

# Mandatory Grant 2021/2022 Requirements for Employers Employing 50- Employees

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## A. GUIDELINES

1. Employers who employ 49 or less employees must submit their mandatory grant via the online system.
2. The online system will be available Mid, February 2021
3. The grant application contains a training plan for the 2021/2022 SETA financial year and a training report for the 2020/2021 SETA financial year. Should the submission be acceptable to the SETA and the correct Skills Development Levy has been received, a Mandatory Grant of 20% will be paid to the employer on a quarterly basis. The SETA reserves the right to query the grant application.
4. This grant application has been prepared in terms of the Government Gazette, no. 9867, Vol. 570, 3 December 2012, no. 35940.
5. The Skills Development Plan (SDP) (formerly known as the Workplace Skills Plan (WSP)) and the Annual Training Report (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 Skills Development Plan. Where there are variations between the SDP and the ATR, the ATR provides the Skills Development Facilitator (SDF) with an opportunity to analyze reasons for non-completion of planned training.

## B. CONFIDENTIALITY

1. 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.

## C. INTRODUCTION, BACKGROUND AND SUBMISSION REQUIREMENTS

1. The grant must be submitted to Fasset by no later than **30 April 2021** in terms of the Department of Higher Education and Training (DHET) deadline.
2. The grant application contains a training plan for the 2021 calendar year and a training report for the 2020 calendar year. Should the submission be acceptable to the SETA and the correct SDL has been received, a Mandatory Grant of 20% will be paid to the employer on a quarterly basis.
3. 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, SDL-paying employers will not be able to access discretionary grants such as the Placement Grant and the Bursary Grant from the SETA.
4. 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 are:
  - 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 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 are not restricted to, acts of the applicant in its sovereign capacity, wars or revolutions, fires, floods, epidemics).
5. 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 Skills Development Plan in respect of the previous financial year; and
  - v) is registered with Fasset and the levy contributions are up-to-date.
6. Government Gazette, no. 9867, Vol. 570, 3 December 2012, no. 35940 requires that firms submit the SDP portion of the Mandatory Grant (SDP for the period 1 January 2020 to 31 December 2021) in order for the ATR 2021/2022 and Skills Development Plan 2020/2021 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 for the previous year will not be paid.
7. A certificate indicating the Broad-Based Black Economic Empowerment (BEE) level of the organization, has been requested (where applicable). The SDL number of the organization must reflect (is written) on the BEE certificate. The grant must be completed correctly and submitted in the required format.

8. Grant assessments will commence from 1 April only, after discretionary grants (due 26 February) have been finalized.
9. The PDF document that is created at the time of submission, must be signed and emailed to the dedicated email address, [mandatorygrant@fasset.org.za](mailto:mandatorygrant@fasset.org.za) or hand delivered to the Fasset offices. This must reach Fasset by the deadline date which is 30 April 2021.
10. The SDF and the relevant Authorized Signatory must sign each page of the grant application form. Names may not be typed in the signature space. Original signatures must be manually completed.
11. However, there may be instances where the PDF document of the online form is missing some or 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.
- 12. A copy of the completed and signed grant application must be retained.**
13. 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 SETA physical address is, **First Floor, 296 Kent Avenue, Randburg, Johannesburg**. Please be aware that those delivering the document may not have access to alternative fax and email facilities, and the submission will be deemed late if is received / delivered after the deadline date.
14. Fasset's office hours are as follows:
 

Monday-Thursday:	08h00-16h30
Friday:	08h00-16h00

The Fasset offices are not open over weekends. Should the deadline date fall on a weekend, all required hard-copy documentation must reach the Fasset offices on the last working day before the deadline date.
15. In the case of submission via the **postal system** (of any required hardcopy documentation), 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**.
16. It remains the employer's obligation to print the grant application out and submit a signed copy to Fasset. This signed copy must include evidence of changes in banking details, if applicable.
- 17. A copy of the completed and signed grant application must be retained.**
18. 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.

