative Workers provide support to managers, professionals and organisations by organising, 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 (Major 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.*

Machinery Operators and Drivers (Major 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.*

Elementary Workers (Major 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:*
 - *Domestic and Kitchen Workers, Sweepers, Garbage Collectors, Construction Workers, Security Guards.*

SCARCE SKILLS

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 i.e.:

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

Learning Mode

Identify the most appropriate learning strategies to address the scarce 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 prioritising. 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.