

ANNUAL PERFORMANCE PLAN 2020/21



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Official Sign-off

It is hereby certified that this Annual Performance Plan:

- was developed by the management of the Services SETA in consultation with the Department of Higher Education and Training
- was informed by the Services SETA Strategic Plan for the period 2020/21-2024/25, as per National Skills Development Plan
- accurately reflects the performance targets which the Services SETA will endeavour to achieve within available funding for the 2020/21 financial year

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FOREWORD BY THE CHAIRPERSON OF THE BOARD



DR MARINKIE MARIA MADIOPE
CHAIRPERSON OF THE ACCOUNTING AUTHORITY

Against the backdrop of the last five years of instability that led to the Services SETA being placed under Administration, the Services SETA is now a stable and mature organisation. The constant and consistent improvement of overall organisational performance and management of our finances bears testimony. This state of affairs affords a precious benchmark upon which to build into the new SETA landscape. In line with the new landscape, the Services SETA's new license runs for the next 10 years. This provides us an opportunity to develop sustainable plans with meaningful impact.

This Annual Performance Plan (APP) aligns to the Strategic Plan (SP) 2020/21-2024/25, which sets goals of the organisation for the next five years. Based on the good performance outlined, the SP and APP has set the bar higher in terms of the planning process (evidence-based) and identifying critical areas of improvement to strengthen the ability of the Services SETA to fulfil its mandate and to leave an ever-lasting legacy for the services sector.

In line with the new framework and guidelines for the Strategic Plan and Annual Performance Plan, this APP identifies outputs, aligned to outcomes and impact statements. Our impact statements communicate a clear message of the vision we would like to follow as the Services SETA. We commit to supporting government efforts to ensuring a constant supply of quality graduates for the growth of the services sector and the economy at large. Subsequently, our plans align to the National Development Plan, the National Skills Development Plan, and other government programmes such as YES!

We want to leverage technology to improve the efficiency of service delivery and have wider reach. We are investing in implementing our learning programmes through technology to fast-track throughput without sacrificing quality. We commit to working with employers to promote work-based learning to ensure that our learners are work-ready upon completion. This practice will also assist those willing to start their own businesses by learning from established businesses.

We are working with the QCTO to ensure the relevance and standards of our qualifications. We are constantly reviewing our qualifications and ensuring alignment with occupational qualifications. We are doing this in close collaboration with employers and industry experts. We will continue to collaborate with universities, TVET and Community Education and Training colleges to ensure uptake of Services SETA related qualifications, and to build capacity of the higher education sector to deliver on the joint mandate of producing a skilled and capable workforce.

A handwritten signature in black ink, appearing to read 'M Madiope', written over a horizontal line.

DR MARINKIE MARIA MADIOPE
CHAIRPERSON OF THE ACCOUNTING AUTHORITY

FOREWORD BY CHIEF EXECUTIVE OFFICER



Ms AMANDA BUZO_GQOBOKA
CHIEF EXECUTIVE OFFICER

This version of the Services SETA strategic document ushers in a new period in the SETA, that is driven through the National Skills Development Plan (NDP) of 2030, and a new SETA landscape, that is allowing SETAs to continue with the mandate of skills development for the next 10 years. The Services SETA has adopted the slogan of the NDP, “Our Future – Make it work”.

The key to the success of the Services SETA is an integrated approach to achieving its mandate of skills development, through a comprehensive Strategic Plan which is aligned to all 8 outcomes of the National Skills Development Plan of 2030 and the SETAs Strategic Goals. This inclusive approach ensures that the Services SETA will be able to successfully usher in a new future for our intended beneficiaries. The Strategic Plan reviewed the SETAs legislative and policy mandates and strategy, the vision, mission and values. This was in an effort to align the national strategies and craft an implementation plan through the Annual Performance Plans (APP).

The SETAs strategy will be delivered through the Annual Performance Plan, that is aligned to the Strategic Plan, and the Sector Skills Plan of the SETA. Our delivery will be based on research based programmes of action that will ensure that a large percentage of our deliverables, are focused on the scarce and critical skills needs of the sector, as identified in the Sector Skills Plan. This will in measure large ensure that the education in the sector is based on the sector needs and will address those gaps identified by our valuable stakeholders as critical to have. Implementation of programmes such as workplace readiness, will ensure that those learners that are funded by the SETA, can transition easily from the classroom to the world of work.

Future focused planning is a priority for the Services SETA as can be evidenced through the Future Jobs Study, that we commissioned. This forward-thinking outlook will assist in ensuring that the SETA stays ahead of the curve in terms of new developments in education, technology and policy. Delivery of the learning will be greater improved as well using an e-learning platform in the future to deliver education across the country. The development and implementation of Learner Management Information System, will assist with ensuring efficiencies across the Services SETA value chain; from accreditation to learner enrolment, to certification.

In conclusion, the Services SETA will continue to champion transformation in line with the NSDS III, NSDP 2030, White Paper on Post-School Education and Training. Particular attention will be paid to women and youth empowerment, and increasing access to rural youth and people with disabilities.

A handwritten signature in black ink, appearing to read 'Amanda Buzo-Gqoboka'. The signature is written in a cursive, flowing style.

Ms AMANDA BUZO-GQOBOKA
CHIEF EXECUTIVE OFFICER



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List of Acronyms

AET	Adult Education and Training
AFS	Annual Financial Statements
APP	Annual Performance Plan
APR	Annual Performance Report
ATR	Annual Training Report
BBBEE	Broad-Based Black Economic Empowerment
CET	Community Education and Training colleges
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CPD	Continuing Professional Development
DG	Discretionary Grants
DHET	Department of Higher Education and Training
ENE	Estimates of National Expenditure
ETQA	Education and Training Quality Assurance
HET	Higher Education and Training
HR	Human Resources
HRD	Human Resource Development
ICT	Information and Communications Technologies
LPE	Levy Paying Employer
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NCV	National Certificate (Vocational)
NEET	Not in Education Employment or Training
NGP	New Growth Path
NLPE	Non Levy Paying Employer
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
PAIA	Promotion of Access to Information Act 2 of 2000
PAJA	Promotion of Administration Justice Act 3 of 2000
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



SETA	Sector Education and Training Authority
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
TVET	Technical Vocational Education and Training (Formerly FET Colleges)
WIL	Work Integrated Learning
WSP	Workplace Skills Plan



PART A: OUR MANDATE

1. Updates to the Relevant Legislative and Policy Mandates

The Sector Skills Plan and Strategic Plan discuss the policy and regulatory frameworks that govern the mandate of the Services SETA and their implications for planning. The Sector Skills Plan further identifies subsector legislative changes that affect the business of employers falling within the scope of the Services Sector. The purpose of this section is not to replicate details provided in the SSP and SP, but only to highlight the policy and regulatory imperatives that hold implications for the forthcoming year, and therefore the APP.

The SP divides the regulatory and policy frameworks into 3 sets:

1.1 Legislation, Regulations and Policies Constituting the National Development Framework


Here, the National Development Plan and associated strategies define the “impact” level of measurement for skills development. Recent changes here include:

- The effect of the Employment Tax Incentive, commonly known as the youth wage subsidy, has been higher than projected, with time running out if the incentive is to continue in 2017. The Act reduces the cost to employers of hiring young people through a reduction in the pay-as-you-earn employee tax, and aims to give youth crucial work experience to try and alleviate high unemployment rates. Given that employers could also claim a tax allowance for workers who are trained through a recognised learnership or apprenticeship programme, the expiration of this scheme may disincentivise industry uptake of SETA learnerships and apprenticeships. The government has proposed the continuation of this incentive but limited to a cap of R20 million on the value which an employer can claim.
- The New National Youth Policy was published in April 2015. This makes a specific commitment to youth development and is reflected in the youth development priorities and targets in the APP.
- The amended BBBEE scorecard, gazetted in October 2013, came into effect in 2015. This affects all companies that are being measured and verified based on financial periods ending after 30 April 2015. Skills development is now a priority element, with a subminimum achievement of 40% required. The spend target has doubled to 6% of salary/wages bill and can include people other than employees. Training of black employees and learners on priority skills identified by SETAs could effectively result in a boost for discretionary grant applications made by industry.
- There has been substantial progress in planning the Strategic Integrated Projects (SIPs) key to the New Growth Path. Services SETA supports this presidential initiative and the APP continues to make provision for measuring funded learners enrolled in SIPs aligned scarce occupations.

1.2 Skills Development Legislation and Policy

The National Skills Development Plan (NSDP) makes provision for SETAs to exist for the next 10 years. This provision allows the Services SETA sufficient time to plan and execute skills development programmes that meet the needs of the sector in the short- medium- to long-term.

NSDP places a greater emphasis on Work-Integrated Learning and Workplace-Based Learning. This focus intends to produce work-ready graduates to meet the skills demand of the sector to support economic growth of the services sector. The Services SETA plans to work closely with employers to urge them to open up workspaces for this intervention. The Services SETA will also forge a closer working relationship with the QCTO to ensure appropriate vetting and accreditation of work places. Both the SP and APP make sufficient provision for the Services SETA to achieve this goal by allocating sufficient human and financial resources.



The SSP, SP and APP make a strong emphasis on labour market research to strengthen the Services SETA skills surveillance and support evidence-based decision-making. In response to research findings, the Services SETA will continue to work with the QCTO to strengthen the supply-side of skills demand through relevant and current qualifications and appropriately accredited service providers.

The review of the SETA system under the Human Resources Development Council has also proposed a regionalisation of skills planning and a localisation of skills development. This APP reflects the importance of expanding stakeholder engagements and participation at national, provincial and sub-sector levels. Many of the skills development interventions will continue to promote localisation.

The review processes also point to an increased collaboration across SETAs; between SETAs and public providers; and between providers and employers. All these trends are accordingly reflected in the interventions and targets proposed in this APP. Progress on inter-SETA collaboration has been achieved as reflected on in the SSP and SP and will be progressed in the forthcoming financial year.

A centralisation of the quality assurance system under the QCTO is gaining momentum. The Services SETA Quality Management Division is working closely with the QCTO to ensure adequacy of the supply-side.

1.3 Other Laws and Regulations

These are laws and regulations affecting the state more widely (including SETAs), such as the PFMA, PAIA and PAJA. They fall within organisational compliance and legal services and as such measures are provided for in the APP.

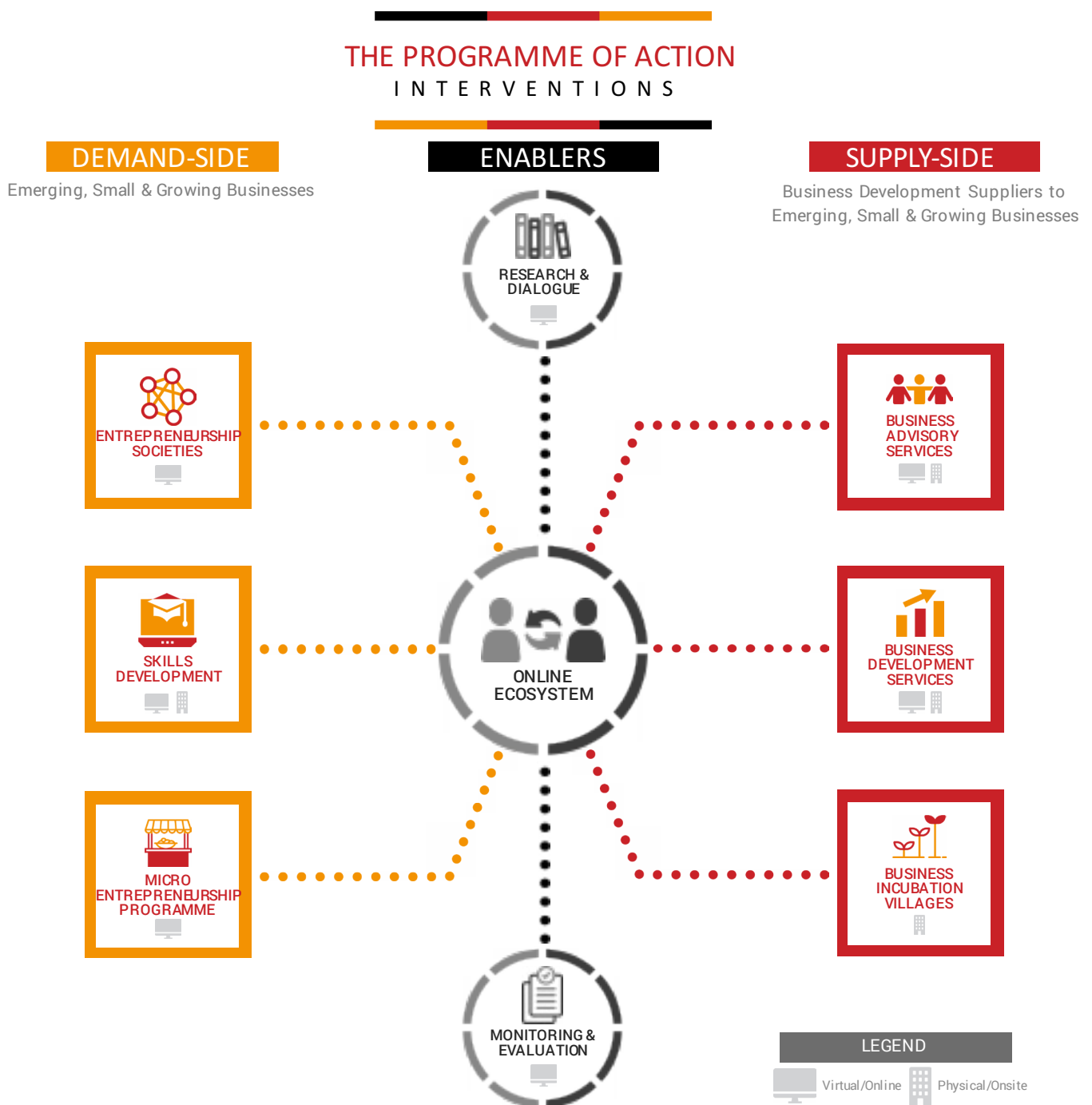
The Services SETA Sector Skills Plan, Strategic Plan, Annual Performance Plan and Service Level Agreement seek to operationalise the priorities contained in all national policy, legislation and regulations, and as determined by the Executive Authority.

2. Updates to Institutional Policies and Strategies

2.1 Entrepreneurship and Cooperative Development Institute

The Entrepreneurship and Cooperative Development Initiative (ECDi) aims to support entrepreneurship development in South Africa to stimulate growth and employment. The Initiative is centred upon a Programme of Action that has two goals namely; enhancing the entrepreneurial ecosystem and empowering entrepreneurs. The ultimate impact of these goals is job creation and revenue growth through promotion, development and acceleration of entrepreneurs, small businesses and cooperatives as well as equity and economic inclusivity through transformational imperatives that target black, youth, women and disabled entrepreneurs in townships and rural areas.

Figure 1: ECDi Programme of Action



The Programme of Action is anchored around nine programmes as demonstrated above. Provided below is a brief description of each programme.

Table 1. ECDi Programme of Action

Research and Dialogue	Communities of Practice, comprising of practitioners and policy makers, established as learning networks to exchange and shape best practice across various disciplines within the entrepreneurial ecosystem
Societies	Online toolkits for establishing peer learning networks in schools, colleges, universities, workplaces and communities
Business Advisory Services	A set of standardised business advisory services products that provide applied learning and support to emerging, small and growing businesses in the form of advising, consulting, mentoring and coaching
Online Ecosystem	A single integrated and interactive online government portal for entrepreneurs and ecosystem practitioners that will enable automated matching of supply and demand
Business Incubation Villages	Partnering with public entities and municipalities to establish business incubation sites
Micro Entrepreneurship Programme	Viable business concepts for micro enterprises developed as businesses-in-a-box for easy and affordable implementation and replication in rural communities and townships
Business Development Services	A set of standardised business development services products that provide a package of business services, over and above business advisory services, to high-growth and high-potential, small and growing business, in order to exponentially and rapidly increase their skills and business development, scale of production and revenue and job creation
Skills Development	eTools and short-format modular eLearning content, aligned to the stages of a business life cycle specifically start-up, growth and established, readily available on the online ecosystem
Monitoring and Evaluation	A country-level scorecard and results framework that standardises and collects data and information at outcomes level

3. Updates to Relevant Court Rulings

Regulations on Monies received by SETAs and related matters were promulgated in July 2013. A court ruling that could have an impact on the implementation of this plan would be the BUSA versus DHET court case. Business Unity South Africa (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. There is no clear indication whether DHET will appeal this ruling.

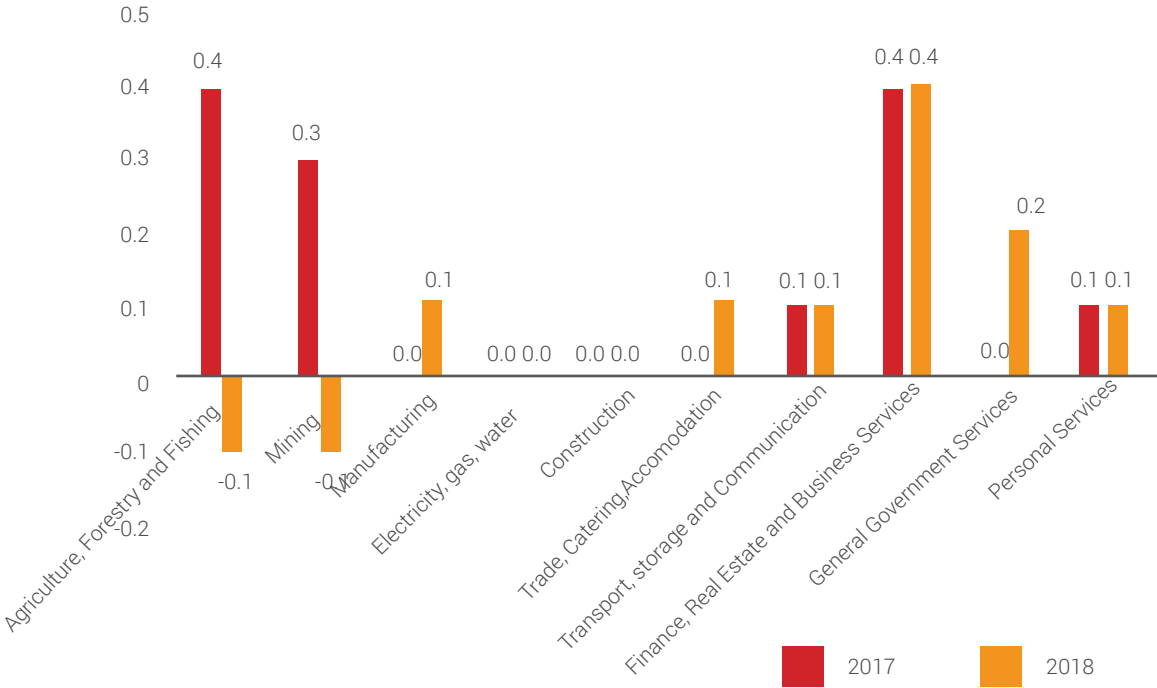
PART B: OUR STRATEGIC FOCUS

4. Updated Situational Analysis

4.1 External Environment Analysis

Economic indicators illustrate that the South African economy continues to grow at a rate lower than sustainably required to address the problem of unemployment, poverty and inequality. According to the Stats SA (2019a), the economy grew by a meagre 0.8% in 2018. These challenges notwithstanding, the services sector remains resilient. Latest GDP figures indicate that the main drive behind this growth has been the services sector alongside general government services (Stats SA, 2019a). Figure 2 indicates that the services sector, as defined by Stats SA, contributed about 0.4% to the GDP growth on average, whilst general government services contributed 0.2%. On the other hand, primary sectors such as agriculture, forestry and fishing (-4.8%), mining and quarrying (-1.7%) as well as construction (-1.2%), grew by negative basis points. The nominal gross domestic product at market prices in 2018 was R854 billion, which translates to R28 Billion. Predictions are that the services sector will remain the leading industry in terms of GDP contribution for the near future.