#### D. CHANGES FROM PREVIOUS YEAR'S APPLICATION FORM

##### 1. General

1. The grant must be submitted to Fasset by no later than 30 April 2021 in terms of the DHET deadline. Grant applications may be submitted from Mid-February 2020.
  2. There is a link on the Fasset website for SDFs to log onto the Fasset system.
  3. No further changes have been implemented.
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##### 2: Employment Summary

- 2.1 All staff employed at 1 January 2021 must be included in the table. No further changes have been implemented.
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##### 3. Report (All Training Implemented) for the Period 1 January To 31 December 2020

- 3.1 All staff employed at 1 January 2021 must be included in the table.
  - 3.2 No further changes have been implemented.
- 

##### 4. Plan (All Training Planned Except Pivotal Programmes) by Demographic Status and Educational Level for the Period 1 January to 31 December 2021

- 4.1 No changes have been implemented.
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##### 5 PIVOTAL Training Plan for the Period 1 January to 31 December 2021

- 5.1 No changes have been implemented.
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## 6 Scarce Skills 2021 and 2022

- 6.1 No changes have been implemented.

## 7 Grant Awareness 2021/2022

- 7.1 No changes have been implemented.

### E. REQUIREMENTS FOR COMPLETION

#### 1. General

- 1.1 There are section requirements for each section of the application form. This forms part of the overall requirements for completion of the form and should be read before the completion of each section.
- 1.2 Examples have been included in most sections of the form. Please consider these examples when completing the sections.
- 1.3 Please do not move or change columns.
- 1.4 Please use the terminology included in the column header. If this is changed, an error will be received when attempting to capture or upload the document onto the Fasset Management System. Refer to the drop-down options in the upload format, as changes may need to be made to the data when uploading.
- 1.5 All sections of the form will require employers to complete an MS Excel worksheet that is downloaded from the system. The worksheet will request detailed information per employee in the organization. The completion of most of the fields is compulsory.

#### 2. Employment Summary at 1 January 2021

- 2.1 This form is for upload.
- 2.2 Ensure all fields captured to the first worksheet in this spreadsheet reflect on the uploaded version.
- 2.3 Include all staff including, partners, directors and learners on learnerships. Do not include those for whom another firm is paying the SDL e.g. temporary workers, outsourced staff. Trainee accounting and auditing clerks fall into the Professionals category.
- 2.4 The total number of staff reported cannot exceed your headcount.
- 2.5 All staff employed as at 1 January 2021 must be included.
- 2.6 Aligned to Section B, Private Sector Template, Funding Regulations (December 2012)
- 2.7 Fasset must report to the Department of Higher Education and Training regarding the geographical status of the beneficiaries of discretionary funding. Geographical status (urban/rural) information regarding a learner's matriculation, post-schooling and current employment status must be completed on the application. As there is no official definition of rural or urban, Fasset makes use of self-definition i.e. the learner and the employer's definition.
- 2.8 If the grant is submitted on behalf of more than one establishment or SDL number, please upload 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.
- 2.9 To align outputs from specific systems to the Fasset template, use the 'search' and 'replace' function on MS Excel to ensure that the drop-down values are used. Do not manually select the values, use a global search and replace on the form.
- 2.10 When uploading this section of the form, please note that the following fields are compulsory, and specific rules as stated below, apply. Examples have been provided.

