Mandatory Grant Requirements for 2026/2027 submission

Postal Address: PO Box 6801, Cresta, 2118 | Phone: (011) 476-8570 | Fax (Grant Applications)
• Call Centre: 087 821 2680 | Website: http://www.fasset.org.za | email: mandatorygrant@FASSET.org.za or **fassetcallcentre@fasset.org.za**

A. GUIDELINES

1. 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.
2. This grant application has been prepared in terms of the Government Gazette, no. 9867, Vol. 570, 3 December 2012, no. 35940.
3. The grant application contains a Skills Development Plan (SDP) for the 2026/2027 SETA financial year and an Annual Training Report (ATR) for the 2025/2026 SETA financial year.
4. ATR covers implemented training (past period); WSP covers planned training (future period).
5. Employers must submit their mandatory grant via email.
6. The SDF can access the ATR and WSP Submission Templates from the document library. On the link https://www.fasset.org.za/downloads under open windows.

B. POPIA Compliance and Confidentiality Assurance

Employers are assured that all information received will be treated with the highest regard for confidentiality and data protection, in full compliance with the Protection of Personal Information Act (POPIA), Act 4 of 2013. All information submitted through WSP/ATR submissions will be:

- Collected lawfully and for a specific, explicit and legitimate purpose.
- Processed in a manner that is adequate, relevant and not excessive.
- Stored securely and protected against unauthorised access, loss, damage or misuse.

Information received is primarily used for the purposes of skills development planning, monitoring and evaluation, reporting, and research. For analytical and strategic planning purposes, data will be aggregated and anonymised, ensuring that no individual employer or stakeholder can be identified in published reports or shared outputs.

Access to information is strictly limited to authorised FASSET officials and approved service providers, and data will not be shared with third parties without appropriate legal basis or consent, except where required by law or regulatory authorities.

This ensures that all personal and organisational information is handled responsibly, ethically, and in accordance with POPIA principles of lawfulness, minimality, security, transparency, and accountability.

C. INTRODUCTION, BACKGROUND AND SUBMISSION REQUIREMENTS

1. The grant must be submitted to FASSET by no later than **30 April 2026** in terms of the Department of Higher Education and Training (DHET) deadline.
2. The grant application contains a training plan (WSP) for the 2026/2027 financial year and a training report (ATR) for the 2025/2026 financial year. Should 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 afore-mentioned regulations) transfer the employer's unclaimed Mandatory Grant funds to the discretionary fund.
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 registered with FASSET and SDL 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 April 2026 to 31 March 2027) in order for the ATR 2025/2026 and Skills Development Plan 2026/2027 to be approved for grant payment. , 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 (B-BBEE) level of the organization has been requested (where applicable). The SDL number of the organization is clearly reflected (is written) on the B-BBEE certificate. The grant must be completed correctly and submitted in the required format.
8. Grant assessments will commence from 1 May only, after deadline closing date.
9. **Compulsory supporting documents to be submitted:**
    - FASSET mandatory grant compliance checklist.
    - Latest Tax clearance certificate or proof that you are up to date with your SDL contributions to SARS (EMPSA) **NOT** older than 3 months.
    - Letter from the bank confirming banking details (not older than 3 months)
    - Minutes of the consultation meeting must be submitted as proof of consultation. The minutes must reflect the Training Committee's approval of the WSP and ATR and clearly indicate the authorised signatories to the WSP and ATR. These minutes must be on company letterhead and are applicable to medium and large employers.
    - Unsigned or partially signed minutes will not be accepted. Employers must refer to the Training Committee Guideline document for committee composition requirements. The minutes must include the date, list of attendees, quorum (if applicable), an agenda item confirming consultation, a resolution approving the WSP and ATR, and signatures.
    - Proof of training spend must be submitted (invoices, receipts, and proof of payment). If the training was internal or in-house, a signed letter on company letterhead from an authorised representative explaining this must be included.
    - Employers must provide proof of training as reflected in the ATR, including attendance registers, certificates, or a signed contract with one payslip per learner/intern for learnerships or internships. Where the training relates to an academic qualification, proof of registration and proof of payment to the institution must be submitted.
    - The PIVOTAL plan and report must be completed to qualify for a mandatory grant. Where PIVOTAL training is not planned, submit a letter on a company letterhead indicating reasons why PIVOTAL training will not be undertaken.