Figure 2: Contributions to growth in GDP (constant 2010 prices, seasonally adjusted and annualised)



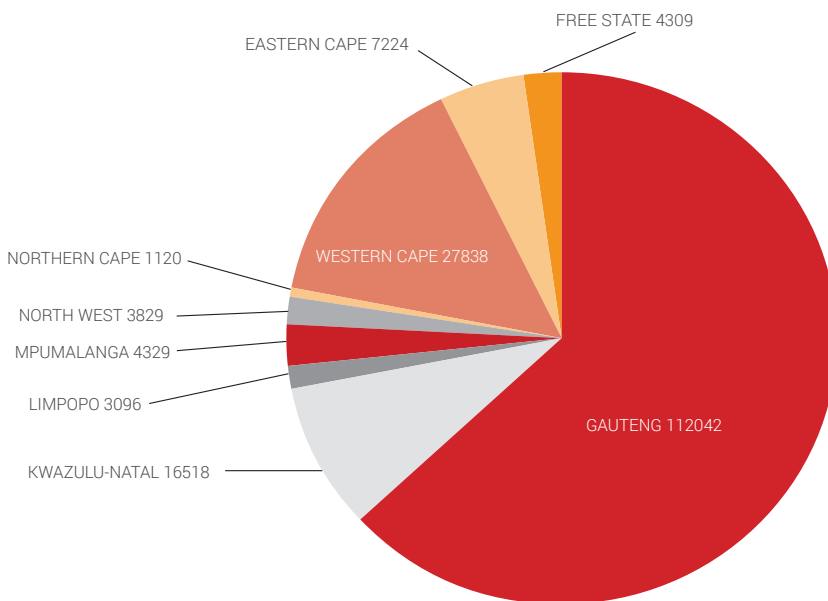
Source: Stats SA (2019a)

The Services SETA is one of the largest SETAs in terms of the number of employers falling within its scope. Approximately 180 305 employers fall within its demarcation (as of May 2019). About 97 956 employers were actively trading around the same time. Approximately, 29 160 were paying levy, and 4 100 submitted applications for Mandatory Grant Funding through Workplace Skills Plans (WSP).

Proportionally, most employers are in the Management and Business Services Chamber with 146 673 (81%) employers, followed by Real Estate and Related Services Chamber with 13 140 (7%) employers; with the lowest numbers recorded in the Marketing and Communication Services Chamber. Analysis of employer Workplace Skills Plans (WSP) and Annual Training Reports (ATR), submitted in April 2019, indicates a high volume of employer investment in the Cleaning and Hiring Services as well as Related Estate Services Chambers. Therefore, Services SETA Strategic Plan (SP) and Annual Performance Plan (APP) will consider these developments in informing training intervention priorities for the sector.

In terms of geographic spread, employers of the services sector operate in all nine provinces of South Africa, but with high concentration in three developed and industrialised regions of Gauteng, Western Cape and KwaZulu-Natal.

Figure 3: Services SETA Employers by Provincial Spread



Services SETA Database, May 2019

Findings in Figure 3 illustrate the fact that most employers are in the developed cities of Johannesburg (112 042), Cape Town (27 838) and Durban (16 518). This situation highlights the need to expand access of training to the rural provinces of Limpopo, Eastern Cape, Mpumalanga, Northern Cape, Free State, North West and most parts of KwaZulu-Natal, to promote equity.

In addition to being the largest contributor to GDP, the services sector continues to be the main contributor to employment. The highest employment numbers proportionately were recorded in the Community and Social Services sector (3,574 million people, down from a high of 3,785 in 2017), followed by Trade (3,345 million people, up from the low of 3,276 in 2018), and Finance and Other Business Services (2,516 million people, up from a low of 2,402 in 2017). These figures are however, a cold comfort for the sector due to a number of reasons. Firstly, the sector seems to be losing jobs than creating new ones. Secondly, the sector is losing jobs in the vulnerable occupational categories such as elementary and domestic work. Skills challenges for the sector include the fact that the majority of employees do not have matric (more than 60%). Furthermore, the majority of employees work in the vulnerable occupational categories such as clerical, elementary and domestic work. This demonstrates the lack of transformation in the sector. The challenge for the Services SETA is to uplift these workers whilst also facilitating training for productive occupations or skills such as specialists.

4.1.1 PESTEL and SWOT Analysis

Given the contextual picture painted above, a brief Political, Economic, Social, Technological, Environmental and Legislative (PESTEL) analysis, superimposed on Strength, Weakness, Opportunities and Threats (SWOT) is provided below to pull the discussions together in a summarised fashion.

Table 2: PESTEL Analysis

	Strength	Weakness	Opportunities	Threats
Political	<ul style="list-style-type: none"> • SETAs recognised as key players in skills development, therefore SETAs enjoy political support • SETAs landscape has been extended by 10 years which allows for long-term planning 	<ul style="list-style-type: none"> • SETAs are mired into controversy around mismanagement of funds, poor governance, quality of qualifications which erode confidence of key stakeholders 	<ul style="list-style-type: none"> • Strong alignment with DHET mandate • Alignment to Presidential priority skills such as artisan development 	<ul style="list-style-type: none"> • Change of political mandate may render SETAs non-existent • High targets from the Executive Authority placing pressure on SETA resources
Economic	<ul style="list-style-type: none"> • Services sector is one of the biggest sector by GDP and employment • Services SETA has the highest levy income 	<ul style="list-style-type: none"> • Over-commitment of funds 	<ul style="list-style-type: none"> • The services sector is the most resilient • Inter-SETA collaboration to leverage resources 	<ul style="list-style-type: none"> • Economic decline leading to many companies closing down with impact on levy income • Employers requesting to transfer to other SETAs which affects the levy-income
Social	<ul style="list-style-type: none"> • The geographic reach of the Services SETA allows it to reach under-served areas 	<ul style="list-style-type: none"> • Majority of Services Employers are informal traders who do not pay a levy but require service 	<ul style="list-style-type: none"> • The Services SETA covers a wider pool of industries – servicing marginalised employers – e.g., informal traders 	<ul style="list-style-type: none"> • Majority of employees in the services sector are employed at an elementary level
Technological	<ul style="list-style-type: none"> • ICT Governance Framework is in place • LMIS system fully deployed • e-learning platform in place • Accreditation process automated 	<ul style="list-style-type: none"> • Some processes not yet automated – relying on manual processes with implications for data integrity 	<ul style="list-style-type: none"> • Alignment with 4IR process from DHET and Presidency 	<ul style="list-style-type: none"> • Cost of ICT may not be sustainable
Environmental	<ul style="list-style-type: none"> • Strong consciousness around green economy • Continuous research on green economy 	<ul style="list-style-type: none"> • Lack of supply capacity on green economy occupational qualifications 	<ul style="list-style-type: none"> • Strong environmental activism in the sector 	<ul style="list-style-type: none"> • Constantly changing legislation on environmental consideration
Legal	<ul style="list-style-type: none"> • Strong culture of compliance with regulations • Stable Accounting Authority • Qualified attorneys 	<ul style="list-style-type: none"> • Legal matters against the Services SETA 	<ul style="list-style-type: none"> • The SETA system is highly regulated with clear legislation and policies such as SDA, SDL, NDP, NSDP, etc. 	<ul style="list-style-type: none"> • Multiple mandates which lesson efficiency and impact

Based on the PESTEL and SWOT analysis above, the following priority interventions have been identified by implementation.

4.2 Internal Environment Analysis

4.2.1 Organisational Capabilities Underpinning Performance 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, being 00% and more than 70%, respectively. 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 (Accounting Authority). In addition, six chamber committees have been established. Similarly, functionality of these committees is very good as illustrated by frequency of meetings and attendance rates.

The Services SETA recorded a positive performance in critical areas such as financial control and learner enrolments. Performance against predetermined objectives also showed notable improvement in usefulness and reliability. Learner enrolments are increasing accordingly. Last year the growth in enrolment figures grew massively. This correlates with a growth in expenditure by the SETA and points to an urgent need to build the organisational capacity to handle the increased learner numbers and increased stakeholder participation.

4.2.2 The Services SETA Organisational Structure and Staffing

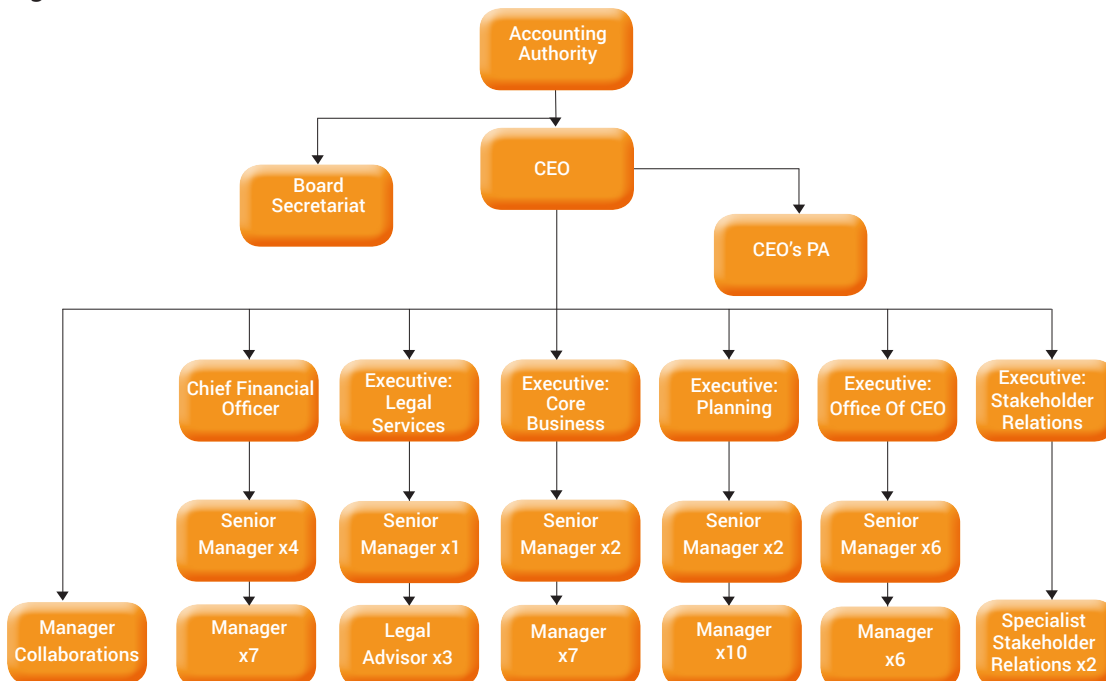
Table 3. Services SETA Filled and Approved Posts

Filled Posts per Job Level by Programme	Programme 1: Administration	Programme 2: Skills Planning	Programme 3: Learning Programmes	Programme 4: Quality Assurance	TOTALS
Executive Management	3	1	2	0	6
Senior Management	9	2	3	0	14
Management	21	12	19	3	54
Senior Officers	16	9	27	22	74
Officers	13	7	35	9	64
Administrators	19	11	18	6	54
General	0	0	20	0	20
TOTALS	81	42	124	40	286

Approved Posts per Job Level by Programme	Programme 1: Administration	Programme 2: Skills Planning	Programme 3: Learning Programmes	Programme 4: Quality Assurance	TOTALS
Executive Management	4	1	2	1	8
Senior Management	11	3	5	0	19
Management	34	10	23	4	71
Senior Officers	25	6	47	40	118
Officers	26	11	91	12	140
Administrators	22	10	29	18	79
General	1	0	35	0	36
TOTALS	123	41	232	75	471
% Occupancy per Job Level by Programme	Programme 1: Administration	Programme 2: Skills Planning	Programme 3: Learning Programmes	Programme 4: Quality Assurance	TOTALS
Executive Management	75%	100%	100%	0%	75%
Senior Management	82%	67%	60%	0%	74%
Management	62%	100%	83%	75%	76%
Senior Officers	64%	150%	57%	55%	63%
Officers	50%	64%	38%	75%	45%
Administrators	86%	70%	62%	33%	68%
General	0%	0%	57%	0%	56%
TOTALS	66%	100%	53%	53%	61%

The Organogram below reflects the Governance Structures and Management Committee which comprises Executive and Senior Management. Management is well constituted with only eight current vacancies. Senior Management positions across core business functions are fully occupied.

Figure 4. Governance and Executive Structure



Analysis of the staff profile indicates that the Services SETA is fairly represented in terms of race and gender. The majority of staff is African, and women. There is 50% representation of women in top and senior management positions, and more than 50% in professional and skilled technical positions as illustrated below.

Table 4. Profile of the Services SETA Staff

Occupational Level	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	1				1						2
Senior Management	9				8			2	1		20
Professionally qualified and experienced Specialists and Mid-Management	19	1		2	17	2	2	6	1		50
Skilled Technical and academically qualified Workers, Junior Management, Supervisors, Foremen and Superintendents	33	5	3	2	83	6	4	3			141
Semi-skilled and discretionary decision-making	6	1			37	5		2		2	51
Unskilled and defined decision-making	5				13	1					19
Total	73	7	3	4	159	14	6	13	2	2	283

The Services SETA continues to perform well in relation to organisational targets and financial controls. In the last two financial years, organisational performance has surpassed 80%. Also in the last two years, but one, the Services SETA's external audit outcomes were clean, meaning that the Services SETA could account for every rand spent on learning interventions. This achievement has been possible largely due to a strong internal leadership and management, as well strong oversight from the Accounting Authority.

To build the capacity of the sector to participate in learning programmes, the Services SETA is collaborating with employers, government departments, local government, SOEs and institutions of higher learning. To this effect, the Services SETA holds regular engagements with employers to understand their needs. In addition, the Services SETA works with over 15 local governments to promote access to skills development through skills development centres. Plans are afoot to support more municipalities in the near future. Furthermore, the Services SETA collaborates with more than 20 TVET and Community Education Colleges with particular emphasis on rural areas.

The ECDi's sole mandate is to support the development and growth of SMEs through skills development and linkages with requisite resources. The ECDi has entered into partnership with national and provincial government departments, state-owned SMEs funding agencies and professional bodies to drive this mandate.

In order to strengthen the capacity to deliver, the Services SETA is leveraging its ICT system. To this effect, the Services SETA is working on integrating the internal ICT infrastructure and investing in new technologies. There are also attempts to introduce technology in the management of information and delivery of learning programmes. The recently developed and launched Learner Management Information System is contributing to the enhancement of learner data reliability and quality. The e-learning platform under development will provide effective and efficient means of delivering training services.

5. Budget

5.1 Overview of The 2020/21 Budget and MTEF Estimates

5.1.1 Current Landscape

As per Government Gazette number 42589 which was published on 22 July 2019, the Minister of Higher Education and Training re-established SETAs for a period from 01 April 2020 until 31 March 2030.

In the 2019 Medium Term Budget Policy Statement (MTBPS) the Minister of Finance presented that the economy is expected to grow at 0.5% in 2019 compared to the 1.5% that was expected in February, with projections for a slow rise of 1.7% only expected in 2022. The Department of Statistics South Africa released its data indicating that the country's unemployment rate increased by 0.1 of a percentage point to 29.1% in Q3 of 2019. According to the Quarterly Labour Force Survey (QLFS) this is the highest unemployment rate since Stats SA started measuring unemployment using the QLFS in 2008.

Such apparent constraints have direct impact on the ability of the Services SETA to ensure favourable liquidity while still being able to achieve the entity's mandate in relation to employment opportunities for young people. Therefore, careful considerations were made when the forecast for 2019/20 and budget for 2020/21 were formulated to ensure the delicate balance of cost reduction to guarantee sustainability of entity while enabling achievement of the Annual Performance Plans of Services SETA.

The Services SETA Accounting Authority approved the decision for the entity to process learner stipend payments itself, which resulted in the formation of the Stipend Management Unit which is a new cost centre. There was inclusion in the revised budget for FY2019/20 and budget for FY2020/21 costs relating to bank charges, assets (furniture and computer equipment), travel and accommodation (for project visits), professional fees (support for SAGE system), printing and stationery (use of printer and stationery) as well as the staff costs for all contract workers within the unit.

The emerging risk that has been identified to have a potential effect on the 2020/21 budget submission is possible change to the Mandatory Grants set at 20% that was set by the Minister through the re-promulgation of Regulation 4(4) per the Skills Development Circular No. 06/2016.

The Estimates of the National Expenditure Budget, which forms an integral part of the Annual Performance Plan, will after approval by the Accounting Authority, be submitted to the Executive Authority, which is the Minister of Higher Education and Training.

5.1.2 FY2019/20-FY2020/21 MTEF Budget Overview

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 is a legal process which is currently underway regarding the applicability of the new grant regulations which came into effect on 01 April 2013. As per directive from the Executive Authority, SETAs are required to prepare budgets based on the disputed (New) limits:

Table 5. Income and Expenditure Breakdown

Levy Income/Expenditure	Grant Regulations Limits (Current)	Contingent Grant Regulations Limits (To be)
Administration	10.5%	10%
Mandatory	20%	50%
Discretionary	49.5%	20%
Allocation to SETAs	80%	80%
National Skills Funds	20%	20%
Total	100%	100%

REVISED BUDGET 2019/20 vs ORIGINAL BUDGET 2019/20

During the FY2019/20 original budgeting process the Services SETA had intention to only incur relating to systems (DG), and computer equipment (replacement of ageing hardware). However, during the financial period matters such as the adequacy of security of the properties; renovation of Mpumalanga property; providing regional offices with generators and water reserves emerged thus leading to variation of costs without affecting the baseline for expenditure.

5.1.3 Levies**Budget Revision FY2019/20**

The Medium Term Budget Policy Speech delivered by the Minister of Finance on 30th October 2019 indicated economic growth projected at 0.5% for 2019 as long term growth estimates have fallen, as a result revenue projections have been sharply reduced. It is then expected that salary increases in the current year and next financial year are expected to be relatively modest. The Services SETA continues to experience Inter-SETA Transfers requests. Given the foregoing projections, it is anticipated that the Levy Income for the FY2019/20 will amount to R1.639 billion, resulting in an adverse variance of R46.034 million relative to the original budget for FY2019/20.

Table 6. Budget Revision FY2019/20

	Original Budget 19/20 (R'000)	Revised Budget 19/20 (R'000)	Original vs Revised Budget 19/20	% Increase (Decrease)
Administration Income	R221,238	R215,196	(R6,042)	-3%
Mandatory Grants Income	421,405	R409,897	(R11,509)	-3%
Discretionary Grants Income	R1,042,978	R1,014,495	(R28,484)	-3%
Total Skills Levies	R1,685,622	R1,639,588	(R46,034)	-3%

5.1.4 Investment Income

Budget Revision FY2019/20

The SETA's cash and cash equivalents amount to R365.8 million as at 30 September 2019, which is invested with major financial institutions, compared to the closing balance as at 31 March 2019 of R403.6 million. The decrease in cash and cash equivalents is due to a higher level of disbursements related to learning interventions, skills development centres and mandatory grants. Due to the decrease in cash balances it is projected that investment income will amount to R21.6 million for the year, resulting in an adverse variance of R44.8 million.

5.1.5 Administration Expenditure

Skills Development Grant Regulations limit the administration costs of SETAs to 10.5% of levies actually received. The administration costs of the Services SETA are therefore limited to the projected levy income of R215.2 million for FY2019/20. The projected accrual administration expenditure is estimated to be R205.9 million for FY2019/20, resulting in administration surplus of R9.3 million. The administration surplus is mainly due to the Services SETA concentrated efforts to adequately manage professionals and consultancy, advertising and legal costs, ensuring all budget owners spend in line with available budgets for their costs centres.

In terms of the Grant Regulations the test for compliance with the 10.5% limitation of administration expenditure should include capex and be determined as follows:

Table 7. Admin Income versus Admin Expenditure (10.5% Limit) Test

REVENUE	Budget FY19/20 R'000	Revised Budget FY19/20 R'000	Original Budget FY19/20 R'000
Admin Levy Income	221 237 859	215 195 876	219 499 764
Adjusted Administrative Expenditure	(217 808 745)	(213 896 114)	(216 353 794)
Administrative Expenditure	(230 507 548)	(205 935 944)	(212 429 889)
Add back Depreciation	13 689 803	14 213 760	15 000 000
Add Additions	(1 000 000)	(22 173 930)	(18 923 905)
Adjusted NET SURPLUS/(DEFICIT)	3 429 114	1 299 762	3 146 000

The adjusted Net Surplus/(Deficit) calculation indicates that the SETA has not exceeded/(exceeded) the 10.5% administration costs limitations for FY2019/20

Revised Administration Budget (FY2019/20)

The analysis below provides explanations for the variances in the revised budget for FY2019/20 compared to the original budget for FY2019/20. In aggregate, there has been a 11% (R24.6 million) decrease in the revised administration budget for FY2019/20 compared to the original budget. This then supports the 2247% (R22.5 million) increase in investment in administration capital expenditure to R23.5 million.

Only variances which are more than R1.0 million and 10% are considered material and therefore explained. The notes refer to the comparative per cost item analysis¹.

¹ Note 1: Governance fees (R1.9 million – decrease 17%)

The decrease in the governance fees costs is due to communication from National Treasury indicating that board committee fees and audit committee fees will remain unchanged for the 2019/20 financial year².