Field as per upload document	Example	Explanation	Voluntary or Compulsory
ID number, passport number or unique employee number	MOH42962	Use free text to enter the information.	Compulsory
ID type	Employee Number	Use drop down value from Column 1. This should be a unique identifier that is used consistently across the applications.	Compulsory
Date of birth	17/11/1987	Date format should be DD/MM/YYYY – including the / in the correct place	Compulsory
Gender	Male	Use drop down value from Column 2.	Compulsory
Population group	Black: Coloured	Use drop down value from Column 3.	Compulsory

Disabled	Yes	Use drop down value from Column 4.	Compulsory
Type of disability and details on nature of disability	Physical (moving, standing, grasping)	Use drop down value from Column 5.	Compulsory
SA citizen	No	Use drop down value from Column 6.	Compulsory
Specify country of origin where not SA citizen	Tanzania	Use drop down value from Column 7.	Compulsory
Nature of employment contract	Full-Time	Use drop down value from Column 8.	Compulsory
Type of employee	Temporary	Use drop down value from Column 9.	Compulsory
Highest qualification type	08 - Masters in Business Administration (MBA)	Use drop down value from Column 10.	Voluntary
Highest NQF level	Level 09	Use drop down value from Column 11.	Voluntary
Relevant professional designation	Trainee Accountant	Use free text to enter the information.	Voluntary
Relevant Professional or Statutory Body	SAICA	Use free text to enter the information.	Compulsory
Is this employee employed in a rural or urban area?	Urban	Use drop down value from Column 12.	Compulsory
What is the postal code of the area in which the employee is employed?	2001	Enter 4-digit postal code.	Compulsory
In what place (village, town, city) is this employee employed?	Johannesburg	Use free text to enter the information.	Compulsory
In what local municipality is this employee employed?	Johannesburg Metro	Use drop down value from Column 13.	Compulsory
In what province is this employee employed?	Gauteng	Use drop down value from Column 14.	Compulsory
Occupational level (1 Managers digit OFO code)	2 Professionals	Use drop down value from Column 15.	Compulsory
Occupational level (6 digit OFO code)	241106	Use drop down value from Column 16.	Compulsory
Specialization	NA	Use drop down value from Column 18.	Compulsory
Job Title	Trainee Accountant (SAIPA)	Use free text to enter the information.	Compulsory

### 3. Report (All Training Implemented) for the Period 1 January to 31 December 2020

- 3.1 This form is for upload.
- 3.2 Ensure all fields captured to the first worksheet in this spreadsheet reflect on the uploaded version.
- 3.3 Include all staff including, partners, directors and learners on learnerships. Do not include those for whom another firm is paying the SDL e.g. temporary workers, outsourced staff. Trainee accounting and auditing clerks fall into the Professionals category.
- 3.4 Staff that have joined and left the organization in 2020 will not have been reported in the previous year's employment profile, will be accounted for in the detailed fields of this form. This is the reason for the repetition of fields.
- 3.5 This table may include individuals who have joined the organization since 1 January 2020 including employees who have been trained but are no longer with the organization at the time of compilation of this report, and individuals being funded on pivotal training programmes but who are not employed in the organization.
- 3.6 This table should include individuals that have been trained (employed and unemployed). An example has been included in the table below, to provide an illustration of the required information.
- 3.7 This table should include individuals who have undertaken any training (including pivotal programmes i.e. qualification, learnership or internship and short courses etc ...) for the period 1 January to 31 December 2019.
- 3.8 Individuals may be counted more than once in this table, if they have been trained on different interventions.
- 3.9

### 4. Plan (All Training Planned except Pivotal Programmes) by Demographic Status for the period 1 January to 31 December 2020

- 4.1 This form is for upload.

- 4.2 Ensure all fields captured to the 1st worksheet in this spreadsheet reflect on the uploaded version.
- 4.3 This table should include employed and unemployed individuals who will undertake training for the period 1 January to 31 December 2021.
- 4.4 Individuals may be counted more than once in this table, if they will be trained on different interventions.
- 4.5 To align outputs from specific systems to the Fasset template, use the 'search' and 'replace' function on MS Excel to ensure that the drop-down values are used. Do not manually select the values, use a global search and replace on the form. Aligned to Private Sector Template, Funding Regulations (December 2012)
- 4.6 This table excludes individuals planned to be trained on Pivotal Programmes. This is requested in the next form, which requires more information on start and end date.

