



Annual Performance Plan 2024/25



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FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills plans (SSPs). In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment, and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated, and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment, or Training (NEET), which is standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signalled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this, are our transformational and developmental imperatives which include amongst others: class, gender, race, geography, and youth, which

must be reflected at all material times in our SETA interventions. The Ministry of Higher Education, Science, and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills, and Health, and the following medium-term outcomes have been identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020 pointing out to skills development, science, and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, in the main developed the Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) aims to support the Economic Reconstruction and Recovery Plan (ERRP), ensuring that it is not compromised by skills shortages. It is born out of the urgency for a well-coordinated strategy of skills development to support both the management of the COVID-19 global health pandemic and economic and social recovery. President Ramaphosa captured our determination to reset the South African economy when he said: "We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality." As stated in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes the use of labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List, and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in the implementation of the Skills Strategy to support the Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10,000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 190 000 workplace-based learning (WBL) opportunities;
- 150 000 learners registered in skills development programs;
- 36 375 learners entering artisanal programs;
- 26 500 learners passing artisanal trades;
- 53 000 learners completing learnerships;
- 11 000 learners completing internships; and
- 128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2024/25 financial year.

Dr. BE Nzimande, MP

Executive Authority of Higher Education, Science, and Innovation

ACCOUNTING AUTHORITY STATEMENT

It is an honour for me to present the revised Annual Performance Plan (APP) for the period 1 April 2024 to 31 March 2025 to the Department of Higher Education and Training (DHET). This Annual Performance Plan was guided by the Services SETA Strategic Plan, which the Sector Skills Plan informs, and was finalised with inputs from the Services SETA management and relevant committees of the Services SETA board.

As a Sector Education and Training Authority (SETA), we are focused on continuing to deliver on our mandate of facilitating skills development across the Post-School Education and Training (PSET) system and improving the employability or self-employment of youth through skills development interventions. In addition, the APP update aims to strengthen the Services SETA's role in implementing the National Skills Development Plan 2030 by focusing on Work-Integrated Learning, Workplace-Based Learning, PSET system role players capacitation, and Entrepreneurship and Cooperatives Development interventions in line with government's renew mandate to respond appropriately to current socio-economic challenges.

Specifically, this APP update has been calibrated to respond directly current government's focus areas as articulated in the National Development Plan, National Skills Development Plan (NSDP) 2030, Economic Reconstruction and Recovery Plan (ERRP) and Economic Reconstruction and Recovery Skills Strategy (ERRSS). This will be addressed in conjunction with strong alignment with the SSP's (SSP) hard-to-fill vacancies, skills gaps, priority occupations and ERRSS priority skills to address the mismatch between skills supply and demand. The SETA will endeavour to contribute immensely to the transformation initiatives by prioritising interventions that will be developing women, youth and people living with disabilities. Partnership with employer and labour will be strengthened in this pursuit.

The Accounting Authority has placed a prime focus on strengthening the availability of relevant occupational qualifications that meet the standards set by our quality councils. The development of relevant qualifications is further necessitated by the changes in the economy as driven by Information Communication Technology, globalisation, climate change and growth trends in the economy. This requires the Services SETA to move quickly to support the services sector's growth and sustainability. We will guide and support the management and staff of this endeavour.

The Services SETA appreciates the government's commitment to harmonising development interventions through the District-based Delivery Model. To this end, all Services SETA interventions have been mapped to the district level to adequate alignment with the government plans and the DHET's mandate.

We will continue with our flagship programme of expanding access to skills development opportunities through establishment of skills development centres, focusing on rural areas. The focus for the remainder of this term will be on operationalisation of the six skills development centres completed thus far. We will appoint a mediator to advise of a sustainable and effective way of operationalising these skills development centres to ensure that they continue to operate in the absence of the Services SETA.

The Services SETA Accounting Authority endorses the 2024/25 Annual Performance Plan and look forward to our continued close collaboration with DHET in delivering against the Services SETA s' refined strategic goals and objectives in the upcoming year for the benefit of our stakeholders and the country.

At the same time, we would like to thank the Minister of Higher Education and Training and the National Skills Authority for their guidance and oversight. We thank the services sector role players: labour, business, learners, and skills development providers for their support throughout these years. We also congratulate the Services SETA staff for their accomplishment in the past financial year.



Mr. Stephen De Vries
Chairperson: Accounting Authority

ACCOUNTING OFFICER STATEMENT

As we enter the fifth year of the NSDP 2030 and the final year of the implementation of the 2020/21 - 2024/25 strategic plan. The SETA witnessed a sturdy improvement in organisational performance, achieving 84% of our targets in 2022/23 financial year - an increase of 4% from the prior year, notwithstanding the challenging environment we are positive that we will yield even better results in the 2024/25 financial year. The Services SETA is committed in creating a flourishing services sector that creates economic growth and inclusive opportunities for all South Africans.


To ensure the relevance of the Services SETA offerings and more substantial alignment with the NSDP, the investment in the development of occupationally directed qualifications in line with the QCTO framework continues to increase over the years. Building capacity of supply in the post-education and training system is one of the key focus areas of this APP. The SETA will continue to build the capacity of Services SETA to supply fit-for-purpose skills development interventions by fast-tracking the transitioning of legacy qualifications to occupational qualifications, reviewing existing occupational qualifications in response to changes in the sectors and developing new occupational qualifications to meet future skills needs of the sector.

To date, 78 occupational qualifications have been developed and registered with the QCTO. The critical, eminent task is to ensure sufficient implementation of these qualifications. Some of these new occupational qualifications will be piloted in the in collaboration with TVET colleges and Employers. We will also prioritise TVET college placements to support the State Of the Nation Address (SONA) commitments made by His Excellency the President, that the Department of Higher Education and Training shall place 10, 000 TVET graduates. To realise this goal, we have devised measures to strengthen partnerships with employers to facilitate learner work placement which is a key component of occupational level curriculum.

This APP places emphasis on supporting the government's initiatives to tackle high levels of unemployment among the youth through the presidential Youth Employment Scheme (YES) and Work Integrated Learning (WIL) which focuses on TVET college learners. Performance targets for the latter have been increased in this update builds on the solid foundation to deepen the impact and contribution to the Economic Reconstruction and Recovery Plan (ERRP) and the Economic Reconstruction and Recovery Skills Strategy (ERRSS) of the Department of Higher Education and Training.

Lastly, on behalf of the Services SETA management and staff, I would like to acknowledge and thank the Accounting Authority for providing strategic guidance. We are also grateful for the support we continue to enjoy from labour, business, and our service providers. I urge everyone to lend their helping hand to support the Services SETA to realise its goals and fulfil its mandate of providing a capable service sector workforce and contribution to building the nation.

It is with pleasure that I present the Services SETAs' Annual Performance Plan (APP) for the period 2024/25 financial year and look forward to full implementation of the plan with the support of the SETA board, management, staff and stakeholders.

A handwritten signature in black ink, consisting of a stylized initial 'A' followed by a long horizontal line that tapers to the right.

Mr. Andile Sipengane
Acting Chief Executive Officer

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

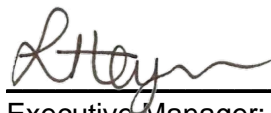
- Was developed by the management of the Services SETA under the guidance of Mr. Stephen De Vries the Chairperson of the Services SETA Accounting Authority.
- Considers all relevant policies, legislation, and other mandates for which the Services SETA is responsible.
- Accurately reflects the outcomes and outputs which the Services SETA will endeavour to achieve within available funding for the 2024/25 financial year.

Mr. Andile Sipengane



Executive Manager: Strategic Partnership and Collaboration

Ms. Liesel Köstlich



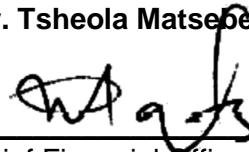
Executive Manager: Core Business

Mr. Sibusiso Dhladhla



Executive Manager: Corporate Services

Mr. Tsheola Matsepe



Chief Financial Officer

Ms. Mamabele Motla



Executive Manager: Strategy & Planning

Mr. Andile Sipengane



Acting Chief Executive Officer

Approved by:

Mr. Stephen De Vries



Chairperson: Accounting Authority

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LIST OF ACRONYMS

AA	Accounting Authority
AET	Adult Education and Training
AFS	Annual Financial Statements
AGSA	Auditor-General South Africa
APP	Annual Performance Plan
APR	Annual Performance Report
ATR	Annual Training Report
AQP	Assurance Quality Partner
BBBEE	Broad-Based Black Economic Empowerment
BUSA	Business Unity South Africa
CET	Community Education and Training colleges
CEO	Chief Executive Officer
CFO	Chief Financial Officer
COVID-19	Corona Virus Disease
CPD	Continuing Professional Development
DG	Discretionary Grants
DHET	Department of Higher Education and Training
DPME	Department for Planning, Monitoring and Evaluation
DQP	Development Quality Partner
ENE	Estimates of National Expenditure
ERRP	Economic Reconstruction and Recovery Plan
ERRSP	Economic Reconstruction and Recovery Skills Plan
ETD	Education Training and Development
ETQA	Education and Training Quality Assurance
eQPRS	Electronic Quarterly Performance Reporting System
GDP	Gross Domestic Product
HET	Higher Education and Training
HR	Human Resources
HRD	Human Resource Development
ICT	Information and Communications Technologies
LPE	Levy Paying Employer
MG	Mandatory Grants
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NCV	National Certificate Vocational
NDP	National Development Plan
NEET	Not in Education Employment or Training
NGP	New Growth Path
NLPE	Non-Levy Paying Employer
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
NSF	National Skills Fund
OQ	Occupational Qualifications
PAIA	Promotion of Access to Information Act 2 of 2000
PAJA	Promotion of Administration Justice Act 3 of 2000

PESTEL	Political, Social, Technological, Environmental and Legislative
PFMA	Public Finance Management Act 1 of 1999
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programmes
QCTO	Quality Council for Trade and Occupations
RPL	Recognition of Prior Learning
SARS	The South African Revenue Services
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SDP	Skills Development Providers
SETA	Sector Education and Training Authority
SETMIS	Sector Education and Training Management Information System
SIC	Standard Industrial Classification
SIPS	Strategic Integrated Projects
SLA	Service Level Agreement
SME	Small- and Micro-sized Enterprises
SMME	Small- Medium- and Micro-sized Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
SWOT	Strength, Weaknesses, Opportunities and Threads
TVET	Technical Vocational Education and Training
WIL	Work Integrated Learning
WPPSET	White Paper on Post-School Education and Training
WSP	Workplace Skills Plan

PART A: OUR MANDATE

1. UPDATES ON THE RELEVANT LEGISLATIVE AND POLICY MANDATES

1.1. Relevant Legislative and Policies Mandate

There are no updates to the relevant legislative and policy mandates for the Services SETA. The legislative mandate as stated in the Strategic Plan 2020/21 - 2024/25 remains unchanged.

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

2.1. Institutional Policies

The Services SETA has two broad types of policy approaches: (1) governance and (2) operational. The Accounting Authority is responsible for governance policies that cover the governing body's vision and mission of the SETA, their accountabilities, attendance, codes of conduct, commitments, conflict of interest, decision-making, financial prudence, governance values, leadership, ethics, roles and responsibilities, and a range of related cultural matters. They also include policies on the governing body's delegations to top management and staff, and interactions with the broader community and stakeholder base.

Operational policies are delegated to the executive management. These include policies on:

- Delegation of Authority and Approval Framework
- Discretionary Grants
- Supply Chain Management, Human Resource; and
- Organisational Compliance and Enterprise Risk Management
- Research, Planning Monitoring, Evaluation and Reporting
- Qualifications Development and Maintenance
- Human Resources Development and Management

Management initially develops and oversees these policies; with the governing body reviewing and finally approve them. Operationally, these policies are supported by Standard Operating Procedures per critical function covered in each policy, for example, Verification and Reporting Standard Operating Procedures, Research Standard Operating Procedures, etc.

2.2. A Responsive Strategy

To guide the Services SETA to realise its mandate, the management, under the guidance of the Accounting Authority has devised "A Responsiveness Strategy". The Strategy is informed by Management and Accounting Authority considerations meaning from their respective strategic sessions. The Management held a strategic session on 30-31 June 2023 with Accounting Authority holding its strategic session on 26-27 October 2023. Deliberations, and especially Action Plans from these strategic sessions have been instrumental in shaping the

current update of the Annual Performance Plan. Below we outline key elements of the strategy and full discussions will be provided under “*Internal Situational Analysis*” **sections 1.2.5** below:

Table 1: Responsive Strategy

Strategic Pillars	Description	Progress Key Action Plans
Organisational Performance	Drive organisational performance to deliver effectively on NSDP2030 and mandate and ensuring responsiveness to sector skills needs as informed by ongoing labour market research, sector skills plan, strategic plan, and annual performance plan.	<ul style="list-style-type: none"> • Services SETA performance increased from 40%, 80% to 84% in 2020/21, 2021/22 and 2022/23, respectively. • Two programmes achieved 100% performance against pre- determined goals. • This performance will be facilitated by a series of allocations approved by the Accounting Authority in recent times. • Measures have been put in place to tackle data integrity concerns which negatively affected audit outcome on predetermined objectives – that is, performance information.
Finance	Strive for effective use of resources to ensure financial sustainability to meet the mandate through improvement of financial controls and effective implementation and monitoring of commitments.	<ul style="list-style-type: none"> • Services SETA's economic health has improved significantly with a positive balance in revenue. • Of particular concern is the adverse audit outcome from the AGSA. This stemmed largely from the commitment register compiled as far as 2017/18. Significant progress has been made in managing this challenge. • An audit action plan has been put in place to monitor and mitigate organisational findings found within Annual Financial Statements(commitments) and performance information (reliability).
Business Processes including systems	Improve and align business processes to ensure efficiencies in delivering the Services SETA strategic goals and Enhancements of ICT infrastructure and system, including integration of systems and platforms to optimise operational efficiencies.	<ul style="list-style-type: none"> • During the 2021/22 year the ICT Department has rolled out its strategy that was underpinned by the Tri-Modal Philosophy supporting the Services SETA's 2019-22 Medium Term Strategic Framework. • In line with the approved ICT Strategy, the Tri-Modal Philosophy has resulted in close to 10 focused interventions that ICT implemented. • This progress assisted Services SETA in increasing its overall performance and improving financial controls.
People	Our people are central to the desired performance. The SETA aims to invest in capabilities of employees	<ul style="list-style-type: none"> • A key focus of this strategy has been to capacitate the Services SETA staff, create a conducive working environment, and support

Strategic Pillars	Description	Progress Key Action Plans
	to drive a culture of continuous personal development and high performance.	<p>staff to cope with current economic challenges.</p> <ul style="list-style-type: none"> The Organisational Design Project launched in 2022/23 is nearing completion. The aim of the project is to review organisational design of the Services SETA in line with the NSDP2030 and take stock of human resources requirements and current capacity. A critical human resources related objective of this exercise is functional jobs descriptions, job grading, skills audit and staff placement. This will go along a way in improving staff morale.
Stakeholder Relationship	A healthy working relationship is critical to the success of the Services SETA. The Services SETA will continue to build, strengthen, and maintain good relationship with its internal and external stakeholders.	<ul style="list-style-type: none"> The Services SETA embarked on aggressive stakeholder relationship management campaigns. Primary focus is on attracting and retaining top Levy payers to ensure their full participation in Services SETA programmes to increase the reach of skills development opportunities. A series of online engagements with CEOs of top levy payers were held to foster closer collaboration. Several workshops were facilitated with qualifying entities to provide technical support regarding submission of WSP and ATRs – resulting in a modest increase in submission rates. Two stakeholder satisfaction studies, including learner tracer studies were conducted to gauge the mood level of key stakeholders and devised responsive strategies.
Governance	Risk management and organisational compliance are critical governance function. The Services SETA strives to promote good governance by early detection of strategic risks and treatment thereof. Improved organisational compliance will ensure adherence to critical legislative prescripts.	<ul style="list-style-type: none"> Effective oversight by the Accounting Authority has resulted in improvements. Since its establishment, the Accounting Authority has provided consistent oversight over the affairs of the Services SETA and guidance on its strategic direction. The Board is fully functional, as demonstrated by the frequency of the scheduled meetings and the meeting attendance rate by members. In the last three financial years, the AA held three successful strategic sessions to review and inform the SSP, SP and APP.

3. UPDATES TO RELEVANT COURT RULINGS

Regulations on Monies received by SETAs and related matters were promulgated in July 2013. The Business Unity South Africa (BUSA) versus DHET court case is bound to have an impact on the implementation of this plan. BUSA launched a court case against DHET on the SETA Grant Regulations Regarding Monies Received by a SETA and Related Matters, which was gazetted on 3 December 2012 and came into effect on 1 April 2013. In summary, BUSA did not agree with the decrease in the Mandatory Grant percentage from 50% to 20% and that unspent SETA funds are transferred to the National Skills Fund (NSF). The Court ruled in favour of BUSA. This ruling has significant financial implications for the Services SETA, especially if retrospective payment is awarded.

In the plan for 2024/25, the Discretionary Grant allocations have been based on the Grant Regulations' determination of 20%. In line with this budget plan, the available DG amount is R1,5billion.

PART B: OUR STRATEGIC FOCUS

1. UPDATED SITUATIONAL ANALYSIS

1.1. EXTERNAL ENVIRONMENT ANALYSIS

The external environment of the services sector is discussed in detail in the updated Sector Skills Plan (SSP) 2023/24 as well as the Strategic Plan (SP) 2020/21-2024/25 as updated in 2023/24). The SSP 2023/24 defines the Services SETA's scope of focus as well the economic and labour market situation of the sectors, including change drivers, with a focus on the mismatch between the demand and supply of labour. Occupations critical for filling hard-to-fill vacancies and addressing skills gaps have been identified and prioritised.

Partnerships and collaborations are key components of successful and impactful delivery of skills development in the PSET system. The SSP 2024/25 presents the rationale, objectives, time frames, and related costs to partnerships identified by the Services SETA, as well monitoring and evaluation systems put in place to measure performance and impact. Since the external environment is sufficiently covered in the SSP and SP, it suffices to present updated PESTEL, and SWOT analyses given their relevance to successful implementation of this APP.

1.1.1. PESTEL Analysis

In addition to considering major change drivers for skills demand and supply for the services sector, a detailed Political, Social, Technological, Environmental and Legislative (PESTEL) and Strength, Weaknesses, Opportunities and Threats (SWOT) analyses was conducted. These trends have informed the development of strategic goals and objectives to steer the Services SETA on its path to deliver on its mandate.

Noteworthy, Table 2, PESTEL analysis below reveals a dire economic situation and its impact on skills development budgets. This will have a significant impact on the labour market as funding is reprioritised. This challenge is only partly mitigated by the confluence between decreased costs and increased accessibility associated with technology, the ever-increasing competency of Services SETA human resources and more flexible commuting and working practices which are increasingly possible in a 'connected' world. The rapidly changing technology landscaped, fuelled by the advances of 4IR will mean an increasing urgency for the Services SETA to work pro-actively.

Table 2: PESTEL Analysis

Politics	Economic
<ul style="list-style-type: none"> • Legislative mandate – Skills Development Act, Skills Development Levies Act, the Constitution. • Policy mandate – MTSF (2019-2024), NDP, NSDP 2030, White Paper on Post-School Education and Training. • Transition from historical to occupational qualifications. • Increased role of CET, TVET, and HEI in skills development provisioning. 	<ul style="list-style-type: none"> • High costs of living. • Incessant load shedding. • Low growth of GDP impacting on skills levies revenue. • Increase in business rescue and international benchmark/standards. • Alignment of skills development interventions to support Economic Reconstruction and Recovery Plan (ERRP). • Green economy – relevant training interventions to meet skills demand.
Social	Technology
<ul style="list-style-type: none"> • High level of unemployment at the national level. • Cumulative decline in employment rates in the services sector in the last two years. • Access to Work-Integrated Learning (WIL) for TVET graduates. • Ailing education and health systems. • High levels of social problems i.e., poverty, crime, GBV, substance abuse, teenage pregnancy. • Disproportionate access to learning: infrastructure and geographical spread. • Collaboration and Partnerships with other public entities may broaden access. 	<ul style="list-style-type: none"> • Need to regularly update skills and re-train for the workforce replaced by technology. • 4IR presents opportunities for new businesses. • Cyber security and related digital skills. • Disproportionate access to learning: devices and data. • Low and variable speed/ bandwidth. • Opportunity to create more equal society. • Online and open education opportunities created.
Environment	Legislation
<ul style="list-style-type: none"> • Climate change – impact on business operations – eco-friendly, adaptation environment legislation. • Environmental preservation - reduce carbon emissions – appropriate skills. • Climate change creates opportunities for entrepreneurship and innovation. • Environmental, Social, and (Corporate) Governance. 	<ul style="list-style-type: none"> • Labour Relations Act – basic conditions of employment; National Minimum Wage Act. • COIDA. • Protection of Private Information. • B-BBEE. • National Treasury Legislation and Regulations impede public-private partnerships.

1.2. INTERNAL ENVIRONMENT ANALYSIS

1.2.1. SWOT Analysis

The Services SETA's internal strengths and weaknesses, together with the external opportunities and threats referenced earlier, were evaluated to provide a basis for re-aligning, re-prioritising and refining Services SETA's strategic outcomes in line with the NSDP's vision and strategic outcomes, details in Table 3 below. The purpose of the analysis is for the Services SETA to optimise identified strengths, harness opportunities, offset identified weaknesses and mitigate threats. The findings of the SWOT analysis have been integrated into the Services SETA's strategic responses and are also addressed in more detail in our Annual Performance Plan.

Table 3: SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Stable leadership and Governance. • Committed stakeholders and employees. • Research capacity to guide towards relevance. • Investment in research to improve evidence-based planning with industry. • Strong brand – highly regarded by key stakeholders. • Enjoy legislative mandate to implement skills development; and • Regular performance monitoring and evaluation of impact to ensure alignment with the mandate. 	<ul style="list-style-type: none"> • Integration of systems and business processes. • Inadequate delivery model – resulting in the slow implementation of learning interventions. • Centralisation of services and operations. • Ageing commitments with multi-year implementation. • Expired historical qualifications and transition to occupational qualifications, identification, and capacity to supply; and • Funding and implementation of occupational qualifications may result in a reduction in the number of learners enrolled.
Opportunities	Threats
<ul style="list-style-type: none"> • Organisational Design to ensure alignment of organisational structure, skills, and business processes with strategic objectives NSDP 2030 policy. • Improvement in automation of core business and support processes through system development, with partial deployment. • Improvement in system functionality and integration requiring deployment, training and skills transfer to embed usage. • Strong focus and presence in entrepreneurship and co-operatives development. • Alignment of services sector skills in demand/ needs with the implementation of the annual performance plan to ensure supply of critical, prioritised, and hard-to-fill vacancies; and decentralisation of services to reach remote areas. 	<ul style="list-style-type: none"> • Negative audit outcomes. • BUSA court judgement – impact on available discretionary grants. • High number of small and informal sector – resulting in low revenue and participation in skills development. • Employer and Public Higher Institutions lack support to implement occupational qualifications. • Low rate of participation by employers in workplace training through WSP/ATR. • Decline in employment rates in the services sector in the last two years. • Increasing costs of living • Incessant load shedding

1.2.2. Compliance with B-BBEE

The principal law governing B-BBEE in South Africa is the Broad-Based Black Economic Empowerment Act, No. 53 of 2003 as amended by Act 46 of 2013. The B-BBEE Codes contain five elements against which the B-BBEE status of an entity will be measured (using the generic scorecard below), resulting in a B-BBEE score ranging from the lowest level being "Noncompliant" to the highest level, being "Level One".

