SERVICES SETA

DEVELOP & GROW

ANNUAL PERFORMACE PLAN

2024 – 2025

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**SERVICES SECTOR EDUCATION
AND TRAINING AUTHORITY**

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**REAL ESTATE &
RELATED SERVICES**

VISION

A flourishing services sector that creates economic growth and inclusive opportunities for all South Africans.

MISSION

Facilitation of quality skills development for employment and entrepreneurship in the services sector, for national economic growth.

VALUES

1. Accountability
2. Innovation
3. Integrity
4. Professionalism
5. Responsiveness

Foreword by the Minister

DR BE NZIMANDE
Minister of Higher Education, Science and Innovation

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

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

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

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this, are our transformational and developmental imperatives which include amongst others: class, gender, race, geography, and youth, which must be reflected at all material times in our SETA interventions. The Ministry of Higher Education, Science, and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills, and Health, and the following medium-term outcomes have been identified:

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

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

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

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

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation

of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10,000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

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

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

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

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

DR BE NZIMANDE, MP
Executive Authority of Higher Education, Science, and Innovation
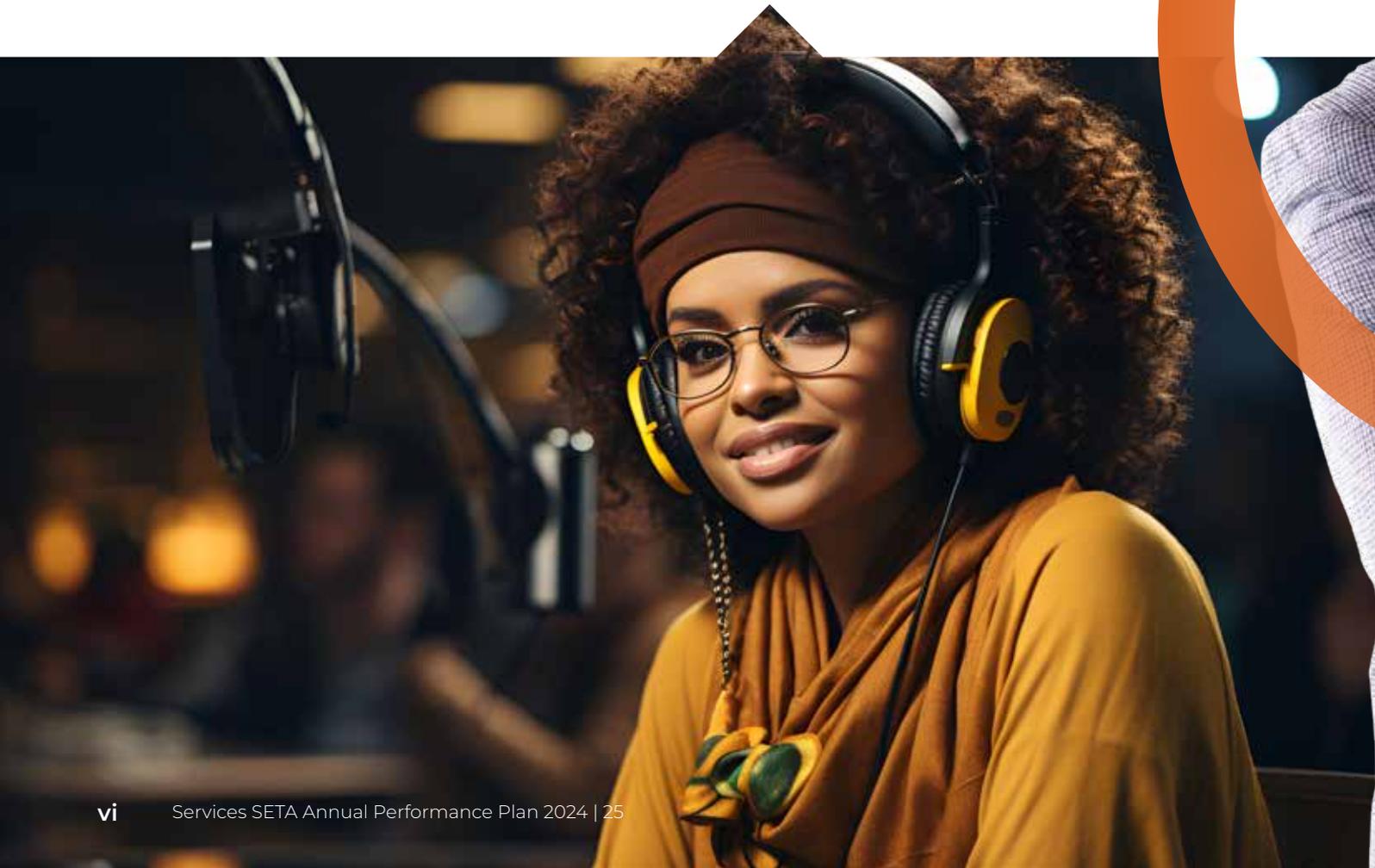
Accounting Authority Statement

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

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

Specifically, this APP update has been calibrated to respond directly to the current government's focus areas as articulated in the NDP, NSDP 2030, ERRP and ERRSS. This will be addressed in conjunction with strong alignment with the Sector Skills Plan's (SSP) hard-to-fill vacancies, skills gaps, priority occupations and ERRSS priority skills to address the mismatch between skills supply and demand. The Services SETA will endeavour to contribute immensely to the transformation initiatives by prioritising interventions that will develop women, youth, and people living with disabilities.
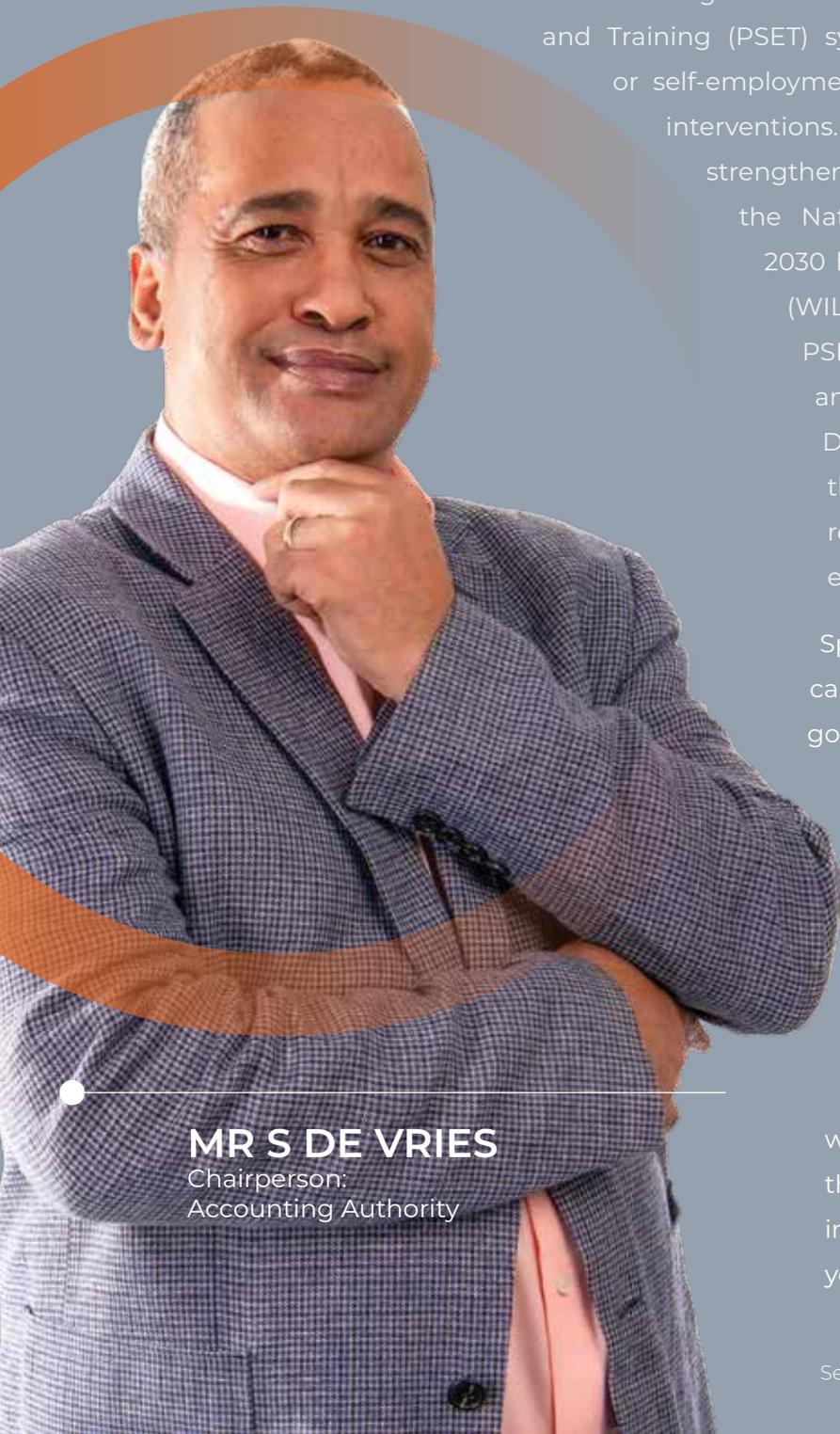
MR S DE VRIES
Chairperson:
Accounting Authority