The decrease in communication expenses was mainly due to the implementation of the IMPLS through Vodacom that resulted in significant cost savings while getting all the required services³.

The decrease in the professional fees and consultancy is due to efforts by Services SETA to reduce reliance on consultants⁴.

The increase in external audit expenses is attributable to factors such as additional engagements between SETA and Auditor General of South Africa (AGSA) in relation to audit on Supply Chain Management (SCM) area and Commitments, re-audit of the commitment balance for the 2018/19 audit cycle. There is also an inclusion of the planning and interim audit costs for 2019/20 audit cycle, which also has the re-audit of opening balances to clear the qualification on commitments⁵.

The increase in IT expenses is attributable to the systems that have now been or are in the process of being implemented that require support services such as the Invoice Management System, Stakeholder Database system and contract management system⁶.

The decrease in legal fees is due to Services SETA taking a decision that certain legal functions should be performed in-house by own staff such as disciplinary matters and drafting of contracts instead of being out-sourced⁷.

The increase in cleaning, repairs and maintenance costs of R3.7 million is due to the newly acquired provincial offices requirements of pest control, fumigation, deep cleaning of carpets, plumbing, maintenance of aircons, roof repairs and sealling, landscaping and garden maintenance, hygiene and cleaning services, external wall paintings, windows cleaning and generators maintenance and Construction SETA signage removal⁸.

The significant decrease in the advertising costs is as a result of processes of negotiations of costs with service provider implemented by Service SETA and also determination of priority in relation to promotional items⁹.

Printing and stationery costs increased only due to the implementation of the digitisation of Services SETA records through the services of Metro File that currently provides storage facilities for records¹⁰.

The increase in security costs is due to provincial offices security costs being incurred for the entire financial year since some were acquired mid-year in the previous financial year. In addition, the digitisation project will result in an increase in storage costs as boxes are moved for metro-filing as well as a lower budget in the previous financial year¹¹.

The overall decrease in staff costs is due to vacancies not yet filled as was planned for, for the full financial year. There are prioritised vacancies to be filled before the end of the financial year such as Senior Manager Internal Audit (1), Officer Demand Management (2), Officer Acquisition Management (1), Senior Officer Frontline (1), Senior Officer Graphics Design (1) and Supervisor Security Management (1)¹².

2 Note 2: Communication expenses (R5.2 million – decrease 51%)

3 Note 3: Professional fees and consultancy (R7.1 million – decrease 25%)

4 Note 4: External audit fees (R1.4 million – increase 40%)

5 Note 5: IT expenses (R1.9 million – increase 22%)

6 Note 6: Legal fees (R3.4 million – decrease 22%)

7 Note 7: Cleaning, repairs and maintenance (R3 million – increase 107%)

8 Note 8: Advertising and Promotional costs (R12.4 million – decrease 66%)

9 Note 9: Printing and stationery costs (R2.5 million – increase 131.4%)

10 **Note 10: Security and storage costs (R3.7 million – increase 89%)**

11 Note 11: Staff Costs (R8.2 million – decrease 11%)

12 **Note 12: Staff welfare costs (R1.8 million – decrease 549%)**

Table 8. Staff Costs Breakdown

	Original Budget		YTD Spend	Revised Budget Variance	
Admin	37%	73 712 095	30 462 059	65 522 862	(8 189 233)
DG	63%	121 509 783	65 487 080	128 560 120	7 050 337
		195 221 878	95 949 139	194 082 982	(1 138 896)

The decrease in staff welfare costs to R1.5 million is mainly due to a decision by the Services SETA to terminate the contract with the service provider due to poor performance in relation to staff wellness. Currently staff wellness services are being offered by Bonitas and Discovery free of charge to the Service SETA. Services SETA is to maintain a panel of psychologists and discussions are underway to partner with SASFIN and the four major banks for the provision of financial wellness services at no cost to Services SETA.

5.2 Discretionary Grants

Revised Budget 2019/20 vs Original Budget 2019/20

As at 31 March 2019 the Services SETA had committed R4.0 billion linked to core business. During the current financial year, it is projected that direct discretionary grant expenditure will amount to R942.5 million.

The direct discretionary grant expenditure translates to an average of 17 136 learners at R55, 000 per learner that will be supported. Infrastructure development costs of R61.7 million are expected to be expended on the development of skills development centres and community development colleges.

In addition to the DG Direct costs there is a R310.7 million (R3.8 million – decrease) for DG Support costs to be incurred in the FY2019/20 and comprises the following movements¹³:

The steep decrease in the professional fees and consultancy costs was one of the areas in which there was a concentrated effort by Services SETA to determine whether the use of consultants in certain areas could be regarded as critical or could be fulfilled by internal staff¹⁴.

The increase in staff costs is due to the filling-up of vacancies in core functions, which are discretionary in nature.

Included in the staff costs are positions still to be filled before the end of the financial year, which comprises senior manager ECDI, Managers positions in Provincial Management, Accreditation, and Monitoring¹⁵.

Table 9. Revised Budget 2019/20 vs Original Budget 2019/20

	Original Budget		YTD Spend	Revised Budget Variance	
Admin	37%	73 712 095	30 462 059	65 522 862	(8 189 233)
DG	63%	121 509 783	65 487 080	128 560 120	7 050 337
		195 221 878	95 949 139	194 082 982	(1 138 896)

¹³ Note 1: Professional fees and consultancy (R94 million - decrease 53%)

¹⁴ Note 2: Labour costs (R7.1 million – increase 6%)

¹⁵ Note 3: Stationery (R3.6 million - increase 2000%)

The significant increase in stationery costs is mainly due to stationery requirements (tonners) for the digitisation project for DG related files¹⁶.

The costs for advertising and promotional material has been significantly decreased from R70 million to R40 million due to interventions by Services SETA to reconfigure its approach to exhibitions and determine priority needs of the organisation¹⁷.

The decrease in legal fees was as a result of a decision by the SETA for certain legal matters requiring legal inputs to be managed internally such as Inter-SETA transfers and the drafting of DG and Special project contracts¹⁸.

The storage costs relate to the mobile trucks stored offsite due to parking space limitation and storage of simulators. The security element was due to unexpected developments at skills centres under construction which required material acquired by the Services SETA to be guarded when construction on site was not active¹⁹.

The decrease in insurance costs was mainly due to engagements with service providers that can offer different products on management of learner injuries. Also the limited number of events provide an indication of a low rate of occurrences leading to the SETA incurring lower costs in the current year²⁰.

The increase in venue hire, catering and refreshments costs for DG support is mainly due to the reclassification of annual general meeting costs from admin to DG due to increased focus on what the SETA offers to stakeholders.

New Artisan's regulations require every workplace to be approved. The SETA is using subject matter experts to address the requirement. There is planned adherence to project monitoring visits while the remote monitoring system is still in development.

5.3 Mandatory Grants

Budget FY2019/20 vs Revised Budget FY2019/20

In terms of the Grant Regulations, 20% of grants allocated to SETAs may be disbursed to companies that comply with certain conditions, including submission of WSPs and ATRs by the deadline. The actual claim rate for the first six months of the FY2019/20 amounted to 17% and this is anticipated to drastically improve in the second half of the financial year as submitted WSPs and ATRs are finalised and thus a claim rate of 51% is projected. It is therefore anticipated that the mandatory grants disbursements for the year will amount to R205.5 million for the year compared to the original budget of R172.8 million.

B) ORIGINAL BUDGET FY2020/21 vs REVISED BUDGET FY2019/20

Levies

The levy income for FY2020/21 is expected to increase to R1.672 billion which represents a 2% (R32.792 million) increase when compared to the revised budget for FY2019/20. The increase of 2% is less than the anticipated general wage increase rate of 5.5%. The decrease (5.5% vs 2%) takes into account inter-seta transfers-out as well as the slowdown in economic growth of the country.

16 Note 4: Advertising and Promotional Materials (R30 million – decrease 43%)

17 Note 5: Legal fees (R3 million – decrease 15%)

18 Note 6: Storage and security (R1.4 million – increase 100%)

19 Note 7: Insurance (R2.5 million – decrease 50%)

20 Note 8: Venue Hire, catering and refreshments (R1.1 million – increase 12%)

Table 10. Original Budget FY2020/21 Vs Revised Budget FY2019/20

Revenue	Revised Budget FY19/20	Budget FY20/21	Rand Increase (Decrease)	% Increase -Decrease
Administrative Income	215 195 876	219 499 794	4 303 918	2%
Mandatory Grants Income (WSP/ ATR)	409 896 907	418 094 845	8 197 938	2%
Discretionary Grants Income incl interest & penalties	1 014 494 845	1 034 784 742	20 289 897	2%
Total Skills Levies	1 639 587 628	1 672 379 381	32 791 753	2%

Budget FY2020/21 vs Revised Budget FY2019/20

The budget for mandatory grants disbursements has increased by 2% to R209 million from R205.5 million revised budget for FY2019/20. The increase is based on the revenue and expected claim rate of 50%.

5.4 Investment Income***Budget FY2020/21***

The investment income for 2020/21 is estimated to decrease by 30% (R6.466 million) compared to the revised budget for FY2019/20. This is as a result of anticipated higher rate of spending mainly due to various projects of the Services SETA which includes the construction of skills development centres and disbursements for learning interventions.

Administration Budget (FY2020/21 vs FY2019/20)

Skills Development Grant Regulations limit the administration costs of SETAs to 10.5% of levies actually received. The administration costs of the Services SETA are therefore limited to the budgeted levy income of R219.5 million for FY2020/21. The budgeted administration expenditure is estimated to be R212.8 million for FY2020/21, resulting in administration surplus of R7.1 million.

In terms of the Grant Regulations the test for compliance with the 10.5% limitation of administration expenditure should be determined as follows:

Table 11. Administration Budget (FY2020/21 vs FY2019/20)

REVENUE	Revised Budget FY19/20 R'000	Original Budget FY19/20 R'000
Admin Levy Income	215 195 876	219 499 764
Adjusted Administrative Expenditure	(213 896 114)	(216 353 794)
Administrative Expenditure	(205 935 944)	(212 429 889)
Add Back Depreciation	14 213 760	15 000 000
Add Additions	(22 173 930)	(18 923 905)
Adjusted NET SURPLUS/(DEFICIT)	1 299 762	3 146 000

The adjusted Net Surplus/(Deficit) calculation indicates that the SETA has not exceeded/(exceeded) the 10.5% administration costs limitations for FY2019/20

The analysis below provides reasons for the variances in the FY2019/20 Revised Budget relative to the Budget for FY2020/21. Only variances which are more than R1.0 million and more than 10% are considered material and therefore explained. The notes refer to the comparative per cost item analysis²¹.

The decrease in external audit fees is due to costs that will not re-occur due to re-audit on commitments for the 2018/19 audit cycle during FY2019/20 and the expected audit of opening balances for commitments during interim audit for 2019/20 audit cycle²².

The decrease in legal fees is due to continued efforts by the Services SETA to manage the reliance on external parties with continued use of in-house expertise on matters such as staff disciplinary and the drawing up of contracts²³.

The increase in cleaning, repairs and maintenance costs of R0.9 million is due to the newly acquired provincial offices requirements of pest control, fumigation, deep cleaning of carpets, plumbing, maintenance of aircons, roof repairs and sealing, landscaping and garden maintenance, hygiene and cleaning services, external wall paintings, windows cleaning and generators maintenance and Construction SETA signage removal²⁴.

The increase in the printing costs is purely due to the digitisation costs that will be incurred for the conversion of our manual archived files to digital files by the appointed service provider²⁵.

The increase in staff costs is to cater for the annual salary increase linked to the guidelines from National Treasury for the FY2020/21 and also expected filling of vacancies for positions such as Manager – Security Management and three Manager ICT specialists.

Table 12. Staff Costs Breakdown, 2020/21

	Revised Budget (2019/20)		New Budget (2020/21)	Variance
Admin	37%	65 522 862	70 000 000	4 477 138
DG	63%	128 560 120	136 778 636	8 218 516
		194 082 982	206 778 636	12 695 654

5.5 Discretionary Grant

Budget 2020/21 vs Revised Budget 2019/20

In terms of the Grant Regulations, 49.5% of levy income allocated to SETAs plus any unclaimed mandatory grants, maybe disbursed as discretionary grants. The budget for total discretionary grants has slightly decreased from the revised budget of R1.253 billion to R1.252 million. This comprises Direct Discretionary grants of R937.7 million, which includes infrastructure development costs of R40 million.

21 Note 1: External audit fees (R1.9 million – decrease 38%)

22 Note 2: Legal fees (R4.1 million – decrease 33%)

23 Note 3: Cleaning, repairs and maintenance costs (R0.9 million – increase 16%)

24 Note 5: Printing and stationery (R1.2 million – increase 26%)

25 Note 7: Staff Costs (R4.5 million – increase 7%)

The latter translates to an average of 17 048 learners at R55, 000 per learner that will be supported. Infrastructure development costs of R40 million is expected to be expended on the development of skills development centres and community development colleges.

In addition to the R937.7 million for DG Direct costs there is a R314.8 million for DG Support costs to be incurred in the FY2020/21 and comprises the following:

Labour Costs (R8.2 million – increase 6%)

The increase in staff costs is to cater for the annual salary increase linked to guidelines issued by National Treasury for FY2020/21 of 5.5% and also the expected filling of vacancies for 14 positions of senior officer and below levels.

Table 13. Staff Costs Breakdown - Increase 6%, 2020/21

	Revised Budget (2019/20)		New Budget (2020/21)	Variance
Admin	37%	65 522 862	70 000 000	4 477 138
DG	63%	128 560 120	136 778 636	8 218 516
		194 082 982	206 778 636	12 695 654

Professional Fees and Consultancy Costs (R1.6 million – decrease 2%)

Refer to the professional fees and consultants' annexure for details on how SETA is managing the use of consultants

Advertising and Promotional Materials (R5 million – increase 12%)

The increase in advertising costs is aligned to an inflationary increase for similar services in the new financial year

Legal Fees (R5.8 million – decrease -34%)

The decrease in legal fees is due to continued efforts by the SETA to manage the reliance on external parties with continued use of in-house expertise on matters such as inter-SETA transfers and drawing the up of contracts

Subsistence and Travelling (R1.8 million – decrease 14%)

As the implementation of the remote monitoring system comes into effect in the FY2020/21 there is an expectation of a reduction in the costs for travel and accommodation. There is also consideration of how Microsoft 365 can impact on the ability of teams to connect with each other while being in different locations.

5.6 Conclusion

We look forward for the approval of the budget, which will enable us to fulfil our mandate of skilling and up-skilling the services sector.

Table 14. Services SETA Medium-Term Expenditure Framework

Services SETA												
Income and Expenditure Estimates for the Period 2019/20-2024/25												
Income by Economic Classification	Income Outcome			Budget (Original)	Adjusted Appropriation	Medium-term income estimate						
	2016/17	2017/18	2018/19			2019/20	2020/21	2021/22	2022/23			
R thousand												
Levies Received	1 438 528	1 504 855	1 601 575	1 685 622	1 639 585	1 672 377	1 757 668	1 845 551				
Levies Received: Administration 10.5%	188 724	197 363	209 986	221 238	215 195	219 499	230 693	242 228				
Levies Received: Employer Grants 20%	359 047	378 595	397 252	421 405	409 896	418 094	439 417	461 388				
Levies Received: Discretionary Grants 49.5%	890 757	928 897	994 337	1 042 978	1 014 494	1 034 784	1 087 558	1 141 936				
Other Income	337 715	193 504	143 547	66 317	21 553	15 087	10 561	7 393				
Penalties and Interest on Levies	48 419	56 140	47 442									
Investment Income	165 088	131 361	52 438	66 317	21 553	15 087	10 561	7 393				
Other Income	124 208	6 003	43 667	0		0	0	0				
TOTAL INCOME	1 776 243	1 698 359	1 745 122	1 751 938	1 661 138	1 687 464	1 768 229	1 852 944				
All Programmes by Economic Classification	Expenditure outcome			Budget (Original)	Adjusted Appropriation	Medium-term expenditure estimate						
R thousand	2016/17	2017/18	2018/19			2019/20	2020/21	2021/22	2022/23			
Administrative Expenses	276 336	314 765	246 178	217 809	213 931	216 350	227 384	227 870				
Compensation of Employees	44 103	67 764	54 618	73 712	65 522	70 000	73 570	77 249				
Goods and Services of which:	232 233	247 001	191 560	144 096	148 409	146 350	153 814	150 622				
Advertising	45 482	30 225	20 300	18 954	6 525	6 588	6 924	7 270				
Audit Fees	4 247	7 340	6 809	7 415	8 889	7 333	7 707	8 092				

Services SETA											
Income and Expenditure Estimates for the Period 2019/20-2024/25											
Income by Economic Classification	Income Outcome			Budget (Original)	Adjusted Appropriation	Medium-term income estimate					
	2016/17	2017/18	2018/19			2020/21	2021/22	2022/23			
R thousand											
Communication	2 614	3 657	2 725	10 204	5 043	5 076	5 335	5 602			
Computer Services	8 773	7 953	8 936	8 797	10 735	10 800	11 351	11 918			
Consultants, Contractors and Special Services	85 723	49 462	56 433	45 112	34 502	30 959	32 538	34 165			
Governance Fees	6 370	10 094	7 195	11 120	9 242	10 008	10 518	11 044			
Maintenance Repair and Running Cost	12 571	19 034	18 758	15 333	24 925	28 252	29 693	31 177			
Depreciation & Impairment	12 554	64 416	14 978	13 699	14 213	15 000	15 765	10 000			
Less: Depreciation & Impairment	-12 554	-64 416	-14 978	-13 699	-14 213	-15 000	-15 765	-10 000			
Less Capital Expenditure	39 116	95 557	45 685	1 000	22 173	18 923	19 888	10 000			
Travel and Subsistence	5 732	6 846	4 869	5 117	5 754	6 256	6 575	6 904			
Staff Training, Recruitment, Assistance and Welfare	10 064	6 906	5 441	7 266	5 737	6 964	7 319	7 685			
QCTO	7 890	8 149	10 590	10 964	11 347	11 447	12 031	12 632			
Office Accommodation	3 651	1 778	3 819	2 815	3 537	3 744	3 935	4 132			
Mandatory Grants - Transfers and subsidies to:	185 685	166 652	192 649	172 776	205 516	209 047	219 708	230 694			
Provinces											
Agencies and Accounts											
Universities and Technikon											
Public Corporations and Private Enterprises	185 685	166 652	192 649	172 776	205 516	209 047	219 708	230 694			
Foreign Governments and International Organisations											
Non-profit Institutions											
Households											

Services SETA

Income and Expenditure Estimates for the Period 2019/20-2024/25

Income by Economic Classification	Income Outcome			Budget (Original)	Adjusted Appropriation	Medium-term income estimate		
	2016/17	2017/18	2018/19			2019/20	2020/21	2021/22
R thousand								
Provinces Agencies and Accounts Universities and Technikon Public Corporations and Private Enterprises Foreign Governments and International Organisations Non-profit Institutions Households	1 502 625	2 073 462	2 048 438	1 582 978	1 253 151	1 252 502	1 317 177	1 380 045
Total Expenditure (Excluding CAPEX)	1 964 646	2 554 879	2 487 265	1 973 563	1 672 598	1 677 898	1 764 269	1 838 609
Adjusted Net Surplus (deficit) - Cash Basis	-188 403	-856 520	-742 143	-221 624	-11 460	9 565	3 960	14 335
Adjusted Net Surplus (deficit) – Accrual	-161 841	-825 379	-711 462	-234 323	-3 500	13 488	8 083	14 335
Payments for Capital Assets:	2016/17	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Buildings and Other Fixed Structures	6 009	37 580	64 127	-	8 796	-	-	-
Machinery and Equipment	-	3 023	11 913	-	5 731	6 122	6 122	6 122
Computer Equipment	19 122	4 599	8 909	1 000	4 080	7 549	7 549	7 549
Software and Other Intangible Assets	23 685	9 826	33 227	101 250	35 354	73 662	36 831	18 416
Motor Vehicle	4 936	-	6 977	-	319	-	1 000	1 000
Total Capital Expenditure	53 752	39 116	125 153	102 250	54 280	87 333	51 502	33 087

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

Expenditure by Programmes	Expenditure Outcome			Budget (Original)	Adjusted Appropriation	Medium-term expenditure estimate		
	2016/17	2017/18	2018/19			2020/21	2021/22	2022/23
R thousand								
1. Administration	461 675	899 098	650 508	540 258	483 139	R 448 896	R 462 363	R 494 783
Project Management fee	34 626	67 432	48 788	40 519	36 235	R 33 667	R 34 677	R 37 109
2. Skills Planning	198 987	171 734	223 908	176 477	203 220	R 212 187	R 218 553	R 229 481
Project Management fee	14 924	12 880	16 793	13 236	15 242	R 15 914	R 16 391	R 17 211
3. Learning Programmes	1 140 449	1 274 769	1 540 924	1 126 752	855 676	R 891 226	R 951 406	R 980 795
Project Management fee	85 534	95 608	115 569	84 506	64 176	R 66 842	R 71 355	R 73 560
4. Quality Management	1 757	2 062	1 542	4 198	6 465	R 4 877	R 5 024	R 5 275
Project Management fee	132	155	116	315	485	R 366	R 377	R 396
TOTAL	1 937 952	2 523 583	2 598 033	1 985 947	240 870	R 282 709	R 256 539	R 249 109

PART C: MEASURING OUR PERFORMANCE

6. Institutional Programme Performance Information

6.1 Programme 1: Administration

6.1.1 Purpose

The purpose of the administration programme is to enable the delivery of the Services SETA Mandate through the delivery of support services. This programme is aligned to Impact Statement 1: "Strengthen the Services SETA's capabilities".