Entities get measured through the B-BBEE Scorecard, a system made up of seven five elements, each with a certain weighting (points) attached to it. The elements are Ownership, Management Control, Employment Equity, Skills Development, Preferential Procurement, Enterprise and Supplier Development and Social-Economic Development.

The Services SETA considers Broad Based Black Economic Empowerment (B-BBEE) and transformation vital in achieving its mission. The Services SETA is being measured on the Generic Specialised Scorecard as gazetted by the Department of Trade and Industry (Dti). One of the critical avenues through which B-BBEE is pursued is through preferential procurement. Preferential procurement measurement is based on suppliers that are awarded via the tender or request for quotation processes. The Services SETA procures goods and services from Exempted Micro Enterprises, enterprises that are 51% owned by black people and 30% enterprises owned by black women. In addition, the SETA received bonus points for procuring from Designated Group Suppliers that are at least 51% Black owned based on the B-BBEE Recognition Level.

Services SETA has invested in a Supplier Development initiative aimed at assisting all SMME Discretionary grantees to successfully complete allocated projects. The initiative entails a comprehensive project management offering administered by a reputable service provider. Enterprise Development approach is intended to feed into the value chain. This programme is aimed at assisting SMMEs with the entire Accreditation process. This intervention entails Accreditation Workshops, Skills Programmes in line with business support and to assist SMMEs with uploading the documents in the Learning Intervention and Monitoring system for accreditation, which is desktop evaluation.

Despite this improvement transforming the sector, in the year under review, the organisation's BEE status Level has decreased from Level 6 (2021/2022) to Level 8 as assessed on the Generic Specialised scorecard. This is due to the impact of the pandemic, as the organisation had to recover, prioritising meeting the organisational Annual Performance Plan targets with limited financial resources. However, current plans are being rolled out to ensure that the organisation sails back to a satisfactory Level 4, as recorded in the past.

1.2.3. Transformation imperatives

In line with the government's transformation agenda, the Services SETA has targeted designated groups as outlined below. This performance will be maintained and even improved over the MTSF period.

Table 4. Services SETA and Transformation

Learning Intervention	Enrolment 2022/23	Employed	Unemployed	Female	Black	Youth	Rural
Adult Education & Training	450 (100%)	450 (100%)	0 (0%)	279 (62%)	420 (93%)	219 (49%)	30 (7%)
Artisans	1036 (100%)	0 (0%)	1036 (100%)	522 (50%)	937 (90%)	1009 (97%)	0 (100%)
Bursaries	1808 (100%)	354 (20%)	1454 (80%)	1282 (71%)	1632 (90%)	1568 (87%)	707 (39%)
Candidacy	157 (100%)	0 (0%)	157 (100%)	102 (65%)	147 (94%)	99 (63%)	17 (11%)
Learnership	6736 (100%)	1019 (15%)	5717 (85%)	4738 (70%)	6274 (93%)	5918 (88%)	1087 (16%)
Recognition of Prior Learning	190 (100%)	0 (0%)	190 (100%)	114 (60%)	188 (99%)	101 (53%)	0 (0%)
Skills Programme	6656 (100%)	4025 (60%)	2631 (40%)	4529 (68%)	6117 (92%)	4185 (63%)	568 (9%)
TVET Placement (NATED)	1016 (100%)	0 (0%)	1016 (100%)	797 (78%)	1014 (100%)	980 (96%)	0 (0%)
Unemployed Internships [NC(V)]	503 (100%)	0 (0%)	503 (100%)	454 (90%)	503 (100%)	474 (94%)	0 (0%)
University Placement	560 (100%)	0 (0%)	560 (100%)	379 (68%)	515 (92%)	491 (88%)	0 (0%)
TOTAL	19112	5848 (31%)	13264 (69%)	13196 (69%)	17747 (93%)	15044 (79%)	2409 (13%)

Source: Services SETA Annual Report, 2022

As illustrated above, for the financial year 2022/23 more than 19 112 learners participated in Services SETA offerings. Majority of beneficiaries were unemployed black female youth. More work needs to be done to expand access to education and training for people living with disabilities and those residing in rural areas. Skills development centres are primarily aimed at addressing these shortcomings. To date, seven skills development centres have been constructed in rural municipalities. An implementation strategy is being rolled out that will see the Services SETA collaborating with other SETAs to utilise these centres to address skills needs in rural areas. Regarding equity, 69% and 93% of beneficiaries are women and black, respectively.

1.2.4. Priority interventions for skills supply

Based on the PESTEL and SWOT analysis above, the following **priority interventions** have been identified for implementation and progress on other internal institutional factors, affecting the ability to achieve its outcomes.

A. The Services SETA identified five critical areas for interventions to promote skills development in the sector in the short-to-medium term:

1. The realignment of historical qualifications into Occupational Qualifications per the Quality Council for Trades and Occupations (QCTO) programme, including short-skills interventions to address national priorities. The organisation has realised the following successes:

- 78 Qualifications developed
 - 20 learnerships
 - 10 skills programmes registered.
 - 36 registered by QCTO & SAQA
2. Implementing skills development initiatives in line with **the industry skills needs in line with the Sector Skills Plan and Economic Reconstruction and Recovery Plan (ERRP) with a specific bias to digital and contact centre skills. Implementation** of related occupations is monitored on a quarterly basis. Achievement ranges between 20% and 40% on a quarterly basis.
 3. A focus on **Work-Integrated Learning and Workplace-Based Learning Interventions** in close collaboration with industry role players to create “workplace” training places.” The Services SETA has developed partnerships with no less than 200 employers to form active partnership that facilitates placement of learners at the workplaces or uptake of Services SETA’s offerings by large employers. More than 200 TVET/University graduates will benefit from this intervention in 2023/24 and the number expected to increase in 2024/25.
 4. Integration of **Application Systems and Business Optimisation** to support the implementation of learning interventions, including project monitoring, external moderation, and certification. The current Service Seta website provides an interactive platform with external stakeholders. The planned rollout of the Customer Relationship Management (CRM) system to improve interaction with all stakeholders.
 5. Strengthen **collaboration across the Post School Education and Training (PSET)** ecosystems, including Inter-SETA partnerships, to ensure an effective response to priority interventions aligned to the ERRP. The SETA has initiated partnerships with more than 40 TVET/CET colleges to foster collaboration and build capacity for supply across the PSET system.

B. Services Sector Skills Plan (SSP) Priorities and implementation progress made

1. Foster Inter-SETA collaboration and industry partnership to promote SMME development in the services sector

Collaboration with SETAs, Wits Business School and SEDA in the previous financial year highlighted to need to extend collaboration to support the development and growth of the SMEs sector. For this reason, the Services SETA will deepen this approach to include other SETAs that are currently not part of the collective.

2. Secure workplace training opportunities working in collaboration with the industry, employers, and the SETA

The Services SETA has embarked on an extensive campaign of promoting the participation of large companies in funded and unfunded learning interventions and forging closer collaboration with these role players. This approach has netted some improvements.

3. Work with QCTO and industry role players to complete and implement registered occupationally directed qualifications

The SETA managed to develop/re-align 11 occupational qualifications in the 2022/23 financial year. The target for 2024/25 is set at 15 to strengthen the capacity of supply.

The SETA working together with the industry and the QCTO are developing assessment instruments and training tools. 78 occupational qualifications have been developed with 36 registered with SAQA. About 20 learnerships and skills programmes registered.

4. Strengthen alignment between industry needs and Services SETA supply through research, implementation, and structured M&E

A preliminary organisational-wide M&E framework was developed and is ready for broad implementation. The following research topics were conducted as part of the Research Agenda addressing issues related to industry needs:

- **Skills Forecasting Model:** A model of services SETA sectors is a model for the purposes of forecasting future skills needs.
- **The Employer Interview:** A focused study reliant on industry participation collecting the latest skills needs from the industry.
- **Learner Tracer Study:** A tracer study was conducted, delving into the impact of training on the industry and its alignment with industry needs.

Analysis of the organisation's response to the Sector Skills Plan's key change drivers, hard-to-fill vacancies, skills gaps and priority skills reveals an incremental traction over the last four years. The organisation has been able to steer implementation of learning interventions in line with the above. There has been increased focus on digital skills largely in response to the ICT and 4IR as well as due to the impact of COVID-19 on the workplace and mode of work. Equally, there has been increase enrolment of learners into cleaning, hygiene and environmental related occupations in response to the impact of COVID-19 and climate change.

Riding on the back of globalisation and the government's Economic Reconstruction and Recovery Strategy, there has been increase in enrolment in Business Process Outsourcing occupations such as Call and Contact Centres, E-commerce, Business Advisory Service and Business Consultants among others. The Services SETA continues to monitor progress in this regard on a quarterly basis to ensure alignment with industry needs.

5. Development of organisational-wide M&E Framework to improve performance management.

Services SETA has a Research and Impact Assessment unit which is responsible for the M&E framework and its implementation. A preliminary organizational-wide M&E framework was developed, and it will be ready for board implementation after extensive internal consultation.

1.2.5. Progress report against a Responsive Strategy Pillars underpinning Performance

A thorough reflection of the organisational performance and the set goals triggered a need for a focussed strategy to drive performance. The strategy addresses operational, and skills related challenges that hamper performance. Internal considerations include **Organisational Performance, Finance, Business Processes including Systems, People, Stakeholder Relationship and Governance**. Progress achieved against this strategy is outlined below.

(a) Organisational Performance

Services SETA's overall organisational performance continues to improve. Overall organisational performance increased from 40% to 84% in 2020/21, 2021/22 and 2022/23 respectively. Two programmes achieved 100% performance against pre-determined goals. The other programme achieved 85%. All programmes achieved 80% or more of which is an increase compared to a target set in the previous financial year. The Accounting Authority has approved critical competitive allocations in the past five months to increase the pace and magnitude of service delivery to the services sector. These allocations will help improve organisational performance for 2023/24 and 2024/25 financial years.

Progress includes 19 112 learners benefiting from our learning interventions with 304 Cooperatives and 350 SMMEs; 218 representatives of non-governmental organisations 129 trained in entrepreneurial skills and 61 people trained to start their own businesses. The current focus is on impact. The critical area of impact to be pursued is throughput rate. This will be realised through close collaboration with large employers to secure sufficient workplace opportunities for learners. Chamber operations department is working closely with Strategic & Collaborations, Core Business (Mandatory Grants unit), and Marketing & Communications Departments to encourage employer participation in Services SETA's learning interventions. Strategies employed one-on-one engagements with senior leadership of large levy paying companies and intensive campaign to encourage employers to submit WSP/ATRs.

Our concerted efforts to build capacity of supply within the PSET system resulted in 5 Centres of Specialisations supported; 12 TVET and 5 CET colleges supported with infrastructure requirements and more than 155 TVET and CET managers and lectures supported with either bursary or skills development opportunities and capacity development opportunities for

practitioners. This intervention is critical in ensuing articulation across the PSET system. Collaboration between the Services SETA and TVET, CET Colleges and Universities will ensure programme and quality alignment thereby facilitating vertical articulation. For a long time, the challenge has been the recognition of SETA qualifications by higher education institutions. Lack of collaboration between these role players has been a major hindrance. This initiative by the Services SETA is aimed at closing this gap.

Capacity of supply was further strengthened with more than 78 new qualifications developed/aligned to occupational qualifications framework of the QCTO, a monthly average of 76 of accreditation applications processed, 90% of external moderations concluded in time resulting in 84% of certificates or statement of results issued on time. These achievements were supported by research-generated evidence-based decision-making processes with 8 research studies initiated, 5 concluded.

(b) Finance

Services SETA's economic health continues to improve each year in line with economic trends, demonstrating a moderate growth amidst challenges of high costs of doing business, energy constraints and inflationary pressures. Prudent financial controls the organisation has introduced regarding managing the cash flow and addressing commitments is assisting the organisation to execute its mandate within prescribed framework.

The turnaround strategy designed and implemented by management is also bearing results and this is the clearest indication that funds will be available to deliver on the mandate. The realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business. The Services SETA's focus is to implement commitments already made in line with skills needs that are relevant in the current economic environment.

The Services SETA received a qualified audit opinion during 2022/23 financial year. There has been noticeable progress in financial and performance information management. Audit matters raised in previous years were classified into Financial Statement (various areas), Predetermined Objectives, and Compliance with legislation. The basis for the audit finding was the commitment register and misstatement of performance for some of programme 3: Learning Programmes. In response to this challenge, the management held an audit reflection session with their entire leadership to (i) sensitise the management about the factors contributing to an adverse audit outcome and (ii) come with clear action plan. The action plans coming from this meeting include establishment of a:

- i. **rapid response team** that focuses on systems' related solutions to address audit findings, such as data integrity and integration.
- ii. **human resources team** whose focus is capacitation of internal staff and external stakeholders on system and data requirements for reporting accuracy and completeness.
- iii. **prior-prior year enrolment team** whose tasks is to clean up data from previous financial years which may no longer be aligned with current reporting requirements.

These teams provide regular feedback to Management Committee, Audit Committee, EXCO and AA. Initial observation illustrates impressive progress which assist the organisation to unqualified audit outcome in 2024/25 financial year.

(c) Business processes including systems

Related to the financial management systems at the Services SETA is the need to continuously invest in upgrading and updating our ICT systems. The Corporate Services Department is working closely with business units under the guidance of applicable governance structures to identify and areas of improvement and implement relevant solutions. Effective ICT system is critical to both prudent financial management and reliable performance information.

During the 2022/23 year, the ICT department has rolled out its strategy that was underpinned by the Tri-Modal Philosophy supporting the Services SETAs 2019-22 Medium-Term Strategic Framework. The Tri-Modal Philosophy is premised on the need to address three pillars of the Services SETA business namely:

- Eradication of any legacies related to systems and processes,
- Ensuring that there is stability in operation by reducing system downtimes and keeping the lights on, and lastly
- Optimising the business by introducing new innovative business solutions.

In line with the approved ICT Strategy, the Tri-Modal Philosophy has resulted in close to 10 focused interventions that ICT implemented. This progress assisted the SETA to increase its overall performance and improve financial controls.

The review and alignment of organisational business processes is a focus strategic area following completed business optimisation process.

(d) People

A key focus of this strategy has been to optimise business operations by embarking on a comprehensive organisational design. Critical to this process has been to ensure alignment of the Services SETA strategy and structure with the new SETA landscape and attracting and retaining suitable people. This process is being undertake with utmost care to staff needs and situations. The aim is to ensure that no staff member losses a job by considering alternative employment opportunities for those not fitting in the proposed structure. The project has gained much traction is expected to conclude by 31 March 2024 with phased in implementation of key outcomes already underway, e.g., finalisation of the operating model and value chain, macro structure and competency framework.

(e) Stakeholders' relationship

The Services SETA embarked on an aggressive stakeholder relationship management campaign. A primary focus on attracting and retaining top levy payers to ensure their full participation in Services SETA programmes to increase reach of skills development opportunities. A series of online engagements with CEOs of top levy payers were held to foster

closer collaboration. Several workshops were facilitated with qualifying entities to provide technical support regarding submission of WSP/ATRs. This has resulted in more than 400 new entities submitting WSP/ATRs.

For learners, more than 20 career exhibitions were held jointly with other SETAs, DHET and NSFAS. As we transition to occupationally directed qualifications regime capacitation workshops with skills development providers and other PSET role players will be implemented throughout the next two years to build adequate capacity for supply.

Furthermore, the Services SETA conducted two stakeholder satisfaction survey, including a learner tracer study. These studies were aimed at soliciting views and perceptions of key stakeholders about the Services SETA's service offering and devise responsive strategies. Key lessons have been gained and incorporated in this strategy and operational plans.

(f) Governance

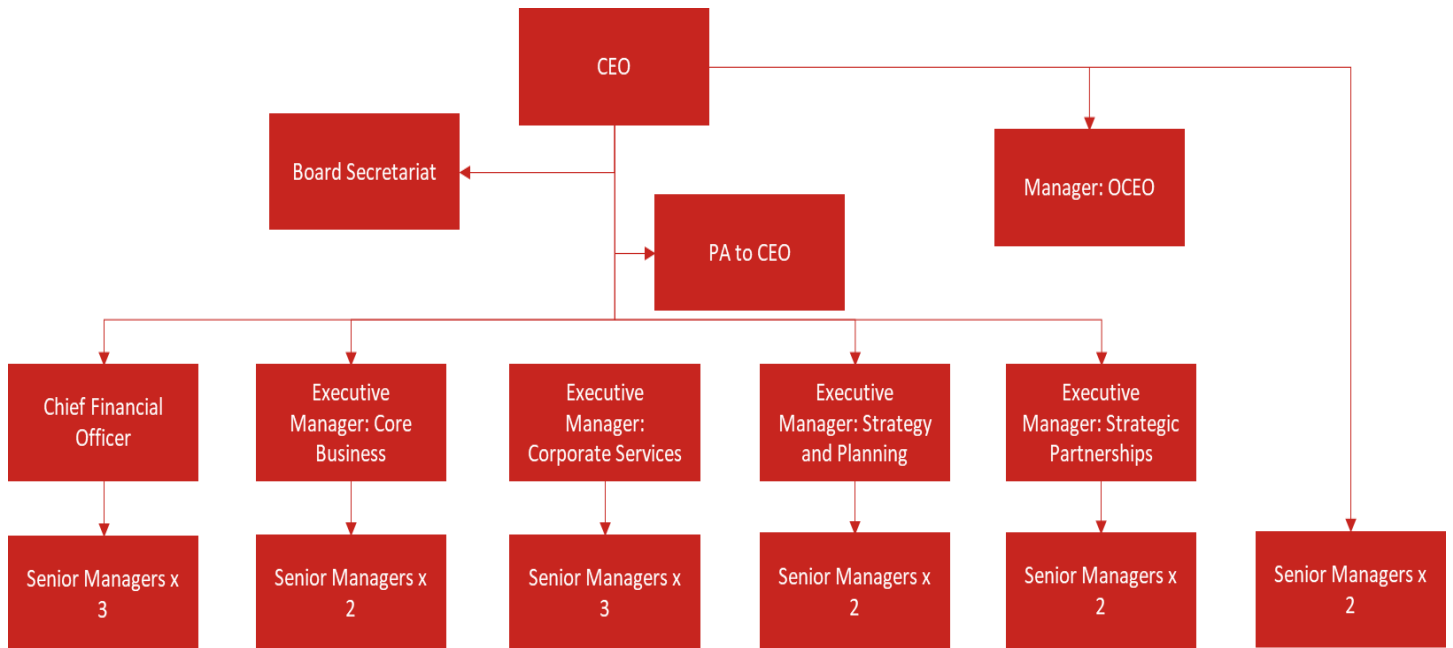
Effective oversight by the Accounting Authority has resulted in improvements. Since its establishment, the Accounting Authority has provided consistent oversight over the affairs of the Services SETA, in addition to providing guidance on its strategic direction as highlighted above. The Board is fully functional, as demonstrated by the frequency of the scheduled meetings, and the meeting attendance rate by members. Six sub-committees have been duly established to compliment the work of the board: Audit Committee; Finance Committee; Governance, Risk and Strategy Committee; Human Resources and Remuneration Committee, Transformation Committee and Executive Committee of the Accounting Authority. In addition, six Chamber Committees have been established. Similarly, functionality of these committees is very effective as illustrated by the frequency of meetings and attendance rates.

Special attention will be paid to risks related to audit outcomes, organisational compliance as the organisation matures and transitioning from legacy/traditional qualifications into occupational qualifications.

1.2.6. Services SETA Organisational Structure and Staffing

The organogram below reflects the Governance Structures and Management Committee which comprises Executive and Senior Management. Management is well constituted. Senior Management positions across core business functions are fully occupied.

Figure 1. Governance and Executive Structure¹



As the table below illustrates, the Services SETA is reasonably well staffed against the approved organisational structure at least 61% capacity. The economic and revenue environment discussed above casts serious doubt on the Services SETA's possibility to fully placed staff according to the organogram. Human resources per programme to support delivery of the Services SETA strategic goals, reference should be made to analysis done per programme below; Programme 1 to Programme 4.

¹ This organogram will be updated once the OD project is complete.

PART C: MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

1.1. Programme 1: Administration

1.1.1. Purpose

The purpose of the administration programme is to enable the delivery of the Services SETA Mandate through the delivery of support services.

1.1.2. Description of the Programme

The programme comprises the following sub-programmes:

Sub-Programme	Description
1.1. Finance	Ensures that Reporting on financial matters must be in line with legislative requirements
1.2. Human Resources Management and Development	Facilitates improved organisational performance through people, processes, and systems
1.3. Information and Communication Technology	Provides an integrated, efficient, and innovative ICT service
1.4. Marketing and Communications	Expands stakeholder participation by promoting access to services across all sub-sectors and provinces and growing visibility
1.5. Risk Management & Compliance	To ensure that enterprise-wide risk and fraud management frameworks and mitigation strategies implemented strengthen overall achievement of strategic objectives and reducing fraud and corruption. Ensures the Accounting Authority is assured of compliance with statutory and regulatory provisions and, internal policies and procedures monitored and strengthened to mitigate risk and improve organisational performance
1.6. Governance	To ensure that governance structures and processes are established, capacitated, and maintained in accordance with the Standard Constitution of SETA Regulations

1.1.3. Outcomes, outputs, performance indicators and targets

This programme primarily supports Outcome 1: *Enhanced organisational capabilities to deliver the strategy (NSDP)*, but it also supports the implementation of other three outcomes, as a support programme. Outputs and indicators which support the realisation of the outcome are outlined below.