Field as per upload document	Example	Explanation	Voluntary or Compulsory
Occupational level (1 digit OFO code)	2 Professionals	Use drop down value from Column 15.	Compulsory
Occupational level (6 digit OFO code)	241106	Use drop down value from Column 16.	Compulsory
African Male	2	Enter correct number.	Compulsory
Coloured Male	1	Enter correct number.	Compulsory
Indian/Asian Male	0	Enter correct number.	Compulsory
White Male	5	Enter correct number.	Compulsory
Foreign Male	1	Enter correct number.	Compulsory
African Female	1	Enter correct number.	Compulsory
Coloured Female	3	Enter correct number.	Compulsory
Indian/Asian Female	2	Enter correct number.	Compulsory
White Female	1	Enter correct number.	Compulsory
Foreign Female	1	Enter correct number.	Compulsory
African Disabled	1	Enter correct number.	Compulsory
Coloured Disabled	0	Enter correct number.	Compulsory
Indian/Asian Disabled	0	Enter correct number.	Compulsory
White Disabled	0	Enter correct number.	Compulsory
Foreign Disabled	0	Enter correct number.	Compulsory
Age Group - Less than 35	15	Enter correct number.	Compulsory
Age Group - 35 to 55	2	Enter correct number.	Compulsory
Age Group - Greater than 55	0	Enter correct number.	Compulsory
Municipality	Johannesburg Metro	Use drop down value from Column 13.	Compulsory
Employment Status	Employed	Use drop down value from Column 20.	Compulsory
AET?	No	Use drop down value from Column 22.	Compulsory
Verified?	No	Use drop down value from Column 24.	Compulsory

## 5. PIVOTAL Training Plan for the Period 1 January to 31 December 2021

- 5.1 This form is for upload.
- 5.2 Ensure all fields captured to the first worksheet in this spreadsheet reflect on the uploaded version.

- 5.3 This table should include individuals that will be trained (unemployed and employed) on Pivotal Programmes for the period 1 January to 31 December 2021. An example has been included in the table below, to provide an illustration of the required information.
- 5.4 Individuals may be counted more than once in this table, if they are planned for training on different interventions.
- 5.5 To align outputs from specific systems to the Fasset template, use the 'search' and 'replace' function on MS Excel to ensure that the drop-down values are used. Do not manually select the values, use a global search and replace on the form.
- 5.6 Aligned to Private Sector Template, Funding Regulations (December 2012)
- 5.7 This table should include individuals who will undertake training defined as a Pivotal Programme (qualification, learnership or internship) for the period 1 January to 31 December 2021.

Field as per upload document	Example	Explanation	Voluntary or Compulsory
Occupational level (1 digit OFO code)	2 Professionals	Use drop down value from Column 15.	Compulsory
Occupational level (6 digit OFO code)	241106	Use drop down value from Column 16.	Compulsory
NQF Level	2	Enter correct number.	Compulsory
Pivotal Programme	A	Use drop down value from LMP - column 21.	Compulsory
African Male	2	Enter correct number.	Compulsory
Coloured Male	1	Enter correct number.	Compulsory
Indian/Asian Male	0	Enter correct number.	Compulsory
White Male	5	Enter correct number.	Compulsory
Foreign Male	1	Enter correct number.	Compulsory
African Female	1	Enter correct number.	Compulsory
Coloured Female	3	Enter correct number.	Compulsory
Indian/Asian Female	2	Enter correct number.	Compulsory
White Female	1	Enter correct number.	Compulsory
Foreign Female	1	Enter correct number.	Compulsory
African Disabled	1	Enter correct number.	Compulsory
Coloured Disabled	0	Enter correct number.	Compulsory
Indian/Asian Disabled	0	Enter correct number.	Compulsory
White Disabled	0	Enter correct number.	Compulsory
Foreign Disabled	0	Enter correct number.	Compulsory
Age Group - Less than 35	15	Enter correct number.	Compulsory
Age Group - 35 to 55	2	Enter correct number.	Compulsory
Age Group - Greater than 55	0	Enter correct number.	Compulsory
Municipality	Johannesburg Metro	Use drop down value from Column 13.	Compulsory
Employment Status	Employed	Use drop down value from Column 20.	Compulsory
AET?	No	Use drop down value from Column 22.	Compulsory