6.1.2 Description of the Programme

The programme comprises the following sub-programmes:

1. Finance
2. Human Resources Development and ICT
3. Governance, Compliance and Risk Management

6.1.3 Outcomes and Outcome Indicators

This programme consists of three outcome statements. Each outcome has an outcome indicator(s) and a five-year target. Alignment of outcomes to the impact statement are as demonstrated below.

Table 15. Programme 1: Outcomes, Outputs, Performance Indicators and Targets

Sub-Programme 1.1		Finance						
Description	The purpose of the sub-programme is to manage all financial related activities in line with the PFMA							
Responsibility	Chief Financial Officer							
Outcome 1.1	Effective and efficient financial and performance information management maintained							
Outputs 1.1.1.	Error Free Financial Statements and reliable performance information report							
Output Indicator	Audited Actual Performance		MTEF Period					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
1.1.1.1. No material findings on financial statements and performance information	Unqualified	Clean	Qualified	Clean Audit	Clean Audit	Clean Audit	Clean Audit	
Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
1.1.1.1. No material findings on financial statements and performance information	Clean Audit	Continued	Non-Cumulative	Annually	-	Clean Audit	-	-
Sub-Programme 1.2	Human Resources Development and ICT							
Description	The purpose of this sub-programme is to ensure that people with the required knowledge, competencies and behaviours are recruited, retained and supported to improve individual productivity and organisational performance, and that ICT services are integrated, efficient and innovative, enabling improved organisational efficiency and performance							
Responsibility	Executive Manager: OCEO							
Outcome 1.2	Adequately and sufficiently skilled people retained and alignment of ICT systems to business requirements enhanced with improved organisational performance							
Outputs 1.2.1.	Approved Recruitment and Training Plan is developed and implemented							
Output Indicator	Audited Actual Performance			Estimated	MTEF Period			
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
1.2.1.1. Percentage implementation of Recruitment Plan	-	-	-	-	70%	70%	70%	
1.2.1.2. Percentage of PDP implemented	-	-	-	-	60%	70%	80%	

Sub-Programme 1.2	Human Resources Development and ICT						
Description	The purpose of this sub-programme is to ensure that people with the required knowledge, competencies and behaviours are recruited, retained and supported to improve individual productivity and organisational performance, and that ICT services are integrated, efficient and innovative, enabling improved organisational efficiency and performance						
Responsibility	Executive Manager: OCEO						
Outcome 1.2	Adequately and sufficiently skilled people retained and alignment of ICT systems to business requirements enhanced with improved organisational performance						
Outputs 1.2.1.	Approved Recruitment and Training Plan is developed and implemented						
Output Indicator	Audited Actual Performance						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Output Indicator 1.2.2.	ICT infrastructure and systems plans to support Services SETA						
1.2.2.1. Percentage achievement against ICT plans implemented	-	-	-	-	100%	100%	100%
Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3
1.2.1.1. Percentage implementation of Recruitment Plan	70%	New	Non-Cumulative	Quarterly	70%	70%	70%
1.2.1.2. Percentage of PDP implemented	60%	New	Non-Cumulative	Quarterly	60%	60%	60%
1.2.2.1. Percentage achievement against ICT plans	100%	New	Non-Cumulative	Quarterly	100%	100%	100%

Sub-Programme 1.3 Governance, Compliance and Risk Management									
The purpose of this sub-programme is to ensure that governance structures and processes established, capacitated to ensure good governance and to strengthen compliance with statutory and regulatory provisions and, internal policies and procedures monitored and strengthened to mitigate risk and improve organisational performance									
Executive Manager: Legal Services									
Accountable governance and oversight prompted through leadership focused on high performance compliance, internal controls and enterprise-wide risk mitigation									
Enterprise-wide integrated compliance									
Output Indicator	Audited Actual Performance				Estimated	MTEF Period			
	2016/17	2017/18	2018/19	2019/20		2020/21	2021/22	2022/23	
1.3.1.1. Percentage of audit and compliance action plans actioned	-	-	100%	100%	100%	100%	100%	100%	100%
Outputs 1.3.2	Enterprise-wide integrated risk management								
1.3.2.1. Percentage of risk action plans actioned	-	-	100%	100%	100%	100%	100%	100%	100%
Outputs 1.3.3	Effective governance oversight								
1.3.3.1. Quarterly Good Governance report	-	-	-	-	-	4	4	4	4
Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4	
1.3.1.1. Percentage of audit and compliance action plans actioned	100%	Continued	Non-Cumulative	Quarterly	100%	100%	100%	100%	
1.3.2.1. Percentage of risk action plans actioned	100%	Continued	Non-Cumulative	Quarterly	100%	100%	100%	100%	
1.3.3.1. Quarterly SETA Good Governance report	4	New	Non-Cumulative	Quarterly	1	1	1	1	

6.2 Programme 2: Skills Development

6.2.1 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. This programme aligns to impact statement 2: "Improve the Services Sector capabilities".

6.2.2 Description of the Programme

This programme consists of the following sub-programmes:

1. Research, planning, monitoring and reporting
2. Mandatory grant
3. Chambers, Stakeholder Relations and Provincial Operations

6.2.3 Outcomes, Outputs and Output Indicators

This programme consists of three outcome statements. Each outcome has an outcome indicator(s) and a five-year target. Alignment of outcomes to the impact statement is as demonstrated below.

Table 16. Outcomes, Outputs and Output Indicator

Sub-Programme 2.1	Research, planning, monitoring and reporting				
Description	The purpose of this sub-programme is to ensure alignment between the Services SETA offerings and industry needs to evidence-based planning. The sub-programme is responsible for the development of the Sector Skills Plan, the Strategic Plan and Annual Performance Plan, and the monitoring of organisational performance through routine reporting to internal and external stakeholders				
Responsibility	Executive Manager: Planning				
Outcome 2.1	Effective and efficient organisational research, planning, performance monitoring and evaluation maintained				
Outputs 2.1.1	Key planning documents developed, supported with empirical data with regular monitoring and evaluation				
Output Indicator	Audited Actual Performance		MTEF Period		
	2016/17	2017/18	2018/19	2019/20	2020/21
2.1.1.1. Evidence-based SSP-SP-APP	-	Approved	Approved	Approved	Approved
					2021/22
					2022/23
					Approved
					Approved

Sub-Programme 2.1		Research, planning, monitoring and reporting						
Description		The purpose of this sub-programme is to ensure alignment between the Services SETA offerings and industry needs to evidence-based planning. The sub-programme is responsible for the development of the Sector Skills Plan, the Strategic Plan and Annual Performance Plan, and the monitoring of organisational performance through routine reporting to internal and external stakeholders						
Responsibility		Executive Manager: Planning						
Outcome 2.1		Effective and efficient organisational research, planning, performance monitoring and evaluation maintained						
Outputs 2.1.1		Key planning documents developed, supported with empirical data with regular monitoring and evaluation						
Output Indicator	Audited Actual Performance			Estimated			MTEF Period	
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
Outputs 2.1.2								
Research partnerships established to inform skills demand and supply								
2.1.2.1. Number of sector research agreements signed for TVET growth occupationally directed programmes	-	-	-	-	1	3		5
2.1.2.2. Number of learners in employment (Internships, Skills programmes, Bursaries, Learnerships completed)	-	-	-	-	2000	2500		3000
2.1.2.3. SETAs identify in their skills planning research, established and emergent co-operative and their skills needs	-	-	-	-	10	10		10
2.1.2.4. SETAs identify in their skills planning research, established and emergent cooperative and their skills needs	-	-	-	-	10	10		10
2.1.2.5. Number of research partnerships	-	-	-	2	3	4		5

Research, planning, monitoring and reporting									
The purpose of this sub-programme is to ensure alignment between the Services SETA offerings and industry needs to evidence-based planning. The sub-programme is responsible for the development of the Sector Skills Plan, the Strategic Plan and Annual Performance Plan, and the monitoring of organisational performance through routine reporting to internal and external stakeholders									
Executive Manager: Planning									
Effective and efficient organisational research, planning, performance monitoring and evaluation maintained									
Key planning documents developed, supported with empirical data with regular monitoring and evaluation									
Sub-Programme 2.1	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4	
Output Indicator – Quarterly (2019/20)									
2.1.1.1. Approved SSP, SP and APP	Approved	Continued	Non-Cumulative	Annually	Approved	-	-	-	
2.1.2.1. Number of sector research agreements signed for TVET growth occupationally directed programmes	1	New	Non-Cumulative	Annually	-	-	-	1	
Output Indicator – Quarterly (2019/20)									
2.1.2.2. Number of learners in employment (Internships, Skills programmes, Bursaries, Learnerships completed)	2000	New	Non-Cumulative	Annually	-	-	-	2000	
2.1.2.3. SETAs identify in their skills planning research, established and emergent co-a operative and their skills needs	10	New	Non-Cumulative	Annually	-	-	-	10	
2.1.2.4. SETAs through their skills planning research, identify skills needs of small and emerging enterprises	10	New	Non-Cumulative	Annually	-	-	-	10	
2.1.2.5. Number of research partnerships	3	Continued	Non-Cumulative	Quarterly	-	1	1	1	

Sub-Programme 2.2	Mandatory grant						
Description	The purpose of this sub-programme is to manage the Mandatory Grant for the service sector by ensuring a timely and the accuracy of submission of Workplace Skills Plan and Annual Training Plans and facilitate the re-imbursment of qualifying entities						
Responsibility	Executive Manager: Core Business						
Outcome 2.2	Workplace-based learning in the services sector promoted and supported						
Outputs 2.2.1	Increased number of employers participating in SETA programmes						
Output Indicator	Audited Actual Performance	Estimated	MTEF Period				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
2.2.1.1. Number of employers submitting WSP/ATR approved	3 754	3 941	3 958	4 719	4 954	5 005	5 104
Small	2 576	2 704	3 621	3 125	3 281	3 346	3 412
Medium	633	665	200	926	972	991	1011
Large	545	572	137	668	701	668	681
2.2.1.2. Number of SETA employer partnerships	-	-	500	500	500	500	500
2.2.1.3. Number of interventions required to improve enrolment and completion of priority occupations	-	-	-	-	5	10	15
2.2.1.4. Number of workplace opportunities identified	-	-	-	-	30	50	60
2.2.1.5. Number of occupations identified for required occupations in the workplace	-	-	-	-	10	10	10
2.2.1.6. Number of identified occupations for (Small, Medium and Larger firms) addressed	-	-	-	-	10	10	10
Outputs 2.2.2	Trade Unions and Federations supported to strengthen worker participation in skills development						
2.2.2.1. Number of trade unions and federations supported	6	11	4	4	6	6	6
Unions	6	11	4	4	4	4	4
Federations	-	-	-	-	2	2	2
2.2.2.2. Number of unfunded learners Entered	-	500	500	525	550	580	610

Sub-Programme 2.2	Mandatory grant																																																																																																																
Description	The purpose of this sub-programme is to manage the Mandatory Grant for the service sector by ensuring a timely and the accuracy of submission of Workplace Skills Plan and Annual Training Plans and facilitate the re-imbursment of qualifying entities																																																																																																																
Responsibility	Executive Manager, Core Business																																																																																																																
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Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4																																																																																																										
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550	Continued	Cumulative	Annually	100	100	100	250																																																																																																										
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Unions																																																																																																																	
Federations																																																																																																																	
2.2.2.2. Number of unfunded learners Entered																																																																																																																	

Sub-Programme 2.3 Chambers, Stakeholder Relations and Provincial Operations						
The role of this sub-programme is to ensure coordination between the Services SETA and industry by liaising with employers and support the agenda of skilled employees in the sector and identifying the skills shortages in the sub-sectors among other roles						
Executive Manager: Core Business						
Stakeholders and learners supported and capacitate						
2.3.1. Stakeholder engagements and career exhibitions held to promote SETA offerings						
Output Indicator	Audited Actual Performance			Estimated	MTEF Period	
	2016/17	2017/18	2018/19		2019/20	2020/21
2.3.1.1. Number of stakeholder engagements	157	123	250	120	120	120
Output 2.3.2 Career development campaigns conducted						
2.3.2.1. Number of career exhibitions	33	12	16	18	18	18
Urban	33	12	16	18	8	8
Rural	-	-	-	-	10	10
2.3.2.2. Number of Career Development Practitioners trained	-	-	-	-	40	40
2.3.2.3. Number of capacity building workshops on Career Development Services initiated	-	-	-	-	18	18

Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
					Q1	Q2	Q3	Q4
2.3.1.1. Number of stakeholder engagements	120	Continued	Cumulative	Quarterly	30	30	30	30
2.3.2.1. Number of career exhibitions	18	Modified	Cumulative	Quarterly	4	4	5	5
Urban	8	Modified	Cumulative	Quarterly	2	2	2	2
Rural	10	Modified	Cumulative	Quarterly	2	2	3	3
2.3.2.2. Number of Career Development Practitioners trained	40	New	Cumulative	Quarterly	10	10	10	10
2.3.2.3. Number of capacity building workshops on Career Development Services initiated	18	New	Cumulative	Quarterly	4	4	4	6

6.3 Programme 3: Learning Programmes

6.3.1 Purpose

The purpose of this programme is to disburse 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. This programme is aligned to Impact Statement 3 “Improving the stock of skills”.

6.3.2 Description of the Programme

The purpose of the skills development programme is to deliver the Services SETA service offering to the target stakeholders in order to achieve the mandate.

6.3.3 Outcomes, Outputs and Output Indicators

This programme consists of four sub-programmes as outlined:

1. Special Projects
2. Entrepreneurship and Corporate Development Institute
3. Learning Interventions
4. Artisan Development

Table 17. Programme 3: Outcomes and Outcome Indicators

Sub-Programme 3.1	Special Projects							
Description	The special projects unit implements projects that benefit disadvantaged people such as women, youth and disabled people, based on their needs as determined by environmental scanning							
Responsibility	Executive Manager: OCEO							
Outcome 3.1	Supply-side partnership strengthened to promote the stock of skills into the services sector							
Output 3.1.1	Partnerships established to promote access to skills development opportunities, including rural areas							
Output Indicator	Audited Actual Performance	MTEF Period						
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3.1.1.1. Number of partnerships HEIs	26	16	8	8	8	15	15	15
TVET	15	12	5	5	3	7	7	7
HEI	11	4	3	3	5	4	4	4

Sub-Programme 3.1		Special Projects						
Description		The special projects unit implements projects that benefit disadvantaged people such as women, youth and disabled people, based on their needs as determined by environmental scanning						
Responsibility		Executive Manager: OCEO						
Outcome 3.1		Supply-side partnership strengthened to promote the stock of skills into the services sector						
Output 3.1.1		Partnerships established to promote access to skills development opportunities, including rural areas						
Output Indicator		Audited Actual Performance					MTEF Period	
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3.1.1.2. Number of SETA offices established and maintained in TVET colleges		-	-	-	-	-	2	2
3.1.1.3. Number of TVET Lecturers exposed to the industry through Skills Programmes		-	-	-	-	40	30	20
3.1.1.4. Number of TVET Managers receiving training on curriculum related studies		-	-	-	-	8	10	20
3.1.1.5. Number of TVET colleges Lecturers awarded Bursaries		-	-	-	-	50	50	50
3.1.1.6. TVET colleges infrastructure development (equipment/workshops)		-	-	-	-	5	5	5
3.1.1.7. Number of CET colleges lecturers awarded skills development programmes		-	-	-	-	10	10	10
3.1.1.8. CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT)		-	-	-	-	3	3	3
3.1.1.9. Number of CET college Managers receiving training on curriculum related studies		-	-	-	-	10	10	10
3.1.1.10. Number of CET learners accessing AET programmes		-	-	-	-	10	10	10
3.1.1.11. Number of rural development projects		-	5	7	5	5	5	5
3.1.1.12. Number of skills development centres/ infrastructure		11	15	15	15	5	5	5

Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
3.1.1.1. Number of partnerships HEIs	15	Modified	Cumulative	Quarterly	3	4	4	4
TVET	7	Continued	Cumulative	Quarterly	1	2	2	2
HEI	4	Continued	Cumulative	Quarterly	1	1	1	1
CET	4	Modified	Cumulative	Quarterly	1	1	1	1
3.1.1.2. Number of SETA offices established and maintained in TVET colleges	2	New	Cumulative	Quarterly	-	1	-	1
3.1.1.3. Number of TVET Lecturers exposed to the industry through Skills Programmes	40	New	Cumulative	Quarterly	-	-	20	20
3.1.1.4. Number of Managers receiving training on curriculum related studies	8	New	Cumulative	Quarterly	-	2	2	4
3.1.1.5. Number of TVET colleges Lecturers awarded Bursaries	50	New	Cumulative	Quarterly	-	-	25	25
3.1.1.6. TVET colleges infrastructure development (equipment/workshops)	5	New	Cumulative	Quarterly	1	1	1	2
3.1.1.7. Number of CET colleges lecturers awarded skills development programmes	10	New	Cumulative	Quarterly	-	-	5	5
3.1.1.8. CET colleges infrastructure development support (equipment/workshops/Connectivity/ ICT	3	New	Cumulative	Quarterly	-	-	1	2
3.1.1.9. Number of Managers receiving training on curriculum related studies	10	New	Cumulative	Quarterly	-	-	5	5
3.1.1.10. Number of CET learners accessing AET programmes	10	New	Cumulative	Quarterly	-	-	5	5
3.1.1.11. Number of rural development projects	5	Continued	Cumulative	Quarterly	1	1	1	2
3.1.1.12. Number of skills development centres/ infrastructure	5	Continued	Cumulative	Quarterly	1	1	1	2

Sub-Programme 3.2		Entrepreneurship and Corporative Development Institute																											
Description		The purpose of the sub-programme is to enable entrepreneurial eco-system supply-side to offer relevant and quality skills products and services to entrepreneurs																											
Responsibility		Executive Manager: ECDI																											
Outcome 3.2		Entrepreneurship and cooperative development for services sector supported																											
Output 3.2.1		Increased SMEs participation in SETA offerings																											
Output Indicator	Audited Actual Performance	2016/17				2017/18				2018/19				2019/20				2020/21				2021/22				2022/23			
		Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.2.1.1. Number of Co-operatives and SME trained	415	684	862	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	
Co-ops	207	333	315	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	
SME	208	351	547	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	
3.2.1.2. Number of people trained on entrepreneurship development skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3.2.1.3. Number of CBOs/NGOs/ NPOs Skills Training	124	104	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
3.2.1.4. Number of people trained on entrepreneurship supported to start their own businesses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
3.2.1.1. Number of Co-operatives and SME trained	600	Continued	Cumulative	Quarterly	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Co-ops	300	Continued	Cumulative	Quarterly	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	
SME	300	Continued	Cumulative	Quarterly	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	
3.2.1.2. Number of people trained on entrepreneurship development skills	100	New	Cumulative	Quarterly	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
3.2.1.3. Number of CBOs NGOs/ NPOs supported with Skills Training	100	Continued	Cumulative	Quarterly	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
3.2.1.4. Number of people trained on entrepreneurship supported to start their own businesses	100	New	Cumulative	Quarterly	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	