Partnerships with employers and labour will be strengthened in this pursuit.

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

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

We will continue with our flagship programme of expanding access to skills development opportunities by establishing skills development centres, focusing on rural areas. The remainder of this term will focus on operationalising the six skills development centres completed thus far. We will appoint a mediator to advise of a sustainable and effective way of operationalising these skills development centres to ensure they continue operating without the Services SETA.

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

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

MR STEPHEN DE VRIES
Chairperson: Accounting Authority

Accounting Officer Statement

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

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

To date, 78 occupational qualifications have been developed and registered with the QCTO. The critical, eminent task is to ensure sufficient implementation

of these qualifications. Some of these new occupational qualifications will be piloted in collaboration with TVET colleges and employers. We will also prioritise TVET college placements to support the State of the Nation Address (SONA) commitments made by His Excellency the President that the Department of Higher Education and Training shall place 10,000 TVET graduates. To realise this goal, we have devised measures to strengthen partnerships with employers to facilitate learner work placement, a vital component of the occupational-level curriculum.

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

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

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

MR ANDILE SIPENGANE
Acting Chief Executive Officer

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

› Was developed by the management of the Services SETA under the guidance of Mr Stephen De Vries, the Chairperson of the Services SETA Accounting Authority;

› Considers all relevant policies, legislation, and other mandates for which the Services SETA is responsible; and

› Accurately reflects the outcomes and outputs which the Services SETA will endeavour to achieve within available funding for the 2024/25 financial year.

Mr Andile Sipengane

Executive Manager: Strategic Partnerships and Collaborations

Ms Liesel Köstlich

Executive Manager: Core Business

Mr Sibusiso Dhladhla

Executive Manager: Corporate Services

Mr Tsheola Matsebe

Chief Financial Officer
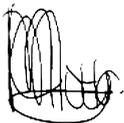
Ms Mamabele Motla

Executive Manager: Strategy & Planning

Mr Andile Sipengane

Acting Chief Executive Officer

Approved by:

Mr Stephen De Vries

Chairperson: Accounting Authority

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4IR	Fourth Industrial Revolution	DPME	Department for Planning, Monitoring and Evaluation
AA	Accounting Authority	DQP	Development Quality Partner
AET	Adult Education and Training	dti	Department of Trade and Industry
AFS	Annual Financial Statements	ECD	Entrepreneurship and Cooperate Development
AGSA	Auditor-General South Africa	EM	Executive Management / Executive Manager
AGM	Annual General Meeting		
APP	Annual Performance Plan	EME	Exempted Micro Enterprises
APR	Annual Performance Report	ENE	Estimates of National Expenditure
ARPL	Artisan Recognition of Prior Learning	ERRP	Economic Reconstruction and Recovery Plan
ATR	Annual Training Report		
AQP	Assurance Quality Partner	ERRSP	Economic Reconstruction and Recovery Skills Plan
B-BBEE	Broad-Based Black Economic Empowerment	GBV	Gender-Based Violence
		GDP	Gross Domestic Product
BCP	Business Continuity Plan	HEI	Higher Education Institution
BUSA	Business Unity South Africa	HR	Human Resources
CET	Community Education and Training colleges	HRD	Human Resource Development
		HRM&D	Human Resources Management and Development
CEO	Chief Executive Officer		
CFO	Chief Financial Officer	ICT	Information and Communications Technologies
COIDA	Compensation for Occupational Injuries and Diseases Act		
		LMIS	Learner Management Information System
COVID-19	Corona Virus Disease		
CPD	Continuing Professional Development	LPE	Levy Paying Employer
		M&E	Monitoring and Evaluation
CRM	Customer Relationship Management	MG	Mandatory Grants
DG	Discretionary Grants	MoA	Memorandum of Agreement
DHET	Department of Higher Education and Training		

MoU	Memorandum of Understanding	RPL	Recognition of Prior Learning
MPLS	Multiprotocol Label Switching	SARS	South African Revenue Services
MTEF	Medium Term Expenditure Framework	SAQA	South African Qualifications Authority
MTSF	Medium Term Strategic Framework	SDA	Skills Development Act
NAMB	National Artisan Moderation Policy	SDLA	Skills Development Levies Act
NDP	National Development Plan	SDP	Skills Development Providers
NEDLAC	National Economic Development and Labour Council	SEDA	Small Enterprise Development Agency
NEET	Not in Education, Employment or Training	SETA	Sector Education and Training Authority
NGP	New Growth Path	SETMIS	Sector Education and Training Management Information System
NLPE	Non-Levy Paying Employer	SIC	Standard Industrial Classification
NPPSET	National Plan for Post-School Education and Training	SLA	Service Level Agreement
NQF	National Qualifications Framework	SME	Small- and Micro-sized Enterprises
NSA	National Skills Authority	SMME	Small- Medium- and Micro-sized Enterprises
NSFAS	National Student Financial Aid Scheme	SOE	State-Owned Enterprise
NSDP	National Skills Development Plan	SoNA	State of the Nation Address
NSDS	National Skills Development Strategy	SOPPI	Standard Operating Procedure for Phylogenetic Inference
NSF	National Skills Fund	SoR	Statement of Results
OD	Organisational Design	SP	Strategic Plan
OQ	Occupational Qualifications	SSP	Sector Skills Plan
PESTEL	Political, Economic, Social, Technological, Legal, and Environment	SWOT	Strengths, Weaknesses, Opportunities and Threats
PFMA	Public Finance Management Act 1 of 1999	TVET	Technical Vocational Education and Training
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programmes	WBL	Workplace-Based Learning
		WIL	Work Integrated Learning
POPI	Protection of Personal Information	WPPSET	White Paper on Post-School Education and Training
PSET	Post-School Education and Training	WSP	Workplace Skills Plan
QCTO	Quality Council for Trade and Occupations	YES	Youth Employment Scheme

PART A

OUR MANDATE

OUR MANDATE

1. UPDATES ON THE RELEVANT LEGISLATIVE AND POLICY MANDATES

1.1. Relevant Legislative and Policies Mandate

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

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

2.1. Institutional Policies

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

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

› Delegation of Authority and Approval Framework;

› Discretionary Grants;

› Supply Chain Management, Human Resource;

› Organisational Compliance and Enterprise Risk Management;

› Research, Planning, Monitoring, Evaluation and Reporting;

› Qualifications Development and Maintenance; and

› Human Resources Development and Management.