1.1.3.1. Outcome, Output, Performance Indicator and Targets

Outcome	Output	Output Indicator	Annual Targets							
			Audited Performance			Estimated performance	MTEF Period			
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	
1. Enhanced organisational capabilities to deliver the strategy (NSDP)	Sub-Programme: 1.1. Finance									
	1.1. Financial Statements and performance information report without material errors	1.1.1. No material audit findings on financial statements and performance report	Qualified Audit Outcome (audited financial year 2019/20)	Qualified Audit Outcome (audited financial year 2020/21)	Qualified Audit Outcome (audited financial year 2021/22)	Qualified Audit Outcome (audited financial year 2022/23)	Unqualified Audit Outcome (audited financial year 2023/24)	Clean Audit (audited financial year 2024/25)	Clean Audit (audited financial year 2025/26)	
	Sub-Programme: 1.2. Human Resources Development and Management									
	1.2. Human resources capacitation	1.2.1. Percentage of occupancy maintained	65%	88%	90%	70%	75%	75%	75%	
		1.2.2. Percentage of Workplace Skills Plan implemented	55%	84%	-	75%	75%	80%	80%	
	Sub-Programme: 1.3. Information Communication & Technology									
	1.3. ICT infrastructure and application systems plans to support Services SETA	1.3.1. Percentage achievement against the prioritised ICT implementation plan	63%	100%	78%	75%	75%	80%	80%	
Sub-Programme: 1.4. Communications & Marketing										
1.4. Effective stakeholder management	1.4.1. Number of stakeholder engagements	155	165	-	160	180	200	220		

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
Sub-Programme: 1.5. Risk & Compliance									
	1.5. Enterprise-wide combined assurance management	1.5.1. Percentage of audit and compliance action plans actioned	100%	100%	100%	100%	100%	100%	100%
		1.5.2. Percentage of risk action plans actioned	100%	100%	100%	100%	100%	100%	100%
Sub-Programme: 1.6. Governance									
	1.6. Effective governance oversight	1.6.1. Quarterly Good Governance report	4	4	4	4	4	4	4

1.1.3.2. Indicators, Annual and Quarterly Targets

Output Indicator (Annual & Quarterly Targets)	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-Programme: 1.1. Finance								
1.1.1. No material audit findings on financial statements and performance report	Unqualified Audit Outcome (audited financial year 2023/24)	Continued	Non-Cumulative	Annually	-	Unqualified Audit Outcome (audited financial year 2023/24)	-	-
Sub-Programme: 1.2. Human Resources Development and Management								
1.2.1. Percentage of occupancy maintained	75%	Continued	Cumulative	Quarterly	60%	65%	70%	75%
1.2.2. Percentage of Workplace Skills Plan implemented	75%	New	Cumulative	Quarterly	35%	45%	65%	75%
Sub-Programme: 1.3. Information Communication & Technology								

1.3.1. Percentage achievement against the prioritised ICT implementation plan	75%	Continued	Cumulative	Quarterly	35%	45%	65%	75%
Sub-Programme: 1.4. Communications & Marketing								
1.4.1. Number of stakeholder engagements	180	Continued	Cumulative	Quarterly	45	90	45	-
Sub-Programme: 1.5. Risk & Compliance								
1.5.1. Percentage of audit and compliance action plans actioned	100%	Continued	Non-Cumulative	Quarterly	100%	100%	100%	100%
1.5.2. Percentage of risk action plans actioned	100%	Continued	Non-Cumulative	Quarterly	100%	100%	100%	100%
Sub-Programme: 1.6. Governance								
1.6.1. Quarterly Good Governance report	4	Continued	Cumulative	Quarterly	1	1	1	1

1.1.4. Programme Resource Considerations

Financial Resources

Budget allocation for programme and sub-programme as per the Estimates of National Expenditure.

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Board Secretariat Services	R 9 001	R 9 333	R 9 915	R 10 775	R 16,420	R 13,700	R 14,111	R 14,534	R 14,970
CEO	R 73	R 692	R 1 215	R 5 205	R 10,600	R 13,200	R 13,596	R 14,004	R 13,424
Communication Marketing	R 1 943	R 2 890	R 3 647	R 3 005	R 17,636	R 18,080	R 18,622	R 19,181	R 19,757
Compliance & Enterprise Risk Management	R 0	R 0	R 62	R 85	R 2,080	R 2,080	R 2,142	R 2,207	R 2,273
Legal	R 3 057	R 2 562	R 2 000	R 3 000	R 3,000	R 3,050	R 3,142	R 3,236	R 3,333
Finance	R 54 973	R 39 560	R 44 685	R 39 460	R 44,620	R 44,661	R 43,001	R 41,300	R 41,539
Human Resources	R 62 361	R 90 039	R 109 050	R 113 581	R 187,951	R 193,008	R 196,857	R 200,763	R 204,661
Information Technology	R 27 935	R 32 129	R 31 816	R 36 533	R 44,870	R 49,605	R 51,093	R 52,626	R 53,205

Facilities Management	R 13 425	R 17 196	R 19 196	R 21 830	R 34,288	R 37,220	R 38,337	R 39,487	R 40,671
Internal Audit	R 387	R 2 188	R 2 460	R 2 500	R 2,500	R 3,000	R 3,090	R 3,183	R 3,278
Core Business Cluster	R 0	R 1 135	R 302	R 393	R 660	R 5,260	R 5,418	R 5,580	R 5,748
Transformation		R 105	R 2	R 305	R 300	R 2,100	R 2,163	R 2,228	R 2,295
Strategic Partnerships			R 10	R 313	R 360	R 150	R 155	R 159	R 164
Planning	R 2	R 0	R 39	R 320	R 780	R 830	R 855	R 881	R 907
Records Management	R 857	R 1 621	R 1 431	R 3 000	R 3,400	R 6,025	R 6,206	R 6,392	R 6,584
TOTAL	R 174 014	R 199 450	R 225 830	R 240 305	R 369,465	R 391,969	R 398,787	R 405,760	R 412,807

Human Resources

Programme 1: Administration²	
Positions	Filled Posts per Job Level by Programme
Executive Management	3
Senior Management	7
Management	14
Senior Officers	18
Officers	11
Administrators	22
General	17
TOTALS	92

² The Programme has the following executives, CEO, EM: Corporate Services, CFO, EM: Strategy & Planning, EM: Strategic Partnerships & Collaborations

1.2. Programme 2: Skills Development and Planning

1.2.1. Purpose

To enable the Services SETA and Services Sector to target relevant skills development. It is responsible for researching skills needs within the Services Sector, issuing the Sector Skills Plan, developing strategic and annual performance plans for the Services SETA, monitoring, and evaluating organisational performance and conducting targeted evaluations to strengthen programme improvement in executing its mandate.

1.2.2. Description of the Programme

This programme consists of the following sub-programmes:

Sub-Programme	Description
2.1. Strategy & Planning	Services sector needs researched, documented, and communicated to enable effective planning across all economic sub-sectors annually and Sector skills, Strategic, Annual and Operational Performance Plans aligned and updated annually in compliance with regulatory frameworks
2.2. Research, planning, monitoring, and reporting	Services sector needs researched, documented, and communicated to enable effective planning across all economic sub-sectors annually and Sector skills, Strategic, Annual and Operational Performance Plans aligned and updated annually in compliance with regulatory frameworks
2.3. Mandatory Grants	This sub-programme facilitates the participation of employers in skills development through the submission of WSP/ATRs annually
2.4. Stakeholder Relations, Marketing and Communications, Provincial Operations and Chamber Operations	Expand stakeholder participation promoting access to services across all sub-sectors and provinces and grow visibility

1.2.3. Outcomes, outputs, performance indicators and targets

This programme contributes to Outcome 2: *“Enhanced mechanism for effective skills planning through collaborative research and partnerships”*. The outcome has three outcome indicator(s) and a five-year target. Alignment of outcomes to the outputs is demonstrated below.

1.2.3.1. Outcome, Output, Performance Indicator and Targets

Outcome	Output	Output Indicator	Annual Targets							
			Audited Performance			Estimated performance	MTEF Period			
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	
2. Enhanced mechanism for effective skills planning through collaborative research and partnerships	Sub-Programme: 2.1. Strategy & Planning									
	2.1. Strategy & Planning	2.1.1. Evidence-based SSP, SP and APP	Approved SSP, SP and APP (FY 21/22 strategic plans)	Approved SSP, SP and APP (FY 22/23 strategic plans)	Approved SSP, SP and APP (FY 23/24 strategic plans)	Approved SSP, SP and APP (FY 24/25 strategic plans)	Approved SSP, SP and APP (FY 25/26 strategic plans)	Approved SSP, SP and APP (FY 26/27 strategic plans)	Approved SSP, SP and APP (FY 27/28 strategic plans)	
	Sub-Programme: 2.2. Research, planning, monitoring, and reporting									
	2.2. Research, planning, monitoring, and reporting	2.2.1. Number of sector research partnerships for TVET growth occupationally directed programmes	2	2	2	3	3	3	3	
		2.2.2. Number of learners who completed learning programmes absorbed into employment or self-employment	25 799	9 235	6 678	500	1 000	1 500	2 000	
		2.2.3. Percentage of discretionary grants allocated at different skills levels	100%	100%	100%	100%	100%	100%	100%	
		<i>High level skills</i>	<i>3%</i>	<i>17%</i>	<i>17%</i>	<i>20%</i>	<i>15%</i>	<i>15%</i>	<i>15%</i>	
		<i>Intermediate level skills</i>	<i>40%</i>	<i>40%</i>	<i>52%</i>	<i>30%</i>	<i>60%</i>	<i>55%</i>	<i>55%</i>	
		<i>Elementary level skills</i>	<i>57%</i>	<i>43%</i>	<i>31%</i>	<i>50%</i>	<i>25%</i>	<i>30%</i>	<i>30%</i>	
	Sub-programme: 2.3. Mandatory Grant									
	2.3. Increased number of employers participating in	2.3.1. Number of WSPs and ATRs approved	3 925	4 560	4 016	3 929	4 047	4 249	4 462	
		<i>Number of WSPs and ATRs approved for Small firms</i>	<i>2 606</i>	<i>3 081</i>	<i>2 641</i>	<i>2 563</i>	<i>2 640</i>	<i>2 772</i>	<i>2 911</i>	

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
	SETA programmes	<i>Number of WSPs and ATRs approved for Medium firms</i>	772	870	783	792	815	856	899
		<i>Number of WSPs and ATRs approved for Large firms</i>	547	609	592	574	592	621	652
		2.3.2. Number of SETA-Employer partnerships established	507	649	267	570	600	630	660
Sub-programme: 2.4. Stakeholder Relations, Marketing and Communications, Provincial Operations and Chamber Operations									
	2.4. Promote access to skills development opportunities, including rural areas	2.4.1. Number of career development practitioners trained	-	20	40	40	40	40	40
		2.4.2. Number of Career Development Events in rural / urban areas on occupations in high demand	18	19	49	18	25	35	35
		<i>Urban</i>		9	27	8	10	15	15
		<i>Rural</i>		10	22	10	15	20	20
		2.4.3. Number of capacity building workshops on career development services initiated	-	9	18	20	20	20	20
		2.4.4. Number of HEI/TVET/CET Partnerships established	-	8	21	14	9	9	9
		<i>Number of TVET partnerships established</i>	-	2	11	7	5	5	5
		<i>Number of HEI partnerships established</i>	-	3	6	3	2	2	2
		<i>Number of CET partnerships established</i>	-	3	4	4	2	2	2
		2.4.5. Number of SETA offices established and maintained in TVET colleges	-	-	-	1	1	1	1

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		2.4.6. Number of Federations/Trade unions supported through the relevant skills training interventions	4	9	7	5	6	6	6

1.2.3.2. Indicators, Annual and Quarterly Targets

Output Indicator (Annual & Quarterly Targets)	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-Programme: 2.1. Strategy & Planning								
2.1.1. Evidence-based SSP, SP and APP	Approved SSP, SP and APP (FY 25/26 strategic plans)	Continued	Cumulative	Quarterly	-	AA Approved SSP	AA Approved SP & APP	DHET & Parliament Approved SSP/SP/APP
Sub-Programme: 2.2. Research, planning, monitoring, and reporting								
2.2.1. Number of sector research partnerships for TVET growth occupationally directed programmes	3	Continued	Cumulative	Quarterly	-	2	1	-
2.2.2. Number of learners who completed learning programmes absorbed into employment or self-employment	1 000	Continued	Non-Cumulative	Annually	-	-	1 000	-
2.2.3. Percentage of discretionary grants allocated at different skills levels	100%	Continued	Cumulative	Quarterly	-	40%	-	60%
<i>High level skills</i>	15%				-	5%	-	10%
<i>Intermediate level skills</i>	60%				-	25%		35%
<i>Elementary level skills</i>	25%				-	10%	-	15%
Sub-programme: 2.3. Mandatory Grant								

Output Indicator (Annual & Quarterly Targets)	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
2.3.1. Number of WSPs and ATRs approved	4 047	Continued	Cumulative	Quarterly	-	406	2 427	1 214
<i>Number of WSPs and ATRs approved for Small firms</i>	<i>2 640</i>				<i>-</i>	<i>264</i>	<i>1 584</i>	<i>792</i>
<i>Number of WSPs and ATRs approved for Medium firms</i>	<i>815</i>				<i>-</i>	<i>82</i>	<i>488</i>	<i>245</i>
<i>Number of WSPs and ATRs approved for Large firms</i>	<i>592</i>				<i>-</i>	<i>60</i>	<i>355</i>	<i>177</i>
2.3.2. Number of SETA-Employer partnerships established	600	Continued	Cumulative	Quarterly	150	180	180	90
Sub-programme: 2.4. Stakeholder Relations, Marketing and Communications, Provincial Operations and Chamber Operations								
2.4.1. Number of Career Development Practitioners trained	40	Continued	Cumulative	Quarterly	10	15	15	-
2.4.2. Number of Career Development Events in rural areas on occupations in high demand	25	Continued	Cumulative	Quarterly	5	10	10	-
<i>Urban</i>	<i>10</i>				<i>2</i>	<i>4</i>	<i>4</i>	<i>-</i>
<i>Rural</i>	<i>15</i>				<i>3</i>	<i>6</i>	<i>6</i>	<i>-</i>
2.4.3. Number of capacity building workshops on Career Development Services initiated	20	Continued	Cumulative	Quarterly	5	7	8	-
2.4.4. Number of HEI/TVET/CET Partnerships established	9	Continued	Cumulative	Quarterly	1	4	4	-
<i>Number of TVET partnerships established</i>	<i>5</i>				<i>1</i>	<i>2</i>	<i>2</i>	<i>-</i>
<i>Number of HEI partnerships established</i>	<i>2</i>				<i>-</i>	<i>1</i>	<i>1</i>	<i>-</i>
<i>Number of CET partnerships established</i>	<i>2</i>				<i>-</i>	<i>1</i>	<i>1</i>	<i>-</i>
2.4.5. Number of SETA offices established and maintained in TVET colleges	1	Continued	Cumulative	Quarterly	-	1	-	-
2.4.6. Number of Federations/Trade unions supported through the relevant skills training interventions	6	Continued	Cumulative	Quarterly	1	3	2	-

1.2.4. Programme resource considerations

Financial Resources

Budget allocation for programme and sub-programme as per the Estimates of National Expenditure.

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
	R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27
Research studies	R 0	R 0	R 0	R 10 000	R 10,000	R 20,000	R 20,600	R 21,218	R 21,855
Infrastructure development	R 9 109	R 27 137	R 26 517	R 75 000	R 60,000	R 75,000	R 77,250	R 79,568	R 81,955
Strategic Partnerships & initiatives	R 95 170	R 64 624	R 82 163	R 201 500	R 200,000	R 100,000	R 103,000	R 106,090	R 109,273
Personnel costs	R 0	R 0	R 9 937	R 26 221	R 2,000	R 2,100	R 2,163	R 2,228	R 2,295
Other DG Support costs	R 15 448	R 15 593	R 9 220	R 18 100	R 900	R 950	R 979	R 1,008	R 1,038
TOTAL	R 119 727	R 107 354	R 127 837	R 330 821	R 272,900	R 198,050	R 203,992	R 210,111	R 216,415

Human resources

Program 2: Skills Development and Planning ³	
Positions	Filled Posts per Job Level by Programme
Executive Management	4
Senior Management	6
Management	15
Senior Officers	16
Officers	20
Administrators	21
General	-
TOTALS	82

³ This Programme is headed by four Executive Manager, EM: Strategy & Planning, EM: Core Business and EM: Strategic Partnerships & Collaborations; EM: Corporate Services

1.3. Programme 3: Learning Programmes

1.3.1. Purpose

The purpose of the skills development programme is to deliver the Services SETA service offering to the target stakeholders in order to achieve its mandate. The programme is responsible for disbursement of the Services SETA discretionary grants through special and regular projects for infrastructure development, to expand access to skills development in rural and underserved areas, and pivotal learning interventions.

1.3.2. Description of the Programme

This programme consists of following sub-programmes:

Sub-Programme	Description
3.1. Entrepreneurship and Corporative Development	This programme promotes growth and sustainability of SMMEs through targeted interventions
3.2. Special Projects	This purpose of this sub-programme is to ensure that transformational imperatives and national priorities are promoted through partnerships development and strategic integration resulting in the contracting in respect of learners across learning interventions
3.3. Learning Interventions	This sub-programme facilitates uptake of funded and unfunded learning interventions should be improved and monitored to take good stock of the pool of labour provided within the sector

1.3.3. Outcomes, Outputs and Output Indicators

This programme contributes to Outcomes 3: *“Promote access to technical and professional skills for employment and entrepreneurship across the service sector”*. The outcome has three outcome indicator(s) and a five-year target. Alignment of outcomes to the outputs is demonstrated below.

1.3.3.1. Outcome, Output, Performance Indicator and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
Sub-Programme 3.1: ECD									
3. Promote access to technical and professional skills across the services sector	3.1. Increased participation by entrepreneurs in SETA offerings	3.1.1. Number of enterprises funded for skills that enhance the growth/ development/sustainability of their organisations.	84	763	783	700	700	700	700
		<i>Cooperatives</i>	0	315	304	300	300	300	300
		<i>SMMEs</i>	84	337	350	300	300	300	300
		<i>CBOs/ NGOs/ NPOs</i>	0	111	129	100	100	100	100
		3.1.2. Number of enterprises trained on sector and national priority occupations or skills.	-	59	61	60	60	60	60
		<i>Established or emergent cooperatives</i>	-	29	30	30	30	30	30
		<i>Small and emerging enterprises</i>	-	30	31	30	30	30	30
		3.1.3. Number of people trained on entrepreneurship supported to start their business.	-	121	218	200	200	200	200
	Sub-Programme 3.2: Special Projects								
		3.2. Partnerships established to promote access to skills development opportunities, including rural areas	3.2.1. Number of Centres of Specialisation supported	7	4	5	4	4	4
		3.2.2. Number of TVET Lecturers exposed to the industry through Skills Programmes	0	40	42	50	50	50	50
		3.2.3. Number of Managers receiving training on curriculum related studies - TVET	5	11	11	5	5	5	5

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		3.2.4. Number of TVET colleges Lecturers awarded Bursaries	0	57	75	50	50	50	50
		3.2.5. Number of infrastructure development projects (equipment/workshops) to support TVET colleges	0	5	3	2	2	2	2
		3.2.6. Number of CET colleges lecturers awarded skills development programmes	0	16	10	20	20	20	20
		3.2.7. Number of infrastructure development projects (equipment/ workshops/ Connectivity/ ICT) to support CET colleges	0	3	1	1	1	1	1
		3.2.8. Number of CET college Managers receiving training on curriculum-related studies	0	11	10	5	5	5	5
		3.2.9. Number of CET learners accessing AET programmes	0	20	20	20	20	20	20
		3.2.10. Number of Rural Development Projects initiated	0	7	11	10	10	10	10
Sub-programme 3.3. Learning Programmes Implementation									
		3.3.1. Number of employer-funded learners Entered	899	1 650	2 793	610	641	673	706
		3.3.2. Number of learners enrolled in learnership programmes	0	4 520	6 736	9 512	9 488	10 487	11 012
	3.3. Number of learners enrolled in priority occupations	<i>Unemployed</i>	<i>0</i>	<i>3 817</i>	<i>5 717</i>	<i>8 062</i>	<i>8 465</i>	<i>8 888</i>	<i>9 333</i>
		<i>Worker</i>	<i>0</i>	<i>703</i>	<i>1 019</i>	<i>1 450</i>	<i>1 023</i>	<i>1 599</i>	<i>1 679</i>
		3.3.3. Number of learners who completed learnerships programmes	763	262	1 425	3 262	7 697	4 300	4 514
		<i>Unemployed</i>	<i>743</i>	<i>262</i>	<i>1 313</i>	<i>2 612</i>	<i>6 450</i>	<i>3 386</i>	<i>3 555</i>

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		<i>Worker</i>	20	0	122	650	1 247	914	959
		3.3.4. Number of learners granted bursaries	237	1 627	1 808	1 500	1 475	1 549	1 626
		<i>Unemployed learners (new enrolments)</i>	87	1 072	1 353	800	840	882	926
		<i>Unemployed learners (continuing)</i>	0	112	101	400	320	336	353
		<i>Workers (new entries)</i>	150	430	354	300	315	331	347
		<i>Workers (continuing)</i>	0	13	0	0	0	0	0
		3.3.5. Number of learners granted Bursaries completed their studies	243	1 006	654	492	525	619	651
		<i>Unemployed</i>	228	768	619	410	336	487	512
		<i>Worker</i>	15	238	35	82	189	132	139
		3.3.6. Number of Internships Enrolled	0	1 161	2 079	2 285	2 840	2 980	3 130
		<i>Number of Unemployed learners enrolled Internships (Work-Based Learning)</i>	0	427	503	535	835	875	920
		<i>Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces</i>	0	375	1,016	1 150	1 400	1 470	1 544
		<i>Number of CET learners enrolled Internships</i>	-	-	-	100	105	110	116
		<i>Number of Universities students requiring work integrated learning to complete their qualifications placed in workplaces</i>	0	359	560	500	500	525	550

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		3.3.7. Number of Internships Completed	502	109	182	731	1 947	1 323	1 416
		<i>Number of Unemployed learners completed Internship</i>	<i>253</i>	<i>93</i>	<i>110</i>	<i>281</i>	<i>422</i>	<i>351</i>	<i>369</i>
		<i>Number of TVET students completed their work integrated learning placements.</i>	<i>201</i>	<i>15</i>	<i>15</i>	<i>243</i>	<i>1 260</i>	<i>560</i>	<i>588</i>
		<i>Number of CET learners completed Internship</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0</i>	<i>40</i>	<i>42</i>	<i>44</i>
		<i>Number of University students completed their Work Integrated Learning placements</i>	<i>48</i>	<i>0</i>	<i>57</i>	<i>207</i>	<i>225</i>	<i>370</i>	<i>415</i>
		3.3.8. Number of learners enrolled in Skills Programmes	0	5 896	6 656	4 100	3 305	4 520	4 746
		<i>Unemployed</i>	<i>0</i>	<i>2 622</i>	<i>2 631</i>	<i>1 300</i>	<i>1 365</i>	<i>1 433</i>	<i>1 505</i>
		<i>Workers</i>	<i>0</i>	<i>3 274</i>	<i>4 025</i>	<i>2 800</i>	<i>1 940</i>	<i>3 087</i>	<i>3 241</i>
		3.3.9. Number of learners who completed Skills Programmes	761	1 625	3 194	1 815	5 544	2 730	2 867
		<i>Unemployed</i>	<i>242</i>	<i>1 130</i>	<i>1 316</i>	<i>1 075</i>	<i>1 932</i>	<i>819</i>	<i>860</i>
		<i>Worker</i>	<i>519</i>	<i>495</i>	<i>1 878</i>	<i>740</i>	<i>3 612</i>	<i>1 911</i>	<i>2 007</i>
		3.3.10. Number of unemployed learners enrolled for Candidacy programmes	0	216	157	214	225	236	248
		3.3.11. Number of unemployed learners completed Candidacy programmes	0	0	125	61	86	112	118
		3.3.12. Number of artisan learners enrolled	0	355	1 036	1 000	1 000	1 470	1 544