    - Employers are required to have implemented a minimum of 75% of their planned training from the previous year to be eligible for a grant. If this requirement is not met, the employer must submit a written motivation on company letterhead outlining the reasons.
    - Declaration of training signed by all relevant parties. (Applicable to first-time submitting companies).
    - Authorization page signed by all relevant parties. Fully completed and signed. Ensure signatures match the names reflected in the minutes/authorisation section.
    - Attach the correct documents to avoid queries/delays. FASSET may request additional evidence during assessment.
    - Companies must ensure the completeness and accuracy of their submissions as there will be no opportunity to rectify them after the submission date.
    - Failure by a company to submit complete and accurate information will result in the submission being declared invalid and therefore not approved.

NB: Where a company is a Parent company, kindly attach a letter indicating all the child/subsidiaries companies under the parent company (name and the SDL of the child/subsidiary).

For example.

Parent co. SDL#	Parent name	Child/subsidiaries SDL#	Child/subsidiaries name
L987654321	AAA	L123456788	XYW
L987654321	AAA	L123454234	ABC
L987654321	AAA	L433425643	PDR

D. CHANGES FROM PREVIOUS YEAR'S APPLICATION FORM

1. General

1. The grant must be submitted to FASSET by no later than **30 April 2026** in terms of the DHET deadline. Grant applications may be submitted from end-January,2026
2. No further changes have been implemented.

---

2. Employment Summary

2.1 All staff employed as at 1 April 2026 must be included in the table.

2.2 No further changes have been implemented.

A. Report (All Training Implemented) for the Period 1 April 2025 to 31 March 2026

1.1 All staff employed at 1 April 2025 must be included in the table.

1.2 The training implementation period is 1 April 2025 to 31 March 2026.

1.3 Achievement of 75% of planned training as per the 2023/2024 WSP submitted.

E. REQUIREMENTS FOR COMPLETION

1. General (Important Guidelines for Bulk Upload Template Use)

1.1 Always download the latest version of the templates available from the FASSET system downloads page: https://www.fasset.org.za/downloads

1.2 Make sure that your downloaded Excel templates always remain in the "Excel 97-2003 Workbook (*.xls)" format. Do not save as a newer Excel format (*.xlsx).

1.3 All sections of the form will require employers to complete an MS Excel worksheet that is downloaded from the FASSET website. The worksheet will request detailed information per employee in the organization. The com-pletion of most of the fields is compulsory.

1.4 Always capture a record fully; do not capture half the fields of a record.

1.5 Do not rename or re-order the columns of the template.

1.6 Never add a new worksheet or delete an existing worksheet to the downloaded templates.

1.7 Never leave a date field blank; and dates must always be in the following format: yyyy-mm-dd

1.8 Never leave a date field blank; and dates must always be in the following format: yyyy-mm-dd

1.9 Never leave a blank line in your template; it will cause import errors.

1.10 Never re-arrange the order of worksheets of the templates.

1.11 Use the OFO Code Offline Search Guide (available on https://www.fasset.org.za/system_manuals.html) to select the correct combination of OFO codes, occupations and specialisations for each record.

1.12 The WSP submission file refers to training that is due to take place in the forthcoming financial year (starting 1 April).

1.13 The ATR submission file refers to training that occurred in the most recently completed financial year (starting 1 April).

---

2. Employment Summary as at 1 April 2026

2.1 First tab in the FASSET Planned_WSP_Template_v7.1

2.2 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.

2.3 The total number of staff reported cannot exceed your headcount.

2.4 All staff employed as at 1 April 2026 must be included.

2.5 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.

2.6 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.

2.7 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.