Sub-Programme 3.3		Learning Interventions									
Description		The purpose of this sub-programme is to facilitate the enrolment of learners in the Services SETA's learning programmes									
Responsibility		Executive Manager: Core									
Outcome 3.3		Increased sector enrolment and resources ratios for high skills level									
Outputs 3.3.1		Increased access and throughput of learners to support the flow of skills to the sector									
Output Indicator	Audited Actual Performance	Estimated					MTEF Period				
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23			
3.3.1.1. Number of learnership entered	14 542	23 227	14 389	18 000	10 000	10 500	11 025				
Unemployed	12 270	19 651	13 360	15 000	9 000	9 450	9 923				
Worker	2 272	3 576	1 029	3 000	1 000	1 050	1 103				
3.3.1.2. Number of learnership completions	1 732	5 514	12 495	11 459	8 016	8 417	8 838				
Unemployed	-	5 097	-	10 306	4 810	5 050	5 303				
Worker	-	417	-	1 153	3 206	3 367	3 535				
3.3.1.3. Number of Bursary Entered	3 283	4 017	4 143	3 500	3 000	3 150	3 308				
Unemployed New					1 500	1 575	1 654				
Unemployed Continue	2 971	2 715	3 432	3 500	1 000	1 050	1 102				
Worker New				-	300	315	331				
Worker Continue	312	1 302	711	-	200	210	220				
3.3.1.4. Number of Bursary Completions	671	4 212	2 666	3 600	2 486	2 611	2 742				
Unemployed	289	2 106	1 333	1 800	2 017	2 118	2 224				
Worker	382	2 106	1 333	1 800	469	493	518				
3.3.1.5. Number of RPL entered	353	1 021	896	500	500	525	551				
3.3.1.6. Number of RPL completions	-	-	-	-	300	310	325				
3.3.1.7. Number of AET Entered	309	1 064	644	1 000	500	525	551				
3.3.1.8. Number of AET Completions	518	64	903	237	386	405	426				
3.3.1.9. Number of Candidacy Entered	-	50	210	100	150	150	150				

Sub-Programme 3.3		Learning Interventions									
Description		The purpose of this sub-programme is to facilitate the enrolment of learners in the Services SETA's learning programmes									
Responsibility		Executive Manager: Core									
Outcome 3.3		Increased sector enrolment and resources ratios for high skills level									
Outputs 3.3.1		Increased access and throughput of learners to support the flow of skills to the sector									
Output Indicator		Audited Actual Performance					Estimated	MTEF Period			
		2016/17	2017/18	2018/19	2019/20	2020/21		2021/22	2022/23		
3.3.1.1. Number of Internships Entered Placements		9 212	9 114	4 638	9 190	2 000	2 100	2 205			
Unemployed		584	3 267	2028	7 590	1 000	1 050	1 103			
TVET Placement		6 933	1 980	662	1 100	500	525	551			
HET Placement		1 695	3 867	1 948	500	500	525	551			
3.3.1.2. Number of Internships Completion Placements		2 009	1 598	2 575	6 793	2 783	2 922	3 069			
Unemployed		1 091	383	1 550	6 053	1 217	1 278	1 342			
TVET Placement		630	609	407	370	397	417	438			
HET Placement		288	606	618	370	1 169	1 227	1 289			
3.3.1.3. Number of Skills Programmes Entered		1 680	5 945	3 216	4 000	3 500	3 675	3 859			
Unemployed		225	859	1 021	500	1 500	1 575	1 654			
Worker		1 455	5 086	2 195	3 500	2 000	2 100	2 205			
3.3.1.4. Number of Skills Programmes Completions		225	859	2 038	2 300	1 317	1 383	1 452			
Unemployed					1 500	790	830	871			
Worker		225	859	2 038	800	527	553	581			
3.3.1.15. Number of Artisans Entered		-	2 254	3 030	2 900	500	525	551			
3.3.1.16. Number of Artisans Completions		-	376	579	720	1 818	1 909	2 004			

Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
3.3.1.1. Number of learnership entered	10 000	Continued	Cumulative	Quarterly	700	1 600	2 800	4 900
Unemployed	9 000	Continued	Cumulative	Quarterly	500	1 500	4 500	4 500
Worker	1 000	Continued	Cumulative	Quarterly	100	100	400	400
3.3.1.2. Number of learnership completions	8 016	Continued	Cumulative	Quarterly	2 004	2 004	2 004	2 004
Unemployed	4 810	Continued	Cumulative	Quarterly	1 202	1 202	1 202	1 202
Worker	3 206	Continued	Cumulative	Quarterly	802	802	802	802
3.3.1.3. Number of Bursary Entered	3 000	Modified	Cumulative	Quarterly	750	750	750	750
Unemployed New	1 500	Modified	Cumulative	Quarterly	375	375	375	375
Unemployed Continue	1 000	Modified	Cumulative	Quarterly	250	250	250	250
Worker New	300	Modified	Cumulative	Quarterly	75	75	75	75
Worker Continue	200	Modified	Cumulative	Quarterly	50	50	50	50
3.3.1.4. Number of Bursary Completions	2 486	Continued	Cumulative	Quarterly	622	622	622	622
Unemployed	1 989	Continued	Cumulative	Quarterly	497	497	497	497
Worker	497	Continued	Cumulative	Quarterly	124	124	124	124
3.3.1.5. Number of RPL Entered	500	Continued	Cumulative	Quarterly	100	100	100	200
3.3.1.6. Number of RPL Completions	300	Continued	Cumulative	Quarterly	50	50	100	100

Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
3.3.1.7. Number of AET Entered	500	Continued	Cumulative	Quarterly	100	100	100	200
3.3.1.8. Number of AET Completions	386	Continued	Cumulative	Quarterly	96	96	97	97
3.3.1.9. Number of Candidacy Entered	150	Continued	Cumulative	Quarterly	25	25	50	50
3.3.1.10. Number of Candidacy Completion	126	Continued	Cumulative	Quarterly	31	31	32	32
3.3.1.11. Number of Internships Entered Placements	2 000	Continued	Cumulative	Quarterly	350	350	1 400	1 400
Unemployed	1 000	Continued	Cumulative	Quarterly	200	200	200	200
TVET Placement	500	Continued	Cumulative	Quarterly	100	100	100	200
HET Placement	500	Continued	Cumulative	Quarterly	100	100	100	200
3.3.1.12. Number of Internships Completion Placements	2 783	Continued	Cumulative	Quarterly	450	600	717	1 016
Unemployed	1 217	Continued	Cumulative	Quarterly	200	300	317	400
TVET Placement	397	Continued	Cumulative	Quarterly	50	100	100	147
HET Placement	1 169	Continued	Cumulative	Quarterly	200	200	300	469
3.3.1.13. Number of Skills Programmes Entered	3 500	Continued	Cumulative	Quarterly	700	800	1 000	1 000
Unemployed	1 500	Continued	Cumulative	Quarterly	200	300	500	500
Worker	2 000	Continued	Cumulative	Quarterly	500	500	500	500
3.3.1.14. Number of Skills Programmes Completions	1 317	Continued	Cumulative	Quarterly	165	165	165	165
Unemployed	790	Continued	Cumulative	Quarterly	198	198	198	198

Output Indicator – Quarterly (2019/20)		Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Worker		527	Continued	Cumulative	Quarterly	130	131	133	133
3.3.1.15. Number of Artisans Entered		500	Continued	Cumulative	Quarterly	125	125	125	125
3.3.1.16. Number of Artisans Completions		1818	Continued	Cumulative	Quarterly	455	455	455	455
Sub-Programme 3.3									
Learning Interventions									
The purpose of this sub-programme is to promote the Services SETA participation in priority skills and occupations									
Responsibility Executive Manager: Core									
Outcome 3.4 Increased sector enrolment and resources ratios for high skills level									
Outputs 3.4.1 Higher levels of training interventions are prioritised									
Output Indicator		Audited Actual Performance			Estimated	MTEF Period			
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
3.4.1.1. Percentage of levy resources allocated to all levels for intermediate level		-	-	-	-	100%	100%	100%	100%
Higher		-	-	-	-	30%	30%	30%	30%
Intermediate		-	-	-	-	30%	30%	30%	30%
Elementary		-	-	-	-	40%	40%	40%	40%
Output Indicator – Quarterly (2019/20)		Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
3.4.1.1. Percentage of levy resources allocated to all levels for intermediate level		100%	New	Non-Cumulative	Quarterly	100%	100%	100%	100%
Higher		30%	New	Non-Cumulative	Quarterly	30%	30%	30%	30%
Intermediate		30%	New	Non-Cumulative	Quarterly	30%	30%	30%	30%
Elementary		40%	New	Non-Cumulative	Quarterly	40%	40%	40%	40%

6.4 Programme 4: Quality Assurance

6.4.1 Purpose

The purpose of this sub-programme is to accredit skills development providers and fulfil the QCTO delegated quality assurance of learner achievements function. It supports Impact statement 4: "Improve the flow of skill".

6.4.2 Description of the Programme

This programme consists of four sub-programmes as outlined below:

Table 18. Programme 4: Sub-programmes

Sub-programme	Description
Quality of learner throughput and offerings enhanced	The role of this sub-programme is to verify SDPs assessment and moderation processes in order to recommend certification for competent learners
	The purpose of this sub-programme is to ensure alignment of skills demand and supply through relevant qualifications

6.4.3 Outcomes Outputs and Output Indicators

This programme consists of four outcome statements. Each outcome has an outcome indicator(s) and a five-year target. Alignment of outcomes to the impact statement is as demonstrated below.

Table 19. Programme 4: Outcomes and Outcome Indicators

Sub-Programme 4.1		Quality assurance of learner achievement									
Description		The role of this sub-programme is to verify SDPs assessment and moderation processes in order to recommend certification for competent learners									
Responsibility		Executive Manager: Core									
Outcome 4.1		Quality of learner throughput									
Outputs 4.1.1		Increased learner participating in skills development opportunities									
Output Indicator	Annual Target	Audited Actual Performance					Estimated	MTEF Period			
		2016/17	2017/18	2018/19	2019/20	2020/21		2021/22	2022/23		
4.1.1.1. Percentage increase in number receiving certificates/SOR	-	-	-	-	-	-	80%	80%	80%	80%	80%
4.1.1.2. Number of qualifications developed or aligned to the priority skills	-	-	-	-	-	-	5	6	8		
Output Indicator – Quarterly (2019/20)	Annual Target	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4			
4.1.1.1. Percentage of external moderation reports produced on time	80%	New	Non-Cumulative	Quarterly	80%	80%	80%	80%			
4.1.1.2. Number of qualifications developed or aligned to the priority skills	5	Continued	Non-Cumulative	Quarterly	-	-	4	5			

7. 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 impacts. The impacts are 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 disability 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 guideline, namely; Administration, Skills Development and Planning, Learning Programmes and Quality Assurance. The resources sections cover the allocation of resources per programme and outputs.

8. Programme Resources Consideration

8.1 Programme 1: Administration

The purpose of the administration programme is to enable the delivery of the Services SETA Mandate through the delivery of support services. This programme is aligned to Impact Statement 1: "Strengthen the Services SETA's capabilities". It comprises of Finance, Human Resources Development, Organisational Branding and Knowledge Management, Internal Audit, Information Communication and Technology, Legal Services as well as Organisational Compliance and Governance.

8.1.1 Human Resources

The Programme has a staff compliment of 66%. Most critical positions have staff; especially at senior and middle management. This enables the Services SETA to fulfil its mandate.

Table 20. Programme 1: Administration – Filled and Approved Posts

Filled Posts per Job Level by Department or Function	OCEO	Organisational Branding and Knowledge Management	Internal Audit	Information Communication and Technology	Finance	Legal Services and Organisational Compliance	Human Resources Management and Development	Governance	TOTALS
Executive Management	2	0	0	0	1	0	0	0	3
Senior Management	0	1	0	1	4	1	1	1	9
Management	1	1	4	0	9	3	2	1	21
Senior Officers	0	1	0	2	10	2	1	0	16
Officers	1	0	0	0	10	0	1	1	13
Administrators	1	10	0	0	6	1	1	0	19
General Staff	0	0	0	0	0	0	0	0	0
TOTALS	5	13	4	3	40	7	6	3	81
Approved Posts per Job Level by Department or Function	OCEO	Organisational Branding and Knowledge Management	Internal Audit	Information Communication and Technology	Finance	Legal Services and Organisational Compliance	Human Resources Management and Development	Governance	TOTALS
Executive Management	2	0	0	0	1	1	0	0	4
Senior Management	0	2	1	1	4	1	1	1	11
Management	1	3	4	10	9	4	2	1	34
Senior Officers	3	5	0	4	10	2	1	0	25
Officers	4	1	0	0	16	0	3	2	26
Administrators	1	12	0	0	5	2	1	1	22
General Staff	0	0	0	0	0	0	0	1	1
TOTALS	11	23	5	15	45	10	8	6	123

% Occupancy per Job Level by Department or Function	OCEO	Organisational Branding and Knowledge Management	Internal Audit	Information Communication and Technology	Finance	Legal Services and Organisational Compliance	Human Resources Management and Development	Governance	TOTALS
Executive Management	100%	0%	0%	0%	100%	100%	0%	0%	75%
Senior Management	0%	50%	0%	100%	100%	100%	100%	100%	81%
Management	100%	33%	100%	0%	100%	75%	100%	100%	62%
Senior Officers	0%	20%	0%	50%	100%	100%	100%	0%	64%
Officers	25%	0%	0%	0%	63%	0%	33%	50%	50%
Administrators	100%	83%	0%	0%	100%	50%	100%	0%	86%
General Staff	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTALS	45%	57%	80%	20%	89%	70%	75%	50%	66%

8.1.2 Financial Resources

The table below presents financial resources for Programme 1 by outputs.

Table 21. Programme 1: Learning Programmes – Financial Resources

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate		
	2016/17	2017/18	2018/19			2019/20	2020/21	2021/22
R thousand				2019/20	2019/20	2020/21	2021/22	2022/23
Board Secretariat Services	42 230	50 856	69 686	48 280	10 524	11 238	11 575	12 153
CEO	132 933	240 526	98 895	147 424	66 625	46 530	47 926	50 322
Communication Marketing	91 475	97 294	149 456	92 471	56 676	44 057	45 379	47 647
Compliance					5	3 038	3 129	3 286
Finance	15 353	105 191	49 542	45 963	50 114	48 316	49 766	52 254
Human Resources	162 403	55 910	181 056	203 177	199 295	211 521	217 866	238 760
Information Technology	20 434	32 428	33 486	39 328	39 048	42 824	44 109	46 315
Infrastructure Development & Facilities Management	31 473	384 324	117 174	151 714	86 170	59 903	61 700	64 785
Internal Audit					4 254	4 546	4 683	4 917
Records Management					6 664	10 590	10 908	11 454
TOTAL	496 301	966 530	699 296	728 357	519 375	482 563	497 040	531 892

Name of Entity	Mandate	Outputs	Current Annual Budget	Date of Next Evaluation
Services SETA	To support skills development in the services sector	1.1.1. Error Free Financial Statements (free of misstatements) and reliable performance information report (non-material findings)	R47 766 000	30 Sep 2020
		1.2.1. Approved Recruitment and Training Plan is developed and implemented	R211 521 000	30 Sep 2020
		1.2.2. ICT infrastructure and systems plans to support the Services SETA	R42 824 000	30 Sep 2020
		1.3.1. Enterprise-wide integrated compliance	R3 038 100	30 Sep 2020
		1.3.2. Enterprise-wide integrated risk management	R550 000	30 Sep 2020
		1.3.3. Effective oversight	R176 864 000	30 Sep 2020

8.1.3 Key Risks

The section below outlines key risks as well as risk mitigation strategies for Programme 1 by outcome.

Table 22. Key Risks and Mitigation Strategies

Outcome	Key Risk	Risk Mitigation
Effective and efficient financial and performance information management maintained	Non-compliance with PFMA and other Relevant Regulations	Establish effective internal control processes Use financial system to replace all manual schedules Monthly reconciliations are peer reviewed Quarterly AFS prepared in line with year-end requirements
Adequately and sufficiently skilled people retained and alignment of ICT systems to business requirements enhanced with improved organisational performance	Inability to attract and retain adequate and sufficiently skilled people Misalignment between business requirements and ICT	Develop a Human Resource Development Plan Business plans developed and aligned to ICT
Accountable governance and oversight prompted through leadership focused on high performance compliance, internal controls and enterprise-wide risk mitigation	Non-compliance with governance imperatives	Approved and implemented governance frameworks in place

8.2 Programme 2: Skills Development

8.2.1 Human Resources

Table 23. Programme 2: Skills Planning – Filled and Approved Posts

Filled Posts per Job Level by Department or Function	Planning	Chamber Operations	Mandatory Grant	TOTALS
Executive Management	1	0	0	1
Senior Management	0	1	1	2
Management	1	6	2	9
Senior Officers	4	0	4	8
Officers	0	3	3	6
Administrators	1	3	3	7
General Staff	0	0	0	0
TOTALS	7	13	13	33
Approved Posts per Job Level by Department or Function	Planning	Chamber Operations	Mandatory Grant	TOTALS
Executive Management	1	0	0	1
Senior Management	1	1	1	3
Management	3	6	1	10
Senior Officers	4	0	2	6
Officers	1	6	4	11
Administrators	2	3	5	10
General Staff			0	0
TOTALS	12	16	13	41

% Occupancy per Job Level by Department or Function	Sector Skills and Strategic Planning	Mandatory Grants	Monitoring and Reporting and Impact Evaluations
Executive Management	100%	0%	0%
Senior Management	0%	100%	100%
Management	33%	100%	200%
Senior Officers	100%	0%	200%
Officers	0%	50%	75%
Administrators	50%	100%	60%
General Staff	0%	0%	0%
TOTALS	58%	81%	100%

8.2.2 Financial Resources

The table below presents financial resources for Programme 2 by outputs.

Table 24. Programme 2: Learning Programmes – Financial Resources

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-term Expenditure Estimate		
	2016/17	2017/18	2018/19			2019/20	2020/21	2021/22
R thousand	2016/17	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Provinces	1 306	4 527	12 932	3 201	4 888	6 813	7 017	7 368
Mandatory Grants	185 685	166 653	194 349	173 032	205 718	209 261	215 539	226 316
Planning	21 168	9 510	9 664	16 681	1 233	8 121	8 365	8 783
Stakeholder Relations	15	1 569	671	532	152	287	296	311
Chambers	5 737	2 355	23 085	8 388	6 471	3 619	3 728	3 914
TOTAL	213 911	184 614	240 701	201 833	218 462	228 101	234 944	246 692
Project Management fee included above	14 924	12	16 793	13 236	15 242	15 914	16 391	17 211

Name of Entity	Mandate	Outputs	Current Annual Budget	Date of Next Evaluation
Services SETA	To support skills development in the services sector	2.1.1. Key planning documents developed, supported with empirical data with regular monitoring and evaluation 2.1.2. Research partnerships established to inform skills demand and supply 2.2.1. Increased number of employers participating in SETA programmes 2.2.2. Trade Unions and Federations supported to strengthen worker participation in skills development 2.3.1. Stakeholder engagements to promote Services SETA offerings 2.3.2. Career development campaigns conducted	R614 151 R7 507 000 R209 261 000 R3 619 000 R3 000 000 R4 100 000	30 Sep 2020 30 Sep 2020 30 Sep 2020 30 Sep 2020 30 Sep 2020 30 Sep 2020

8.2.3 Key Risks

The section below outlines key risks as well as risk mitigation strategies for Programme 2 by outcome.

Table 25. Key Risks and Mitigation Strategies

Outcome	Key Risk	Risk Mitigation
1.1 Enhanced organisational research, planning, performance monitoring and evaluation	Insufficient consultations, research and reporting	Approved and implemented planning programme in place
1.2 Workplace-based learning in the services sector promoted and supported	Lack of dissemination and usage of research findings to respond to the ever-changing skills needs	Dissemination and usage of research findings to respond to the ever-changing skills needs
1.3 External stakeholders supported and capacitated to participate in the Services SETA offerings	Failure of the Services SETA to honour commitments to stakeholders	Keep records of commitments to stakeholder, implementation monitored regularly (Stakeholder Relations Management Strategy)

8.3 Programme 3: Learning Programmes

The purpose of this programme is to disburse SETA discretionary grants through special and regular projects for infrastructure development, to expand access to skills development in rural as well as underserved areas, and pivotal learning interventions. This programme comprises Infrastructure Development and Facilities Management, Special Projects, Enterprise Development and Bursary Unit, Joint Operations Management, Learning Interventions, Provincial Operations, and Stakeholder Relations Management

8.3.1 Human Resources

The table below presents financial resources for Programme 2 by outputs.