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		3.3.13. Number of artisan learners completed	390	1 517	1 031	1 070	1 200	1 120	1 103
		3.3.14. Number of learners enrolled in RPL/ARPL	0	144	190	500	5 000	551	579
		3.3.15. Number of learners who completed RPL/ARPL	-	-	79	76	200	510	221
		3.3.16. Number of workers enrolled in AET programmes	0	350	450	150	200	210	221
		3.3.17. Number of workers who completed AET programmes	4	-	143	29	100	80	84

1.3.3.2. Indicators, Annual and Quarterly Targets

Output Indicator	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-Programme 3.1: ECD								
3.1.1. Number of enterprises funded for skills that enhance the growth/development/sustainability of their organisations.	700	Continued	Cumulative	Quarterly	170	210	220	100
<i>Cooperatives</i>	<i>300</i>				<i>70</i>	<i>90</i>	<i>90</i>	<i>50</i>
<i>SMMEs</i>	<i>300</i>				<i>70</i>	<i>90</i>	<i>90</i>	<i>50</i>
<i>CBOs/ NGOs/ NPOs</i>	<i>100</i>				<i>30</i>	<i>30</i>	<i>40</i>	<i>-</i>
3.1.2. Number of enterprises trained on sector and national priority occupations or skills.	60	Continued	Cumulative	Quarterly	20	20	20	-
<i>Established or emergent cooperatives</i>	<i>30</i>				<i>10</i>	<i>10</i>	<i>10</i>	<i>-</i>
<i>Small and emerging enterprises</i>	<i>30</i>				<i>10</i>	<i>10</i>	<i>10</i>	<i>-</i>

Output Indicator	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
3.1.3. Number of people trained on entrepreneurship supported to start their business.	200	Continued	Cumulative	Quarterly	50	60	60	30
Sub-Programme 3.2: Special Projects								
3.2.1. Number of Centres of Specialisation supported	4	Continued	Cumulative	Quarterly	-	2	2	-
3.2.2. Number of TVET Lecturers exposed to the industry through Skills Programmes	50	Continued	Cumulative	Quarterly	-	25	25	-
3.2.3. Number of Managers receiving training on curriculum related studies - TVET	5	Continued	Cumulative	Quarterly	-	5	-	-
3.2.4. Number of TVET colleges Lecturers awarded Bursaries	50	Continued	Cumulative	Quarterly	-	25	25	-
3.2.5. Number of infrastructure development projects (equipment/workshops) to support TVET colleges	2	Continued	Cumulative	Quarterly	-	1	1	-
3.2.6. Number of CET colleges lecturers awarded skills development programmes	20	Continued	Cumulative	Quarterly	-	10	10	-
3.2.7. Number of infrastructure development projects (equipment/ workshops/ Connectivity/ ICT) to support CET colleges	1	Continued	Cumulative	Quarterly	-	-	1	-
3.2.8. Number of CET college Managers receiving training on curriculum-related studies	5	Continued	Cumulative	Quarterly	-	5	-	-
3.2.9. Number of CET learners accessing AET programmes	20	Continued	Cumulative	Quarterly	-	10	10	-
3.2.10. Number of Rural Development Projects initiated	10	Continued	Cumulative	Quarterly	-	5	5	-
Sub-Programme 3.3: Learning Programmes								
3.3.1. Number of employer-funded learners Entered	641	Continued	Cumulative	Quarterly	160	193	192	96
3.3.2. Number of learners enrolled in learnership programmes	9 488	Continued	Cumulative	Quarterly	2 371	2 847	2 847	1 423
<i>Unemployed</i>	<i>8 465</i>				<i>2 115</i>	<i>2540</i>	<i>2 540</i>	<i>1 270</i>
<i>Worker</i>	<i>1 023</i>				<i>256</i>	<i>307</i>	<i>307</i>	<i>153</i>

Output Indicator	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
3.3.3. Number of learners who completed learnerships programmes	7 697	Continued	Cumulative	Quarterly	1 925	2 308	1 925	1 539
<i>Unemployed</i>	6 450				1 613	1 934	1 613	1 290
<i>Worker</i>	1 247				312	374	312	249
3.3.4. Number of learners granted bursaries	1 475	Continued	Cumulative	Quarterly	369	443	442	221
<i>Unemployed learners (new enrolments)</i>	840				210	252	252	126
<i>Unemployed learners (continuing)</i>	320				80	96	96	48
<i>Workers (new entries)</i>	315				79	95	94	47
3.3.5. Number of learners granted Bursaries completed their studies	525	Continued	Cumulative	Quarterly	-	176	187	162
<i>Unemployed</i>	336				-	124	114	98
<i>Worker</i>	189				-	52	73	64
3.3.6. Number of Internships Enrolled	2 840	Continued	Cumulative	Quarterly	710	852	1 061	217
<i>Number of Unemployed learners enrolled Internships</i>	835				209	209	50	167
<i>Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces</i>	1 400				350	420	630	-
<i>Number of CET learners enrolled Internships</i>	105				26	32	31	16
<i>Number of Universities students requiring work integrated learning to complete their qualifications placed in workplaces</i>	500				100	150	150	100
3.3.7. Number of Internships Completed	1 947	Continued	Cumulative	Quarterly	336	571	604	436
<i>Number of Unemployed learners completed Internship</i>	422				84	127	127	84
<i>Number of TVET students completed their work integrated learning placements.</i>	1 260				252	378	378	252

Output Indicator	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
<i>Number of CET learners completed Internship</i>	40				-	10	20	10
<i>Number of University students completed their Work Integrated Learning placements</i>	225				-	56	79	90
3.3.8. Number of learners enrolled in Skills Programmes	3 305	Continued	Cumulative	Quarterly	826	992	992	495
<i>Unemployed</i>	1 365				341	410	410	204
<i>Workers</i>	1 940				485	582	582	291
3.3.9. Number of learners who completed Skills Programmes	5 544	Continued	Cumulative	Quarterly	1 386	1 664	1 386	1 108
<i>Unemployed</i>	1 932				483	580	483	386
<i>Worker</i>	3 612				903	1 084	903	722
3.3.10. Number of unemployed learners enrolled for Candidacy programmes	225	Continued	Cumulative	Quarterly	56	67	67	35
3.3.11. Number of unemployed learners completed Candidacy programmes	86	Continued	Cumulative	Quarterly	-	46	40	-
3.3.12. Number of artisan learners enrolled	1 000	Continued	Cumulative	Quarterly	250	320	320	110
3.3.13. Number of artisan learners completed	1 200	Continued	Cumulative	Quarterly	180	180	480	360
3.3.14. Number of learners enrolled in RPL/ARPL	5 000	Continued	Cumulative	Quarterly	1 250	1 500	1 500	750
3.3.15. Number of learners who completed RPL/ARPL	200	Continued	Cumulative	Quarterly	45	55	60	40
3.3.16. Number of workers enrolled in AET programmes	200	Continued	Cumulative	Quarterly	50	60	60	30
3.3.17. Number of workers who completed AET programmes	100	Continued	Cumulative	Quarterly	20	30	30	20

1.3.4. Programme Resource Considerations

Financial Resources

Budget allocation for programme and sub-programme as per the Estimates of National Expenditure.

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Enterprise development	R 0	R 0	R 1 215	R 9 720	R 0	R 0	R 0	R 0	R 0
Learning Intervention	R 60 517	R 61 356	R 241 531	R 549 400	R 592,500	R 1,010,194	R 995,302	R 974,683	R 963,859
Artisan Development	R 140 930	R 102 867	R 133 209	R 206 290	R 200,000	R 216,290	R 222,779	R 229,462	R 236,346
Mandatory Grants	R 132 342	R 217 483	R 238 400	R 272 968	R 282,586	R 284,425	R 287,269	R 290,142	R 293,044
Bursary Management	R 0	R 95 133	R 105 712	R 97 000	R 97,000	R 110,870	R 114,196	R 117,622	R 121,151
Personnel costs	R 0	R 0	R 79 496	R 77 063	R 26,216	R 27,367	R 28,188	R 29,034	R 29,905
DG support costs	R 154 480	R 155 930	R 41 491	R 53 601	R 23,050	R 26,218	R 27,004	R 27,814	R 28,649
TOTAL	R 488 269	R 632 769	R 841 054	R 1 266 042	R 1,221,352	R 1,675,364	R 1,674,739	R 1,668,757	R 1,672,953

Human Resources

Programme 3: Learning Programmes ⁴	
Positions	Filled Posts per Job Level by Programme
Executive Management	2
Senior Management	3
Management	6
Senior Officers	13
Officers	11
Administrators	6
General	-
TOTALS	41

⁴ This Programme is headed by two Executive Managers, EM Strategic Partnership & Collaborations and EM: Core Business

1.4. Programme 4: Quality Assurance

1.4.1. Purpose

The purpose of this sub-programme is to accredit skills development providers and fulfil the QCTO delegated quality assurance of learner achievement's function.

1.4.2. Description of the Programme

This programme consists of the following sub-programmes as outlined below:

Sub-Programme	Description
4.1. Certifications	Learner achievements are quality assured according to the QCTO assessment policy and certification process
4.2. Qualification's development	Support, facilitate and promote the quality of occupational based learning, work integrated learning and professionalisation in the sector

1.4.3. Outcomes Outputs and Output Indicators

This programme contributes to Outcome 4: *“Enhanced Quality Assurance efficiencies to execute QCTO delegated functions”*. The outcome has two outcome indicator(s) and a five-year target. Alignment of outcomes to the impact statement is as demonstrated below.

1.4.3.1. Outcome, Output, Performance Indicator and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated performance	MTEF Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
4. Enhanced Quality Assurance efficiencies to execute QCTO delegated functions	Sub-programme 4.1: Certifications								
	4.1. Improve capacity of skills supply	4.1.1. Percentage of certificates/SOR processed	87%	80%	80%	85%	85%	85%	90%
	Sub-programme 4.2: Qualification's development								
	4.2. Strengthen development and alignment of SETA qualifications to occupational qualifications in high demand	4.2.1. Number of occupational qualifications developed	5	10	11	10	15	15	20

1.4.3.2. Indicators, Annual and Quarterly Targets

Output Indicator (Annual and Quarterly targets)	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-programme 4.1: Certifications								
4.1.1. Percentage of certificates/SOR processed	85%	Continuing	Cumulative	Quarterly	70%	75%	80%	85%
Sub-programme 4.2: Qualification's development								
4.2.1. Number of occupational qualifications developed	15	Continue	Cumulative	Quarterly	2	4	6	3

1.4.4. Programme Resource Considerations

Financial Resources

Budget allocation for programme and sub-programme as per the Estimates of National Expenditure:

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate				
	R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Qualification development implementation	R 1 837	R 3 625	R 4 680	R 20 000	R 10,000	R 20,000	R 5,000	R 5,000	R 5,000	R 5,000
Occupational qualification interventions (pilot)	R 0	R 0	R 0	R 15 000	R 0	R 0	R 0	R 0	R 0	R 0
Personnel cost	R 0	R 0	R 903	R 1 600	R 920	R 948	R 976	R 1,005	R 1,035	R 1,035
DG support costs	R 1 716	R 1 733	R 512	R 950	R 80	R 82	R 85	R 87	R 90	R 90
TOTAL	R 3 553	R 5 358	R 6 095	R 37 550	R 11,000	R 21,030	R 6,061	R 6,093	R 6,126	R 6,126

Human Resources

Programme 4: Quality Assurance ⁵	
Positions	Filled Posts per Job Level by Programme
Executive Management	2
Senior Management	1
Management	2
Senior Officers	1
Officers	3
Administrators	2
General	0
TOTALS	11

⁵ This Programme is headed by two Executive Managers, EM: Strategy & Planning, EM: Core Business

3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

The Services SETA has identified four impact statements linked to eleven outcomes which are in turn linked to outputs and output indicators. Output indicators are directly linked to outcomes indicators. This approach allows the Services SETA to track progress against each outcome indicator and the outcome. Performance against the outcome assists the Services SETA to realise the envisaged impact. The impact is directly linked to the National Skills Development Plan outcomes and the NDP Five Year Implementation Plan. The NDP Five Year Implementation Plan is linked to the Medium-Term Strategic Framework as explained in the Strategic Plan.

The Services SETA, on an annual basis, tracks progress against transformational imperatives. The special focus is on unemployed youth, women, people with disabilities and learners from rural areas. To this effect, the Annual Performance contains specific output indicators that measure the organisational performance against these goals.

The section below highlights resources consideration for all outputs. The outputs, outcomes and impact statements are aligned to four programmes in line with the DHET guidelines, namely, Administration, Skills Development and Planning, Learning Programmes and Quality Assurance. The resources sections cover the allocation of resources per programme and outputs.

4. PROGRAMMES RESOURCES CONSIDERATION

4.1. Overview

The Services SETA primary function is to facilitate skills development by establishing learning programmes such as learnerships, skills programmes, internships, and other strategic learning initiatives. This is done through the disbursement of grants to employers and skills development providers. We are also tasked with monitoring the quality of occupation-based training within the services sector scope as delegated by the Quality Council for Trades and Occupations (QCTO).

For the budget considerations, the below critical indicators were the main drivers towards the costing:

- The performance of the services sector is now regarded to have made significant recovery from the effects of COVID and now is facing on-going domestic and global challenges.
- Strategies to be taken by business to address all challenges above that have direct impact on profitability will filter over time to levies contributed by the sector as labour costs gets affected.
- As at September 2023 CPI was 5.4% depicting a 0.6% increase compared to August while the MTEF guidelines projects it to be 4.8% for 2024/25 financial year.
- The trend on levies over the last five years show an uneven movement year on year due to the COVID impact and post recovery. However, movements shows that the industry

has stabilised with only a 2% increase between FY2023 actuals and FY2024 forecast thus a prudent 1% increase is considered for FY2025

	FY20	FY21	FY22	FY23	FY24	FY25
	Actuals	Actuals	Actuals	Actuals	Forecast	Budget
TOTAL	1,690,359,793	1,052,408,530	1,674,203,255	1,839,552,520	1,883,908,373	1,896,167,881
GROWTH/(SHRINKAGE)	8%	-38%	59%	10%	2%	1%

- Our consideration for the FY2024/25 levy income, was based on actuals as at 31 October 2023 smoothed out for the full financial period with 1% increase.
- The Mandatory Grant claim rate is estimated to be 60%, as we continue to provide employers in the sector with capacitation to submit their WSP/ATR.
- Projections for projects spend have been estimated based on the available funds and estimated inflow of levies provided there are no developments on the BUSA case.

The Estimates of National Expenditure Budget, which forms an integral part of the Annual Performance Plan, after endorsement by the Accounting Authority is then submitted to the Executive Authority, which is the Minister of Higher Education, Science, and Innovation.

In terms of the Grant Regulations, the following table provides a summary of the breakdown of the skills development levy collected by SARS from levy paying employers and then transferred to the Sector Education and Training Authorities (SETAs). It also indicates the expenditure streams limits. It is important to note that there are continuous engagements between business and government regarding the applicability of some parts of grant regulations which came into effect on 01 April 2013. Draft Grant Regulations have been circulated to SETAs by DHET for inputs with further consultations still to take place, effective date will be communicated upon conclusion of process.

LEVY INCOME / EXPENDITURE	GRANT REGULATIONS LIMITS (Current)	CONTINGENT GRANT REGULATIONS LIMITS
Administration	10.5%	10.5%
Mandatory	20%	50%
Discretionary	49.5%	19.5%
<u>Allocation to SETAs</u>	<u>80%</u>	<u>80%</u>
National Skills Funds	20%	20%
<u>Total</u>	<u>100%</u>	<u>100%</u>

4.2. Projected outcome versus original budget for 2023-24

4.2.1. Levies

At the time of the preparation of the original budget for FY2023/24 the approach for a conservative budget was followed, driven by slow recovery of the sector post COVID-19 pandemic and revenue received to-date by Services SETA. The year-to-date actual levies received till 31 October 2023 was used to determine expected levies for FY2023-24. On average the Services SETA receives R157 million per month.

Item	Original budget 2024	Actual YTD October 2023	Projected outcome 2024	Rand movement	%
Administration income	238,847,365	135,032,951	247,262,974	8,415,608	4%
Mandatory Grants income	454,947,393	257,234,923	470,977,093	16,029,730	4%
Discretionary Grants income	1,125,994,723	707,503,579	1,165,668,306	39,673,583	4%
Total Skills Levies	1,819,789,451	1,099,771,454	1,883,908,373	64,118,921	4%

4.2.2. Other income

This is made of investment income. Cash remains in the Reserve Bank CPD account for longer periods as expenditure incurred per month is lower than levies received. The implementation of actions related to project remediation and project rescue of current active projects by Core Business unit based on analysis of learner programme initiatives is on-going and estimated to be completed by end of November 2023. The actual income received from investment by 31 October 2023 was R110 million thus the annual expected investment income is expected to be R220 million resulting in a 262% increase from original budget.

4.2.3. Mandatory Grant expenditure

In terms of the Grant Regulations, a portion of levies allocated to SETAs may be disbursed to companies that comply with certain conditions, including submission of WSPs and ATRs by the stipulated deadline date. The actual claim rate for the first 7 months of FY2024 amounted to 40%, with anticipated expectation for the claim rate to be 60% as submissions are being evaluated.

It is therefore anticipated that the mandatory grants disbursements for the year will amount to R283 million for the year compared to the original budget of R273 million. The increase (4%) is driven by the actual levies received being 4% higher than the original budget.

4.2.4. Administrative expenditure

Skills Development Grant Regulations limit the administration costs of SETAs to 10.5% of levies received.

The overall consideration on expenditure was to reprioritise costs within the original approved total budget of R1.875 billion.

During the 2023-24 financial period the Services SETA reassessed the classification of expenditure between administrative costs and DG support costs, to ensure adequate alignment with the requirements of the Grant Regulations. The reclassification resulted in the movement of the following expenditure categories from DG support to administrative cost due to the nature of the expenditure:

- Professional fees
- Donations
- Venue hire
- Marketing material
- Storage costs
- Computer expenses

In addition, the payroll costs classification consideration was also reevaluated resulting in a movement from DG support costs to administrative costs.

The table below depicts how the change in the classification of expenditure now affects the 10.5% limit test, with an expected excess on the 10.5% limit of R137 million. The Services SETA will make submission to the department for approval on exceeding the 10.5% limit and will continue to monitor spend against budget and reassess projections.

Admin Income versus Admin Expenditure (10.5% Limit) Test			
	ORIGINAL BUDGET	October 2023 Actual	PROJECTED OUTCOME
	FY23/24	FY23/24	FY23/24
REVENUE:	R		R
Admin Levy Income	238,847,365	135,032,951	247,262,974
Adjusted Administrative expenditure	(240,304,566)	(202,423,197)	(382,965,102)
Administrative Expenditure	(240,304,566)	(207,751,524)	(369,465,102)
Add back Depreciation	19,000,000	6,896,811	15,000,000
Add Additions	(19,000,000)	(1,568,483)	(28,500,000)
Adjusted Net surplus/(deficit)	-1,457,200	-67,390,246	-135,702,128

Below are items with a change above 10%:

A: Overall increase in budget

The overall increase of **R129 million** on administrative expenditure was based on the year to date spend patterns that are higher than budget for specific items and the reclassification of expenditure between DG support and administrative costs.

B: Venue Hire, Catering and Refreshments (R460K increase – 48%)

The increased budget is due to the reclassification of expenditure categories from DG support to administrative costs (these costs consist of office refreshment, venue hire and catering for meetings, board meetings, strategic sessions, catering for training).

C: Professional Fees & Consultancy (R21 million increase – 92%)

The increase is due to reclassification of expenditure categories from DG support to administrative costs and additional projects activated for the financial year (these costs consist of OD project, accreditation backlog, external confirmation of DG commitments expenditure and statuses, ICT services, all buildings assessment by professionals, BCP, Policy and SOP alignment, security assessment, learner ID verification and BBBEE audit).

D: Electricity, water, rates & taxes (R10 million Increase – 182%)

The increase is due to the retrospective billing for Head Office property by City of Johannesburg, the expenditure is expected to normalise for the rest of the financial year.

E: Office tools (R117K increase – 355%)

The increase is attributable to the aged ICT equipment that requires frequent replacement of parts.

F: External Audit fees (R2 million Increase – 40%)

The increase is to ensure planning and interim audit for FY2023-24 has adequate budget available, spend to-date was influenced by annual audit fee increase, commitment register audit, travel, and ICT review by AGSA.

G: Insurance fees (R1.2 million increase – 60%)

The organisation was able to obtain cyber security cover and align insurance to cost to replacement for fixed asset items.

H: ICT expenses (R4 million increase – 31%)

The renewal of Microsoft license and acquisitions for additional ICT licenses was higher than originally budgeted for and was affected by high forex exchange.

I: Cleaning, repairs, and maintenance (R1.5 million increase – 16%)

The increase is attributed to additional repair work to owned properties that is scheduled for current financial year.

J: Advertising and promotional costs (R13.4 million increase – 446%)

This is due to the reclassification of costs from DG support to administrative cost and additional budget allocated for marketing projects scheduled for current financial year (skill centre launches, career EXPOs, AGM, medial monitoring, and DHET initiatives).

K: Printing and stationery (R148K increase – 30%)

The increase is driven by the higher usage of printers by the organisation than initially budgeted for, implementation of colour printing restrictions will ensure management of excessive printing by staff.

L: Staff cost (R76 million increase – 73%)

The principles used to split payroll costs between administrative cost and DG support costs was reevaluated resulting in a higher allocation to administrative costs.

PAYROLL SPLIT			
	BUDGET	Projected Outcome	Movement
	FY23/24	FY23/24	
	R	R	
Administrative cost	103,232,519	178,980,973	73%
DG support costs	104,884,892	29,136,437	-72%
Total payroll costs	208,117,411	208,117,411	0%

M: Travel and accommodation costs (R2.1 million increase – 118%)

This is due to the reallocation of unit costs such as marketing and communication from DG support and based on actual spend patterns of year to date for the organisation.

N: Donation (R1.5 million increase – 99.9%)

The increase is due to reclassification of expenditure between administrative costs and DG support costs.

4.2.5. Discretionary Grant

In terms of the Grant Regulations, 49.5% of levy income allocated to SETAs, any unclaimed mandatory grants, administration surplus and investment income must be allocated to fund discretionary grants. The projected outcome for total discretionary grant expenditure has a reduced from R1.4 billion to R1.2 billion due to the analysis of learner programme implementation register and alignment to planned commencement of projects by our Core Business Unit and realignment of administrative and DG support costs.