2.8 **Report (All Training Implemented) for the Period 1 April to 31 March 2026**

2.9 FASSET Actual_ATR_Template_v7.1

2.10 This form is compulsory attachment of the submission.

2.11 Ensure all fields captured to the first worksheet in this spreadsheet reflect on the uploaded version.

2.12 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.

2.13 Trainee accounting and auditing clerks fall into the Professionals category.

2.14 Staff that have joined and left the organization in 2025/2026 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.

2.15 This spreadsheet should include individuals that have been trained (employed and unemployed).

2.16 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 April to 31 March 2026.

2.17 Individuals may be counted more than once in the spreadsheet, if they have been trained on different interventions.

---

3. PIVOTAL and Non-PIVOTAL Training Plan for the Period 1 April to 31 March 2027

3.1 Second tab in the FASSET Planned_WSP_Template_v7.1

3.2 This spreadsheet should include individuals that will be trained (unemployed and employed) on Pivotal and non-pivotal Programmes.

3.3 Individuals may be counted more than once in this table, if they are planned for training on different interventions.

3.4 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.

3.5 Aligned to Private Sector Template, Funding Regulations (December 2012)

3.6 This spreadsheet should include individuals who will undertake training defined as a Pivotal and pivotal Programmed (qualification, learnership or internship) for the period 1 April to 31 March 2027

---

4. Adult Education and Training

4.1 Third tab in the FASSET Planned_WSP_Template_v7.1

5. Hard to fill Vacancies.

A hard-to-fill vacancy refers to a job position within an organization that is challenging to fill due to various factors such as a shortage of qualified candidates, specific skill requirements, location constraints, or industry competition. Organizations may struggle to find suitable candidates for hard-to-fill vacancies, leading to extended recruitment timelines more than 6 months, increased costs, and potential impacts on productivity. Employers may need to implement targeted recruitment strategies, offer competitive compensation packages, or provide additional training and development opportunities to attract and retain talent for hard-to-fill positions.

5.1 Fourth tab in the FASSET Planned_WSP_Template_v7.1

5.2 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.

5.3 Ensure all fields captured to the first worksheet in this spreadsheet reflect on the uploaded version.

5.4 Scarce skills refer to those occupations in which there is a scarcity of qualified and experienced people, current or anticipated in the future.
5.5 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.
5.6 If this is not applicable to your firm, please do not complete the form.

REASONS FOR HARD- TO- FILL VACANCIES

- Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation)
- Lack of relevant experience
- Poor remuneration
- Unsuitable job location
- Unsuitable working hours
- Equity considerations
- Slow recruitment processes

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

5.7 **Absolute scarcity**: suitably skilled people are not available, for example:
5.7.1 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.
5.7.2 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.
5.7.3 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.

5.8 **Relative scarcity**: suitably skilled people available but do not meet other employment criteria, for example:
5.8.1 Geographical location i.e. people are unwilling to work outside of urban areas.
5.8.2 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.
5.8.3 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.

5.9 **Specialization/Job or New Occupation**
5.9.1 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.

5.10 **Occupation**
Choose one of the major occupational groups below.
5.10.1 Managers
5.10.2 Professionals
5.10.3 Technicians and Associate Professionals
5.10.4 Clerical Support Workers
5.10.5 Service and Sales Workers
5.10.6 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
5.10.7 Plant and Machine Operators and Assemblers
5.10.8 Elementary Occupations

---

6. Skills gaps

6.1 This is an Additional WSP questionnaire.
6.2 A Skills Gaps analysis is a process that involves identifying discrepancies between the skills and competencies that employees currently possess and those that are required to meet the organization's goals and objectives. By conducting a Skills Gaps analysis, organizations can pinpoint areas where employees lack the necessary skills, knowledge, or abilities to perform their roles effectively. This analysis helps in developing targeted training programs, recruitment strategies, or other interventions to bridge the gap and ensure that employees have the skills needed to succeed in their roles and contribute to the organization's success.
6.3 A SKILLS GAP refers to skills that an employee does not have to carry out job tasks competently. It is also referred to as “top-up” skills. Divided into 5 categories.