Table 26. Programme 3: Learning Programmes – Filled and Approved Posts

Filled Posts per Job Level by Department or Function	Infrastructure Development and Facilities Management	Special Projects, Enterprise Development and Bursary Unit	Joint Operations Management	Learning Interventions	Provincial Operations	Stakeholder Relations Management	TOTALS
Executive Management	0	2	0	0	0	0	2
Senior Management	1	1	1	0	1	0	4
Management	2	2	1	6	9	2	22
Senior Officers	1	2	2	8	15	0	28
Officers	1	7	0	9	13	0	30
Administrators	1	1	0	1	9	0	12
General Staff	20	0	0	0	0	0	20
TOTALS	26	15	4	24	47	2	118

Approved Posts per Job Level by Department or Function	Infrastructure Development and Facilities Management	Special Projects, Enterprise Development and Bursary Unit	Operations Management	Learning Interventions	Provincial Operations	Stakeholder Relations Management	TOTALS
Executive Management	0	1	0	0	0	1	2
Senior Management	1	2	1	0	1	0	5
Management	3	6	1	1	10	2	23
Senior Officers	3	6	2	11	25	0	47
Officers	2	9	9	21	48	2	91
Administrators	3	7	0	2	16	1	29
General Staff	35	0	0	0	0	0	35
TOTALS	47	31	13	35	100	6	232
% Occupancy per Job Level by Department or Function	Infrastructure Development and Facilities Management	Special Projects, Enterprise Development and Bursary Unit	Operations Management	Learning Interventions	Provincial Operations	Stakeholder Relations Management	TOTALS
Executive Management	0%	200%	0%	0%	0%	0%	100%
Senior Management	100%	50%	100%	0%	100%	0%	80%
Management	67%	33%	100%	600%	90%	100%	97%
Senior Officers	33%	33%	100%	73%	60%	0%	60%
Officers	50%	78%	0%	49%	27%	0%	33%
Administrators	33%	14%	0%	50%	56%	0%	41%
General Staff	57%	0%	0%	0%	0%	0%	57%
TOTALS	55%	48%	31%	69%	47%	33%	51%

8.3.2 Financial Resources

The table below presents financial resources for Programme 4 by outputs.

Table 27. Programme 3: Learning Programmes – Financial Resources

Expenditure by Programmes	Medium-term expenditure estimate						
	Actual Expenditure	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
R thousand							
Enterprise Development	-	1 316	2 757	10 491	10 972	11 301	11 866
Learning Intervention	510 497	1 071 944	1 180 174	619 378	829 053	724 439	741 116
Artisan Development	33	3 640	430	96 119	28 372	29 223	30 684
Special Projects	715 453	293 477	189 952	129 556	1 041	1 072	1 125
Bursary Management			141 590	196 014	80 097	247 937	260 334
Stipends Management			141 590	196 014	4 798	8 789	9 228
TOTAL	1 225 983	1 370 377	1 656 493	1 247 572	958 068	1 022 761	1 054 355
Project Management fee included above	85 534	95 608	115 569	84 506	66 842	71 355	73 560

Name of Entity	Mandate	Outputs	Current Annual Budget	Date of next evaluation
Services SETA	To support skills development in the services sector	3.1.1. Partnerships established to promote access to skills development opportunities, including rural areas	R120 000 000	30 Sep 2020
		3.2.1. Increased SMEs participation in SETA offerings	R25 000 000	30 Sep 2020
		3.3.1. Increased access and throughput of learners to support the flow of skills to the sector	R572 443 000	30 Sep 2020
		3.4.1. Higher levels of training interventions are prioritised	R240 625 000	30 Sep 2020

8.3.3 Key Risks

The section below outlines key risks as well as risk mitigation strategies for Programme 3 by outcome.

Table 28. Key Risks and Mitigation Strategies

Outcome	Key Risk	Risk Mitigation
Supply-side partnership strengthened to promote the stock of skills into the services sector	Insufficient and irrelevant qualifications offered Insufficiency of accredited providers on intermediate and high level skills	Ensure sufficiency of relevant qualifications and accredited providers
Entrepreneurship and cooperative development for services sector supported	Lack of innovation, creativity and relevance in programme offering	Support innovation of SMMEs-related programmes
Improved stock of skills into and within the services sector	Insufficient relevant qualifications and accredited providers at required levels	Ensure sufficiency of relevant qualifications and accredited providers
Increased sector enrolment and resources ratios for high skills level	Misalignment between Services SETA offerings and industry needs	Credible research mechanism to strengthen alignment

8.4 Programme 4: Quality Assurance

The purpose of this sub-programme is to accredit skills development providers and fulfil the QCTO delegated quality assurance of learner achievements function. It supports Impact statement 4: "improve the flow of skill." Programme 4 comprises of Quality Management, Programme Development and Accreditation, and Quality Assurance of Learner Achievements.

8.4.1 Human Resources

Programme 4 has 74% staff compliment. The highest vacancy rate is the lower to middle management level.

Table 29. Programme 4: Quality Assurance – Filled and Approved Posts

Filled Posts per Job Level by Department or Function	Quality Management	Programme Development and Accreditation	Quality Assurance of Learner Achievements	TOTALS
Executive Management	0	0	0	0
Senior Management	0	0	0	0
Management	1	1	1	3
Senior Officers	17	9	1	27
Officers	7	3	1	11
Administrators	10	0	2	12
General Staff	0	0	0	0
TOTALS	35	13	5	53
Approved Posts per Job Level by Department or Function	Quality Management	Programme Development and Accreditation	Quality Assurance of Learner Achievements	TOTALS
Executive Management	0	0	0	0
Senior Management	0	1	0	1
Management	1	2	1	4
Senior Officers	25	13	1	39
Officers	4	6	1	11
Administrators	12	5	2	19
General Staff	0	0	0	0
TOTALS	42	27	5	74

% Occupancy per Job Level by Department or Function	Quality Management	Programme Development and Accreditation	Quality Assurance of Learner Achievements	TOTALS
Executive Management	0%	0%	0%	0%
Senior Management	0%	0%	0%	0%
Management	100%	50%	100%	75%
Senior Officers	68%	69%	100%	69%
Officers	175%	50%	100%	100%
Administrators	83%	0%	100%	63%
General Staff	0%	0%	0%	0%
TOTALS	83%	48%	100%	72%

8.4.2 Financial Resources

The table below presents financial resources for Programme 4 by outputs.

Table 30. Programme 4: Quality Assurance – Financial Resources

Expenditure by Programmes	Actual Expenditure		Budget (previous)	Adjusted Appropriation	Medium-term expenditure estimate							
	2016/17	2017/18			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25		
R thousand												
Qualifications												
Quality Assurance	1 889	2 217	7 313	6 949	3 670	3 780	3 969	4 088	4 211			
TOTAL	1 889	2 217	7 313	6 949	5 243	5 400	5 671	5 841	6 016			
Project Management fee included above	132	155	315	485	366	377	396	407	420			

Name of Entity	Mandate	Outputs	Current Annual Budget	Date of next evaluation
Services SETA	To support skills development in the services sector	4.1.1. Increased learner in skills development opportunities 4.2.1. Strengthen alignment between SETA qualifications and QCTO requirements	R1 573 000 R3 670 000	30 Sep 2020 30 Sep 2020

8.4.3 Key Risks

The section below outlines key risks as well as risk mitigation strategies for Programme 4 by outcome.

Table 31. Key Risks and Mitigation Strategies

Outcome	Key Risk	Risk Mitigation
Quality of learner throughput and offerings enhanced	Lack of absorption of learners into the workplace Lack of update of the Services SETA offerings	Improve external moderation function Ensure relevance of Services SETA offerings





higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SERVICE LEVEL AGREEMENT

entered into by and between

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

(hereinafter referred to as the "DHET" represented by GF Qonde, duly authorised thereto by virtue of his capacity as the Director-General),

and

Services SETA

(hereinafter referred to as "SETA" represented by Dr Maria Marinkie Madiope duly authorised thereto in his/her capacity as Accounting Authority (Chairperson)

1. PURPOSE OF THE SERVICE LEVEL AGREEMENT

This Service Level Agreement (SLA) is entered into between the above mentioned parties to agree on the targets required by the SETA in performing its statutory functions, meeting the National Skills Development Plan (NSDP) principles, outcomes and indicators in implementing its Strategic Plan (SP) and Annual Performance Plan (APP).

2. DURATION OF THE SERVICE LEVEL AGREEMENT

The SLA is entered into for the period of 01 April 2020 to 31 March 2021.

Chairperson Initials _____

3. OBLIGATIONS OF THE SETA

3.1 The SETA undertakes to:

- 3.1.1 perform its functions as required by the Skills Development Act No, 97 of 1998 as amended (SDA), Skills Development Levy Act No.9 of 1999 (SDL), Public Finance Management Act No. 1 of 1999 (PFMA), and all Related Regulations (RR), notices and guidelines promulgated currently and in the future and other related legislation;
- 3.1.2 implement the approved SP, APP, and budget;
- 3.1.3 provide adhoc reports that may from time to time be required by the Minister, Cabinet and Parliament within specified timelines;
- 3.1.4 address all findings raised by the Auditor-General South Africa (AGSA) in the previous financial year;
- 3.1.5 achieve all NSDP SLA targets, as failure to do so may result in the Department of Higher Education and Training (DHET) recommending to the Minister, implementation section 14 of the SDA, subsequently section 15;
- 3.1.6 advance economic growth, job creation and labour market development drivers through skills in current and future skills needed for development in technological advancement and digitalisation (4th Industrial Revolution);
- 3.1.7 submit Quarterly Skills Education and Training Management Information System (SETMIS) Reports and Annual Reports (AR) in accordance with National Treasury (NT), Department of Planning, Monitoring and Evaluation (DPME) and DHET requirements, including reporting on Sector funded interventions;
- 3.1.8 establish policies, processes and systems for credible research, monitoring, reporting and evaluation to support evidence based planning decisions (including the development of Sector Skills Plan (SSP), SP, APP) and operational decisions;
- 3.1.9 conduct tracer and impact evaluation studies inclusive of but not limited to determining employment (including self-employment) absorption rates of unemployed learners completing the SETA's priority occupations;
- 3.1.10 integrate in its interventions targets for women, differently-abled persons, youth, rural and other economically excluded beneficiaries;
- 3.1.11 establish a functional operational structure and staff establishment appropriate to the size of the sector, levy income and the administration budget limit thereof;
- 3.1.12 establish collaborations to implement the approved SP and APP including but not limited to partnerships with departments and public entities at all three spheres of government, inter SETA partnerships, public – private partnerships, and other organisations as permitted by the SDL Acts, RRs and the SETA Grants Policy ;
- 3.1.13 support the imperatives contained within Job Summit Agreements and the temporary employee and employer relief scheme through delivery of flexible programmes that ensure that young people are suitably prepared and skilled to fill every entry level roles, particularly where companies need to scale their operations, these may include inter alia work readiness programme, short courses (accredited or no-accredited) that allow candidates to respond to changing economy ;
- 3.1.14 support the collaboration in the establishment of public college Centres of Specialisation in partnership with employers and labour organisation.
 - 3.1.14.1 ring-fence grants annually and allocate as employers become available to take apprentices for Centres of Specialisation (CoS);

- 3.1.14.2 prioritise the allocation of grants and report to DHET on the results annually;
- 3.1.15 support the implementation of rural development programmes for women, youth and people with disability;
- 3.1.16 support the revitalisation of rural and townships to uplift local economy through skills development;
- 3.1.17 provide financial support to World Skills South Africa;
- 3.2 achieve all targets for the planning period as reflected in the table below:

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED TARGETS
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level.	• Percentage of discretionary grant budget allocated at developing high level skills	-	30%	
		• Percentage of discretionary grant budget allocated at developing intermediate skills	-	30%	
		• Percentage of discretionary grant budget allocated at developing elementary skills	-	40%	
	1.4 Identification of interventions required to improve enrolment and completion of priority occupations:	• Number of WSPs and ATRs approved for Small firms	3621	3281	
		• Number of WSPs and ATRs approved for Medium firms	200	972	
		• Number of WSPs and ATRs approved for Large firms	137	701	
		• Number of sector research agreements signed for TVET growth occupationally directed programmes	-	1	
		• Number of learners in employment (Internships, Skills programmes, Bursaries, Learnerships completed)	-	2000	
		• SETAs identify in their skills planning research, established and emergent cooperative and their skills needs	-	10	
		• SETAs through their skills planning research, identify skills needs of small and emerging enterprises	-	10	
		• Number of people to be trained on entrepreneurial skills	-	100	

Chairperson Initials 

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED TARGETS
2. Linking education and the workplace	2.1: Opening of workplace based learning opportunities increased	• Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	662	500	
		• Number of TVET students completed their work integrated learning placements.	407	397	
		• Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	1948	500	
		• Number of university students completed their Work Integrated Learning placements	618	1169	
		• Number of unemployed learners enrolled Internships	2028	1000	
		• Number of unemployed learners completed Internship	1550	1217	
		• Number of unemployed learners enrolled Skills programmes	1021	1500	
		• Number of unemployed learners completed Skills programmes	2038	1317	
		• Number of unemployed learners enrolled Learnerships programmes	13360	9000	
		• Number of unemployed learners completed Learnerships programmes	-	4810	
		• Number of unemployed learners enrolled for Candidacy programmes	210	150	
		• Number of unemployed learners completed Candidacy programmes	20	126	

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED TARGETS
3. Improving the level of skills in the South African workforce	3.1: To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.	• Number of workers enrolled in Learnerships programmes	1029	1000	
		• Number of workers completed Learnerships programmes	-	3206	
		• Number of workers granted Bursaries (new entries)	711	300	
		• Number of workers granted Bursaries (continuing)	711	200	
		• Number of workers granted Bursaries completed their studies	1333	469	
		• Number of workers enrolled Skills programmes	2195	2000	
		• Number of workers completed Skills programmes	2038	527	
		• Number of workers enrolled AET programmes	644	500	
		• Number of workers completed AET programmes	903	386	
4. Increase access to occupationally directed programmes	4.2: Increase access for Intermediate and high level skills	• Number of artisan learners enrolled	3030	500	
		• Number of artisan learners completed	579	1818	
		• Number of unemployed learners granted Bursaries (new enrollments)	3432	1500	
		• Number of unemployed learners granted Bursaries (continuing)	3432	1000	
		• Number of unemployed learners granted Bursaries completed their studies	1333	2017	
		• Number of learners enrolled RPL/ ARPL	896	500	
		• Number of learners completed RPL/ ARPL			
		• Number of TVET partnerships established	5	7	
		• Number of HEI partnerships established	3	4	
		• Number of CET partnerships established	-	4	
		• Number of SETA-Employer partnerships established	500	500	

Chairperson Initials _____



NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED TARGETS	
5. Support the growth of the public college system	5.1: Support the TVET Colleges	• Number of SETA offices established and maintained in TVET colleges	-	2		
		• Number of Centres of Specialisation supported				
		• Number of TVET Lecturers exposed to the industry through Skills Programmes	-	40		
		• Number of Managers receiving training on curriculum related studies	-	8		
		• Number of TVET colleges Lecturers awarded Bursaries	-	50		
		• TVET colleges infrastructure development (equipment/ workshops)	-	5		
	5.2 Support the CET Colleges	• Number of CET colleges lecturers awarded skills development programmes	-	10		
		• CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT)	-	3		
		• Number of Managers receiving training on curriculum related studies	-	10		
		• Number of CET learners accessing AET programmes	-	10		
	6. Skills development support for entrepreneurship and cooperative development	6.1: To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives	• Number of Co-Operatives supported with training interventions or funded	315	300	
			• Number of Small Businesses supported with training interventions or funded	547	300	
			• Number of people trained on entrepreneurship supported to start their businesses	-	100	
			• Number of CBOs/ NGOs/ NPOs supported with training interventions or funded	100	100	
7. Encourage and support worker initiated training		• Number of Federations /Trade Unions supported through the relevant skills training interventions	4	6		

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED TARGETS
8. Support career development services		• Number of Career Development Events in urban areas on occupations in high demand	-	8	
		• Number of Career Development Events in rural areas on occupations in high demand	-	10	
		• Number of Career Development Practitioners trained	-	40	
		• Number of capacity building workshops on Career Development Services initiated	-	18	
9. Governance		• Quarterly SETA Good Governance report	4	4	
10. Rural Development		• Number of Rural Development Projects initiated	7	5	

4. OBLIGATIONS OF DEPARTMENT OF HIGHER EDUCATION AND TRAINING

- 4.1 The Department undertakes to:
 - 4.1.1 consult the SETA on policy and strategic matters that may affect the functioning of the SETA;
 - 4.1.2 specify timelines for the submission of adhoc reports;
 - 4.1.3 continuously and timeously inform the SETA of any changes to legislation, regulations, policies and strategies that impact on the strategy and functions of the SETA and provide guidance for implementation;
 - 4.1.4 provide the SETA with guidance on strategic planning documents and any matter that may be requested by the SETA in relation to its functions;
 - 4.1.5 provide support to SETA where applicable in performing its functions and responsibilities;
 - 4.1.6 validate and verify the accuracy of reports submitted by SETA and provide feedback quarterly.

5. GENERAL

In-year amendments to the approved Service Level Agreement are not encouraged.

SIGNED AT Parktown ON THIS 31 DAY OF January 2020

Mpe

CHAIRPERSON (Represented by Dr Maria Marinkie Madiope who warrants that he/she is duly authorised to this agreement)

SIGNED AT ON THIS DAY OF 20

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DIRECTOR-GENERAL (Represented by GF Qonde, duly authorised thereto)

Acronyms and Abbreviations

AET-	Adult Education Training
AGSA-	Auditor-General South Africa
APP -	Annual Performance Plans
ARPL -	Artisan Recognition of Prior Learning
ATRs-	Annual Training Reports
CBO –	Community Based Organisations
CET-	Community Education and Training Colleges
CoS-	Centres of Specialisation
DG -	Director General of Higher Education and Training
DHET -	Department of Higher Education and Training
DPME-	Department of Planning, Monitoring and Evaluation
ICT-	Information Communication Technology
INDLELA-	National Development of Learnerships, Employment Skills and Labour Assessment
IR-	4th Industrial Revolution
M & R -	Sub-directorate: Monitoring and Reporting of the (SETA Performance Management) Minister - Minister of the Department of Higher Education and Training
NC (V) -	National Certificate (Vocational)
NGO –	Non-Government Organisation
NPO –	Non-Profit Organisation
NSDP-	National Skills Development Plan
NT-	National Treasury
PFMA-	Public Finance Management Act No. 1 of 1999
RPL -	Recognition of Prior Learning
RR-	Related Regulations
SDA-	Skills Development Act No, 97 of 1998 and Skills Development Levy Act No.9 of 1999
SDLA-	Skills Development Levy Act No.9 of 1999
SETA -	Sector Education and Training Authority
SLA -	Service Level Agreement
SP -	Strategic Plans
SPM -	SETA Performance Management of the DHET
SSP -	Sector Skills Plans
TR-	Treasury Regulations
TVET -	Technical and Vocational Education and Training (formerly FET)
WBLPAR-	Workplace Based Learning Programme Agreement Regulation
WIL -	Work Integrated Learning
WSPs-	Workplace Skills Plans



**PART D: TECHNICAL
INDICATOR DESCRIPTOR**

PROGRAMME 1: ADMINISTRATION

SUB-PROGRAMME 1.1: FINANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.1.1.1. No material findings on financial statements and performance information
Definition	<p>This indicator measures the Services SETA's compliance with its approved financial policies and practices; and its ability to continually improve and correct organisational implementation practices and reinforce compliance. This indicator refers to the SETA's statutory compliance, responsible management of public funds, sustainability and ability to achieve an unqualified audit and performance reporting.</p> <p>"Outcome of audit" refers to the Auditor General South Africa (AGSA) concluding that the Services SETA's financial statements and annual performance report are free from material misstatements (in other words, a clean audit opinion) and comply with applicable legislation.</p> <p>"Misstatements" refer to incorrect or omitted information in the 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</p>
Source of data	<p>Audit Report</p> <p>Computer-generated financial statements</p>
Method of calculation/ Assessment	Clean Audit Opinion as per the AGSA's Audit Report
Means of verification	Audit Report by AGSA
Assumptions	There is strict adherence to the culture of compliance with financial and performance information policies and practices
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually (Quarter 2)
Desired performance	Actual
Indicator responsibility	<p>Chief Financial Officer</p> <p>Executive Manager: Planning</p>

SUB-PROGRAMME 1.2: HUMAN RESOURCES DEVELOPMENT AND ICT SYSTEMS

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.1.1. Percentage implementation of Recruitment Plan
Definition	<p>The indicator is a skills development indicator that relates to the implementation of a process to ensure the Services SETA has a unique set of skills and abilities to take forward its mandate in an efficient and effective manner.</p> <p>“Recruitment Plan” refers to the recruitment plan as approved by the Accounting Authority of the Services SETA</p>
Source of data	Sage (HR) database
Method of calculation	Number of implemented targets as contained in the recruitment plan divide by the total number of targets multiplied by one hundred
Means of verification/ Assessment	<ul style="list-style-type: none"> • Approved organogram • Approved recruitment plan • HR report on the implementation of the recruitment plan
Assumptions	There is sufficient funding to implement the recruitment plan
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	Higher
Indicator responsibility	<p>Executive Manager: Office of the CEO</p> <p>Senior Manager: Human Resources</p>