4.2.5.1. DG support (R123 million decrease – 69%)

The main drivers of the reductions are as below:

- Staff cost (R76 million decrease – 72%) - realignment of payroll costs between Admin and DG support expenditure.
- Reassessment of expenditure classification between administrative costs and DG support costs for professional fees, donations, venue hire, storage costs and marketing materials.
- Legal fees (R7 million decrease – 47%) – alignment with current open matters,
- Depreciation (R8 million decrease – 40%) – aged assets that are due to replacements.

The 7.5% limit assessment below indicates currently the organisation has not exceeded the limit due to the robust assessment done between administrative and DG support costs.

DG Admin Expenditure (7.5% Limit) Test			
	ORIGINAL BUDGET	October 2023 Actual	PROJECTED OUTCOME
	FY23/24	FY23/24	FY23/24
	R		R
EXPENDITURE			
DG support costs	177,534,892	28,437,823	53,166,437
Less: depreciation	(20,000,000)	(5,680,684)	(12,000,000)
Add: additions	4,000,000	-	1,500,000
Adjusted DG support costs	161,534,892	22,757,139	42,666,437
Total DG expenditure	1,361,444,812	344,867,595	1,222,666,437
Less: depreciation	(20,000,000)	(5,680,684)	(12,000,000)
Add: additions	4,000,000	-	1,500,000
Adjusted total DG expenditure	1,345,444,812	339,186,911	1,212,166,437
Adjusted DG support costs	161,534,892	22,757,139	42,666,437
Adjusted DG direct	1,183,909,920	316,429,772	1,169,500,000
Calculation of 7.5% limit	100,908,361	25,439,018	90,912,483
Expenditure in excess of 7.5%	-60,626,531	2,681,879	48,246,045

4.2.5.2. DG direct (R14 million decrease)

The movements between line items were to align with current actual spend, projected spend for the rest of the year and expected implementation of planned commencements. The overall reduction was due to the analysis of learner programme implementation register and alignment to planned commencement of projects by Core Business Unit.

4.2.6. CAPEX (30% increase)

The increase in the CAPEX budget is to cater for the AX upgrade and CRM project that has implementing partner awarded and will commence in November 2023.

CAPITAL EXPENDITURE				
	Budget 2023/24	Actuals @ September 2023	Projected outcome FY2023/24	Comment
Building (incl improvements)	-	-	-	
Vehicles	-	-	-	
Building Machinery - Cost	3,000,000	-	3,000,000	Uninterrupted energy supply equipment
Office Furniture - Cost	2,000,000	300,167	1,000,000	Replacement of office furniture active project
Office Equipment - Cost	-	57,492	1,500,000	Provincial office safes
Computer Equipment - Cost	4,000,000	979,904	5,000,000	Laptops, Network Equipment Replacement, UPS
Computer Software - Cost	10,000,000	230,920	18,000,000	Intranet, AX upgrade and Microsoft CRM Implementation
Computer Networks - Cost	-	-	-	
DG- Computer equipment - Cost	-	-	-	
DG-Software's-Cost	4,000,000	-	1,500,000	Migration of legacy data and enhancement of LIMS
TOTAL	23,000,000	1,568,483	30,000,000	

4.3. 2023-24 Projected outcome versus original budget for 2024-25

4.3.1. Levies

The Services SETA considered that the current pattern for 2023-24 financial period, indicating an overall increase of only 2% movement from FY2022-23 to FY2023-24 and took conservative approach to only increase the levies for FY2024-25 by 1%. The current global economic outlook is heavily influenced by its ability to resolve current and unknown conflicts between nations, and locally the economy is also affected by the ability of the country to generate reliable electricity.

Item	Projected outcome 2024	Budget 2025	Rand movement	%
Administration income	247,262,974	248,872,034	1,609,061	1%
Mandatory Grants income	470,977,093	474,041,970	3,064,877	1%
Discretionary Grants income	1,165,668,306	1,173,253,877	7,585,571	1%
Total Skills Levies	1,883,908,373	1,896,167,881	12,259,509	1%

4.3.2. Administrative expenditure

The overall increase from 2023/24 to 2024/25 is 6% to cater for adjusted inflation and projects that would overlap into new financial period. The overall expenditure increased from R369 million to R392 million is influenced by various projects planned for the FY2024-25 period.

In terms of the Grant Regulations the test for compliance with the 10.5% limitation of administration expenditure should be determined as below. The reason for exceeding the 10.5% limit is the realignment of the administrative costs from DG support costs, major repairs projects for all the properties, planned initiatives that require professional services, development of systems for the organisation and document management project.

Admin Income versus Admin Expenditure (10.5% Limit) Test		
	PROJECTED OUTCOME	ORIGINAL BUDGET
	FY23/24	FY24/25
	R	R
REVENUE:		
Admin Levy Income	247,262,974	248,872,034
Adjusted Administrative expenditure	(382,965,102)	(402,469,432)
Administrative Expenditure	(369,465,102)	(391,969,432)
Add back Depreciation	15,000,000	17,000,000
Add Additions	(28,500,000)	(27,500,000)
Adjusted Net surplus/(deficit)	-135,702,128	-153,597,398

Items with changes above 10% are below:

A: Depreciation (R2 million increase - 13%)

The implementation of the AX upgrade, CRM project and replacement of the aged electronics and furniture will result in higher depreciation.

B: Electricity, water, rates & taxes (R6 million decrease - 35%)

The decrease is because of costs having stabilised during the FY2023-24 period post the retrospective billing of Head Office expenditure.

C: Office tools (R30K decrease – 20%)

As the aged electronics are replaced during the financial year, there is expectation that there will be less need for frequent replacements of parts.

D: Cleaning, repairs, and maintenance (R9.3 million increase – 87%)

The increase is provided to accommodate Head Office and remaining provincial office major repairs.

E: ICT expenses (R3 million increase - 18%)

The ICT initiatives/strategy to address all system requirements result in procurement of additional licenses and other tools required.

F: Storage cost (R2.2 million Increase - 79%)

Implementation of the scanning project of all old documents and destruction of unused documents

G: QCTO (R1.4 million increase – 12%)

The increase is per circular from DHET based on estimated levies for the SETAs and recovery from previous estimates.

J: Staff cost

The increase in staff costs is to cater for any agreed upon salary increases, implementation of OD recommendations and any additional fixed term staff requirements

PAYRROLL SPLIT			
	PROJECTED OUTCOME	BUDGET	Movement
	FY23/24	FY24/25	
	R	R	
Administrative cost	178,980,973	186,837,894	4%
DG support costs	29,136,437	30,415,471	4%
Total payroll costs	208,117,411	217,253,366	4%

4.3.3. Discretionary Grant

In terms of the Grant Regulations, 49.5% of levy income allocated to SETAs, any unclaimed mandatory grants, administration surplus and investment income must be allocated to fund

discretionary grants. The budget for total discretionary grant expenditure amounts to R1.6 billion with a 32% increase from 2023-24 financial period based on adjustments to targets for the 2024-25 financial period and planned commencement of projects, there was also adjustments to rates for Learnership unemployed and Skills Programmes unemployed to address the implementation of Occupational Qualifications. This comprises of Direct Discretionary grants of R1.5 billion and DG support amounting to R58 million

4.3.3.1. Discretionary grant support expenditure

Overall, an increase of 8% was considered for expenditure to address expected costs in comparison to the proposed outcome for 2023-24 period, which is attributable to an increase in the travel and accommodation to support the implementation of APP targets in 2024-25.

DG Admin Expenditure (7.5% Limit) Test		
	PROJECTED OUTCOME	ORIGINAL BUDGET
	FY23/24	FY24/25
EXPENDITURE	R	R
DG support costs	53,166,437	57,665,471
Less: depreciation	(12,000,000)	(13,000,000)
Add: additions	1,500,000	4,000,000
Adjusted DG support costs	42,666,437	48,665,471
Total DG expenditure	1,222,666,437	1,610,019,146
Less: depreciation	(12,000,000)	(13,000,000)
Add: additions	1,500,000	4,000,000
Adjusted total DG expenditure	1,212,166,437	1,601,019,146
Adjusted DG support costs	42,666,437	48,665,471
Adjusted DG direct	1,169,500,000	1,552,353,675
Calculation of 7.5% limit	90,912,483	120,076,436
Expenditure in excess of 7.5%	48,246,045	71,410,965

4.3.3.2. Discretionary Grant direct

The targets that have been set in the APP are driven by the mandate of the organisation and its ability to achieve them. An overall 33% increase is expected from the projected outcome of 2023-24 (R1.2 billion) to the budget of 2024-25 (R1.5 billion). The growing reserves that the Services SETA has accumulated will be used to ensure implementation of all planned targets.

4.3.4. Mandatory Grants

The budget for mandatory grants disbursements has increased to R284 million for 2024-25. The base is the projected revenue and estimated claim rate of 60% driven by expected benefits from the implementation of workshops and capacitation to improve the WSP/ATR submission rate within the sector.

4.3.5. CAPEX

CAPITAL EXPENDITURE			
	Projected outcome 2023/24	Budget 2024/25	Comment
Building (incl improvements)		-	
Vehicles		1,500,000	Changes to fleet
Building Machinery - Cost	3,000,000	5,000,000	Uninterrupted energy supply equipment
Office Furniture - Cost	1,000,000	1,000,000	Replacement of all old furniture and fittings
Office Equipment - Cost	1,500,000	-	
Computer	5,000,000	5,000,000	Laptops, Network Equipment Replacement, UPS
Computer Software - Cost	18,000,000	15,000,000	AX upgrade and Microsoft CRM Implementation, Permacore management system. Records Management
Computer Networks - Cost	-	-	
DG- Computer equipment - Cost			
DG-Software's-	1,500,000	4,000,000	Migration of legacy data and enhancement of LIMS
TOTAL	30,000,000	31,500,000	

4.4. Conclusion

The Services SETA regards that all probabilities that could influence the budget have been considered to the submission being made in relation to the projected outcome for 2023-24 and budget for 2024-25. The Services SETA will continue to monitor spend against budget and should a need arise for amendments this will be timeously communicated.

4.5. Budget outline

Table 5. Services SETA Medium-Term Expenditure Framework

Services SETA									
Income and Expenditure Estimates for the period 2023/24 - 2027/28									
Income by economic classification	Income outcome			Budget (Original)	Adjusted Appropriation	Medium-term income estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Levies Received	R 1 010 643	R 1 621 622	R 1 806 921	R 1 819 789	R 1,883,908	R 1,896,168	R 1,915,130	R 1,934,281	R 1,953,624
Levies Received: Administration 10.5%	R 132 628	R 212 841	R 237 156	R 238 847	R 247,263	R 248,872	R 251,361	R 253,874	R 256,413
Levies Received: Employer Grants 20%	R 253 986	R 405 138	R 451 940	R 454 947	R 470,977	R 474,042	R 478,782	R 483,570	R 488,406
Levies Received: Discretionary Grants 49.5%	R 624 029	R 1 003 643	R 1 117 825	R 1 125 995	R 1,165,668	R 1,173,254	R 1,184,987	R 1,196,836	R 1,208,805
Other Income	R 77 943	R 86 124	R 150 916	R 60 770	R 224,256	R 200,000	R 120,000	R 100,000	R 90,000
Penalties and Interest on Levies	R 44 491	R 45 405	R 29 624						
Investment Income	R 13 788	R 33 232	R 104 562	R 60 770	R 224,256	R 200,000	R 120,000	R 100,000	R 90,000
Other Income	R 19 664	R 7 487	R 16 730	R 0	R 0	R 0	R 0	R 0	R 0
Utilisation of accumulated surpluses						R 191,000	R 230,000	R 240,000	R 248,000
TOTAL INCOME	R 1 088 586	R 1 707 746	R 1 957 837	R 1 880 559	R 2,108,164	R 2,287,168	R 2,265,130	R 2,274,281	R 2,291,624

All programmes by economic classification	Expenditure outcome			Budget (Original)	Adjusted Appropriation	Medium-term expenditure estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Administrative expenses	R 144 114	R 182 507	R 207 908	R 241 305	R 369,465	R 391,969	R 320,798	R 328,088	R 332,662
Compensation of employees	R 60 423	R 87 253	R 100 970	R 103 233	R 178,981	R 186,838	R 113,149	R 114,666	R 115,813
Goods and services of which:	R 83 691	R 95 254	R 106 938	R 138 072	R 190,484	R 205,131	R 207,650	R 213,422	R 216,850
Advertising	R 1 943	R 2 838	R 2 833	R 3 000	R 16,386	R 17,000	R 17,510	R 18,035	R 18,576

All programmes by economic classification	Expenditure outcome			Budget (Original)	Adjusted Appropriation	Medium-term expenditure estimate			
	R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27
Audit Fees	R 4 507	R 8 039	R 9 155	R 7 500	R 9,500	R 10,000	R 10,300	R 10,403	R 10,507
Communication	R 8 591	R 10 188	R 8 081	R 9 700	R 10,000	R 10,500	R 10,815	R 11,139	R 11,474
Computer services	R 7 793	R 10 601	R 13 924	R 13 000	R 17,000	R 20,000	R 17,946	R 18,484	R 19,039
Consultants, contractors and special services	R 17 140	R 17 124	R 13 725	R 25 680	R 46,300	R 45,800	R 47,174	R 48,589	R 47,534
Governance Fees	R 8 843	R 9 007	R 9 147	R 9 500	R 9,500	R 10,000	R 10,300	R 10,609	R 10,927
Maintenance repair and running cost	R 16 828	R 21 053	R 22 642	R 27 944	R 42,780	R 50,362	R 49,971	R 51,470	R 53,014
Depreciation & Impairment	R 33 502	R 19 797	R 24 684	R 19 000	R 15,000	R 17,000	R 20,157	R 20,762	R 21,385
Less: Depreciation & Impairment	-R 33 502	-R 19 797	-R 24 684	-R 19 000	-R 15,000	-R 17,000	-R 20,157	-R 20,762	-R 21,385
Less Capital Expenditure	R 4 283	R 2 854	R 6 761	R 20 000	R 28,500	R 27,500	R 28,325	R 10,000	R 10,000
Travel and subsistence and venue hire	R 218	R 838	R 2 698	R 2 730	R 5,290	R 3,800	R 3,914	R 4,031	R 4,152
Staff training, recruitment, assistance, and welfare	R 2 062	R 3 773	R 6 649	R 5 400	R 5,600	R 6,150	R 6,171	R 6,356	R 6,546
QCTO	R 11 446	R 7 829	R 10 231	R 12 290	R 12,290	R 13,719	R 12,568	R 12,694	R 12,821
Rental	R 718	R 1 110	R 1 092	R 1 328	R 838	R 800	R 824	R 849	R 874
Mandatory Grants - Transfers and subsidies to:	R 132 342	R 217 483	R 238 400	R 272 968	R 282,586	R 284,425	R 287,269	R 290,142	R 293,044
Provinces									
Agencies and accounts									
Universities and TVETS									
Public corporations and private enterprises	R 132 342	R 217 483	R 238 400	R 272 968	R 272 968	R 307,555	R 310,631	R 313,737	R 316,875
Foreign governments and international organizations									
Non-profit institutions									
Households									
Discretionary Grants - Transfers and subsidies to:	R 479 208	R 527 997	R 736 587	R 1,360,445	R 1,222,667	R 1,610,019	R 1,656,917	R 1,655,996	R 1,665,462
Provinces									
Agencies and accounts									
DG support costs - 7.5%				R 177,535	R 53,167	R 57,665	R 59,395	R 61,177	R 63,012

All programmes by economic classification	Expenditure outcome			Budget (Original)	Adjusted Appropriation	Medium-term expenditure estimate			
	R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27
Public corporations and private enterprises Foreign governments and international organisations Non-profit institutions Households	R 479 208	R 527 997	R 736 587	R 1,360,445	R 1,169,500	R 1,552,354	R 1,597,522	R 1,594,819	R 1,602,450
Total expenditure (Excluding CAPEX)	R 755 664	R 927 987	R 1 182 895	R 1,874,718	R 1,874,718	R 2,286,414	R 2,264,984	R 2,274,226	R 2,291,168
Adjusted Net surplus (deficit) - Cash Basis	R 332 922	R 779 759	R 774 942	R 5,841	R 189,946	-R 43,746	-R 48,337	-R 30,707	-R 30,929
Adjusted Net surplus (deficit) - Accrual	R 303 703	R 762 816	R 757 019	R 6,841	R 233,446	R 754	R 145	R 55	R 456
Payments for capital assets:									
Buildings and other fixed structures	R 671	R 176	R 0	R 0	R 0	R 0	R 0	R 0	R 0
Machinery and equipment			R 1 952	R 5 000	R 5,500	R 6,000	R 1,500	R 1,000	R 1,000
Computer equipment	R 280	R 825	R 2 876	R 4 000	R 5,000	R 5,000	R 4,000	R 4,000	R 4,000
Software and other intangible assets	R 2 651	R 1 853	R 1 933	R 10 000	R 18,000	R 15,000	R 3,000	R 5,000	R 5,000
DG software	R 681	R 0	R 0	R 4 000	R 1,500	R 4,000	R 3,000	R 2,000	R 2,000
Motor vehicle	R 0	R 0	R 0	-	-	R 1,500	-	R 0	
Total Capital expenditure	R 4 283	R 2 854	R 6 761	R 23 000	R 30,000	R 31,500	R 11,500	R 12,000	R 12,000

Note: Services SETA applies the accrual basis of accounting and assets are written off through depreciation which is a budgeted expense

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-term expenditure estimate			
	R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27
1. Administration	R 174 014	R 199 450	R 225 830	R 240 305	R 369,465	R 391,969	R 398,787	R 405,760	R 412,807
2. Skills Development and Planning	R 119 727	R 107 354	R 127 837	R 330 821	R 272,900	R 198,050	R 203,992	R 210,111	R 216,415
3. Learning Programmes	R 488 269	R 632 769	R 841 054	R 1 266 042	R 1,221,352	R 1,675,364	R 1,674,739	R 1,668,757	R 1,672,953
4. Quality Assurance	R 3 553	R 5 358	R 6 095	R 37 550	R 11,000	R 21,030	R 6,061	R 6,093	R 6,126

All programmes by economic classification	Expenditure outcome			Budget (Original)	Adjusted Appropriation	Medium-term expenditure estimate			
	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
R thousand									
TOTAL	R 785 563	R 944 931	R 1 200 816	R 1 874 718	R 1,874,717	R 2,286,413	R 2,283,578	R 2,290,721	R 2,308,301

5. KEY RISKS

Table 6. Key Risks and Mitigation Strategies

Outcome	Key Risks	Risk Mitigations
<p>1. Enhanced organisational capabilities to deliver the strategy (NSDP)</p>	<p>Inconsistent and Inadequate Information Security Awareness Campaigns.</p>	<ul style="list-style-type: none"> • Include current ethics process as current control. • Investigate all data breach incidents. • Quarterly campaigns to communicate policies in the support divisions. • Quarterly training sessions to create awareness of all support division policies and procedures. • Trend management implemented for movement of documents. • Closely monitor traffic on all networks. Utilise encryption. • M365 Encryption protocols embedded for emails. • Monthly reports from service provider on vulnerabilities and threats
	<p>Lack of classification of documents</p>	<ul style="list-style-type: none"> • Physical network encryption that is currently in place is the MPLS encryption control provided by Vodacom. • Investigate all data breach incidents; • Quarterly campaigns to communicate policies in the support divisions. • Privacy policy and Records Management policy approved. • Quarterly training sessions to create awareness of all support division policies and procedures; • Continuous awareness and training on Whistle blower facility critical data identified by business and dealt with through the information management strategy.
<p>2. Enhanced mechanism for effective skills planning through collaborative research and partnerships</p> <p style="text-align: center;">and</p> <p>Promote access to technical and professional skills for employment and entrepreneurship across the service sector</p>	<p>Prolonged BUSA case, set aside of the grant's regulation</p>	<ul style="list-style-type: none"> • Prioritising expenditure critically needed expenditure. Cash in the bank is optimised. • Monthly and bi-monthly pay runs. • MG refunds quarterly. • Incurring expenditure that is critical and important. Working group is initiated to ensure that there is integration. • A new regulation has been issued for public comment. • Continuous engagement with DHET on the BUSA case.

<p>3. Promote access to technical and professional skills for employment and entrepreneurship across the service sector</p>	<p>DG policy is too generic. Our allocation process is flawed, non-levy payers get large allocations opposed to levy payers having workplaces getting smaller allocations. Our practices and business processes should be aligned, stakeholders loose trust in us</p>	<ul style="list-style-type: none"> • Focus on top 20 levy paying members and form strategic partnerships and alignment. • Mapping of commitments, budgets and APP targets and alignment to the current skills needs of the sector. Adjustment period locked in, for allowable corrections on allocations to entities, to free up funds quickly. • Balance implementation of pre-enrolments and creating opportunities for new DG allocations. Alignment in place with ERRP and scarce and hard to fill skills. • Adjustment period locked in, for allowable corrections on allocations to entities, to free up funds quickly. • Balance implementation of pre-enrolments and creating opportunities for new DG allocations. • Alignment in place with ERRP and scarce and hard to fill skills. Approval to support the levy paying to submit the WSP. • Stakeholders to open participation of stakeholders with internships, Supported with the WSP.
<p>4. Enhanced Quality Assurance efficiencies to execute QCTO delegated functions</p>	<p>All qualifications expire 2023, no extension granted by QCTO</p>	<ul style="list-style-type: none"> • Skills Development needs and gaps are identified through research, WSP submission data, and stakeholder engagements
	<p>Limited budget and capacity which enables development of few qualifications at a time.</p>	<ul style="list-style-type: none"> • Qualifications to be prioritised for development or realignment are identified and aligned to the PIVOTAL and Hard-to-Fill skills list
	<p>Current Systems (LMIS) not compatible with new occupational qualifications</p>	<ul style="list-style-type: none"> • Skills Development needs and gaps are identified through research, WSP submission data, and stakeholder engagements.
	<p>Lack of control over accreditation of SDPs for new occupational qualifications - QCTO function</p>	<ul style="list-style-type: none"> • Qualifications to be prioritised for development or realignment are identified and aligned to the Pivotal and Hard-to-Fill skills list. • Occupational Qualification Development are a focus and prioritized as acritical area in Planning.
	<p>Delays in setting-up of the Assessment Quality Partner to develop a bank of assessment tools due to budget constraints, already developed qualifications</p>	<ul style="list-style-type: none"> • Establish Qualification Task Team, consisting of Strategic Planning as DQP, Core Business as AQP, Corporate Services for support role: ICT, Communication; HRM&D and Assurance partners for on-going monitor. • A manual process is in place to help with the accreditations. • Two stage funding model is in place.
<p>Lack of focus on qualifications to respond to a pandemic</p>	<ul style="list-style-type: none"> • Evaluations committee will be appointed. LMIS: The project scope has been concluded; the project charter is in place. ICT assisting with folders and email addresses. • DG policy to be reviewed in the current quarter. • Change Management workstream implemented. 	