Verified?	No	Use drop down value from Column 24.	Compulsory
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## 6. Scarce Skills 2021 and 2022

- 6.1.1 This form is for upload.
- 6.1.2 After submitting this form and the entire application on-line, the entire grant application form including this section of the form can be printed from the system and signed by the registered SDF and the Authorized Signatory.
- 6.1.3 Ensure all fields captured to the first worksheet in this spreadsheet reflect on the uploaded version.
- 6.1.4 Scarce skills refer to those occupations in which there is a scarcity of qualified and experienced people, current or anticipated in the future.
- 6.1.5 Either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria. Add additional rows as required.
- 6.1.6 If this is not applicable to your firm, please do not complete the form.
- 6.1.7 An example has been included in the table below, to provide an illustration of required information.

Field as per upload document	Example	Explanation	Voluntary or Compulsory
Specialization/Job	Accountant	Use free text to enter the information.	Compulsory
Occupational level (1 digit OFO code)	2 Professionals	Use drop down value from Column 15.	Compulsory
Occupational level (6 digit OFO code)	241106	Use drop down value from Column 16.	Compulsory
Job title	Senior Accountant	Use free text to enter the information.	Compulsory
Learning Mode	Self-study	Use free text to enter the information.	Compulsory
Number of qualified persons imported from outside South Africa	1	Enter correct number.	Compulsory
Initiatives/ programmes to alleviate skills shortages	e-Learning	Use free text to enter the information.	Compulsory
NQF Level	2	Enter correct number.	Compulsory
NQF Aligned (Yes/No)	Yes	Use free text to enter the information.	Compulsory
Need Period 1 April – 31 December 2014	June 2014	Use free text to enter the information.	Compulsory
Need Period 1 January – 31 December 2015	January 2015	Use free text to enter the information.	Compulsory
Reasons for scarcity	Use free text to enter the information.	Use free text to enter the information.	Compulsory
Comments	Use free text to enter the information.	Use free text to enter the information.	Voluntary

Scarcity can arise from one or a combination of the following, grouped as relative or absolute:

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

- 6.2.1 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.
- 6.2.2 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.
- 6.2.3 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.

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

- 6.3.1 Geographical location i.e. people are unwilling to work outside of urban areas.
- 6.3.2 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.
- 6.3.3 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.

## 6.4 Specialisation/Job or New Occupation

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

## 6.5 Occupation

Choose one of the major occupational groups below.

- 6.5.1 Managers
- 6.5.2 Professionals
- 6.5.3 Technicians and Associate Professionals
- 6.5.4 Clerical Support Workers
- 6.5.5 Service and Sales Workers
- 6.5.6 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
- 6.5.7 Plant and Machine Operators and Assemblers
- 6.5.8 Elementary Occupations

## 6.6 Learning Mode

Identify the most appropriate learning strategies to address the scarce skills identified against the occupation.

## 6.7 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.

## 6.8 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 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.

## 6.9 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.

## 6.10 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.

## 7. Grant Awareness 2019

- 7.1 This form must be completed online, and cannot be uploaded.
- 7.2 Questions are asked concerning Black African candidates and candidates with a disability.

## 8. Impact of Staff Training 2018

- 8.1 This form must be completed online, and cannot be uploaded.
- 8.2 This section addresses the impact of implemented training in the organization.
- 8.3 Source of questions: Human Sciences Resource Council (HSRC) and Department of Higher Education and Training (DHET) 2011

## 9. General Comments

- 9.1 This form must be completed online, and cannot be uploaded.
- 9.2 Insert any clarification or comment that you wish to make on any aspect of this application.