Management initially develops and oversees these policies, with the governing body reviewing and finally approving them. Operationally, these policies are supported by Standard Operating Procedures (SOP) per critical function covered in each policy, such as verification & reporting and research SOP.

2.2. A Responsive Strategy

To guide the Services SETA to realise its mandate, the management, under the guidance of the AA, has devised *"A Responsiveness Strategy"*. The Strategy is informed by Management and AA considerations, meaning from their respective strategic sessions. The Management held a strategic session on 30-31 June 2023, with the AA holding its strategic session on 26-27 October 2023. Deliberations, especially Action Plans from these strategic sessions, have been instrumental in shaping the current update of the Annual Performance Plan. Below, we outline key elements of the strategy, and full discussions will be provided under the *"Internal Situational Analysis"* section.

Table 1: Responsive Strategy

Strategic Pillars	Description	Progress Key Action Plans
Organisational Performance	Drive organisational performance to deliver effectively on NSDP 2030 and mandate and ensure responsiveness to sector skills needs as informed by ongoing labour market research, sector skills plan, strategic plan, and annual performance plan.	› Services SETA performance increased from 40%, and 80% to 84% in 2020/21, 2021/22 and 2022/23, respectively. › Two programmes achieved 100% performance against pre-determined goals. › This performance will be facilitated by a series of recent allocations approved by the Accounting Authority. › Measures have been put in place to tackle data integrity concerns that negatively affected audit outcomes on predetermined objectives – performance information.
Finance	Strive for effective use of resources to ensure financial sustainability to meet the mandate through improvement of financial controls and effective implementation and monitoring of commitments.	› Services SETA's economic health has improved significantly with a positive balance in revenue. › Of particular concern is the adverse audit outcome from the Auditor-General South Africa (AGSA). This stemmed largely from the commitment register compiled as far as 2017/18. Significant progress has been made in managing this challenge. › An audit action plan has been put in place to monitor and mitigate organisational findings found within Annual Financial Statements (commitments) and performance information (reliability).
Business Processes, including systems	Improve and align business processes to ensure efficiencies in delivering the Services SETA's strategic goals and enhance ICT infrastructure and systems, including integrating systems and platforms to optimise operational efficiencies.	› During the 2021/22 year, the ICT Department rolled out its strategy underpinned by the Tri-Modal Philosophy supporting the Services SETA's 2019-22 MTSF. › In line with the approved ICT Strategy, the Tri- Modal Philosophy has resulted in close to 10 focused interventions that ICT implemented. › This progress assisted Services SETA in increasing its overall performance and improving financial controls.
People	Our people are central to the desired performance. The SETA aims to invest in the capabilities of employees to drive a culture of continuous personal development and high performance.	› A key focus of this strategy has been to capacitate the Services SETA staff, create a conducive working environment, and support staff to cope with current economic challenges. › The Organisational Design Project launched in 2022/23 is nearing completion. › The project aims to review the organisational design of the Services SETA in line with the NSDP 2030 and take stock of human resources (HR) requirements and current capacity. › This exercise's critical human resources-related objective is functional job descriptions, job grading, skills audit and staff placement. This will go a long way in improving staff morale.

Strategic Pillars	Description	Progress Key Action Plans
Stakeholder Relationship	A healthy working relationship is critical to the success of the Services SETA. The Services SETA will continue to build, strengthen, and maintain good relationships with its internal and external stakeholders.	› The Services SETA embarked on aggressive stakeholder relationship management campaigns. The primary focus is on attracting and retaining top levy payers to ensure their full participation in Services SETA programmes to increase the reach of skills development opportunities. › A series of online engagements with Chief Executive Officers (CEOs) of top levy payers were held to foster closer collaboration. › Several workshops were facilitated with qualifying entities to provide technical support regarding the submission of Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) – resulting in a modest increase in submission rates. › Two stakeholder satisfaction studies, including learner tracer studies, were conducted to gauge the mood level of key stakeholders and devise responsive strategies.
Governance	Risk management and organisational compliance are critical governance functions. The Services SETA strives to promote good governance by early detection of strategic risks and treatment thereof. Improved organisational compliance will ensure adherence to critical legislative prescripts.	› Effective oversight by the Accounting Authority has resulted in improvements. › Since its establishment, the Accounting Authority has provided consistent oversight over the affairs of the Services SETA and guidance on its strategic direction. › The Board is fully functional, as demonstrated by the frequency of the scheduled meetings and the meeting attendance rate by members. › In the last three financial years, the AA held three successful strategic sessions to review and inform the Sector Skills Plan (SSP), the Strategic Plan (SP) and the APP.

3. UPDATES TO RELEVANT COURT RULINGS

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

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

PART B

OUR STRATEGIC FOCUS

DEVELOP AND GROW

OUR STRATEGIC FOCUS

1. UPDATED SITUATIONAL ANALYSIS

1.1. EXTERNAL ENVIRONMENT ANALYSIS

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

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

1.1.1. PESTEL Analysis

In addition to considering major change drivers for skills demand and supply for the services sector, detailed PESTEL and SWOT analysis were conducted. These trends have informed the development of strategic goals and objectives to steer the Services SETA on its path to deliver on its mandate.

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

Table 2: PESTEL Analysis

Politics	Economic
› Legislative mandate – Skills Development Act, Skills Development Levies Act (SDLA), the Constitution. › Policy mandate – MTSF (2019-2024), NDP, NSDP 2030, White Paper on Post-School Education and Training (WP-PSET). › Transition from historical to occupational qualifications. › Increased role of Community Education and Training Colleges (CET), TVET, and Higher Education Institutions (HEI) in skills development provisioning.	› High costs of living. › Incessant load shedding. › Low growth of Gross Domestic Product (GDP) impacting on skills levies revenue. › Increase in business rescue and international benchmark/standards. › Alignment of skills development interventions to support the ERRP. › Green economy – relevant training interventions to meet skills demand.

Social	Technology
› High level of unemployment at the national level. › Cumulative decline in employment rates in the services sector in the last two years. › Access to WIL for TVET graduates. › Ailing education and health systems. › High levels of social problems, i.e., poverty, crime, Gender Based Violence (GBV), substance abuse, and teenage pregnancy. › Disproportionate access to learning: infrastructure and geographical spread. › Collaboration and partnerships with other public entities may broaden access.	› Need to regularly update skills and re-train for the workforce replaced by technology. › 4IR presents opportunities for new businesses. › Cyber security and related digital skills. › Disproportionate access to learning: devices and data. › Low and variable speed/ bandwidth. › Opportunity to create a more equal society. › Online and open education opportunities created.
Environment	**Legislation**
› Climate change – impact on business operations – eco-friendly, the adaptation of environment legislation. › Environmental preservation – reduce carbon emissions – appropriate skills. › Climate change creates opportunities for entrepreneurship and innovation. › Environmental, social, and (corporate) governance.	› Labour Relations Act – basic conditions of employment; National Minimum Wage Act. › Compensation for Occupational Injuries and Diseases Act (COIDA). › Protection of Private Information. › Broad-Based Black Economic Empowerment (B-BBEE). › National Treasury legislation and regulations impede public-private partnerships.

1.2. INTERNAL ENVIRONMENT ANALYSIS

1.2.1. SWOT Analysis

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

Table 3: SWOT Analysis

Strengths	Weaknesses
› Stable leadership and governance. › Committed stakeholders and employees. › Research capacity to guide towards relevance. › Investment in research to improve evidence-based planning with industry. › Strong brand – highly regarded by key stakeholders. › Enjoy legislative mandate to implement skills development; and › Regular performance monitoring and evaluation of impact to ensure alignment with the mandate.	› Integration of systems and business processes; › Inadequate delivery model – resulting in the slow implementation of learning interventions; › Centralisation of services and operations; › Ageing commitments with multi-year implementation; › Expired historical qualifications and transition to occupational qualifications, identification, and capacity to supply; and › Funding and implementation of occupational qualifications may result in a reduction in the number of learners enrolled.