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.1.2. Percentage of Personal Development Plans implemented
Definition	The indicator is a skills development indicator that relates to the implementation of a process to ensure the Services SETA has a unique set of skills and abilities to take forward its mandate in an efficient and effective manner. "Personal Development Plans" refers to individual professional development plan completed by staff members approved by Heads of Departments at the Services SETA
Source of data	Sage (HR) database containing staff PDPs
Method of calculation	Number of personal development plans implemented divided by the total number of personal development plans multiply by one hundred
Means of verification/ Assessment	<ul style="list-style-type: none"> • Approved personal development plans • Approved HR report on the implementation of personal development plans
Assumptions	All staff members submit personal development and interested in attending training for personal development
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • General staff • Administrators • Officers • Senior officers • Managers • Senior Managers • Executive Managers
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	60%
Indicator responsibility	Executive Manager: Office of the CEO

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.2.1. Percentage achievement against ICT Plans
Definition	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. Business Plans refers to project implementation plans by line departments of the Services SETA. Achievement against plans refers to successful integration of business plans to ICT systems
Source of data	Database of business plans
Method of calculation	Number of implemented approved departmental plans divide by the total number of approved departmental plans multiply by one hundred
Means of verification/ Assessment	<ul style="list-style-type: none"> • Approved business plans • Approved ICT report on the implementation of business plans
Assumptions	<ul style="list-style-type: none"> • All departments develop plans • ICT receives plans and integrate them
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	100%
Indicator responsibility	Executive Manager: Office of the CEO

SUB-PROGRAMME 1.3: GOVERNANCE, COMPLIANCE AND RISK MANAGEMENT

COMPONENTS	DESCRIPTIONS
Indicator title	1.3.1.1 Percentage audit and compliance action plans actioned
Definition	<p>This indicator refers to the extent to which the Services SETA complies with audit action plans to ensure good governance, and clean audit ultimately</p> <p>“Percentage of audit”: refers to the proportion of the number of audit action plans implemented by the Services SETA with applicable laws and regulations.</p> <p>“Audit Action plans”: refers to remedial actions plans developed by management to systematically address findings by internal and or external auditors. Responsible managers must demonstrate that actions have been taken to resolve audit findings identified</p> <p>“Status of Action”: based on the activities that have been put in place to mitigate the audit findings and the progress thereof</p>
Source of data	Services SETA organizational compliance monitoring framework and audit tracker Database of audit and compliance action plans
Method of calculation	Number of audit action plans actioned divide by total number of compliance action plans developed multiply by one hundred
Means of verification/ Assessment	<ul style="list-style-type: none"> • Services SETA organizational compliance monitoring framework • 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	Executive Manager: Legal Services Senior Manager: Organisational Compliance

COMPONENTS	DESCRIPTIONS
Indicator title	1.3.2.1. Percentage of risk action plans actioned
Definition	<p>This indicator tests the ability of the Services SETA to proactively identify risks, 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>“Action plans 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 risks, and evaluating risk process effectiveness throughout the organisation’s programmes</p>
Source data	Database of risk action plans
Method of calculation	Number of risk action plans actioned divide by the total number of risk action plans developed multiply by one hundred
Means of verification/ Assessment	Register of Services SETA action plans – the update of the tasks against the risk Services SETA organizational compliance monitoring framework and audit tracker
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	Chief Financial Officer Senior Manager: Risk Management

COMPONENTS	DESCRIPTIONS
Indicator title	1.3.3.1. Quarterly SETA Good Governance report
Definition	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
Data source	Database of reports from the Board Secretariat
Method of calculation	As simple count of the number of reports submitted quarterly
Means of verification/ Assessment	SETA Good Governance report
Assumptions	The Services SETA Accounting Authority meets as per calendar schedule
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	4 reports
Indicator responsibility	Board Secretary

PROGRAMME 2: SKILLS PLANNING AND DEVELOPMENT

SUB-PROGRAMME 2.1: PLANNING

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.1.1. 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 decisions-makers for quality improvements.</p> <p>"Research Studies": refers to deliberate research that assesses the processes and consequences of innovations and social policy programmes linked to skills development and entrepreneurship"</p> <p>"Conducted": referrers to research projects commissioned within the reporting period</p> <p>Evidence based: refers to approved planning documents that are based on consultation with the Services SETA management and Accounting Authority, and are informed by research</p>
Data source	Planning Department Folder on the Services SETA shared drive/ server
Method of calculation	Approved SSP, SP and APP
Means of verification/ Assessment	<p>Records of consultation as evidenced by</p> <ul style="list-style-type: none"> • consultation registers for management and board • workshop invites, agenda and presentation • research reports • Letter of approval from DHET
Assumptions	Management and the Accounting Authority members are able to attend planning sessions
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	Approved SSP, SP and APP
Indicator responsibility	Executive Manager: Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.2.1. Number of sector research agreements signed for TVET growth occupationally directed programmes
Definition	Research agreements refers to an agreement between the Services SETA and a TVET College to jointly conduct a research study to inform occupationally directed programmes. Occupationally directed programmes are learning programmes or qualifications that consists of three learning elements: (i) theory, (ii) practical and (iii) workplace learning, and are offered at TVET Colleges
Data source	Planning Department's folder in the Company shared folder/server
Method of calculation	A research report on occupationally directed programmes conducted by Services SETA and a TVET Colleges
Means of verification/ Assessment	<ul style="list-style-type: none"> • A research report • MOA between the Services ETA and a TVET College
Assumptions	TVET Colleges have the capacity and interest to embark on research in occupationally directed qualifications
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	1 (research partnership)
Indicator responsibility	Executive Manager: Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.2.2 Number of learners in employment (Internships, Skills programmes, Bursaries, Learnerships completed)
Definition	This indicator refers to the number of unemployed learners who found employment after completing a learning intervention at the Services SETA, which include Internships, Skills programmes, Bursaries, Learnerships within one year
Data source	A tracer study report/s stored in the company shared folder/ server
Method of calculation	A simple count of the number of unemployed learners who found employment within one year upon completing a learning intervention funded by the Services SETA
Means of verification/ Assessment	Number of employed learners as contained in the tracer study report
Assumptions	Majority of learners completing a learning intervention/ programme are likely to continue studying or start their own business rather than seek employment
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	2000
Indicator responsibility	Executive Manager: Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.2.3 SETAs identify in their skills planning research, established and emergent cooperatives and their skills needs
Definition	This indicator refers to the number of priority skills needs for established and emergent cooperatives identified by the Services SETA through research. Priority skills refers to top 10 skills identified by established and emergent cooperatives through research.
Data source	Planning Department folder in the company shared drive/ server
Method of calculation	A simple count of number of skills identified
Means of verification/ Assessment	List of priority skills Research report
Assumptions	Emergent and established cooperatives are clearly identifiable and are willing to participate in research
Disaggregation of beneficiaries	Emergent cooperatives Established cooperatives
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	10
Indicator responsibility	Executive Manager: Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.2.4 SETAs through their skills planning research, identify skills needs of small and emerging enterprises
Definition	This indicator refers to the number of priority skills needs for small and emerging cooperatives identified by the Services SETA through research. Priority skills refers to top 10 skills identified by small and emerging enterprises through research.
Data source	Planning Department folder in the company shared drive/ server
Method of calculation	A simple count of the number of skills identified
Means of verification/ Assessment	<ul style="list-style-type: none"> • List of priority skills for small and emerging enterprises • Research report
Assumptions	Emergent and established cooperatives are clearly identifiable and are willing to participate in research
Disaggregation of beneficiaries	Emergent cooperatives Established cooperatives
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	10
Indicator responsibility	Executive Manager: Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.1.2.5 Number of research partnerships
Definition	This indicator refers to partnerships entered into between the Services SETA and TVET Colleges or Universities to jointly conduct research in the services sector either for skills surveillance, evaluation or impact assessment
Data source	Database of research partnerships stored in Planning Department folder of the company shared drive/server
Method of calculation	A simple count of research partnerships entered into between the Services SETA and TVET Colleges or Universities
Means of verification/ Assessment	A memorandum of agreement or understanding between the Services SETA and TVET College or Universities
Assumptions	There is a sufficient budget at the Services SETA to fund such research partnerships and TVET Colleges have capacity to enter into a research partnership
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	3
Indicator responsibility	Executive Manager: Planning

SUB-PROGRAMME 2.2: MANDATORY GRANTS

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1.1. Number of employers submitting approved WSP/ATR
Definition	<p>This indicator refers to the total number of levy-paying Services SETA constituent employers that submit Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs); that were provided with technical support. The SETA Grant Regulations Regarding published 3 December 2012 provided for a change in due date to mandatory grant application from 30 June 30 April effective 2014. The regulations further provide for an extension of up to a maximum of one month from the due date subject to written request and Accounting Authority approval</p> <p>“Levy paying employers”: Employers with 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>“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>“ATR”: in terms of the Grant Regulations employers are expected to submit the training report against the training plan of the previous years, along with the WSP</p>
Data source	Mandatory Grant Division database
Method of calculation	A simple count of levy-paying employers on the list of companies that have submitted WSP/ATRs
Means of verification/ Assessment	A list of companies that submitted WSP/ATRs Attendance register of company representatives who took part in capacitation workshops
Assumptions	Most employers who are by law required to submit WSP/ATRs do so
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Small • Medium • Large
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	<ul style="list-style-type: none"> • Small – 3 821 • Medium – 972 • Large – 701
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1.2. Number of SETA employer partnerships
Definition	This indicator refers to employers who have entered into partnerships with the Services SETA for the purpose of skills development. Partnership can take the form grants award or placement of learners
Data source	Database of employers partnerships generated by the Un-funded learning intervention department
Method of calculation	A simple count of employers that have formed partnership with the Services SETA
Means of verification/ Assessment	<ul style="list-style-type: none"> • Memorandum of agreement • Letter of award
Assumptions	Employers are willing and able to form partnership with the Services SETA
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	500
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1.3. Number of interventions required to improve enrolment and completion of priority occupations
Definition	This indicator refers to measures which the Services SETA undertakes to ensure that improvement in the enrolment and completion of priority occupations. Interventions could include awareness campaigns and stakeholder engagements
Data source	Database of employers agreeing to place learners at their workplace kept by LIPC department
Method of calculation	A simple of count of the number of interventions in place
Means of verification/ Assessment	<ul style="list-style-type: none"> MOA between the Services SETA and Employers or service providers
Assumptions	Employers are willing to place learners at their workplaces
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	5
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1.4. Number of workplace opportunities identified
Definition	This indicator refers to measures which the Services SETA undertakes to workplace opportunities for learners to enable them to complete their qualifications. Interventions could include agreements with employers to provide working place opportunities for learning
Data source	Database of employers agreeing to place learners at their workplace kept by LIPC department
Method of calculation	A simple of count of the number of agreements in place
Means of verification/ Assessment	<ul style="list-style-type: none"> MOA between the Services SETA and Employers or service providers
Assumptions	Employers are willing to place learners at their workplaces
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	30
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1.5. Number of occupations identified for required occupations in the workplace
Definition	This indicator refers to occupational qualifications that have been identified to promote workplace learning. Occupational qualifications requires theory, partial and workplace learning
Data source	Database of qualifications kept by Quality Management department
Method of calculation	A simple count of the number of occupational qualifications
Means of verification/ Assessment	<ul style="list-style-type: none"> A list of occupational qualifications approved by QCTO
Assumptions	There is sufficient participation by stakeholders in the development of qualifications
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	10
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1.6. Number of identified occupations for (Small, Medium and Larger firms) addressed
Definition	This indicator refers to skills needs of SME to address growth and sustainability of the industry. Skills needs are identified through research. Occupations are aligned to skills.
Data source	Database of occupations kept by Planning Department
Method of calculation	A simple of count of occupations identified
Means of verification/ Assessment	<ul style="list-style-type: none"> A list of occupations for SMEs contained in research reports
Assumptions	There is sufficient participation of the industry in research
Disaggregation of beneficiaries	Small enterprises Medium enterprises
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	10
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.2.1 Number of trade unions and federations supported
Definition	This indicator refers to the number of trade unions and federations supported by the Services SETA, as prescribed by the DHET SLA requirements
Data source	Database of trade unions and federations generated by LICP Department
Method of calculation	A simple count of the number of trade unions and federations supported
Means of verification/ Assessment	List of trade unions and federations supported
Assumptions	Trade unions are willing to participate in Services SETA programmes
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Trade unions • Federations
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Trade unions – 4 • Federations – 2
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.2.2 Number of industry-funded learners Entered
Definition	The indicator refers to the total number of employed learners entered for Learnerships not funded by the Services SETA: Unfunded refers to learnerships that are funded by industry. Employed learners refers to learners who are employed by the employer party to the learnership at the time of contracting with the employer. Entered refers to learners who are successfully registered with the Services SETA as enrolled by employers. Learnerships is a structured learning intervention which includes theoretical and practical workplace experiential learning over a period of at least 12 months and leads to an occupationally related qualification registered on the NQF
Data source	Database of industry-funded learners generated by Un-funded Learning Intervention Department
Method of calculation	A simple count of learners enrolled in learnerships by employers
Means of verification/ Assessment	<ul style="list-style-type: none"> • This is supported at operational level by: • Learner Registration Template on LMIS; • Electronic (scanned in on LMIS) Learnership Registration Forms and/or Learnership Agreement; • Electronic (scanned in on LMIS) Certified ID copies of learners; • Electronic (scanned in on LMIS) Certified copies of highest qualification; Electronic (scanned in on LMIS) Proof of employment
Assumptions	Employers are willing to pay for development of skills for their workforce and apply for recognition from the Services SETA for the purpose of tax credits
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Male • Female • African • White • Coloured • Indians
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	550
Indicator responsibility	Executive Manager: Core Business

SUB-PROGRAMME 2.3: STAKEHOLDER RELATIONS

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.1.1. Number of stakeholder engagements
Definition	This indicator measures support provided to key subsector stakeholders through capacity development; information sharing; and technical support. Engagements refers to consultation meetings and workshops; information sharing sessions; guidance or technical support sessions; training and / or capacity building workshops held with key sub-sector 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
Data source	Databased generated by Planning Department, Chambers
Method of calculation	The performance score would be a calculated by a simple count of the number of Key Subsector 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 and content of engagements Attendance records and reports
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	120
Indicator responsibility	Executive Manager: Planning

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.2.1. Number of career exhibitions
Definition	This indicator measures the number of career guidance events supported by the Services SETA provincial offices, in urban and rural areas, in pursuit of promoting sector qualifications and provide career and vocational guidance.
Data source	Database generated by Stakeholder Relations Management Department
Method of calculation	A simple count of the number of career guidance events hosted in urban and rural areas
Means of verification/ Assessment	<ul style="list-style-type: none"> List of career guidance events hosted Attendance registers Event evaluation reports
Assumptions	There is sufficient money in the Services SETA to cover costs related to career exhibitions
Disaggregation of beneficiaries	<ul style="list-style-type: none"> Urban Rural
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Urban – 8 Rural – 10
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.2.2. Number of Career Development Practitioners trained
Definition	This indicator refers to the number of career development practitioners based in urban and rural schools and TVET Colleges who are trained by the Services SETA-funded interventions on career development
Data source	Database generated by Stakeholder Relations Management Department
Method of calculation	A simple count of the number of career practitioners trained as a result of Services SETA intervention
Means of verification/ Assessment	<ul style="list-style-type: none"> Attendance registers Certificates of award
Assumptions	Teachers and TVET College lecturers are willing to participate in the programme
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	40
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.2.3. Number of capacity building workshops on Career Development Services initiated
Definition	This indicator refers to workshops conducted in urban and rural areas to raise awareness on career development services offered at the Service SETA, other SETAs and DHET
Data source	Database generated by Stakeholder Relations Management Department
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 register
Assumptions	Learners are willing to attend career development workshops
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Youth • Male • Female
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	18
Indicator responsibility	Executive Manager: Core Business

PROGRAMME 3: LEARNING PROGRAMMES

SUB-PROGRAMME 3.1: SPECIAL PROJECTS

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.1. Number of partnerships with institutions of higher learning
Definition	<p>The indicator refers to the total number of University and TVET College partnerships established through formal agreements between Services SETA and the relevant colleges within a financial year</p> <p>NSDS III encourages strong partnerships between employers, public education institutions (TVET Colleges, Universities and Universities of Technology), private training providers and SETAs.</p> <p>“Partnerships”: are regarded as formal written agreement between the Services SETA and institutions of higher learning to share and contribute financial and/or non-financial resources, including grant funding in order to facilitate post-school education and training interventions.</p> <p>“TVET”: mean public Technical, Vocational, Education and Training colleges – previously referred to as public institutions of Further Education and Training (FET)</p> <p>“CET”: mean community education and training colleges</p>
Data source	Database generated by Special Projects Office
Method of calculation	<ul style="list-style-type: none"> Simple count of all signed Offer Letters or; Memorandum of Understandings or Agreements between the Services SETA and institutions of higher learning
Means of verification/ Assessment	<ul style="list-style-type: none"> Signed Offer Letter of Intention to the intended partner with a University, TVET or CET Signed MOUs between the Services SETA and the University, TVET or CET
Assumptions	Universities, TVET Colleges and CETs are willing to partner with the Services SETA and there are enough funds to support such partnerships
Disaggregation of beneficiaries	Universities TVET Colleges CETs
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Universities – 4 TVET Colleges – 7 CETs – 4
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.2 Number of SETA offices established and maintained in TVET colleges
Definition	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
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of the number of offices established at any of the 57 TVET Colleges in South Africa
Means of verification/ Assessment	A list of number of offices established at TVET Colleges
Assumptions	TVET Colleges are willing to host Services SETA staff and have space available
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	2
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.3. Number of TVET Lecturers exposed to the industry through Skills Programmes
Definition	This indicator refers to the number of TVET lecturers who, never had exposure to the industry, that have been exposed to the services industry, either by organised short visits or placement in the industry for a specified time
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of TVET lecturers exposed to the industry
Means of verification/ Assessment	A letter confirming exposure of lecturers to the industry signed by an industry representative
Assumptions	TVET lecturers are able to take time off their normal duties in order to be exposed to the industry and industry employers cooperate fully with the Services SETA and TVET Colleges' management
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	40
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.4. Number of TVET College Managers receiving training on curriculum related studies
Definition	This indicator refers to the TVET College Managers' who have been trained on the development of the curriculum, especially for occupationally directed programmes
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of TVET Managers who have received training
Means of verification/ Assessment	<ul style="list-style-type: none"> • A register of Managers who have undergone training on curriculum development • Curriculum content
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	8
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.5. Number of TVET colleges Lecturers awarded Bursaries
Definition	This indicator refers to bursaries awarded to TVET College lecturers to further their studies in occupationally directed qualifications within a financial year
Data source	Database generated by Special Projects Office
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"> • This is supported at operational level by: • Bursary Agreement Form; • Proof of registration; • Certified ID copies of all learners; • Certified copies of highest qualifications attained; • Proof of employment; and/or affidavit
Assumptions	TVET lecturers are interested in 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: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.6. TVET colleges infrastructure development (equipment/workshops)
Definition	This indicator refers to the support provided to TVET Colleges in the form of providing equipment/ renovation of buildings or workshops as agreed to between the Services SETA and a concerned college
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of colleges supported with equipment/ renovation or workshops
Means of verification/ Assessment	<ul style="list-style-type: none"> • Memorandum of Agreement • Workshop attendance registers • Acknowledgement letter of equipment received
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	5
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.7. Number of CET Lecturers awarded skills development programmes
Definition	This indicator refers to skills development funding awarded to TVET College lecturers to further their studies in occupationally directed qualifications within a financial year
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of CET lecturers who participated in skills development programmes awarded bursaries by the Services SETA
Means of verification/ Assessment	This is supported at operational level by: <ul style="list-style-type: none"> • Learner Registration Template; • Learner Registration Forms; • Certified ID copies of all learners; • Proof of employment; and/or affidavit
Assumptions	CET lecturers are willing, and able, to participate in skills programmes
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	10
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.8. CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT)
Definition	This indicator refers to the support provided to CETs in the form of providing equipment/ workshops/ connectivity/ ICT as agreed to between the Services SETA and a concerned college
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of CET colleges supported with the equipment/ workshops/ connectivity/ ICT
Means of verification/ Assessment	<ul style="list-style-type: none"> • Memorandum of Agreement • Workshop attendance registers • Acknowledgement letter of equipment received
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	3
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.9. Number of CET college Managers receiving training on curriculum related studies
Definition	This indicator refers to managers of TVET Colleges who have received training on curriculum development facilitated or funded by the Services SETA within a financial year
Data source	Database generated by Special Projects Office
Method of calculation	A simple count of TVET College managers who have received training on curriculum development within a financial year
Means of verification/ Assessment	Offer letters Contract of engagement Proof of employment or affidavit
Assumptions	TVET 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	10
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.10. Number of CET learners accessing AET programmes
Definition	The indicator refers to the total number of learners based at CETs entered on Services SETA-funded AET programmes within the financial year
Data source	Database generated by Special Projects Office
Method of calculation	Simple count of learners entered into AET learning interventions, as reported in the SQMR
Means of verification/ Assessment	This is supported at operational level by: <ul style="list-style-type: none"> • Learner Registration Forms; • Learner Registration Template; • Certified ID copies of all learners;
Assumptions	There is sufficient funding to award study grants for AET learners based at CETs
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	10
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.11. Number of rural development projects
Definition	This indicator refers to projects aimed at addressing the backlog of services to remote areas of South Africa in order to meet the transformation imperatives of Government. Development projects include various training interventions that are carried out at the discretion of the Accounting Authority of the Services SETA to address identified needs in specific provinces. Stats SA in its definition as in Census 1996 definitions defines 'rural' as: "Village/settlement without local authority and which is not situated within a tribal area and with formal and semi-formal dwellings such as houses, huts, rondavels."; or "semi-town"
Data source	Database generated by Special Projects Office
Method of calculation	The performance score would be calculated by a simple count of the number of signed development plans
Means of verification/ Assessment	List of rural development projects currently active
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	5
Indicator responsibility	Executive Manager: OCEO