6. MATERIALITY AND SIGNIFICANCE FRAMEWORK

TREASURY REGULATION 28.1.5 states that:

“For purposes of “material” [Sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [Section 54(2) of the Act] the Accounting Authority must develop and agree to a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

Below is an outline of specific regulation articles to which the Services SETA should comply (We have provided an explanation of how each prescript has been addressed):

<p>Section 50(1)</p>	<p>(1) The Accounting Authority for a public entity must -</p> <p>(a) Exercise the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;</p> <p>b) Act with fidelity, honesty, integrity and in the best interest of the public entity in managing the financial affairs of the public entity;</p> <p>(c) On request disclose to the executive authority responsible for that public entity, or the legislature to which the public entity is accountable, all material facts (including those reasonably found) which in any way influences the decision or actions of the executive authority or that legislature; and</p> <p>(d) Seek within the sphere of influence of that accounting authority to prevent any prejudice to the financial interests of the state.</p>	<p>The Accounting Authority must implement effective and efficient internal controls for governance and risk management processes through its committees and as a collective. Key policies and procedures have been approved.</p> <p>Good governance, professional conduct and ethical behaviour is encouraged across all organisational levels.</p> <p>Through frequent engagements with stakeholders (internally and externally), important and relevant information is shared, and transparency is achieved.</p> <p>Services SETA implements an on-going risk management assessment and review processes to mitigate and prevent any prejudice to the financial interest of Services SETA.</p>
<p>Section 55(2)</p>	<p>(2) The annual report and financial statements referred to by PFMA Subsection 55 (1)(d) must –</p> <p>(a) Fairly present the state of affairs of the public entity, its business, its financial results, its performance against pre-</p>	<p>As a collective, the Accounting Authority with its committees and management, are involved in the compilation and review processes of the Annual Financials.</p> <p>Statements and the Annual Report need to present and disclose results of the Services SETA.</p>

<p>Section 54 (2)</p>	<p>determined objectives, and its financial position as at the end of the financial year;</p> <p>(b) include particulars of –</p> <p>(i) Any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;</p> <p>(ii) Any criminal or disciplinary steps taken as consequence of such losses or irregular expenditure or fruitless and wasteful expenditure;</p> <p>(iii) Any losses recovered or written off;</p> <p>(iv) Any financial assistance received from the state and commitments made by the state on its behalf; and</p> <p>(v) Any other matters that may be prescribed; and</p> <p>(c) Include the financial statements of any subsidiaries.</p> <p>(1) Before a public entity concludes any of the following transactions, the Accounting Authority for the public entity must promptly, and in writing, inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction.</p> <p>Establishment or participation in the establishment of a company;</p> <p>Participation in a significant partnership trust, unincorporated joint venture, or similar arrangement.</p> <p>Acquisition or disposal of a significant shareholding in a company.</p> <p>Acquisition or disposal of a significant asset.</p>	<p>All losses are disclosed in the AFS.</p> <p>All activities are disclosed in the AFS.</p> <p>All losses recovered or written off are disclosed in the AFS. All financial assistance received or committed is disclosed.</p> <p>Services SETA will apply any other matters that become prescriptive.</p> <p>Not applicable.</p> <p>Not applicable.</p> <p>Not applicable.</p> <p>Not applicable.</p> <p>Not applicable to this reporting period.</p>
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<p>Section 61 (1) (c)</p>	<p>Commencement or cessation of a significant business activity; and</p> <p>A significant change in the nature or extent of its interest in a significant partnership trust, unincorporated joint venture, or similar arrangement.</p> <p>The report of an auditor appointed in terms of section 58(1)</p> <p>(b) must be addressed to the executive authority responsible</p> <p>for the public entity concerned, and must state separately in respect of each of the following matters whether in the auditor’s opinion –</p> <p>(c) The transactions that had come to the auditor’s attention during auditing were in all material respects in accordance with the mandatory functions of the public entity determined by law or otherwise.</p> <p>(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity or security, or enter any other transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment, unless such borrowing guarantees, indemnity, security or other transaction –</p> <p>(a) Is authorised by this Act; and</p> <p>(b) In the case of public entities, is also authorised by other legislation not in conflict with this Act; and</p> <p>(c) In the case of loans by a province or a provincial government business enterprise, under the ownership control of a provincial executive, is within the limits as set in terms of the Borrowing Powers of Provincial Governments Act 1996 (Act No. 48 of 1996).</p>	<p>Not applicable.</p> <p>Not applicable.</p> <p>The level of material loss is assessed at 0.5% of gross revenue and limited to R3.6 million. Revenue includes levy income interest and penalties and any other income.</p> <p>Services SETA operates within the ambit as set by this clause and its related Acts.</p>
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7. PART D: TECHNICAL INDICATOR DESCRIPTORS (TIDs)

PROGRAMME 1: ADMINISTRATION

OUTPUT 1: ENHANCED ORGANISATIONAL CAPABILITIES TO DELIVER THE STRATEGY (NSDP)

SUB-PROGRAMME 1.1: FINANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.1.1 No material audit findings on financial statements and performance report
Definition	<p>This indicator refers to the Services SETA's compliance with its approved financial policies and practices, including applicable legislations, its ability to continually improve and reinforce compliance and its ability to plan and report measurable and reliable performance information.</p> <p>“Material findings” significant errors or risk in the Services SETAs' Annual Financial Statements and Annual Performance Report.</p> <p>“Performance Information” refers to information relating to organisational targets for a given year as contained in the Annual Performance Plan (APP).</p> <p>“Financial Statements” refers to information relating to the organisational financial performance.</p>
Source of data	AGSA audit report supported by Services SETA's Annual Financial Statements and Annual Performance Report.
Method of calculation/Assessment	Outcome of the audit (The audit outcome of the prior financial year is reported in July of the following financial year).
Means of verification	Audit Report by AGSA
Assumptions	<ul style="list-style-type: none"> • There is a solid adherence to PFMA and accounting standards and principles at the Services SETA. • There is adherence to National Treasury and DPME reporting requirements for performance information.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Unqualified Audit Outcome (audited financial year 2023/24)
Indicator responsibility	<ul style="list-style-type: none"> • Chief Financial Officer • Executive Manager: Strategy & Planning

SUB-PROGRAMME 1.2: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.1. Percentage occupancy maintained
Definition	This indicator refers to the percentage of filled positions in the organisation relative to the total number of approved funded positions on the organisational organogram to ensure organisational effectiveness and efficiencies.
Source of data	<ul style="list-style-type: none"> • The Services SETA Organogram serves as a base source for all approved and funded positions. • Placement report for filled positions.
Method of calculation	Total number of filled funded positions / Total number of funded positions as per the approved organogram *100.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Approved organogram • HR Placement Report
Assumptions	Theres available budget to fund vacant positions
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women – 70% • People with disability – 3%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	75%
Indicator responsibility	Executive Manager: Corporate Services

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.2. Percentage of Workplace Skills Plans implemented
Definition	<p>The indicator measures the extent of the implementation of planned staff development and training interventions as outlined in the Workplace Skills Plan (WSP).</p> <p>“Workplace Skills Plans” refers to the Services SETA Workplace Skills Plan as recommended by the Employment Equity and Training Committee, approved by the CEO and submitted to the ETDP SETA.</p>
Source of data	Approved WSP and training interventions implementation report

Method of calculation	Number of training interventions implemented in the current financial year / number of planned training interventions in the WSP in the current financial year * 100.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Approved WSP with planned intervention • List of implemented training interventions • Attendance records
Assumptions	Staff members are trained as per the compiled WSP.
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • General staff; • Administrators; • Officers; • Senior officers; • Managers; • Senior Managers; • Executive Managers; and • Accounting Authority
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	75%
Indicator responsibility	Executive Manager: Corporate Services

SUB-PROGRAMME 1.3: INFORMATION AND COMMUNICATION TECHNOLOGY

COMPONENTS	DESCRIPTIONS
Indicator title	1.3.1. Percentage achievement against the prioritised ICT implementation plan
Definition	<p>This indicator tests the Services SETA's ability to strengthen the Services SETA capability to provide ICT services in an integrated, efficient, and innovative enabling environment leading to improved organisational efficiency and performance.</p> <p>“ICT Plans” refers to ICT programmes/projects planned for implementation as approved by ICT Steering Committee.</p> <p>“Implementation” measures the project's performance per project plan milestones/ deliverables.</p>
Source of data	List of plans/projects from Information and Communication Technology Department as approved by ICT Steering Committee.
Method of Calculation	Number of implemented approved ICT plans / total number of approved ICT implementation plans * 100.

Means of verification/ Assessment	<ul style="list-style-type: none"> • Approved ICT implementation plans • Projects plan with specific milestones/deliverables and timelines • ICT Reports on the implemented milestones/deliverables
Assumptions	The fit-for-purpose service providers to implement ICT plans/projects as approved by the ICT Steering Committee are appointed.
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired Performance	75%
Indicator Responsibility	Executive Manager: Corporate Services

SUB-PROGRAMME 1.4: MARKETING AND COMMUNICATIONS

COMPONENTS	DESCRIPTIONS
Indicator title	1.4.1. Number of stakeholder engagements
Definition	<p>This indicator measures the quality of support provided to key subsector stakeholders through capacity development; information sharing; and technical support. The indicator also measures consultation with stakeholders on any policy and process development that will improve the SETA's service delivery to its subsector stakeholders.</p> <p>“Stakeholders”: levy paying and non-levy paying employers that do business within the scope of the Services SETA in terms of the Skills Development Act, 1998 (act no. 97 of 1998); training providers doing business in the services sector; government departments within the scope of the Services SETA; Associations, Professional Bodies, Community of Expert Practitioners; as well as Trade Unions, CBOs and NGO's that are active in the services sector, and others.</p> <p>“Engagements”: Consultation meetings and workshops; information sharing sessions; guidance or technical support sessions; training and / or capacity building workshops held with stakeholders: national, and provincial where information about the Services SETA programmes, offerings, opportunities for partnerships is shared, leading to increased awareness by stakeholders and therefore enhance their participation and or input in the SETA's programmes, respond to the Services SETA requests for participation across the functions of the Services SETA.</p>

Source of data	List of stakeholder engagements held
Method of calculation	The performance score would be a calculated by a simple count of the number of Stakeholder Engagements held by the Services SETA, within a financial year.
Means of verification/ Assessment	<ul style="list-style-type: none"> • List/schedule of activities (workshops, roadshows, capacity building session) • Agenda / Presentation / Report • Attendance records (Manually/electronically produced)
Assumptions	Services SETA has sufficient funds to pay for stakeholder engagement related costs
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	180
Indicator responsibility	<ul style="list-style-type: none"> • Office of the CEO • Office of the CFO • Executive Manager: Core Business • Executive Manager: Corporate Services • Executive Manager: Strategy & Planning • Executive Manager: Strategic Partnership & Collaboration

SUB-PROGRAMME 1.5: RISK MANAGEMENT & COMPLIANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.5.1. Percentage of audit and compliance action plans actioned
Definition	<p>This indicator refers to the extent to which the Services SETA complies with the audit and compliance action plans to ensure good governance and a clean audit.</p> <p>“audit and compliance action plans”: refers to the proportion of the number of audit and compliance action plans implemented by the Services SETA in line with the audit reports and applicable laws and regulations.</p> <p>“Audit action plans” refers to remedial action plans developed by Management to address internal and external auditors' findings.</p> <p>“Actioned”: based on the activities that have been put in place to mitigate the audit findings and the progress thereof.</p>

Source of data	Audit and compliance action plans
Method of Calculation	Number of audit and compliance action plans actioned / total number of audit and compliance action plans developed * 100.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Annual compliance plan • Audit tracker
Assumptions	There is a strong culture of compliance within the organisation
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Quarterly
Desired Performance	100%
Indicator Responsibility	Organisational Compliance Office of the CEO

COMPONENTS	DESCRIPTIONS
Indicator title	1.5.2. Percentage of risk action plans actioned
Definition	<p>This indicator tests the ability of the Services SETA to proactively identify risks and develop and implement solutions to mitigate the impact of these risks.</p> <p>“Risk action plans” refers to the Services SETA mitigation plan developed and interacted to manage risks.</p> <p>“Actioned”: the process of executing risk mitigation actions as outlined in the action plans. Risk mitigation progress monitors the continuous process of tracking all identified risks, identifying new threats, and evaluating risk process effectiveness throughout the organisation’s programmes.</p>
Source data	List of risk action plans
Method of Calculation	Number of risk action plans actioned / total number of risk action plans developed * 100
Means of verification/ Assessment	Register of Services SETA action plans – the update of the tasks against the risk.
Assumptions	Approved risk register is in place and is monitored quarterly
Disaggregation of Beneficiaries	N/A

Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Quarterly
Desired Performance	100%
Indicator Responsibility	<ul style="list-style-type: none"> • Enterprise Risk Management • Office of the CEO

SUB-PROGRAMME 1.6: GOVERNANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.6.1. Quarterly Good Governance report
Definition	<p>This indicator refers to a quarterly report prepared by the Board Secretariat on the activities of the Board to promote good governance as defined in King IV.</p> <p>“Good governance report” refers to a quarterly report issued by the Board Secretariat and submitted to DHET.</p>
Data source	Reports from the Board Secretariat
Method of Calculation	A simple count of the number of governance reports submitted quarterly.
Means of verification/ Assessment	Services SETA Quarterly Good Governance reports.
Assumptions	The Services SETA Accounting Authority meets as per the calendar schedule.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	4
Indicator responsibility	<ul style="list-style-type: none"> • Board Secretariat • Office of the CEO

PROGRAMME 2: SKILLS DEVELOPMENT AND PLANNING

OUTCOME 2: ENHANCED MECHANISM FOR EFFECTIVE SKILLS PLANNING THROUGH COLLABORATIVE RESEARCH AND PARTNERSHIPS

SUB-PROGRAMME 2.1: STRATEGY & PLANNING

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.1. Evidence-based SSP, SP and APP
Definition	<p>This indicator measures the Services SETA's ability continuously monitor and conduct outcome/impact evaluations of its learning interventions and forward recommendations to decision-makers for quality improvements.</p> <p>"SSP" refers to a comprehensive document outlining the skills demand and supply factors resulting in the skills gaps in a sector.</p> <p>"SP": refers to a legislated document used to communicate the organisation's goals over five years and the actions needed to achieve those goals.</p> <p>"APP" refers to a legislated document outlining the performance indicators and targets the institution will seek to achieve within a financial year.</p> <p>"Evidence-based": refers to approved planning documents by the Executive Authority based on consultation with the Services SETA management and Accounting Authority and are informed by research.</p>
Data source	Letter of approval for SSP, SP and APP from DHET
Method of Calculation	Approved SSP, SP and APP
Means of verification/ Assessment	Letter of approval from DHET
Assumptions	Management and the Accounting Authority members attends planning sessions and strategic documents tabled and approved by DHET.
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired Performance	Approved SSP, SP and APP (FY 25/26 strategic plans)
Indicator Responsibility	Executive Manager: Strategy & Planning

SUB-PROGRAMME 2.2: RESEARCH, PLANNING, MONITORING, AND REPORTING

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1. Number of sector research partnerships for TVET growth occupationally directed programmes
Definition	<p>This indicator measures the number of research partnerships concluded for TVET growth occupationally directed programmes research entities for research aimed at TVET growth on occupationally directed programmes.</p> <p>“Research agreements” refer to a short or long term agreement between the Services SETA and one/ more Private Research Providers or TVET/CET Colleges or Universities to jointly conduct research to inform TVET occupationally directed programmes.</p> <p>“Occupationally directed programmes” are learning programmes or qualifications that consist of three learning elements: (i) theory, (ii) practical and (iii) workplace learning.</p>
Data source	List of Sector Research Agreements
Method of Calculation	A simple count of research agreements informing research on TVET Colleges occupationally directed programmes.
Means of verification/ Assessment	<ul style="list-style-type: none"> • MOA between the Services SETA and an identified entities to conduct research to inform TVET growth occupationally directed programmes. • Concept Note with an implementation plan.
Assumptions	TVET Colleges embarks on research in occupationally directed qualifications.
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired Performance	3
Indicator Responsibility	Executive Manager: Strategy & Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.2. Number of learners who completed learning interventions absorbed into employment or self-employment
Definition	This indicator measures the impact of the Services SETA learning intervention on unemployed beneficiaries after completing a workplace-based learning intervention at the Services SETA by tracing their employment status through a learner tracer research study.
Data source	A tracer study report/s
Method of calculation	Tracer study report indicating number of learners assessed as employed or self-employed after completing SETAs' workplace-based learning programmes.
Means of verification/ Assessment	Tracer study report indicating the number of learners of who found employment or started their own businesses after completing their learning interventions at the Services SETA.
Assumptions	Learners are traceable and participate in the study
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired Performance	1,000
Indicator Responsibility	Executive Manager: Strategy & Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.3. Percentage of discretionary grants allocated at developing different skills levels
Definition	This indicator measures the extent to which the Services SETA allocates funding for elementary, intermediate, and higher level skills. "Elementary skills level" refers to NQF levels 1-3 as defined by SAQA. "Intermediate skills level" refers to NQF levels 4-6 as defined by SAQA. "Higher skills level" refers to NQF level 7-10 as defined by SAQA.
Data source	SETMIS report/ Annual learner listing of enrollments

Method of Calculation	<ul style="list-style-type: none"> • The total amount allocated on learning interventions for elementary skills level/ the amount allocated on learning programmes multiplied by one hundred. • The total amount allocated on learning interventions for intermediate skills level/ the amount allocated on learning programmes multiplied by one hundred. • The total amount allocated on learning interventions for higher skills level/ the amount allocated on learning programmes multiplied by one hundred.
Means of verification/ Assessment	Analysis Report of learning interventions implemented
Assumptions	The Services SETA implements learning interventions and allocates funding on different skills levels.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired Performance	Higher level – 15% Intermediate level – 60% Elementary – 25%
Indicator Responsibility	Executive Manager: Core Business Executive Manager: Strategic Partnership Executive Manager: Strategy & Planning

SUB-PROGRAMME 2.3: MANDATORY GRANT

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.1. Number of WSPs and ATRs approved

Definition	<p>This indicator refers to the total number of approved Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) submitted by employers.</p> <p>“Employers” includes levy paying and non-levy paying employers.</p> <p>“Levy paying employers”: Employers with a SIC code demarcated under the scope of the Services SETA paying the 1% skills levy legislated by the SDLA to the Services SETA through SARS.</p> <p>“Non-Levy paying employers”: employers exempted from contributing SDL as per the SDA and SDLA.</p> <p>Classification of disaggregation:</p> <p>“Small employer”: Employers with 0 to 49 employees. “Medium employer”: Employers with 50 to 249 employees. “Large employer”: Employers with 250 employees and above.</p> <p>“Workplace Skills Plan (WSP)”: is a legislated template in terms of the SDA regulation allowing employers to provide statistical data on the range of skills development interventions planned to address those needs.</p> <p>“Annual Training Report (ATR)”: is a legislated template in terms of the SDA regulation allowing employers to provide statistical data on the range of skills development interventions implemented in the previous skills year.</p> <p>“Approved”: The submission meets the requirements in the SETA Grants Regulations, 2012 and Mandatory Grant policy. Levy Paying Employers will be reimbursed and non-levy paying employers cannot be reimbursed, but both categories qualify for approval if minimum requirements are met.</p>
Data source	A list of employers that submitted WSPs/ATRs and were approved.
Method of calculation	The sum of submitted WSPs/ATRs and approved within the reporting period.
Means of verification/ Assessment	The WSP/ATR applications approved by SSETA
Assumptions	Employers submit their applications to claim funds invested in skills development and they are reimbursed.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually

Desired performance	<ul style="list-style-type: none"> • Small – 2,640 • Medium – 815 • Large – 592
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.2. Number of SETA-Employer partnerships established
Definition	<p>This indicator refers to employers partnered with the Services SETA for skills development.</p> <p>“Partnership” refers to a collaboration between two or more parties to achieve the specified outcomes towards addressing mutual and inclusive skills priorities or objectives as guided by the NSDP. For instance, the Services SETA can provide funding; partner organisations provide the resources, sites, and learning and training to achieve its aims.</p> <p>The Services SETA and entities can also jointly fund the intervention. There can also be partnerships without monetary attachments, administered through a Memorandum of Understanding/Agreement (MoU/MoA)/Implementation Plan with non-financial objectives and interventions.</p> <p>“Entities” may include employer companies, associations, professional bodies, unions, training providers, SOEs/Government departments, or institutions of higher learning.</p>
Data source	List of SETA-employer partnerships
Method of calculation	A simple count of unique (counted once) employers that have formed a partnership with the Services SETA.
Means of verification/ Assessment	Memorandum of Understanding/ Memorandum of Agreement/Letters of award/Offer Letters/Implementation Plan.
Assumptions	Employers are willing and forms a partnership with the Services SETA
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	600

Indicator responsibility	Executive Manager: Core Business Executive Manager: Strategic Partnerships and Collaboration Executive Manager: Strategy and Planning
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SUB-PROGRAMME 2.4: STAKEHOLDER RELATIONS, MARKETING AND COMMUNICATIONS, PROVINCIAL OPERATIONS AND CHAMBER OPERATIONS

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.1. Number of Career Development Practitioners trained
Definition	<p>This indicator refers to the number of career development practitioners in schools, TVET Colleges and CET Colleges and/or any civil-based organisations trained by the Services SETA-funded interventions on career development. The qualification obtained by the practitioner will either be a credit-bearing or non-credit-bearing short course.</p> <p>“Career Development Practitioners” refers to practitioners that provide services that help people manage their careers, make occupational and study decisions, plan career transitions and find career information.</p> <p>“Credit-bearing short course” is a type of short learning programme for which credits, concerning the course’s contribution to a unit standard and/or part qualification, are awarded.</p> <p>“Non-credit bearing short course” is a type of short learning programme for which no credits are awarded concerning unit standards or qualifications depending on the purpose and or assessments of the programme.</p>
Data source	List of career practitioners trained.
Method of calculation	A simple count of the number of career development practitioners trained.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner enrolment form/ Learner Agreement • Certified ID copy • Practitioner’s Proof of employment • Signed POPI declaration • Commencement Letters
Assumptions	Practitioners participate in the career development programme
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative

Reporting cycle	Quarterly
Desired Performance	40
Indicator Responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.2. Number of Career Development Events in rural / urban areas on occupations in high demand
Definition	<p>This indicator measures the number of career guidance events supported/initiated by the Services SETA provincial offices in urban and rural areas to promote sector qualifications and provide career and vocational guidance on occupations in high demand.</p> <p>“Career Development Events”: career guidance expos or exhibitions or any structured sessions where information on career and vocational guidance is shared with learners, educators, parents and/or other role-players who may assist in transmitting the same to learners. Career guidance events can either be initiated/supported by Services SETA.</p> <p>“Career exhibition” refers to information about careers and vocations in the services sector, training opportunities and minimum requirements in the form of qualifications, subjects studied or any form of support about jobs and learning programmes in the sector.</p>
Data source	Data generated through the sessions held
Method of Calculation	A simple count of the number of career development events hosted/supported in urban and rural areas.
Means of verification/ Assessment	<ul style="list-style-type: none"> • List of career development events hosted/supported • Attendance records (manually/electronically produced) • Event reports – hosted/initiated events
Assumptions	<ul style="list-style-type: none"> • There is sufficient money in the Services SETA to cover costs related to career events. • The Services SETA receives invites to support other exhibitions.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Urban – 10 • Rural – 15
Indicator Responsibility	Executive Manager: Corporate Services