- Basic Skills i.e. Reading, Speaking, Critical Thinking etc.
- Complex problem solving i.e. Identifying problems and reviewing related information
- Resource management skills i.e. Personnel Resources, Coordination, Persuasion, Service Orientation
- Systems skills i.e. Systems evaluation and analysis
- Technical skills i.e. Technology Design,

---

7. WSP Impact Assessment 2025/2026

7.1 Tab 3 FASSET Actual_ATR_Template_v7.1. (Compulsory)
7.2 This section addresses the impact of implemented training in the organization.
7.3 On a scale of 1 to 5, please indicate the impact of training on increased productivity, reduction in staff turnover, and increased efficiency resulting in financial gains.
7.4 Indicate the extent to which you agree that trained employees make fewer mistakes, solve problems more quickly, help the organisation keep abreast of skills and product developments, require less supervision, have clearer career paths, and remain motivated.
7.5 Indicate the extent to which training has resulted in improved promotion opportunities and improved remuneration prospects.
7.6 Briefly describe how the training reported in the ATR has affected the organisation, including outcomes such as improved quality of service to clients, increased compliance, and improved turnaround times.
7.7 Indicate the percentage of payroll spent on training during the reporting period.

8. Variance Analysis

8.1 Tab 4 FASSET Actual_ATR_Template_v7.1. (Compulsory)
8.2 The Variances between what was submitted on the WSP Plan and the Actual Training Record submitted. If the variance is below 75%, a reason needs to be provided for the non-achievement of the plan.
8.3 Employers are only required to state reasons provided that they have trained less than what was planned for.
8.4 A negative variance means that planned beneficiaries is greater than trained beneficiaries
8.5 A positive variance means that planned beneficiaries is less than trained beneficiaries

---

9. Authorization and Protection of Personal Information

9.1 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 recognized trade union.
9.2 The SDP and ATR must be signed off by the labour representative appointed by the recognized trade union.
9.3 Aligned to Section H, Private Sector Template, Funding Regulations (December 2012)
9.4 The submission must be authorized as true and correct.
9.5 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.
9.6 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.
9.7 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.
9.8 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.
9.9 By submitting this application, the parties agree that the purpose of collection of the personal information as discussed is adequate, relevant and not excessive.
9.10 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.

---

10. Banking Details

10.1 Banking details are only required for the purpose of a refund.
10.2 Attach an original bank confirmation letter from the bank not older than 3 months.

---

11. Lookup tables

11.1 A number of lookup / reference tables are included in the grant application form, on the final two worksheets of the spreadsheet.

11.2 These tables must be used when completing the form otherwise uploading onto the FASSET Management System will be unsuccessful.

11.3 The tables include the following areas:

- Types of unique ID
- Population groups
- Gender
- Type of disability
- Country of origin
- Provinces
- OFO Code - OFO Detail
- SP # - Skills Priority
- Hours worked.
- Type of employee
- 'New' NQF - Title of qualification
- NQF level
- Professional bodies
- Urban/Rural
- Suburb
- Postal code and region
- OFO codes – 6 digit
- Specialization and code

---

12. OFO Code - OFO Major Groups

12.1.1 1 - Managers
12.1.2 2 - Professionals
12.1.3 3 - Technicians and Associate Professionals
12.1.4 4 - Clerical Support Workers
12.1.5 5 - Service and Sales Workers
12.1.6 6 - Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
12.1.7 7 - Plant and Machine Operators and Assemblers
12.1.8 8 - Elementary Occupations

12.2 Managers (Major Group 1)

12.2.1 *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.

12.2.2 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.

12.3 Professionals (Major Group 2)

12.3.1 *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.

12.3.2 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. Technicians and Associate Professionals (Major Group 3)

13.1 *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.

13.2 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, organise 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:

- Organisation 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 Seri cultural 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 2017/18 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 Appointment of Skills Development Facilitator (SDF):
21.1.1 Every employer must appoint an employee or any other person who is formally contracted to the employer as an SDF.
21.1.2 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.
21.1.3 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 to be performed by the SDF:
21.2.1 The functions of an 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)'

22.1 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 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

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).