Opportunities	Threats
› Organisational design to ensure alignment of organisational structure, skills, and business processes with strategic objectives of the NSDP 2030 policy; › Improvement in automation of core business and support processes through system development, with partial deployment; › Improvement in system functionality and integration requiring deployment, training and skills transfer to embed usage; › Strong focus and presence in entrepreneurship and cooperative development; and › Alignment of services sector skills in demand/ needs with the implementation of the annual performance plan to ensure supply of critical, prioritised, and hard-to-fill vacancies and decentralisation of services to reach remote areas.	› Negative audit outcomes. › BUSA court judgement – impact on available discretionary grants. › High number of small and informal sectors – resulting in low revenue and participation in skills development. › Employers and public higher institutions lack support to implement occupational qualifications. › Low rate of participation by employers in workplace training through WSP/ATR. › Decline in employment rates in the services sector in the last two years. › Increasing costs of living; and › Incessant load shedding.

1.2.2. Compliance with B-BBEE

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

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

The Services SETA considers B-BBEE and transformation vital in achieving its mission. The Services SETA is being measured on the Generic Specialised Scorecard as gazetted by the Department of Trade and Industry (dti). One of the critical avenues through which B-BBEE is pursued is through preferential procurement. Preferential procurement measurement is ba-

sed on suppliers awarded via the tender or request for quotation processes. The Services SETA procures goods and services from Exempted Micro Enterprises (EMEs), enterprises that are 51% owned by black people and 30% enterprises owned by black women. In addition, the SETA received bonus points for procuring from Designated Group Suppliers that are at least 51% Black-owned, based on the B-BBEE recognition level.

Services SETA has invested in a Supplier Development initiative aimed at assisting all Small-Medium- and Micro-sized Enterprises (SMME) discretionary grantees in successfully completing allocated projects. The initiative entails a comprehensive project management offering administered by a reputable service provider. The enterprise development approach is intended to feed into the value chain. This programme is aimed at assisting SMMEs with the entire accreditation process. This intervention entails accreditation workshops and skills programmes in line with business support. It assists SMMEs with uploading the documents in the Learning Intervention and Monitoring System for accreditation, which is a desktop evaluation.

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

Table 4. Services SETA and Transformation

Learning Intervention	Enrolment 2022/23		Employed		Unemployed		Female		Black		Youth		Rural	
Adult Education & Training	450	(100%)	450	(100%)	0	(0%)	279	(62%)	420	(93%)	219	(49%)	30	(7%)
Artisans	1,036	(100%)	0	(0%)	1,036	(100%)	522	(50%)	937	(90%)	1,009	(97%)	0	(100%)
Bursaries	1,808	(100%)	354	(20%)	1,454	(80%)	1,282	(71%)	1,632	(90%)	1,568	(87%)	707	(39%)
Candidacy	157	(100%)	0	(0%)	157	(100%)	102	(65%)	147	(94%)	99	(63%)	17	(11%)
Learnership	6,736	(100%)	1,019	(15%)	5,717	(85%)	4,738	(70%)	6,274	(93%)	5,918	(88%)	1,087	(16%)
Recognition of Prior Learning	190	(100%)	0	(0%)	190	(100%)	114	(60%)	188	(99%)	101	(53%)	0	(0%)
Skills Programme	6,656	(100%)	4,025	(60%)	2,631	(40%)	4,529	(68%)	6,117	(92%)	4,185	(63%)	568	(9%)
TVET Placemwent (NATED)	1,016	(100%)	0	(0%)	1,016	(100%)	797	(78%)	1,014	(100%)		(100%)	0	(0%)
Unemployed Internships [NC(V)]	503	(100%)	0	(0%)	503	(100%)	454	(90%)	503	(100%)	474	(94%)	0	(0%)
University Placement	560	(100%)	0	(0%)	560	(100%)	379	(68%)	515	(92%)	491	(88%)	0	(0%)
TOTAL	**19,112**		**5,848 (31%)**		**13,264 (69%)**		**13,196 (69%)**		**17,747 (93%)**		**15,044 (79%)**		**2,409 (13%)**	

Source: Services SETA Annual Report, 2022

1.2.3. Transformation imperatives

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

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

1.2.4. Priority interventions for skills supply

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

A. THE SERVICES SETA IDENTIFIED FIVE CRITICAL AREAS FOR INTERVENTIONS TO PROMOTE SKILLS DEVELOPMENT IN THE SECTOR IN THE SHORT-TO-MEDIUM TERM:

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

   › 78 Qualifications developed;

   › 20 learnerships;

   › 10 skills programmes registered; and

   › 36 registered by QCTO & SAQA.

2. Implementing skills development initiatives in line with the industry skills needs, the SSP and ERRP with a specific bias to digital and contact centre skills. Implementation of related occupations is monitored quarterly. Achievement ranges between 20% and 40% every quarter.

3. A focus on Work-Integrated Learning (WIL) and Workplace-Based Learning (WBL) Interventions in close collaboration with industry role players to create "workplace training places". The Services SETA has developed partnerships with no less than 200 employers to form an active partnership that facilitates the placement of learners at the workplaces or uptake of Services SETA's offerings by large employers. More than 200 TVET/University graduates will benefit from this intervention in 2023/24, which is expected to increase in 2024/25.

4. Integration of Application Systems and Business Optimisation to support the implementation of learning interventions, including project monitoring, external moderation, and certification. The current Services SETA website provides an interactive platform with external stakeholders. The planned rollout of the Customer Relationship Management (CRM) system to improve interaction with all stakeholders.

5. Strengthen Collaboration across the Post School Education and Training (PSET) ecosystems, including Inter-SETA partnerships, to ensure an effective response to priority interventions aligned to the ERRP. The SETA has initiated partnerships with more than 40 TVET/CET colleges to foster collaboration and build capacity for supply across the PSET system.

B. SERVICES SECTOR SKILLS PLAN (SSP) PRIORITIES AND IMPLEMENTATION PROGRESS MADE

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

   Collaboration with SETAs, Wits Business School and the Small Enterprise Development Agency (SEDA) in the previous financial year highlighted the need to extend collaboration to support the development and growth of the Small- and Micro-sized Enterprises (SME) sector. For this reason, the Services SETA will deepen this approach to include other SETAs that are currently not part of the collective.

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

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

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

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

The Services SETA, working with the industry and the QCTO, are developing assessment instruments and training tools. 78 occupational qualifications have been developed, with 36 registered with the South African Qualifications Authority (SAQA) and about 20 learnerships and skills programmes registered.

4. **Strengthen alignment between industry needs and Services SETA supply through research, implementation, and structured Monitoring and Evaluation (M&E)**

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

› **Skills Forecasting Model:** A model of services SETA sectors is a model to forecast future skills needs.

› **The Employer Interview:** A focused study reliant on industry participation collecting the latest skills needs from the industry.

› **Learner Tracer Study:** A tracer study was conducted, delving into the impact of training on the industry and its alignment with industry needs.

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

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

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

Services SETA has a Research and Impact Assessment unit responsible for the M&E

framework and its implementation. A preliminary organisational-wide M&E framework was developed and will be ready for board implementation after extensive internal consultation.

1.2.5. Progress report against Responsive Strategy Pillars underpinning Performance

A thorough reflection of the organisational performance and the set goals triggered a need for a focused strategy to drive performance. The strategy addresses operational and skills-related challenges that hamper performance. Internal considerations include **organisational performance, finance, business processes, systems, people, stakeholder relationships, and governance.** Progress achieved against this strategy is outlined below.