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1.12. Number of skills development centres/ infrastructure
Definition	<p>This indicator refers to projects aimed strengthening higher education infrastructure in order to bolster access to skills development. This will be achieved by supporting existing skills development centres or building new ones</p> <p>Skills development centres refers to buildings dedicated to training for skills development</p>
Data source	Database kept by IDFM department
Method of calculation	A simple count of skills development centres
Means of verification/ Assessment	<p>SCM documents</p> <p>MOA between the Services SETA and Skills Development Centres' representatives</p>
Assumptions	Services SETA has sufficient funds to support skills development centres
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	5
Indicator responsibility	Executive Manager: OCEO

SUB-PROGRAMME 3.2: ENTREPRENEURSHIP AND COOPERATIVE DEVELOPMENT INITIATIVE

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.1.1. Number of Co-operatives and SME supported with training intervention or funded
Definition	The indicator refers to the total number of cooperatives supported by Services SETA, as prescribed by the DHET SLA requirements. Support provided may include funding/ training/workshops/ short skills/ mentorship/ incubation/ online training
Data source	Database generated by ECDi
Method of calculation	<ul style="list-style-type: none"> • By counting the numbers of cooperatives that have obtained support from the Services SETA • By counting the numbers of NGOs that have obtained support from the Services SETA
Means of verification/ Assessment	<ul style="list-style-type: none"> • Attendance registers • A list of co-operatives supported
Assumptions	Cooperatives and NGOs are willing and able to participate in Services SETA interventions
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Cooperatives • NGOs
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Cooperatives – 300 NGOs – 300
Indicator responsibility	Executive Manager: ECDi

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.1.2. Number of people trained on entrepreneurial skills
Definition	This indicator refers to skills development programmes provided to entrepreneurs in the services sector. Skills development interventions may include mentorship/ short programme/ learnerships/ internships/ online training
Data source	Database generated by ECDi
Method of calculation	A simple count of entrepreneurs trained
Means of verification/ Assessment	A list of trained entrepreneurs Offer letters
Assumptions	Entrepreneurs are willing and able to participate in Services SETA entrepreneurship development training
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	100
Indicator responsibility	Executive Manager: ECDi

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.1.3. Number of CBOs/NGOs/ NPOs supported with training intervention or funded
Definition	The indicator refers to the total number of CBOs/NGOs/ NPOs supported by Services SETA, as prescribed by the DHET SLA requirements. Support may include Business Management; Mentoring and Coaching and Technical training.
Data source	Database generated by ECDi
Method of calculation	<ul style="list-style-type: none"> By counting the numbers of NGOs that have obtained support from the Services SETA
Means of verification/ Assessment	<ul style="list-style-type: none"> Attendance registers Database of CBOs/NGOs/ NPOs supported
Assumptions	CBOs/NGOs/ NPOs are willing and able to participate in Services SETA skills training initiatives
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	100
Indicator responsibility	Executive Manager: ECDi

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.1.4. Number of people trained on entrepreneurships supported to start their businesses
Definition	The indicator refers to the total number of entrepreneurs trained by the Services SETA that have received support from the Services SETA to start their own businesses
Data source	Database generated by ECDi
Method of calculation	<ul style="list-style-type: none"> By counting the numbers of entrepreneurs supported by the Services SETA to start their own businesses
Means of verification/ Assessment	<ul style="list-style-type: none"> Attendance registers Database of entrepreneurs supported
Assumptions	Services SETA has sufficient funds to support entrepreneurs to start their businesses
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	100
Indicator responsibility	Executive Manager: ECDi

SUB-PROGRAMME 3.3: LEARNING INTERVENTIONS

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.1. Number of Learnership Entered
Definition	The indicator refers to the total number of employed and unemployed learners entered for Learnerships on Services SETA-funded programmes
Data source	Database generated by LIPC Department
Method of calculation	<ul style="list-style-type: none"> • Simple count of employed learners entered in the Services SETA-funded Learnerships, as reported in the SQMR. • Simple count of unemployed learners entered in all Services SETA -funded Learnerships, as reported in the SQMR
Means of verification/ Assessment	<p>This is supported at operational level by:</p> <ul style="list-style-type: none"> • Learner Registration Template; • Learnership Registration Forms and/or Learnership Agreement; • Certified ID copies of learners; • Certified copies of highest qualification; • Proof of employment (employed learners); and/or affidavit • Discretionary grant contracts with entities.
Assumptions	Services SETA receives adequate response to call for proposals from training providers and TVET Colleges
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Unemployed • Employed
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 12 371 • Employed – 1000
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.2. Number of Learnership Completions
Definition	The indicator refers to the total number of employed and unemployed learners completing learning interventions at the end of Services SETA-funded programmes within the project life cycle.
Data source	Database generated by LIPC Department
Method of calculation	<ul style="list-style-type: none"> Count of the total number of employed learners recorded as having completed their Learnership, as reported in the SQMR. Count of the total number of unemployed learners recorded as having completed their Learnership, as reported in the SQMR.
Means of verification/ Assessment	<p>This is supported at operational level by verification of learner achievements from QMD or other relevant quality assurance bodies:</p> <ul style="list-style-type: none"> Certificates and/or Statements of results
Assumptions	Learners remain in learning programmes until completion
Disaggregation of beneficiaries	<ul style="list-style-type: none"> Unemployed Employed
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Unemployed – 17 928 Employed – 9 056
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.3. Number of Bursaries Entered
Definition	The indicator refers to the total number of employed and unemployed learners entered on Services SETA-funded bursary programmes within the financial year
Data source	Database generated by LIPC Department
Method of calculation	<ul style="list-style-type: none"> • Simple count of employed learners entered in the Services SETA-funded learning intervention as a bursary recipient, as reported in the SQMR • Simple count of unemployed learners entered in the Services SETA-funded learning intervention as a bursary recipient, as reported in the SQMR
Means of verification/ Assessment	<p>This is supported at operational level by:</p> <ul style="list-style-type: none"> • Bursary Agreement Form; • Proof of registration; • Certified ID copies of all learners; • Certified copies of highest qualifications attained; • Proof of employment; and/or affidavit • Discretionary grant contracts with entities.
Assumptions	There is sufficient number of learners in services sector related qualifications seeking funding at TVET Colleges and Universities
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Unemployed New • Unemployed Continuing • Employed New • Employed Continuing
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed New – 1 500 • Unemployed Continuing – 1 000 • Worker New – 300 • Worker Continuing – 200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.4. Number of Bursaries Completion
Definition	The indicator refers to the total number of employed and unemployed learners completing the learning intervention at the end of Services SETA-funded programmes within the financial year
Data source	Database generated by LIPC Department
Method of calculation	<ul style="list-style-type: none"> Count of total number of employed learners who have completed their bursary funded learning programmes, as reported in the SQMR. Count of total number of unemployed learners who have completed their bursary funded learning programmes, as reported in the SQMR
Means of verification/ Assessment	<p>This is supported at operational level by verification of learner achievements from the Bursary Department or other relevant quality assurance bodies:</p> <ul style="list-style-type: none"> Certificates and/or Statements of results
Assumptions	Learners pass their respective years of study
Disaggregation of beneficiaries	<ul style="list-style-type: none"> Unemployed Worker
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarter
Desired performance	<ul style="list-style-type: none"> Unemployed – 2 017 Worker - 469
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.5. Number of RPL Entered
Definition	The total number of learners who entered Services SETA-funded processes for the Recognition of Prior Learning.
Data source	Database generated by LIPC Department
Method of calculation	Simple count of learners entered in the Services SETA-funded learning intervention processes for the Recognition of Prior Learning, as reported in the SQMR
Means of verification/ Assessment	This is supported at the operational level by: <ul style="list-style-type: none"> • Learner enrolment forms; • Learner application forms; • Certified ID copies of all learners; • Certified copies of highest qualifications attained; • Employment letter; and • Discretionary grant contracts with entities.
Assumptions	There are sufficient learners wishing to enrol for RPL in the services sector
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	500
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.6. Number of RPL/ARPL Completions
Definition	The total number of learners who are certificated on Services SETA-funded processes for the Recognition of Prior Learning
Data source	Database generated by LIPC Department
Method of calculation	Simple count of learners who have been assessed and issued with an RPL certificate, as reported in the SQMR
Means of verification/ Assessment	This is supported at operational level by verification of learner achievements from QMD or other relevant quality assurance bodies: <ul style="list-style-type: none"> • Certificates and/or • Statements of results Trade test results
Assumptions	Learners complete their RPL programmes
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	300
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.7. Number of AET Entered
Definition	The indicator refers to the total number of learners entered on the Services SETA-funded AET programme within the financial year
Data source	Database generated by LIPC Department
Method of calculation	Simple count of learners entered into AET learning interventions, as reported in the SQMR
Means of verification/ Assessment	This is supported at operational level by: <ul style="list-style-type: none"> • Learner Registration Forms; • Learner Registration Template; • Certified ID copies of all learners
Assumptions	There are sufficient funds to award AET grants
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	500
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.8. Number of AET Completions
Definition	The indicator refers to the total number of AET learners who completed Services SETA-funded AET programmes within the financial year
Data source	Database generated by LIPC Department
Method of calculation	Count of the total number of learners who have completed an AET programme, as reported in the SQMR
Means of verification/ Assessment	This is supported at operational level by verification of learner achievements from QMD or other relevant quality assurance bodies: <ul style="list-style-type: none"> • Certificates and/or • Statements of results
Assumptions	Learners complete their AET programmes
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	386
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.9. Number of Candidacy Entered
Definition	<p>The indicator refers to the total number of candidates enrolled on a Services SETA-funded Candidacy programmes within the financial year</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 council or body. The candidate must be a full time or contract employee, whose company is a member of, or who is an individual member of a professional council/body</p> <p>“Entered” refers to learners captured and verified by the Services SETA on LMIS</p> <p>“SETA-funded programmes” refers to learning interventions funded by the Services SETA through the Discretionary Grants Funds.</p>
Data source	<p>Candidate Registration Forms and relevant accompanying documents as per the application form:</p> <ul style="list-style-type: none"> • Learner Agreement • Certified copy of ID • Certified copies of highest qualifications • Proof of employment • Signed POPI declaration • Proof of address • Commencement letters • Database generated by LIPC Department
Method of calculation	Simple count of graduates entered into Candidacy learning interventions, as reported in SETMIS
Means of verification/ Assessment	<p>Candidate Registration Forms and relevant accompanying documents as per the application form:</p> <ul style="list-style-type: none"> • Candidacy agreement • Certified copy of ID • Certified copies of highest qualifications • Proof of employment • Medical Certificate required only for technical trades
Assumptions	There are sufficient learners willing to participate in candidacy programmes in the services sector
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	150
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.10. Number of Candidacy Completions
Definition	<p>The indicator refers to the total number of candidates who completed Services SETA-funded Candidacy programmes within the financial year</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 council or body. The candidate must be a full time or contract employee, whose company is a member of, or who is an individual member of a professional council/body in real estate.</p> <p>“Completed” refers to candidates who have been assessed as competent after the completion of their candidacy programme, and have been awarded a formal professional designation.</p> <p>“SETA-funded programmes” refers to learning interventions funded by the Services SETA through the Discretionary Grants Funds.</p>
Data source	Database generated by LIPC Department
Method of calculation	Count of the total number of professionals who have completed a Candidacy programme, as reported in SETMIS.
Means of verification/ Assessment	<p>This is supported at operational level by verification of candidate achievements by the relevant quality assurance bodies:</p> <ul style="list-style-type: none"> • Learner Agreement • Certified copy of ID • Certified copies of highest qualifications • Proof of employment/ Signed contract between candidate and employer • Signed POPI declaration • Proof of address • Certificates and /or • Statements of results • Commencement letters
Assumptions	Learners complete their candidacy programmes successfully
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	126
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.11. Number of Internships Placement Entered
Definition	<p>The indicator refers to the total number of interns who requires workplace experience to achieve their Services SETA-funded programmes</p> <p>“Entered” refers to learners captured and verified by the Services SETA on the learner registration template, post verification processes.</p> <p>“TVET Student Placements”: students who graduated from a Technical and Vocational Education Training college, who have been placed to work within a work environment to attain workplace experience for a period of 12 months.</p> <p>“UNIVERSITIES Student Placements”: students who graduated from a Higher Education and Training Institution, who have been placed to work within a work environment to attain workplace experience for a period of 12 months.</p> <p>“Internships entered (workplace experience)” refers to an 18 month workplace experience programme designed for candidates who have already completed the N6 National Diploma that is relevant for N6 National Diploma.</p> <p>“SETA-funded programmes” refers to learning interventions funded by the Services SETA through the Discretionary Grants Funds.</p>
Data source	Database generated by LIPC Department
Method of calculation	Count of the total number of internship recorded as entered and reported in the SQMR
Means of verification/ Assessment	<p>This is supported at operational level by:</p> <ul style="list-style-type: none"> • Learner Registration Template; • Learner Registration Forms; • Certified ID copies of learners; • Certified copies of highest qualifications attained; • Proof of employment; and/or affidavit • Discretionary grant contracts with entities.
Assumptions	Services SETA has sufficient funds to place learners in internship programmes
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Unemployed • TVET placement • HEIs placement
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 1 060 • TVET placement – 638 • HEIs placement – 982
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.12. Number of Internships Placement Completion
Definition	The indicator refers to the total number of unemployed interns, TVET placement and HEIs placement who have achieved workplace experience to achieve their Services SETA-funded programmes
Data source	Database generated by LIPC Department
Method of calculation	Count of total number of learners who have completed an internship programme, as reported in the SQMR
Means of verification/ Assessment	Project Close Out Report
Assumptions	Interns stay the duration of the contract
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Unemployed • TVET placement • HEIs placement
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Unemployed – 2 172 • TVET placement – 384 • HEIs placement – 2 407
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.13. Number of Skills Programmes Entered
Definition	The indicator refers to the total number of employed and unemployed learners entered for skills programmes on Services SETA-funded programmes
Data source	Database generated by LIPC Department
Method of calculation	<ul style="list-style-type: none"> Count of the total number of employed learners recorded as entered, and reported in the SQMR Count of the total number of unemployed learners recorded as entered, and reported in the SQMR
Means of verification/ Assessment	<p>This is supported at operational level by:</p> <ul style="list-style-type: none"> Learner Registration Template; Learner Registration Forms; Certified ID copies of all learners; Proof of employment; and/or affidavit Discretionary grant contracts with entities.
Assumptions	The Services SETA has sufficient funds
Disaggregation of beneficiaries	<ul style="list-style-type: none"> Unemployed Worker
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Unemployed – 2 156 Worker – 1 500
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.14. Number of Skills Programmes Completions
Definition	The indicator refers to the total number of employed learners who receive a statement of results for skills programmes on Services SETA-funded programmes
Data source	Database generated by LIPC Department
Method of calculation	<ul style="list-style-type: none"> Count of total number of employed learners who have completed a skills programme, as reported in the SQMR Count of total number of unemployed learners who have completed a skills programme, as reported in the SQMR
Means of verification/ Assessment	This is supported at operational level by: Statement of results
Assumptions	Learners stay on the programme until completion
Disaggregation of beneficiaries	<ul style="list-style-type: none"> Unemployed Worker
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> Unemployed – 1 061 Worker – 1 317
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.15. Number of Artisans Entered
Definition	The number of apprenticeships entered refers to candidates who are enrolled 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 for the purpose of obtaining a trade test certificate
Data source	Database generated by LIPC Department
Method of calculation	Simple count of apprenticeship learners entered and reported in the SQMR
Means of verification/ Assessment	Learner Registration Forms and relevant accompanying documents as per the application form: LP04 Trade Test Learner agreement TT application Certified copy of learner ID Certified copy of learner ID Certified copy of highest qualification Certified copy of highest qualification – minimum grade 9 Employment contract Evidence of workplace experience or Statement of results from Trade Test Centre (ARPL)
Assumptions	Services SETA has sufficient funds
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	515
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1.16. Number of Artisans Completions
Definition	The number of artisans completed refers to learners who have completed the trade test / integrated summative assessment
Data source	Database generated by LIPC Department
Method of calculation	Simple count of the number of artisan learners who have successfully completed an external integrated summative assessment (Trade Test), as reported in the SQMR
Means of verification/ Assessment	Trade test results / Trade test report / QCTO Certificate
Assumptions	Learners remain on the programme until they complete
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	1 826
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.4.1.1. Percentage of levy resources allocated to intermediate level
Definition	This indicator measures the extent to which the Services SETA allocates funding for elementary, intermediate and higher levels. The NSDP places a greater emphasis on higher levels of training to promote transformation and stimulate economic growth
Data source	Database generated by LIPC Department
Method of calculation	Total amount of spend on learning interventions divided by the amount spend on elementary level of training multiply by one hundred Total amount of spend on learning interventions divided by the amount spend on intermediate level of training multiply by one hundred Total amount of spend on learning interventions divided by the amount spend on higher level of training multiply by one hundred
Means of verification/ Assessment	Commitment schedule Learner contracts Letters of award
Assumptions	The Services SETA has sufficient qualifications at higher level and accredited training providers to train at higher level
Disaggregation of beneficiaries	<ul style="list-style-type: none"> • Elementary level • Intermediate level • Higher level
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	<ul style="list-style-type: none"> • Elementary level – 40% • Intermediate level – 30% • Higher level – 30%
Indicator responsibility	Executive Manager: Core Business

PROGRAMME 4: QUALITY ASSURANCE

COMPONENTS	DESCRIPTIONS
Indicator title	4.1.1.1. Percentage increase in number of learners receiving certificates/SOR
Definition	This indicator refers to increase in the number of certificate or statements of results issued by the Services SETA to competent learners within a specified time of 90 days
Data source	Database generated by LIPC Department
Method of calculation	Number of certificates or statement of results issued within 90 days divided by the total number of certificates or statement of results issued within 90 days multiply by one hundred
Means of verification/ Assessment	<ul style="list-style-type: none"> • Certificates • Statement of results
Assumptions	Services providers provide supporting documentation in good time
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	100%
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	4.1.1.2. Number of qualifications developed or aligned to the priority skills
Definition	This indicator refers to the services sector related qualifications that have been developed in line with, or aligned to, the QCTO occupational qualifications framework
Data source	Database generated by LIPC Department
Method of calculation	A simple count of qualifications that have been aligned to QCTO occupational framework A simple count of qualifications that have been developed in line with QCTO occupational framework
Means of verification/ Assessment	A list of: <ul style="list-style-type: none"> • Qualifications that have been aligned to QCTO occupational framework • Qualifications that have been developed in line with QCTO occupational framework
Assumptions	There is sufficient capacity within the services sector to develop or align qualifications in line with QCT occupational qualifications framework
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	5
Indicator responsibility	Executive Manager: Core Business