## 10. Authorization and Protection of Personal Information

- 10.1 In the case of an employer who has a recognition agreement with a trade union, there must be evidence provided that the SDP and ATR have been subject to consultation with the recognised trade union.
- 10.2 The SDP and ATR must be signed off by the labour representative appointed by the recognised trade union.



- 10.3 Aligned to Section H, Private Sector Template, Funding Regulations (December 2012)
- 10.4 The submission must be authorized as true and correct.
- 10.5 It is an offence in terms of section 33(b) of the Act to knowingly furnish any false information in this application and that the responsible person may be fined or imprisoned for one year if found guilty of knowingly furnishing such false information.
- 10.6 Fasset reserves the right to independently verify information supplied. The responsibility for the correctness of this document rests with the employer. By submitting this application, the parties to the application acknowledge that Fasset and/or any of its affiliates will be processing the personal information included in this application.
- 10.7 The processing of such information by Fasset will be carried out in accordance with the law and in a proper and careful manner in order to not intrude upon the privacy of the data subject to an unreasonable extent.
- 10.8 The purpose of processing the personal information belonging to the application is to conform to the performance monitoring process instituted by the DHET which Fasset is required to complete on a quarterly basis.
- 10.9 By submitting this application the parties agree that the purpose of collection of the personal information as discussed is adequate, relevant and not excessive.
- 10.10 The parties to the document specifically record that all personal information processed shall constitute confidential information and shall be treated as such by all the parties involved respectively. By completing and signing this application form, the authorized signatory confirms that the application guidelines for this grant have been read and understood.

## 11. Banking Details

- 11.1 This form must be completed online, and cannot be uploaded.
- 11.2 This form must be downloaded from the system, printed off MS Excel, completed, signed and then uploaded.
- 11.3 *Only complete this section if you have NOT submitted banking details before or if your banking details have changed since your last submission of banking details information.*
- 11.4 Banking details are only required for the purpose of a refund. Attach at least one of the following to confirm banking details: original cancelled cheque or an original letter from the bank.
- 11.5 Aligned to Section A Banking Details, Private Sector Template, Funding Regulations (December 2012).

## 12. Lookup tables

- 12.1 A number of lookup / reference tables are included in the grant application form, on the final two worksheets of the spreadsheet.
- 12.2 These tables must be used when completing the form otherwise the upload onto the Fasset Management System will be unsuccessful.
- 12.3 The tables include the following areas:
- |                      |                          |
|----------------------|--------------------------|
| - Types of unique ID | - Type of employee       |
| - Population groups  | - NQF level              |
| - Gender             | - Professional bodies    |
| - Type of disability | - Urban/Rural            |
| - Country of origin  | - Postal code and region |
| - Provinces          | - OFO codes – 6 digit    |
| - Hours worked       |                          |

## 13. OFO Code - OFO Major Groups

- 13.1.1 1 - Managers
- 13.1.2 2 - Professionals
- 13.1.3 3 - Technicians and Associate Professionals
- 13.1.4 4 - Clerical Support Workers
- 13.1.5 5 - Service and Sales Workers
- 13.1.6 6 - Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
- 13.1.7 7 - Plant and Machine Operators and Assemblers
- 13.1.8 8 - Elementary Occupations

Go to [www.nopf.co.za/download.html](http://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.

### 13.2 Managers (Major Group 1)

- 13.2.1 Definition: Managers plan direct coordinate and evaluate the overall activities of enterprises governments and other organizations or of organizational units within them and formulate and review their policies laws rules and regulations.

**13.2.3 Tasks include:**

- Authorizing material human and financial resources to implement policies and programs
- Ensuring appropriate systems and procedures are developed and implemented to provide budgetary control
- Ensuring compliance with health and safety requirements planning and directing daily operations
- Establishing objectives and standards and formulating and evaluating programs and policies and procedures for their implementation
- Formulating and advising on the policy budgets laws and regulations of enterprises governments and other organizational units
- Monitoring and evaluating performance of the organization or enterprise and of its staff selecting or approving the selection of staff
- Representing and negotiating on behalf of the government enterprise or organizational unit managed in meetings and other forums

**13.3 Professionals (Major Group 2)**

13.3.1 *Definition:* 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 activities.