A. ORGANISATIONAL PERFORMANCE

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

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

Our concerted efforts to build the capacity of supply within the PSET system resulted in 5 Centres of Specialisations supported, 12 TVET and 5 CET colleges supported with infrastructure requirements and more than 155 TVET and CET managers and lectures supported with either bursary or skills development opportunities and capacity development opportunities for practitioners. This intervention is critical in ensuring articulation across the PSET system. Collaboration between the Services SETA and TVET, CET Colleges and Universities will ensure programme and quality alignment, thereby facilitating vertical articulation. For a long time, the challenge has been the recognition of SETA qualifications by higher education institutions. The lack of collaboration between these role players has been a major hindrance. This initiative by the Services SETA is aimed at closing this gap.

Capacity of supply was further strengthened with more than 78 new qualifications developed/aligned to the occupational qualifications framework of the QCTO. A monthly average of 76 accreditation applications were

processed, and 90% of external moderations concluded in time, resulting in 84% of certificates or statements of results issued on time. These achievements were supported by research-generated, evidence-based decision-making processes, with eight research studies initiated and five concluded.

B. FINANCE

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

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

The Services SETA received a qualified audit opinion during the 2022/23 financial year. There has been noticeable progress in financial and performance information management. Audit matters raised in previous years were classified into Financial Statements (various areas), Predetermined Objectives, and Compliance with Legislation. The basis for the audit finding was the commitment register and misstatement of performance for some of Programme 3: Learning Programmes. In

response to this challenge, the management held an audit reflection session with their entire leadership to (i) sensitise the management about the factors contributing to an adverse audit outcome and (ii) develop a clear action plan. The action plans coming from this meeting include the establishment of a:

i. **Rapid response team** that focuses on systems-related solutions to address audit findings, such as data integrity and integration;

ii. **Human resources team** whose focus is the capacitation of internal staff and external stakeholders on system and data requirements for reporting accuracy and completeness; and

iii. **Prior-prior year enrolment team** whose task is to clean up data from previous financial years, which may no longer be aligned with current reporting requirements.

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

C. BUSINESS PROCESSES, INCLUDING SYSTEMS

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

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

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

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

Reviewing and aligning organisational business processes is a strategic focus area following the completed business optimisation process.

D. PEOPLE

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

E. STAKEHOLDER RELATIONSHIPS

The Services SETA embarked on an aggressive stakeholder relationship management campaign. A primary focus is on attracting and retaining top levy payers to ensure their full participation in Services SETA programmes to increase the reach of skills development opportunities. A series of online engagements with CEOs of top levy payers were held to foster closer collaboration. Several workshops were facilitated with qualifying entities to provide technical support regarding the submission of WSP/ATRs. This has resulted in more than 400 new entities submitting WSP/ATRs.

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

Furthermore, Services SETA conducted two stakeholder satisfaction surveys, including a learner tracer study. These studies aimed to solicit key stakeholders' views and perceptions about the Services SETA's service offering and devising responsive strategies. Key lessons have been gained and incorporated into this strategy and operational plans.

F. GOVERNANCE

Effective oversight by the AA has resulted in improvements. Since its establishment, the AA has provided consistent oversight over the Services SETA's affairs and guidance on its

strategic direction, as highlighted above. The Board is fully functional, as demonstrated by the frequency of the scheduled meetings and the meeting attendance rate by members. Six sub-committees have been duly established to complement the work of the board: Audit Committee, Finance Committee, Governance, Risk and Strategy Committee, Human Resources and Remuneration Committee, Transformation Committee, and the Executive Committee of the Accounting Authority. In addition, six Chamber Committees have been established. Similarly, the functionality of these committees is very effective, as illustrated by the frequency of meetings and attendance rates.

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

1.2.6. Services SETA Organisational Structure and Staffing

The organogram below reflects the Governance Structures and Management Committee comprising Executives and Senior Management. The Management structure is well constituted. Senior Management positions across core business functions are fully occupied.

Figure 1. Strategic Partnerships and Collaborations[1]
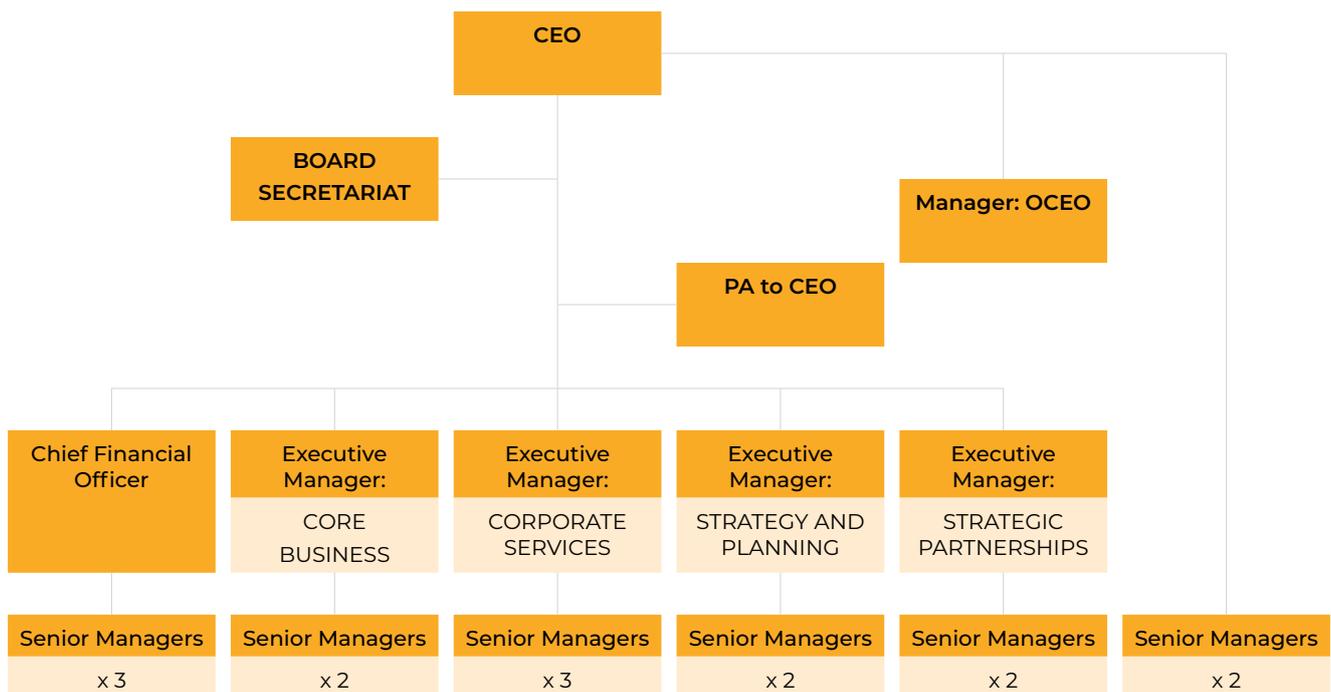
As the figure above illustrates, the Services SETA is reasonably well staffed against the approved organisational structure of at least 61% capacity. The economic and revenue environment discussed above casts serious doubt on the Services SETA's possibility of fully placing staff according to the organogram. Concerning human resources per programme to support the delivery of the Services SETA strategic goals, reference should be made to the analysis done per programme below: Programme 1 to Programme 4.

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[1]   This organogram will be updated once the Organisational Design (OD) project is complete.