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.3. Number of capacity-building workshops on Career Development Services initiated
Definition	<p>This indicator refers to workshops conducted to raise awareness of career development services offered at the Service SETA and throughout the Post Education and Training System.</p> <p>“Career Development Services” are programs and services that help individuals explore and advise and answer questions related to employability, direction, skills development, personal development, progression, and making a difference.</p> <p>“Capacity Building Workshops” refer to training workshops to equip individuals or participants with an interest in participating within the skills development landscape with the necessary skills.</p>
Data source	List of workshops initiated/supported
Method of Calculation	A simple count of the number of workshops conducted
Means of verification/ Assessment	<ul style="list-style-type: none"> • Invite to workshops • Attendance records (manually/electronically processed) • Event Report
Assumptions	Participants attends career development workshops
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	20
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.4. Number of HEI/TVET/CET Colleges partnerships established

Definition	<p>The indicator refers to the total number of HEI, TVET College and CET partnerships established through formal agreements between Services SETA and higher learning institutes to realise specified common skills development objectives within a financial year.</p> <p>“Partnerships” A partnership is defined as a collaboration between two or more parties to achieve the specified outcomes towards addressing mutual and inclusive skills priorities or objectives as guided by the NSDP. For instance, the Services SETA can provide funding; partner organisations provide the resources, sites, and learning and training to achieve its aims.</p> <p>“TVET” means public Technical, Vocational, Education and Training colleges – previously referred to as public institutions of Further Education and Training (FET).</p> <p>“CET” means public Community Education and Training colleges.</p> <p>“HEI” means Public and Private Universities/Colleges.</p>
Data source	List of partnerships entered into
Method of Calculation	A simple count of the number of partnerships established with HEI, TVET Colleges and CET.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Memorandum of Agreement or • Learning Programme Commencement Letter or • Skills Development Provider Award Letter or • Capacitation letter or report.
Assumptions	HEIs, TVET Colleges and CETs partner with the Services SETA, and there are enough funds to support such partnerships.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • TVET Colleges – 5 • HEI – 2 • CET – 2
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.5. Number of SETA offices established and maintained in TVET Colleges
Definition	<p>This indicator refers to the number of offices or satellite offices which the Services SETA has established at any of the 57 TVET Colleges to promote access to its offerings and services.</p> <p>“Established” refers to physical structure secured at the TVET College.</p> <p>“Maintained” refers to a SETA contribution to the upkeep and functionality of a TVET College this could be in the form of funding, refurbishment or provision of equipment of ICT infrastructure.</p>
Data source	A list with the number of SETA offices established and maintained at TVET Colleges.
Method of calculation	A simple count of the number of SETA offices established and maintained in TVET colleges.
Means of verification/ Assessment	Approved MOU/MOA with a TVET college.
Assumptions	TVET Colleges accommodates Services SETA staff in their office space.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	1
Indicator responsibility	Executive Manager: Corporate Services

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.6. Number of Federations/Trade Unions supported through the relevant skills training interventions

Definition	<p>This indicator refers to the number of trade unions / federations supported by the Services SETA through credit-bearing or non-credit-bearing skills development learning programmes and/or capacitation learning interventions.</p> <p>“Trade unions” refers to an organised association of workers in trade, group of trades, profession, or specific sectors formed to protect and further their rights and interests.</p> <p>“Federation” is an umbrella body of national trade unions organised in specific industry sectors or occupational groups.</p> <p>“Credit-bearing short course” is a short learning programme for which credits, the course’s contribution to a unit standard and/or part qualification, are awarded.</p> <p>“Non-credit bearing short course” is a short learning programme for which no credits are awarded to unit standards or qualifications, depending on the purpose and assessments of the programme.</p>
Data source	List of trade unions / federations supported
Method of calculation	A simple count of the number of trade unions / federations supported
Means of verification/ Assessment	<ul style="list-style-type: none"> • List of trade unions / federations supported • Learning Programmes Commencement Letter/ Worker Initiated Intervention/Workshop Report
Assumptions	Trade unions / Federations participates in Services SETA programmes
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	6
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

PROGRAMME 3: LEARNING PROGRAMMES

OUTPUT 3: PROMOTE ACCESS TO TECHNICAL AND PROFESSIONAL SKILLS FOR EMPLOYMENT AND ENTREPRENEURSHIP ACROSS THE SERVICE SECTOR

SUB-PROGRAMME 3.1: ECD

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1. Number of enterprises funded for skills that enhance the growth/development/sustainability of their organisations activities
Definition	<p>The indicator refers to the total number of Cooperatives, SMMEs, NPC and CBO/NGO /NPO supported with training by Services SETA, as prescribed by the DHET SLA requirements.</p> <p>“Cooperatives” refers to Cooperatives as defined in the Cooperatives Act, 2005 and amended in 2013.</p> <p>“Small, Medium and Micro Enterprises (SMMEs)” refers to a small enterprise as defined in the National Small Enterprise Act 1996 (Act no.102 of 1996).</p> <p>“Non- Profit Companies (NPCs)” refers to a non-profit company is a company incorporated for public benefit or other objective relating to one or more of cultural, social activities, communal or group interest.</p> <p>“Community-Based Organisations (CBOs)” are Non-Profit Organisations made up of members from a local community that take ownership of developing their community and the livelihoods of local residents through realising the full potential of community assets. The nature of entities includes Voluntary Associations, Non-Profit Companies (NPCs) or Trusts. Some even register as Social Enterprises (for-profit). Faith-based CBOs are called Faith Based Organisations (FBOs).</p> <p>“Non-Governmental Organisations (NGOs)” A Non-Governmental Organisation is an organisation that generally is formed independent from government. They are typically nonprofit entities, and many of them are active in humanitarianism or the social sciences; they can also include clubs and associations that provide services to their members and others.</p> <p>“Non-Profit Organisations (NPOs)” A Non-Profit Organisation, also known as a non-business entity, not-for-profit organization, or nonprofit institution, is a legal entity organized and operated for a collective, public or social benefit, in contrast with an entity that operates as a business aiming to generate a profit for its owners.</p>

	<p>“Training” means learning and acquiring skills or behaviours to do a particular task or activity. Training can be delivered through workshops, eLearning courses and other forms of applied one-on-one or group learning.</p>
Data source	Attendance registers of Cooperatives, SMMEs, NPCs and CBOs/ NGOs/ NPOs for training workshop or applied one-on-one/ group learning opportunity hosted by the Services SETA.
Method of calculation	Simple count of the number of Cooperatives, SMMEs, NPCs and CBOs/ NGOs/ NPOs supported with training.
Means of verification/ Assessment	<p>SMME</p> <ul style="list-style-type: none"> • Proof of application / registration form • CIPC (Companies and Intellectual Property Commission) Certificate of Registration of SMME and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal or • Proof of employment/voluntary if not a member • Proof that the company is an SMME. • Attendance records <p>Cooperative</p> <ul style="list-style-type: none"> • Proof of application / registration form • CIPC (Companies and Intellectual Property Commission) Certificate of Registration of Cooperative and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal or • Proof of employment or volunteer in the Cooperative if not a member • Attendance records <p>NPC/NPO/NGO/CBO</p> <ul style="list-style-type: none"> • Proof of application / registration form • Department of Social Development (DSD) certificate of registration of NPOs/NGO/CBO – (NPOs/NGO/CBO only) or • CIPC (Companies and Intellectual Property Commission) Certificate of Registration of NPC and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal- (NPC only) or • Proof of membership/employment or volunteer if not a member • Attendance records
Assumptions	Cooperatives, SMMEs and NPC/CBOs/ NGOs/ NPOs attends and completes training programmes.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative

Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Cooperatives – 300 • SMMEs – 300 • NPC/CBOs/ NGOs/ NPOs – 100
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.2. Number of enterprises trained in the sector and national priority occupations or skills.
Definition	<p>This indicator refers to the number of enterprises trained in the sector and national priority occupations or skills. The indicator measures training on prioritised occupations or skills provided to established or emergent cooperatives and small or emerging enterprises.</p> <p>“Established cooperatives” means cooperative established as per Cooperatives Act, 2005 as amended in 2013, means an autonomous association of persons united voluntarily to meet their common economic, social, or cultural needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on cooperative principles.</p> <p>“Emergent cooperatives” means cooperatives still at the start-up stage and requiring assistance.</p> <p>“Small Enterprise” refers to a small enterprise as defined in the National Small Enterprise Act 1996 (Act no.102 of 1996).</p> <p>“Emerging Enterprise” refers to enterprises or companies still at start-up and requiring assistance.</p> <p>“Priority occupations or skills” refers to the sector and/or national occupations or skills identified by the Services SETA and/or Government.</p>
Data source	Enterprises that register and attend a training opportunity hosted by the Services SETA.
Method of Calculation	List of enterprises trained in the sector and national priority occupations or skills.
Means of verification/ Assessment	<p>Small Enterprises</p> <ul style="list-style-type: none"> • Proof of application / registration form • CIPC (Companies and Intellectual Property Commission) Certificate of Registration of Small enterprise and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Affidavit confirming trading if not yet registered – (emerging) <p style="text-align: center;">or</p>

	<ul style="list-style-type: none"> • Proof of employment/voluntary if not a member of the enterprise • Proof that the company is small • Attendance records <p>Cooperative</p> <ul style="list-style-type: none"> • Proof of application / registration form • CIPC (Companies and Intellectual Property Commission) Certificate of Registration of Cooperative and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal or • Affidavit confirming trading if not yet established – (emergent) or • Proof of employment or volunteer in the Cooperative if not a member of the enterprise • Attendance records
Assumptions	There is a budget to train these enterprises
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired Performance	Established or emergent cooperatives – 30 Small and/or emerging enterprises – 30
Indicator Responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.3. Number of people trained in entrepreneurship supported to start their business
Definition	<p>This indicator measures the SETA's contribution to entrepreneurship development to support the growth of individuals to start their businesses.</p> <p>“Training in entrepreneurship” means training in a structured programme that aims to equip participants with the necessary skills and mindset for identifying and launching new business venture.</p>
Data source	People that register and attend a training opportunity on entrepreneurship hosted by the Services SETA.
Method of calculation	A simple count of the number of people trained to start their businesses
Means of verification/ Assessment	<ul style="list-style-type: none"> • Proof of application / registration form • Learner Agreement. • Attendance Register/Record • Certified ID copy

Assumptions	People that require training accesses opportunities offered by the Services SETA.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired performance	200
Indicator Responsibility	Executive Manager: Strategic Partnership and Collaboration

SUB-PROGRAMME 3.2: STRATEGIC PARTNERSHIP

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.1. Number of Centres of Specialisation supported
Definition	<p>This indicator refers to interventions aimed at strengthening the Department of Higher Education and Training with the implementation of apprentices on the new Occupational Trade Qualifications supported by SETAs. In addition, the programme aims to address shortages in the trades and skills areas identified as priorities for national development.</p> <p>“Centres of Specialisation (CoS)” refers to an intervention within a public technical, vocational education and training (TVET) colleges dedicated to training successful quality artisans on one or more priority trades.</p> <p>“Supported” aims to measure the funding or capacitation opportunities made available for the TVET College to implement/deliver artisanal training for identified occupational trades.</p>
Data source	List of Centres of Specialisation identified to be supported
Method of calculation	Number of Centre of Specialisation supported
Means of verification/ Assessment	<ul style="list-style-type: none"> • Offer Letter • MoA/General funding agreement between the Services SETA and the TVET College (COS)
Assumptions	Services SETA has sufficient funds to support Centres of Specialisation
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A

Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	4
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.2. Number of TVET Lecturers exposed to the industry through Skills Programmes
Definition	<p>This indicator refers to the number of TVET lecturers that have been entered/enrolled on industry related skills programmes/short courses funded by the Services SETA.</p> <p>“Credit-bearing short course” is a type of short learning programme for which credits, to the course’s contribution to a unit standard and/or part qualification, are awarded.</p> <p>“Non-credit bearing short course” is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.</p>
Data source	List of TVET lectures entered/enrolled for training
Method of calculation	A simple count of TVET lecturers entered/enrolled for training
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner enrolments form/ Learner Agreement; • Certified ID copy; • Proof of employment by TVET; • Signed POPI declaration; • Commencement letter
Assumptions	Enrolled skills programmes will expose TVET lecturers to the industry.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	50
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.3. Number of Managers receiving training on curriculum related studies - TVET
Definition	<p>This indicator refers to the TVET College Managers' who have been enrolled/entered in an intervention on curriculum related studies through skills programmes/short courses funded by the Services SETA.</p> <p>“Training on curriculum-related studies” refers to learning or process to acquire skills relating to curriculum studies.</p> <p>“Credit-bearing short course” is a type of short learning programme for which credits, to the course’s contribution to a unit standard and/or part qualification, are awarded.</p> <p>“Non-credit bearing short course” is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.</p>
Data source	List of TVET College Managers that were enrolled/entered
Method of calculation	A simple count of TVET College Managers who have received training
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner enrolments form/ Learner Agreement; • Certified ID copy • Proof of employment by TVET • Signed POPI declaration • Commencement letter
Assumptions	The Services SETA has a curriculum development programme and is able to implement this training.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	5
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.4. Number of TVET colleges Lecturers awarded Bursaries
Definition	This indicator refers to bursaries awarded to TVET College lecturers to further their studies in bursaries programme within a financial year.
Data source	List of TVET colleges lectures awarded bursaries
Method of calculation	A simple count of TVET lecturers awarded bursaries by the Services SETA
Means of verification/ Assessment	<ul style="list-style-type: none"> • Bursary Agreement Form • Proof of registration from HEI • Certified ID copy • Proof of employment by TVET college • Signed POPI declaration
Assumptions	TVET lecturers are pursuing further studies
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	50
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.5. Number of infrastructure development projects (equipment/workshops) to support TVET colleges
Definition	<p>This indicator refers to the support provided to TVET Colleges in the form of offering equipment/ renovation of buildings or construction of workshops as agreed to between the Services SETA and a concerned college.</p> <p>“Equipment” refers to tools required by the respective college to implement skills development interventions.</p> <p>“Workshop” can be defined as a space/room/infrastructure constructed/renovated for the TVET learners to practice their technical modules.</p>
Data source	List of infrastructure development (equipment/workshops) projects that were provided to the TVET college/s

Method of calculation	A simple count of infrastructure development (equipment/workshops) projects that were provided to the TVET college/s.
Means of verification/ Assessment	<p>Support with Equipment</p> <ul style="list-style-type: none"> • Memorandum of Agreement / Offer Letter • Proof of delivery note <p>Support with Workshop (Skills Development Centre) (depending on the phase/predetermined performance of the project)</p> <ul style="list-style-type: none"> • General Funding Agreement or • Bill of Quantities Drawings or • Offer letter to a construction service provider and signed SLA between a service provider and Services SETA or • Program of construction works report or • Completion Certificate or • Project final account or • Signed operationalisation MOA
Assumptions	The Services SETA has sufficient funds to support TVET Colleges with equipment/renovations or workshops.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	2
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.6. Number of CET colleges lecturers awarded skills development programmes
Definition	<p>This indicator refers to the number of CET lecturers that have been entered/enrolled on related skills programmes/short courses funded by the Services SETA.</p> <p>“Skills Development Programmes” can be defined as skills programmes/short courses that are conducted to improve productivity</p>

	<p>in the workplace and the competitiveness of CETs.</p> <p>“Credit-bearing short course” is a type of short learning programme for which credits, to the course’s contribution to a unit standard and/or part qualification, are awarded.</p> <p>“Non-credit bearing short course” is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.</p>
Data source	List of CET lectures that were enrolled/entered
Method of calculation	A simple count of CET lectures who have received training
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner enrollment form/ Learner Agreement • Certified ID copy • Proof of employment signed POPI declaration • Commencement letter
Assumptions	CET lecturers participates in skills programmes.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	20
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.7. Number of infrastructure development projects (equipment/ workshops/ Connectivity/ ICT) to support CET colleges
Definition	<p>This indicator refers to the support provided to CETs in the form of giving equipment/ workshops/ connectivity/ ICT as agreed to between the Services SETA and a concerned college.</p> <p>“Equipment” refers to tools required by the respective college to implement skills development interventions.</p> <p>“Workshop” can be defined as a renovated/constructed space/room at TVET designated for learners to practice their technical modules.</p>

	<p>“Connectivity/ICT” refers to Technology infrastructure or connectivity support provided to the CET College.</p>
Data source	List of infrastructure development (equipment/ workshops/ Connectivity/ ICT) projects that were provided to the CET college/s.
Method of calculation	A simple count of infrastructure development (equipment/ workshops/ Connectivity/ ICT) projects that were provided to the CET college/s.
Means of verification/ Assessment	<p>Support with Equipment/ICT/Connectivity</p> <ul style="list-style-type: none"> • Memorandum of Agreement/ Offer Letter • Proof of Delivery/Service rendered <p>Support with Workshop (Skills Development Centre) (depending on the phase/predetermined performance of the project)</p> <ul style="list-style-type: none"> • General Funding Agreement or • Bill of Quantities Drawings or • Offer letter to a construction service provider and Signed SLA between a service provider and Services SETA or • Program of construction works report or • Completion Certificate or • Project final account or • Signed operationalisation MOA
Assumptions	The Services SETA has sufficient funds to support CETs with equipment/ renovations or workshops
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	1
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.8. Number of CET college Managers receiving training on curriculum-related studies
Definition	<p>This indicator refers to the CET College Managers' who have been enrolled/entered in an intervention on curriculum related studies through skills programmes/short courses funded by the Services SETA.</p> <p>“Training on curriculum-related studies” refers to learning or process to acquire skills relating to curriculum studies.</p> <p>“Credit-bearing short course” is a type of short learning programme for which credits, to the course's contribution to a unit standard and/or part qualification, are awarded.</p> <p>“Non-credit bearing short course” is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.</p>
Data source	List of CET College Managers that were enrolled/entered
Method of calculation	A simple count of CET College Managers who have received training
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner enrollment form/ Learner Agreement • Certified ID copy • Proof of employment by CET • Signed POPI declaration • Commencement letter
Assumptions	CET College managers are interested in participating in this training, and the Services SETA has sufficient funds.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	5
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.9. Number of CET learners accessing AET programmes
Definition	<p>The indicator refers to the total number of unemployed learners based at CETs and entered on Services SETA-funded AET programmes within the financial year.</p> <p>“CET learners” refers to unemployed learners enrolling for AET learners at CET.</p> <p>“AET programmes” refers to formal learning/training by an accredited assurance body for adults to improve their knowledge and skills on numeracy and literacy.</p>
Data source	List of CET unemployed learners accessing the AET programme
Method of calculation	A simple count of unemployed learners that entered AET learning interventions at CET.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Completed Learner Agreement Forms • Certified ID copies • Signed POPI Declaration • Proof of registration to the CET • Commencement letter
Assumptions	There is sufficient funding to award study grants for AET unemployed learners based at CETs
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	20
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.10. Number of Rural Development Projects initiated
Definition	<p>This indicator refers to projects that are initiated for rural development with the intension to improve their quality of life and economic well-being of people living in rural areas. The South African rural landscape is characterised by lack of infrastructure and accessibility to training facilities as a result the interventions may be delivered at an adjacent urban area.</p> <p>“Rural area” is a geographic area that is categorised as rural by the South African policy/legislation/strategies.</p> <p>“Rural Development Projects” refers to projects initiated in the rural areas targeted at development in terms of skills development.</p>
Data source	List of rural development projects implemented
Method of calculation	A simple count of the number of rural development projects implemented.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learning programme Commencement Letter or • MOA or • Delivery note
Assumptions	Services SETA has sufficient funds to implement rural development projects
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	10
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

SUB-PROGRAMME 3.3: LEARNING PROGRAMMES

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1. Number of employer-funded learners Entered
Definition	<p>The indicator refers to learners entered into learning programmes that the employer funds.</p> <p>“Employer-Funded” Employers with SIC code demarcated under the scope of the Services SETA, who fund Workplace Based Learning Programmes.</p> <p>“Learners” refers to the learner party to a Workplace Based Learning Programme Agreement.</p> <p>“Workplace Based Learning Programme”: means a learning programme through which a person internalises knowledge, skills and competencies and gains insights through exposure to a workplace by achieving specific outcomes to enhance employability. It includes learnerships, internships, apprenticeships, candidacies, and any other learning programme which consists of a structured work experience component.</p> <p>“Entered/Enrolled” means the enrolment of learners on a learning programme post verifying requisite employer and learner documentation.</p>
Data source	Compiled list of employer-funded learners entered
Method of calculation	The sum of employer-funded learners entered within the applicable reporting period
Means of verification/ Assessment	<ul style="list-style-type: none"> • Workplace Based Learning Programme Agreement; • Certified ID copies of learners • Certified copies of the highest qualification • Proof of employment (workers); or learner employment contract (unemployed learners) • Signed POPI declaration • Proof of Disability (if applicable) • Confirmation of Learner Registration
Assumptions	Employers scores points on their BBBEE scorecard for the enrolment of learners on registered learning programmes, further incentivising to fund skills development.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	641
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.2. Number of learners enrolled in learnership programmes
Definition	<p>The indicator refers to workers and unemployed learners entered into a learnership funded by the Services SETA through Discretionary Grants.</p> <p>“Workers” Refers to a learner who works for an employer and receives or is entitled to remuneration for conducting the employer's business when enrolling on the Learning Programme.</p> <p>“Unemployed learners” Refers to a learner who was not employed at the time of enrolling on the Learning Programme.</p> <p>“Learnerships”: refers to a learning programme which consists of a structured theoretical component and practical workplace experiential learning of a specific nature over a duration of 12 months and leads to an occupationally related qualification registered on the NQF.</p> <p>“Entered/Enrolled” means the enrolment of learners on a learning programme post verifying requisite employer and learner documentation.</p>
Data source	Compiled list of workers and unemployed learners entered on a learnership funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	<ul style="list-style-type: none"> • The sum of workers Services SETA-funded learners entered on a learnership within the applicable reporting period. • The sum of unemployed Services SETA-funded learners entered on a learnership within the applicable reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Workplace Based Learning Programme Agreement/ Learner Enrolment Form • Certified ID copies of learners • Certified copies of the highest qualification • Proof of employment (workers) • Learner employment contract (unemployed learners) • Signed POPI Declaration • Proof of Disability (if applicable) • Commencement Letter
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements. Applicants have capacity to recruit and implement the learning programmes.

Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 60% • Youth, 80% • For people with disability, 3% • Rural, 26%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 8,465 • Workers – 1,023
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.3. Number of learners who completed learnerships programmes
Definition	<p>The indicator refers to workers and unemployed learners successfully completing a learnership funded by the Services SETA through the Discretionary Grants.</p> <p>“Workers” Refers to a learner who works for an employer and receives or is entitled to remuneration for conducting the employer's business when enrolling on the Learning Programme.</p> <p>“Unemployed learners” Refers to a learner who was not employed at the time of enrolling on the Learning Programme.</p> <p>“Learnerships” refers to a learning programme which consists of a structured theoretical component and practical workplace experiential learning of a specific nature over a duration of 12 months and leads to an occupationally related qualification registered on the NQF.</p> <p>“Completion” means successfully reaching all desired results/passed prescribed number of unit standards, learner regarded as competent and exits with a full qualification.</p> <p>“Completion Date” means the date printed on the Certificates/ Statement of Results (SoR).</p>
Data source	Compiled list of workers and unemployed learnership completions funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.

Method of calculation	<ul style="list-style-type: none"> • The sum of workers Services SETA-funded learners completions within the applicable reporting period. • The sum of unemployed Services SETA-funded learners completions within the applicable reporting period
Means of verification/ Assessment	<ul style="list-style-type: none"> • Copy of Certificates/Statement of Results • Certified ID Copy
Assumptions	<p>For workers 10% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 65% will successfully complete.</p> <p>For unemployed learners, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 60% will successfully complete.</p>
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 6,450 • Worker – 1,247
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.4. Number of learners granted bursaries
Definition	<p>The indicator refers to the total number of workers and unemployed learners entered on Services SETA-funded bursary programmes within the financial year.</p> <p>“Workers” refers to a learner who are employed at the time of contracting into bursary granted by the Services SETA.</p> <p>“Unemployed learners” refers to learners who are not employed at the time of contracting into bursary granted by the Services SETA.</p> <p>“Bursaries” is a grant awarded to learners enrolled for part or full qualifications registered on the NQF.</p> <p>“Entered” refers to bursars funded by the Services SETA (i) for the first time (new) and (ii) those who have been funded in the previous year and are continuing furthering their studies continuing students.</p>

Data source	List of learners that were supported with bursaries funded by the Services SETA
Method of calculation	<ul style="list-style-type: none"> • A simple count of workers granted bursaries as reported on SETMIS • A simple count of unemployed learners granted bursaries, as reported on SETMIS
Means of verification/ Assessment	<p>New entered: Workers</p> <ul style="list-style-type: none"> • Bursary Agreement Form/Bursary Registration Form • Proof of registration/Fee Statement • Certified ID Copy • Proof of employment <p>New entered: Unemployed</p> <ul style="list-style-type: none"> • Bursary Agreement Form/Bursary Registration Form • Proof of registration/Fee Statement • Certified ID copy • Affidavit <p>Continuing: Workers and Unemployed</p> <ul style="list-style-type: none"> • Prior academic year results • Current academic year proof of registration/Fee Statement • Confirmation letter from Services SETA listing the approved learners to the institutions confirming continuing funding
Assumptions	There are sufficient numbers of learners in the services sector related qualifications seeking funding at TVET, Colleges and Universities
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 60% • Youth, 80% • People with disability, 3% • Rural, 26%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed (New) – 840 • Unemployed Continuing – 320 • Worker (New) – 315
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.5. Number of learners granted Bursaries completed their studies
Definition	<p>The indicator refers to the total number of workers and unemployed learners completing the learning intervention at the end of Services SETA-funded programmes within the financial year.</p> <p>“Bursary programmes” refers to a grant awarded to learners entered for part or full qualifications registered on the NQF.</p> <p>“Workers” refers to a learner who are employed at the time of contracting into bursary granted by the Services SETA.</p> <p>“Unemployed learners” refers to learners who are not employed at the time of contracting into bursary granted by the Services SETA.</p> <p>“Completed” means that the student has passed all modules registered in the specific academic year.</p>
Data source	List of learners that were supported with bursary funding generated by Bursaries Department
Method of calculation	<p>A simple count of the total number of workers who have completed their bursary-funded learning programmes, as reported on SETMIS.</p> <p>A simple count of the total number of unemployed learners who have completed their bursary-funded learning programmes, as reported on SETMIS.</p>
Means of verification/ Assessment	<ul style="list-style-type: none"> • Statements of results • Certified ID copy
Assumptions	Learners pass their respective years of study
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 336 • Worker – 189
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.6. Number of Internships Enrolled
Definition	<p>The indicator refers to unemployed learners who enrolled an internship funded by the Service SETA through Discretionary Grants</p> <p>“Internship placement” refers to a learning programme which consists of a structured work experience component of learning of a specific nature over a specified duration.</p> <p>“Unemployed Learners Internships” refers to students from Technical and Vocational Education Training (TVET) Colleges with Vocational related qualification and Nated certificates below level 6 and students from Universities not requiring Work Integrated Learning to complete their qualifications; and placed for internship programme to attain the Workplace-Based Learning experience for 12 months.</p> <p>“Universities Student Internships” refers to students from Universities and are requiring Work Integrated Learning to complete their qualifications placed in workplaces.</p> <p>“TVET Student Internships” refers to students who have already completed the N6 National Certificate and requiring Work Integrated Learning for 18 months workplace to complete their National N Diploma qualifications placed in workplaces.</p> <p>“CET Internships” refers to students who completed their studies Workplace-Based Learning (WBL) and/or are requiring Work Integrated Learning (WIL) and are placed at the CET college.</p>
Data source	Compiled list of internships enrolments funded by Services SETA following the Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	<ul style="list-style-type: none"> • The sum of Services SETA funded Universities Students requiring work integrated learning to complete their qualifications placed in workplace enrolled within the applicable reporting period. • The sum of Services SETA funded TVET Students requiring work integrated learning to complete their qualifications placed in workplaces enrolled within the applicable reporting period enrolled within the applicable reporting period. • The sum of Services SETA funded Unemployed Internships enrolled within the relevant reporting period.

	<ul style="list-style-type: none"> The sum of Services SETA funded CET Internships enrolled within the relevant reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> Workplace Based Learning Programme Agreement Certified ID copies Certified copies of the highest qualifications attained Learner employment contract Signed POPI declaration Proof of Disability (if applicable) Commencement Letter
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements. Applicants have capacity to recruit and implements the learning programmes.
Disaggregation of beneficiaries	<ul style="list-style-type: none"> Women, 60% Youth, 80% Rural, 26% People with disability, 3%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Unemployed Learners (Work-Based Learning) – 835 TVET students requiring Work Integrated Learning – 1,400 Universities students requiring Work Integrated Learning– 500 CET Internships - 105
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.7. Number of Internships Completed
Definition	<p>The indicator refers to unemployed learners who successfully complete an internship funded by the Service SETA through the Discretionary Grants.</p> <p>“Internship” refers to a learning programme which consists of a structured work experience component of learning of a specific nature over a specified duration.</p> <p>“Unemployed Learners Internships” refers to students from Technical and Vocational Education Training (TVET) Colleges with Vocational related qualification and Nated certificates below level 6 and students from Universities not requiring Work Integrated Learning to complete their qualifications; and placed for internship programme to attain the Workplace-Based Learning experience for 12 months.</p> <p>“Universities Student Internships” refers to students from Universities and are requiring Work Integrated Learning to complete their qualifications placed in workplaces.</p> <p>“TVET Student Internships” refers to students who have already completed the N6 National Certificate and requiring Work Integrated Learning for 18 months workplace to complete their National N Diploma qualifications placed in workplaces.</p> <p>“CET Internships” refers to students who completed their studies Workplace-Based Learning (WBL) and/or are requiring Work Integrated Learning (WIL) and are placed at the CET college.</p> <p>“Completed” means learners that have completed the entire duration of the internship.</p> <p>“Completion Date” means the date that the Services SETA verifies and approves the closure report from the employer.</p>
Data source	Compiled list of internship completions funded by Services SETA following the Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	<ul style="list-style-type: none"> • The sum of Services SETA funded number of university students completed their Work Integrated Learning placements within the applicable reporting period. • The sum of Services SETA funded number of TVET students completed their work integrated learning placements within the applicable reporting period. • The sum of Services SETA funded number of unemployed learners internships completed Internship within the relevant reporting period.

	<ul style="list-style-type: none"> The sum of Services SETA funded number of CET internships completed Internship within the relevant reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> Approved Closure Report with a list of learners Certified ID copy
Assumptions	<ul style="list-style-type: none"> For Universities Student Placement, 25% of Services SETA funded learners entered will terminate during the course and scope of implementation. For TVET Student Placements, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation. For Unemployed Learners internships 30% of Services SETA funded learners entered will terminate during the period and scope of implementation. For CET internships 30% of Services SETA funded learners entered will terminate during the period and scope of implementation.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Unemployed Learners internships- 422 TVET students requiring Work Integrated Learning – 1,260 Universities students requiring Work Integrated Learning - 225 CET internships- 40
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.8. Number of learners enrolled in Skills Programmes
Definition	<p>The indicator refers to workers and unemployed learners entered for skills programmes funded by the Services SETA through the Discretionary Grants.</p> <p>“Workers” Refers to a learner who works for an employer and receives or is entitled to receive remuneration for conducting the business of that employer at the time of enrolling on the Learning Programme.</p> <p>“Unemployed learners” Refers to a learner who was not employed at the time of enrolling on the Learning Programme.</p> <p>“Skills programmes” refer to an occupationally based, short-term</p>

	<p>learning programme. When successfully completed, it constitutes credits towards a qualification registered on the NQF. The Skills Programme comprises a cluster of unit standards where the total number of credits can range between 25 and 60.</p> <p>“Entered/Enrolled” means the enrolment of learners on a learning programme post verifying requisite employer and learner documentation.</p>
Data source	Compiled list of workers and unemployed skills programmes entered, funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	<ul style="list-style-type: none"> • The sum of workers Services SETA funded skills programme entered within the applicable reporting period. • The sum of unemployed Services SETA funded skills programme entered within the applicable reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner Enrollment Forms • Certified ID copies of learners • Proof of employment (Workers) • Affidavit (Unemployed) • Signed POPI declaration • Commencement Letter
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 70% • Youth, 60% • For people with disability, 3% • Rural, 26%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 1,365 • Worker – 11,940
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.9. Number of learners who completed Skills Programmes
Definition	<p>The indicator refers to workers and unemployed learners successfully completing skills programmes funded by the Services SETA through the Discretionary Grants</p> <p>“Worker” Refers to a learner who works for an employer and receives or is entitled to receive remuneration for conducting the business of that employer at the time of enrolling on the Learning Programme.</p> <p>“Unemployed learners” Refers to a learner who was not employed at the time of enrolling on the Learning Programme.</p> <p>“Skills programmes” refer to an occupationally based, short-term learning programme. When successfully completed, it constitutes credits towards a qualification registered on the NQF. The Skills Programme comprises a cluster of unit standards where the total number of credits can range between 25 and 60.</p> <p>“Completion” means successfully achieving all desired results/passed number of prescribed-unit standards for which the learner enrolled through the quality assurance process.</p> <p>“Completion Date” means the issue date printed on the Statement of Results (SoR).</p>
Data source	<p>Compiled list of skills programme completions funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements</p>
Method of calculation	<ul style="list-style-type: none"> • The sum of workers Services SETA-funded skills programme completions within the applicable reporting period • The sum of unemployed Services SETA-funded skills programme completions within the applicable reporting period
Means of verification/ Assessment	<ul style="list-style-type: none"> • Copy of Statements of Results (issued by Services SETA) • Copy of Statements of Results (issued by an external entity) and evidence of the date of receipt • Certified ID copy
Assumptions	<ul style="list-style-type: none"> • For workers 10% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 75% will successfully complete. • For unemployed learners, 20% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 65% will be successfully completed.

Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed - 1,932 • Worker - 3,612
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.10. Number of unemployed learners enrolled on Candidacy programmes
Definition	<p>The indicator refers to learners entered on a Candidacy programme funded by the Services SETA through the Discretionary Grants.</p> <p>“Candidacy programmes” refers to compulsory learning and training undertaken by graduates through structured workplace training which culminates in professional designation with a Professional Body.</p> <p>“Entered/Enrolled” means the enrolment of learners on a learning programme post verifying requisite employer and learner documentation.</p>
Data source	Compiled list of Candidacy funded by Services SETA in accordance entered with The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	The sum of Services SETA funded Candidacy learner enrollments within the applicable reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Workplace Based Learning Programme Agreement • Certified ID copy • Certified copies of the highest qualifications attained • Learner employment contract • Signed POPI declaration • Commencement letters
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the capacity to recruit and implement the learning programmes.

Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 70% • Youth, 50% • Rural, 26% • For people with disability, 3%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	225
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.11. Number of unemployed learners completed Candidacy Programmes
Definition	<p>The indicator refers to learners successfully completing a Candidacy programme funded by the Services SETA through the Discretionary Grants.</p> <p>“Candidacy programmes” refers to compulsory learning and training undertaken by graduates through structured workplace training which culminates in professional designation with a Professional Body.</p> <p>“Completion” means successfully achieving the professional designation.</p> <p>“Completion Date” means the date that the Services SETA received the Professional Designation confirmation/certificate issued by any Professional Body.</p>
Data source	Compiled list of candidacy completions funded by Services SETA in accordance with The Sector Education and Training Management Information System (SETMIS) requirements
Method of calculation	The sum of unemployed Services SETA funded Candidacy completions within the applicable reporting period
Means of verification/ Assessment	<ul style="list-style-type: none"> • Copy of Confirmation/Certificate of Professional Designation (issued by Professional Body) and evidence of the date of receipt • Certified ID Copy

Assumptions	10% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 75% will successfully complete.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	86
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.12. Number of artisan learners enrolled
Definition	<p>The indicator refers to candidates who are enrolled for apprenticeship or trade test on a related artisan learning programme and do not have a qualification as per the listed trade, who have been registered with the Services SETA to obtain a trade test certificate.</p> <p>“Artisan” refers to a person certified as competent to perform a listed trade in accordance to SDA.</p> <p>“Listed Trade” means trade listed in terms of section 26 B of the SDA</p> <p>“Apprenticeship entered”: refers to a learner who has entered a structured artisan learning programme in terms of occupations listed as a trade-in Gazette 35625.</p> <p>“Trade Test” refers to a final integrated summative assessment for an artisan qualification for a listed trade/occupational trade that is conducted at an accredited Trade Test Centre by an assessor registered with NAMB.</p> <p>“Entered/Enrolled” means the enrolment of learners on an apprenticeship or trade test programme post verifying requisite employer and learner documentation.</p>
Data source	Compiled list of artisans learners entered funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	The sum of Services SETA funded Artisans learners entered within the applicable reporting period.

Means of verification/ Assessment	<ul style="list-style-type: none"> • Workplace Based Learning Programme Agreement (Apprenticeship); or Trade test application (Trade test); • Certified copy of learner ID; • Certified copy of highest qualification; • Employment contract; • Signed POPI declaration
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 40% • Youth, 80% • Rural, 26%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	1,000
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.13. Number of artisan learners completed
Definition	<p>The indicator refers to learners who have completed a trade test funded by the Services SETA through a Discretionary Grant.</p> <p>“Artisan” refers to a person certified as competent to perform a listed trade in accordance to SDA.</p> <p>“Trade Test” refers to a final integrated summative assessment for an artisan qualification for a listed trade/occupational trade that is conducted at an accredited Trade Test Centre by an assessor registered with NAMB.</p> <p>“Completed”: the date that the person has successfully undertaken a trade test and is deemed competent.</p> <p>“Completion Date”: for Apprenticeships, for which the Services SETA facilitate certification, means the date on which the Services SETA submits the trade tests results for certification to NAMB.</p>
Data source	Compiled list of artisan completions funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.

Method of calculation	The sum of Services SETA-funded artisan learners who have successfully completed an external integrated summative assessment (Trade Test) within the applicable reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Trade Test Results • Evidence of submission of trade test results for certification to NAMB • Certified ID Copy
Assumptions	<ul style="list-style-type: none"> • For Apprenticeship learners, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 55% will successfully complete. • For Trade Test learners, 10% of Services SETA funded learners entered will terminate during the course and scope of implementation, and 65% will successfully complete.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	1,200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.14. Number of learners enrolled in RPL/ARPL
Definition	<p>The indicator refers to learners entered on a Recognition of Prior Learning/Artisan Recognition of Prior Learning programme funded by the Services SETA through the Discretionary Grants.</p> <p>“RPL” Refers to the principles and processes through which the prior knowledge and skills acquired by a person are identified, mediated, and assessed for purposes of admission to a formal course of study or recognition and certification to a formal qualification.</p> <p>“ARPL” Refers to assessing & recognising prior knowledge or skills of people that did artisanal trades for the purposes of admission to a formal course of study or recognition and trade test certification.</p> <p>“Trade Test” refers to a final integrated summative assessment for an artisan qualification for a listed trade/occupational trade that is conducted at an accredited Trade Test Centre by an assessor registered with NAMB.</p> <p>“Entered/Enrolled” means the enrolment of learners on a learning programme post verifying requisite employer and learner</p>

	documentation.
Data source	Compiled list of RPL/ARPL enrolled funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	The sum of learners Services SETA-funded Recognition of Prior Learning /Artisan Recognition of Prior Learning learners entered within the applicable reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner Enrolment Form • Certified ID copy • Certified copies of highest qualifications attained (if applicable) • Proof of employment (Workers) • Affidavit/proof of experience or prior year learning (Unemployed) • Signed POPI Declaration • Commencement Letter
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 60% • Youth, 50%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	5 000
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.15. Number of learners who completed RPL/ARPL
Definition	<p>The total number of learners who are certificated on Services SETA-funded processes for the Recognition of Prior Learning/Artisan Recognition of Prior Learning.</p> <p>“RPL” Refers to the principles and processes through which a person's prior knowledge and skills are identified, mediated, and assessed for admission to a formal course of study or recognition and certification to a formal qualification.</p> <p>“ARPL” Refers to assessing & recognising prior knowledge or skills of people that did artisanal trades.</p> <p>“Completion” means successfully reaching all desired results/passed number of prescribed unit standards. Learner regarded as competent exit with a full qualification certificate.</p>

	<p>“Completion Date”:</p> <ul style="list-style-type: none"> for RPL means the issue date printed on the Certificates/ Statement of Results (SoR). for ARPL, for which the Services SETA facilitate certification, means the date on which the Services SETA submits the trade tests results for certification to NAMB.
Data source	List of learners completed RPL/ARPL
Method of calculation	A simple count of learners who has been assessed and issued with an RPL certificate, as reported on SETMIS and a simple count of learners who has been assessed and submitted trade test results for certification to NAMB for ARPL.
Means of verification/ Assessment	<ul style="list-style-type: none"> RPL: Copy of Certificates/Statements of Results ARPL: Trade test results and evidence of submission of trade test results for certification to NAMB Certified ID Copy
Assumptions	Learners complete their RPL/ARPL programmes
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.16. Number of workers enrolled in AET programmes
Definition	<p>The indicator refers to workers enrolled on an AET programme funded by the Services SETA through the Discretionary Grants.</p> <p>“AET programmes” refers to formal learning/training by an accredited assurance body for adults to improve their knowledge and skills on numeracy and literacy.</p> <p>“Entered/Enrolled” means the enrolment of learners on a learning programme post the verification of requisite employer and learner documentation.</p>
Data source	Compiled list of AET entered funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.

Method of calculation	The sum of Services SETA funded AET workers enrolled within the applicable reporting period.
Means of verification/ Assessment	<ul style="list-style-type: none"> • Learner Enrolment Form • Proof of employment – Workers • Certified ID copy • Signed POPI Declaration • Commencement Letter
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Women, 70% • Youth, 50% • Rural, 26%
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.17. Number of workers who completed AET programmes
Definition	<p>The indicator refers to the total number of AET workers who completed Services SETA-funded AET programmes within the financial year.</p> <p>“AET programmes” refers to formal learning/training by an accredited assurance body for adults to improve their knowledge and skills on numeracy and literacy.</p> <p>“Completion” means successfully reaching all desired results/passed all unit standards; learner regarded as competent exit with a certificate.</p> <p>“Completion Date” means the date that the Services SETA received the certificate(s)/ Statement of Results issued by an accredited assurance bodies.</p>
Data source	Compiled list of AET completions funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements
Method of calculation	The sum of Services SETA funded AET workers completions within the applicable reporting period

Means of verification/ Assessment	<ul style="list-style-type: none"> • Copy of Certificate(s)/Statement of Results (issued by an accredited quality assurance bodies) and evidence of the date of receipt. • Certified ID copy
Assumptions	30% of Services SETA-funded workers enrolled will terminate during the course and scope of implementation, and 60% will successfully complete.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	100
Indicator responsibility	Executive Manager: Core Business

PROGRAMME 4: QUALITY ASSURANCE

OUTPUT 4: ENHANCED QUALITY ASSURANCE EFFICIENCIES TO EXECUTE QCTO DELEGATED FUNCTIONS

SUB-PROGRAMME 4.1: EXTERNAL MODERATION AND CERTIFICATION

COMPONENTS	DESCRIPTIONS
Indicator title	4.1.1. Percentage of certificates/SOR processed
Definition	<p>This indicator refers to the percentage of certificates or statements of results (SoR) printed by the Services SETA.</p> <p>“Learner” refers to learners registered for a qualification or Skills programme.</p> <p>“Processed” refers to printing certificates or statements of results for learners who have successfully completed all required outcomes of the qualification/skills programme and deemed competent through external moderation.</p>
Data source	Compiled list of certificates or statements printed.
Method of calculation	Number of certificates or statement of results printed within the reporting period / Total number of certificates or statement of results due for printing in the reporting period as per approved external moderation reports x 100.

Means of verification/ Assessment	<ul style="list-style-type: none"> • Certificates and/or • Statement of results
Assumptions	Skills Development Providers provides supporting documentation in time.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	85%
Indicator responsibility	Executive Manager: Core Business

SUB-PROGRAMME 4.2: QUALIFICATIONS DEVELOPMENT

COMPONENTS	DESCRIPTIONS
Indicator title	4.2.1. Number of occupational qualifications developed
Definition	This indicator refers to the services sector-related qualifications: Full Qualifications, Part Qualifications, and Skills Programmes that have been developed in line with or aligned to the QCTO occupational qualifications framework.
Data source	A list for occupational qualifications developed
Method of calculation	A simple count of qualifications: Full Qualifications, Part Qualifications, Skills Programmes that have been developed and aligned to QCTO occupational framework.
Means of verification/ Assessment	<ul style="list-style-type: none"> • A list of Qualifications: Full Qualifications, Part Qualifications, Skills Programmes that have been developed and aligned to QCTO occupational framework. • Proof of receipt/acknowledgement letter/s from QCTO.
Assumptions	There is sufficient capacity within the services sector to develop occupational qualifications in line with QCTO occupational qualifications Framework.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A

Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	15
Indicator responsibility	Executive Manager: Strategy & Planning

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ANNEXURE A: SERVICE LEVEL AGREEMENT

- **Stand-alone annexure**

ANNEXURE B: DISTRICT DEVELOPMENT MODEL

- **Stand-alone annexure**