**13.3.2 Tasks 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 and health services 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.

**13.4 Technicians and Associate Professionals (Major Group 3)**

13.4.1 *Definition:* 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.

**13.4.2 Tasks 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.
- Initiating and carrying out various technical services related to trade, finance, administration (including administration of government laws and regulations) and to social work.
- Providing technical support for the arts and entertainment participating in sporting activities.
- Executing some religious tasks. Supervision of other workers may be included.

**14. Clerical Support Workers (Major Group 4)**

14.1 *Definition:* Clerical support workers record organize store compute and retrieve information related and perform a number of clerical duties in connection with money-handling operations travel arrangements requests for information and appointments.

**14.2 Tasks 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.

**15. Service and Sales Workers (Major Group 5)**

15.1 *Definition:* Service and sales workers provide personal and protective services related to travel housekeeping catering personal care or protection against fire and unlawful acts or demonstrate and sell goods in wholesale or retail shops and similar establishments as well as at stalls and on markets.

**15.2 Tasks include:**

- Organization and providing services during travel.

- Housekeeping preparing and serving of food and beverages.
- Caring for children providing personal and basic health care at homes or in institutions, as well as hairdressing beauty treatment and companionship.
- Telling fortunes embalming and arranging funerals.
- Providing security services and protecting individuals and property against fire and unlawful acts.
- Enforcing 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.

## **16. Skilled Agricultural Forestry Fishery Craft and Related Trades Workers (Major Group 6)**

16.1 *Definition:* Skilled agricultural forestry fishery craft and related trades workers apply specific knowledge and skills to construct and maintain buildings form metal erect metal structures set machine tools or make fit maintain and repair machinery equipment or tools carry out printing work produce or process foodstuffs textiles or wooden metal and other articles including handicraft goods and grow and harvest field or tree and shrub crops breed tend or hunt animals produce a variety of animal husbandry products cultivate conserve and exploit forests and breed or catch fish.

16.2 *Tasks include:*

- Sowing planting spraying fertilizing and harvesting field crops.
- Growing fruit and other tree and shrub crops garden vegetables and horticultural products.
- 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 basic processing of produce.
- 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.

## **17. Plant and Machine Operators and Assemblers (Major Group 7)**

17.1 *Definition:* 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.

17.2 *Tasks include:*

- Operating and monitoring mining or other industrial machinery and equipment for processing metal minerals glass ceramics wood paper or chemicals.
- 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.
- 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.

## **18. Elementary Occupations (Major Group 8)**

18.1 *Definition:* Elementary occupations involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort.

18.2 *Tasks include:*

- Cleaning, restocking supplies and performing basic maintenance in apartments houses kitchens hotels offices and other buildings.
- Washing cars and windows.
- Helping in kitchens and performing simple tasks in food preparation.

- Delivering messages or goods.
- Carrying luggage and handling baggage and freight.
- Stocking vending machines or reading and emptying meters.
- Collecting and sorting refuse.
- 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.
- Packing and unpacking produce by hand and filling shelves.
- Providing various street services.
- Pedaling or hand-guiding vehicles to transport passengers and goods.
  - Driving animal-drawn vehicles or machinery.

## 19. Skills Priorities

- 19.1 The Skills Priorities identified in the Fasset sector for planning training in the grant are that those that are found in the Fasset top ten scarce skills list for the 2020/2021 year.
- 19.2 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.