PART C

MEASURING OUR PERFORMANCE

DEVELOP AND GROW

MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

1.1. Programme 1: Administration

1.1.1. Purpose

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

1.1.2. Description of the Programme

The programme comprises the following sub-programmes:

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

1.1.3. Outcomes, outputs, performance indicators and targets

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

1.1.3.1. Outcome, Output, Performance Indicator and Targets

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

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

1.1.3.2. Indicators, Annual and Quarterly Targets

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

Output Indicator (Annual & Quarterly Targets)	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-Programme: 1.4. Communications & Marketing								
1.4.1. Number of stakeholder engagements	180	Continued	Cumulative	Quarterly	45	90	45	-
Sub-Programme: 1.5. Risk & Compliance								
1.5.1. Percentage of audit and compliance action plans actioned	100%	Continued	Non-Cumulative	Quarterly	100%	100%	100%	100%
1.5.2. Percentage of risk action plans actioned	100%	Continued	Non-Cumulative	Quarterly	100%	100%	100%	100%
Sub-Programme: 1.6. Governance								
1.6.1. Quarterly Good Governance Report	4	Continued	Cumulative	Quarterly	1	1	1	1

1.1.4. Programme Resource Considerations

FINANCIAL RESOURCES

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

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Board Secretariat Services	R 9,001	R 9,333	R 9,915	R 10,775	R 16,420	R 13,700	R 14,111	R 14,534	R 14,970
CEO	R 73	R 692	R 1,215	R 5,205	R 10,600	R 13,200	R 13,596	R 14,004	R 13,424
Communication Marketing	R 1,943	R 2,890	R 3,647	R 3,005	R 17,636	R 18,080	R 18,622	R 19,181	R 19,757
Compliance & Enterprise Risk Management	R 0	R 0	R 62	R 85	R 2,080	R 2,080	R 2,141	R 2,206	R 2,272
Legal	R 3,057	R 2,562	R 2,000	R 3,000	R 3,000	R 3,050	R 3,142	R 3,236	R 3,333
Finance	R 54,973	R 39,560	R 44,685	R 39,460	R 44,620	R 44,661	R 43,001	R 41,300	R 41,539
Human Resources	R 62,361	R 90,039	R 109,050	R 113,581	R 187,951	R 193,008	R 196,857	R 200,763	R 204,660
Information Technology	R 27,935	R 32,129	R 31,816	R 36,533	R 44,870	R 49,605	R 51,093	R 52,626	R 53,205
Facilities Management	R 13,425	R 17,196	R 19,196	R 21,830	R 34,288	R 37,220	R 38,337	R 39,487	R 40,671
Internal Audit	R 387	R 2,188	R 2,460	R 2,500	R 2,500	R 3,000	R 3,090	R 3,183	R 3,278
Core Business Cluster	R 0	R 1,135	R 302	R 393	R 660	R 5,260	R 5,418	R 5,580	R 5,748
Transformation	R	R 105	R 2	R 305	R 300	R 2,100	R 2,163	R 2,228	R 2,295
Strategic Partnerships	R	R	R 10	R 313	R 360	R 150	R 155	R 159	R 164
Planning	R 2	R 0	R 39	R 320	R 780	R 830	R 855	R 881	R 907
Records Management	R 857	R 1,621	R 1,431	R 3,000	R 3,400	R 6,025	R 6,206	R 6,392	R 6,584
TOTAL	R 174,014	R 199,450	R 225,830	R 240,305	R 369,465	R 391,969	R 398,787	R 405,760	R 412,807

HUMAN RESOURCES

Programme 1: Administration[2]	
Positions	Filled Posts per Job Level by Programme
Executive Management (EM)	3
Senior Management	7
Management	14
Senior Officers	18
Officers	11
Administrators	22
General	17
TOTALS	92

1.2. Programme 2: Skills Development and Planning

1.2.1. Purpose

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

1.2.2. Description of the Programme

This programme consists of the following sub-programmes:

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

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[2] The Programme has the following executives: CEO, EM: Corporate Services, Chief Financial Officer (CFO), EM: Strategy & Planning, EM: Strategic Partnerships & Collaborations

1.2.3. Outcomes, outputs, performance indicators and targets

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

1.2.3.1. Outcome, Output, Performance Indicator and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
2. Enhanced mechanism for effective skills planning through collaborative research and partnerships	Sub-Programme: 2.1. Strategy & Planning								
	2.1. Strategy & Planning	2.1.1. Evidence-based SSP, SP and APP	Approved SSP, SP and APP (FY 21/22 strategic plans)	Approved SSP, SP and APP (FY 22/23 strategic plans)	Approved SSP, SP and APP (FY 23/24 strategic plans)	Approved SSP, SP and APP (FY 24/25 strategic plans)	Approved SSP, SP and APP (FY 25/26 strategic plans)	Approved SSP, SP and APP (FY 26/27 strategic plans)	Approved SSP, SP and APP (FY 27/28 strategic plans)
	Sub-Programme: 2.2. Research, planning, monitoring, and reporting								
	2.2. Research, planning, monitoring, and reporting	2.2.1. Number of sector research partnerships for TVET growth occupationally directed programmes	2	2	2	3	3	3	3
		2.2.2. Number of learners who completed learning programmes absorbed into employment or self-employment	25,799	9,235	6,678	500	1,000	1,500	2,000
		2.2.3. Percentage of discretionary grants allocated at different skill levels	100%	100%	100%	100%	100%	100%	100%
		High-level skills	3%	17%	17%	20%	15%	15%	15%

			Annual Targets						
Outcome	Output	Output Indicator	Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		Intermediate level skills	*40%*	*40%*	*52%*	*30%*	*60%*	*55%*	*55%*
		Elementary level skills	*57%*	*43%*	*31%*	*50%*	*25%*	*30%*	*30%*
		**Sub-programme: 2.3. Mandatory Grant**							
	2.3. Increased number of employers participating in SETA programmes	2.3.1. Number of WSPs and ATRs approved	3,925	4,560	4,016	3,929	4,047	4,249	4,462
		Number of WSPs and ATRs approved for Small firms	*2,606*	*3,081*	*2,641*	*2,563*	*2,640*	*2,772*	*2,911*
		Number of WSPs and ATRs approved for Medium firms	*772*	*870*	*783*	*792*	*815*	*856*	*899*
		Number of WSPs and ATRs approved forLarge firms	*547*	*609*	*592*	*574*	*592*	*621*	*652*
		2.3.2 Number of SETA-Employer partnerships established	507	649	267	570	600	630	660
		**Sub-programme: 2.4. Stakeholder Relations, Marketing and Communications, Provincial Operations and Chamber Operations**							
	2.4. Promote access to skills development opportunities, including rural areas	2.4.1. Number of career development practitioners trained	-	20	40	40	40	40	40
		2.4.2. Number of Career Development Events in rural/ urban areas on occupations in high demand	18	19	49	18	25	35	35
		Urban		*9*	*27*	*8*	*10*	*15*	*15*
		Rural		*10*	*22*	*10*	*15*	*20*	*20*

			Annual Targets						
Outcome	Output	Output Indicator	Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		2.4.3. Number of capacity-building workshops on career development services initiated	-	9	18	20	20	20	20
		2.4.4. Number of HEI/TVET/CET Partnerships established	-	8	21	14	9	9	9
		Number of TVET partnerships established	-	*2*	*11*	*7*	*5*	*5*	*5*
		Number of HEI partnerships established		*3*	*6*	*3*	*2*	*2*	*2*
		Number of CET partnerships established		*3*	*4*	*4*	*2*	*2*	*2*
		2.4.5. Number of SETA offices established and maintained in TVET colleges	-	-	-	1	1	1	1
		2.4.6. Number of Federations/ Trade unions supported through the relevant skills training interventions	4	9	7	5	6	6	6

1.2.3.2. Indicators, Annual and Quarterly Targets

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

Sub-programme: 2.3. Mandatory Grant								
Output Indicator (Annual & Quarterly Targets)	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
2.3.1. Number of WSPs and ATRs approved	4,047	Continued	Cumulative	Quarterly	-	406	2,427	1,214
Number of WSPs and ATRs approved for small firms	*2,640*					*264*	*1,584*	*792*
Number of WSPs and ATRs approved for medium firms	*815*					*82*	*488*	*245*
Number of WSPs and ATRs approved for large firms	*592*					*60*	*355*	*177*
2.3.2. Number of SETA-employer partnerships established	600	Continued	Cumulative	Quarterly	150	180	180	90
Sub-programme: 2.4. Stakeholder Relations, Marketing and Communications, Provincial Operations and Chamber Operations								
2.4.1. Number of career development practitioners trained	40	Continued	Cumulative	Quarterly	10	15	15	-
2.4.2. Number of career development events in rural areas on occupations in high demand	25	Continued	Cumulative	Quarterly	5	10	10	
Urban	*10*				*2*	*4*	*4*	*-*
Rural	*15*				*3*	*6*	*6*	
2.4.3. Number of capacity-building workshops on Career Development Services initiated	20	Continued	Cumulative	Quarterly	5	7	8	-
2.4.4. Number of HEI/TVET/CET partnerships established	9	Continued	Cumulative	Quarterly	1	4	4	
Number of TVET partnerships established	*5*				*1*	*2*	*2*	
Number of HEI partnerships established	*2*				*-*	*1*	*1*	
Number of CET partnerships established	*2*				*-*	*1*	*1*	
2.4.5. Number of SETA offices established and maintained in TVET colleges	1	Continued	Cumulative	Quarterly	-	1	-	-
2.4.6. Number of federations/trade unions supported through the relevant skills training interventions	6	Continued	Cumulative	Quarterly	1	3	2	-

1.2.4. Programme resource considerations

FINANCIAL RESOURCES

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

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Research studies	R 0	R 0	R 0	R 10,000	R 10,000	R 20,000	R 20,600	R 21,218	R 21,855
Infrastructure development	R 9,109	R 27,137	R 26,517	R 75,000	R 60,000	R 75,000	R 77,250	R 79,568	R 81,955
Strategic Partnerships & initiatives	R 95,170	R 64,624	R 82,163	R 201,500	R 200,000	R 100,000	R 103,000	R 106,090	R 109,272
Personnel costs	R 0	R 0	R 9,937	R 26,221	R 2,000	R 2,100	R 2,163	R 2,228	R 2,295
Other DG Support costs	15,448	15,593	9,220	18,100	900	950	979	1,008	1,038
TOTAL	R 119,727	R 107,354	R 127,837	R 330,821	R 272,900	R 198,050	R 203,992	R 210,111	R 216,415

HUMAN RESOURCES

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

[3] This Programme is headed by four Executive Managers: EM: Strategy & Planning, EM: Core Business, EM: Strategic Partnerships & Collaborations, and EM: Corporate Services.

1.3. Programme 3: Learning Programmes

1.3.1. Purpose

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

1.3.2. Description of the Programme

This programme consists of the following sub-programmes:

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

1.3.3. Outcomes, Outputs and Output Indicators

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

1.3.3.1. Outcome, Output, Performance Indicator and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
3. Promote access to technical and professional skills across the services sector	**Sub-Programme 3.1: ECD**								
	3.1. Increased participation by entrepreneurs in SETA offerings	3.1.1. Number of enterprises funded for skills that enhance the growth/development/ sustainability of their organisations.	84	763	783	700	700	700	700
		Cooperatives	-	*315*	*304*	*300*	*300*	*300*	*300*
		SMMEs	*84*	*337*	*350*	*300*	*300*	*300*	*300*
		CBOs/ NGOs/ NPOs	-	*111*	*129*	*100*	*100*	*100*	*100*
		3.1.2. Number of enterprises trained on sector and national priority occupations or skills.	-	59	61	60	60	60	60
		Established or emergent cooperatives		*29*	*30*	*30*	*30*	*30*	*30*
		Small and emerging enterprises		*30*	*31*	*30*	*30*	*30*	*30*
		3.1.3. Number of people trained on entrepreneurship supported to start their business.	-	121	218	200	200	200	200
	Sub-Programme 3.2: Special Projects								
	3.2. Partnerships established to promote access to skills development opportunities, including rural areas	3.2.1. Number of Centres of Specialisation supported	7	4	5	4	4	4	4
		3.2.2. Number of TVET Lecturers exposed to the industry through Skills Programmes	-	40	42	50	50	50	50
		3.2.3. Number of Managers receiving training on curriculum-related studies – TVET	5	11	11	5	5	5	5
		3.2.4. Number of TVET College Lecturers awarded Bursaries	-	57	75	50	50	50	50
		3.2.5 Number of infrastructure development projects (equipment/workshops) to support TVET colleges	-	5	3	2	2	2	2

	Annual Targets								
Outcome	Output	Output Indicator	Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		3.2.6. Number of CET college lecturers awarded skills development programmes	-	16	10	20	20	20	20
		3.2.7. Number of infrastructure development projects (equipment/ workshops/ Connectivity/ ICT) to support CET colleges	-	3	1	1	1	1	1
		3.2.8. Number of CET college Managers receiving training on curriculum-related studies	-	11	10	5	5	5	5
		3.2.9. Number of CET learners accessing AET programmes	-	20	20	20	20	20	20
		3.2.10. Number of Rural Development Projects initiated	-	7	11	10	10	10	10
Sub-programme 3.3. Learning Programmes Implementation									
	3.3 Number of learners enrolled in priority occupations	3.3.1. Number of employer-funded learners Entered	899	1,650	2,793	610	641	673	706
		3.3.2. Number of learners enrolled in learnership programmes	-	4,520	6,736	9,512	9,488	10,487	11,012
		Unemployed		*3,817*	*5,717*	*8,062*	*8,465*	*8,888*	*9,333*
		Worker		*703*	*1,019*	*1,450*	*1,023*	*1,599*	*1,679*
		3.3.3. Number of learners who completed learnership programmes	763	262	1,425	3,262	7,697	4,300	4,514
		Unemployed	*743*	*262*	*1,313*	*2,612*	*6,450*	*3,386*	*3,555*
		Worker	*20*	*-*	*122*	*650*	*1,247*	*914*	*959*
		3.3.4. Number of learners granted bursaries	237	1,627	1,808	1,500	1,475	1,549	1,626
		Unemployed learners (new enrolments)	*87*	*1,072*	*1,353*	*800*	*840*	*882*	*926*
		Unemployed learners (continuing)	*0*	*112*	*101*	*400*	*320*	*336*	*353*
		Workers (new entries)	*150*	*430*	*354*	*300*	*315*	*331*	*347*
		Workers (continuing)	*-*	*13*	*-*	*-*	*-*	*-*	*-*

Outcome	Output	Output Indicator	Annual Targets						
			Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		3.3.5. Number of learners granted Bursaries completed their studies	243	1,006	654	492	525	619	651
		Unemployed	*228*	*768*	*619*	*410*	*336*	*487*	*512*
		Worker	*15*	*238*	*35*	*82*	*189*	*132*	*139*
		3.3.6. Number of Internships Enrolled	-	1,161	2,079	2,285	2,840	2,980	3,130
		Number of Unemployed learners enrolled on Internships (Work-Based Learning)		*427*	*503*	*535*	*835*	*875*	*920*
		Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces		*375*	*1,016*	*1,150*	*1,400*	*1,470*	*1,544*
		Number of learners enrolled on Internships at CET		*-*	*-*	*100*	*105*	*110*	*116*
		Number of University students requiring work-integrated learning to complete their qualifications placed in workplaces		*359*	*560*	*500*	*500*	*525*	*550*
		3.3.7. Number of Internships Completed	502	109	182	731	1,947	1,323	1,416
		Number of Unemployed learners completed Internship.	253	93	110	281	422	351	369
		Number of TVET students completed their work-integrated learning placements.	201	15	15	243	1,260	560	588
		Number of learners completed Internship at CETs.	-	-	-	-	40	42	44
		Number of University students completed their Work Integrated Learning placements.	48	-	57	207	225	370	415
		3.3.8. Number of learners enrolled in Skills Programmes	-	5,896	6,656	4,100	3,305	4,520	4,746
		Unemployed		2,622	2,631	1,300	1,365	1,433	1,505
		Workers		3,274	4,025	2,800	1,940	3,087	3,241
		3.3.9. Number of learners who completed Skills Programmes	761	1,625	3,194	1,815	5,544	2,730	2,867