## 20. Training Costs

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:

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

The total expenditure does not include:

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

## 21. Skills Development Facilitator (SDF) Guidelines

- 21.1 Every employer must appoint an employee or any other person who is formally contracted to the employer as a SDF.
- 21.1.1 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.
- 21.1.2 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.
- 21.2 Functions of a SDF are to:
  - Assist the employer and employees to develop a Skills Development Plan which complies with the requirements of the SETA
    - Submit the Skills Development Plan to the relevant SETA
    - Advise the employer on the implementation of the Skills Development Plan
    - Assist the employer to draft an annual training report on the implementation of the Skills Development Plan
    - 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
- 21.3 The employer must provide the SDF with the resources, facilities and training necessary to perform the functions set out.

## 22. 'Level of course (entry, intermediate or advanced)'

The National Qualifications Framework (NQF) level of course (entry, intermediate or advanced) is a new field, and is defined as follows.

NQF Level	Level of course
10	Advanced
9	Advanced
8	Advanced
7	Intermediate
6	Intermediate
5	Intermediate
4	Entry
3	Entry
2	Entry
1	Entry

## 23. Standard Industrial Classification Code

23.1 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 organization'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 Organizations
- 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

**Table 1: Learning Programme Matrix** Annexure 300 (A) Government Gazette. 11 October 2013)

#	Mode	Narrative Description	Delivery Mode	Learning Site	Learning Achievement	Fasset Example
A	Bursaries	Institution-based theoretical instruction alone – formally assessed by the institution	Institutional instruction	Institutions such as universities and colleges, schools, ABET providers	Recognised theoretical knowledge resulting in the achievement of a degree, diploma or certificate issued by an accredited or registered formal institution of learning	Business Science Degree (University of Cape Town)
B	Internships	Institution-based theoretical instruction as well as some practical learning with an employer or in a simulated work environment - formally assessed through the institution	Mixed mode delivery with institutional instruction as well as supervised learning in an appropriate workplace or simulated work environment	Institutions such as universities and colleges, schools, ABET providers and workplace	Theoretical knowledge and workplace experience with set requirements resulting in the achievement of a degree, diploma or certificate issued by an accredited or registered formal institution of learning	National Diploma Public relations Management at Vaal University of Technology. Third Year: Distance Education: Communication Science III and Public Relations III. Nine months practical training plus three contact sessions per semester.
C	Learnerships	Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification – formally assessed by a statutory occupational or professional body	Structured learning in the workplace with mentoring or coaching	Workplace	Occupational or professional knowledge and experience formally recognised through registration or licensing	Post Graduate Diploma: Professional Accountant in Practice (via a learnership) – Practicing members of the Institute perform duties as an Accounting Officer and provide a number of accountancy related services to companies, close corporations, partnerships, sole proprietors, trusts and various other types of small business and non-corporate undertakings.
D	Learnerships or Apprenticeships	Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	Institutional instruction together with structured, supervised experiential learning in the workplace	Institution and workplace	Theoretical knowledge and workplace learning, resulting in the achievement of a South African Qualifications Authority registered qualification, a certificate or other similar occupational or professional qualification issued by an accredited or registered formal institution of learning	FET Certificate: Debt Recovery (via a learnership) – This is for any individual who is or wishes to be involved in the Debt Recovery function within the business sector and is intended to enhance the provision of service within the field of Debt Recovery within the business and commerce sector.
E	Work-integrated learning	Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	Structured, supervised experiential learning in the workplace which may include some institutional instruction	Workplace, institutional as well as ABET providers	Credits awarded for registered unit standards, continued professional development, improved performance or skills (e.g. evidence of outputs based on Performance Development Programme)	Achievement of a part-qualification quality assured via the Quality Council for Trades and Occupations (QCTO)
F	Informal training	Occupationally-directed informal instructional programmes	Structured information sharing or direct instruction involving workshops, seminars and conferences and short courses	Institutions, conferences and meetings	Continuing professional development, attendance certificates and credits against registered unit standards (in some instances)	Fasset Budget & Tax Update
G	Informal training	Work-based informal programmes	Informal training	Workplace	Increased understanding of job or work context or improved performance or skills	In-house cadetship or graduate placement programme. This also includes internships which do not fall into Category B of the Learning Programmes Matrix (LPM).