Annual Targets									
Outcome	Output	Output Indicator	Audited Performance			Estimated Performance	Medium-Term Expenditure Framework Period		
			2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		Unemployed	242	1,130	1,316	1,075	1,932	819	860
		Worker	519	495	1,878	740	3,612	1,911	2,007
		3.3.10. Number of unemployed learners enrolled for Candidacy programmes	-	216	157	214	225	236	248
		3.3.11. Number of unemployed learners completed Candidacy programmes	-	-	125	61	86	112	118
		3.3.12. Number of artisan learners enrolled	-	355	1,036	1,000	1,000	1,470	1,544
		3.3.13. Number of artisan learners completed	390	1,517	1,031	1,070	1,200	1,120	1,103
		3.3.14. Number of learners enrolled in RPL/ARPL	-	144	190	500	5,000	551	579
		3.3.15. Number of learners who completed RPL/ARPL	-	-	79	76	200	510	221
		3.3.16. Number of workers enrolled in AET programmes	-	350	450	150	200	210	221
		3.3.17. Number of workers who completed AET programmes	4	-	143	29	100	80	84

1.3.3.2. Indicators, Annual and Quarterly Targets

Output Indicator	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-Programme 3.1: ECD								
3.1.1. Number of enterprises funded for skills that enhance the growth/development/sustainability of their organisations.	700	Continued	Cumulative	Quarterly	170	210	220	100
Cooperatives	*300*				*70*	*90*	*90*	*50*
SMMEs	*300*				*70*	*90*	*90*	*50*
CBOs/ NGOs/ NPOs	*100*				*30*	*30*	*40*	*-*
3.1.2. Number of enterprises trained on sector and national priority occupations or skills.	60	Continued	Cumulative	Quarterly	20	20	20	-
Established or emergent cooperatives	30				10	10	10	
Small and emerging enterprises	30				10	10	10	
3.1.3. Number of people trained on entrepreneurship supported to start their business.	200	Continued	Cumulative	Quarterly	50	60	60	30
Sub-Programme 3.2: Special Projects								
3.2.1. Number of Centres of Specialisation supported	4	Continued	Cumulative	Quarterly	-	2	2	-
3.2.2. Number of TVET Lecturers exposed to the industry through Skills Programmes	50	Continued	Cumulative	Quarterly	-	25	25	-
3.2.3. Number of Managers receiving training on curriculum-related studies – TVET	5	Continued	Cumulative	Quarterly	-	5	-	-
3.2.4. Number of TVET colleges Lecturers awarded Bursaries	50	Continued	Cumulative	Quarterly	-	25	25	-
3.2.5. Number of infrastructure development projects (equipment/ workshops) to support TVET colleges	2	Continued	Cumulative	Quarterly	-	1	1	-
3.2.6. Number of CET college lecturers awarded skills development programmes	20	Continued	Cumulative	Quarterly	-	10	10	-
3.2.7. Number of infrastructure development projects (equipment/ workshops/ connectivity/ ICT) to support CET colleges	1	Continued	Cumulative	Quarterly	-	-	1	-
3.2.8. Number of CET college Managers receiving training on curriculum-related studies	5	Continued	Cumulative	Quarterly	-	5	-	-
3.2.9. Number of CET learners accessing AET programmes	20	Continued	Cumulative	Quarterly	-	10	10	-
3.2.10. Number of Rural Development Projects initiated	10	Continued	Cumulative	Quarterly	-	5	5	-

Output Indicator	Annual Targets	Indicator Status	Indicator Type	Reporting Period	Q1	Q2	Q3	Q4
Sub-Programme 3.3: Learning Programmes								
3.3.1. Number of employer-funded learners Entered	641	Continued	Cumulative	Quarterly	160	193	192	96
3.3.2 Number of learners enrolled in learnership programmes	9,488	Continued	Cumulative	Quarterly	2,371	2,847	2,847	1,423
Unemployed	*8,465*				*2,115*	*2,540*	*2,540*	*1,270*
Worker	*1,023*				*256*	*307*	*307*	*153*
3.3.3. Number of learners who completed learnership programmes	7,697	Continued	Cumulative	Quarterly	1,925	2,308	1,925	1,539
Unemployed	*6,450*				*1,613*	*1,934*	*1,613*	*1,290*
Worker	*1,247*				*312*	*374*	*312*	*249*
3.3.4. Number of learners granted bursaries	1,475	Continued	Cumulative	Quarterly	369	443	442	221
Unemployed learners (new enrolments)	*840*				*210*	*252*	*252*	*126*
Unemployed learners (continuing)	*320*				*80*	*96*	*96*	*48*
Workers (new entries)	*315*				*79*	*95*	*94*	*47*
3.3.5. Number of learners granted Bursaries completed their studies	525	Continued	Cumulative	Quarterly	-	176	187	162
Unemployed	*336*					*124*	*114*	*98*
Worker	*189*					*52*	*73*	*64*
3.3.6. Number of Internships Enrolled	2,840	Continued	Cumulative	Quarterly	685	811	1,061	283
Number of Unemployed learners enrolled on Internships	*835*				*209*	*209*	*250*	*167*
Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	*1,400*				*350*	*420*	*630*	*-*
Number of learners enrolled on Internships at CET	*105*				*26*	*32*	*31*	*16*
Number of University students requiring work-integrated learning to complete their qualifications placed in workplaces	*500*				*100*	*150*	*150*	*100*
3.3.7. Number of Internships Completed	1,947	Continued	Cumulative	Quarterly	336	571	604	436
Number of Unemployed learners completed Internship	*422*				*84*	*127*	*127*	*84*
Number of TVET students completed their work-integrated learning placements.	*1,260*				*252*	*378*	*378*	*252*
Number of learners completed Internship at CET	*40*				*-*	*10*	*20*	*10*
Number of University students completed their Work Integrated Learning placements	*225*				*-*	*56*	*79*	*90*

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

1.3.4. Programme Resource Considerations

FINANCIAL RESOURCES

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

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Enterprise development	R 0	R 0	R 1,215	R 9,720	R 0	R 0	R 0	R 0	R 0
Learning Intervention	R 60,517	R 61,356	R 241,531	R 549,400	R 592,500	R 1,010,194	R 995,303	R 974,683	R 963,859
Artisan Development	R 140,930	R 102,867	R 133,209	R 206,290	R 200,000	R 216,290	R 222,779	R 229,462	R 236,346
Mandatory grants	R 132,342	R 217,483	238,400	R 272,968	R 282,586	R 284,425	R 287,269	R 290,142	R 293,043
Bursary management	R 0	R 95,133	R 105,712	R 97,000	R 97,000	R 110,870	R 114,196	R 117,622	R 121,151
Personnel costs	R 0	R 0	R 79,496	R 77,063	R 26,216	R 27,367	R 28,188	R 29,034	R 29,905
DG support costs	R 154,480	R 155,930	R 41,491	R 53,601	R 23,050	R 26,218	R 27,004	R 27,814	R 28,649
TOTAL	R 488,269	R 632,769	R 841,054	R 1,266,042	R 1,221,352	R 1,675,364	R 1,674,739	R 1,668,757	R 1,672,953

HUMAN RESOURCES

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

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

1.4. Programme 4: Quality Assurance

1.4.1. Purpose

This sub-programme aims to accredit skills development providers and fulfil the QCTO delegated quality assurance of learner achievement's function.

1.4.2. Description of the Programme

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

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

1.4.3. Outcomes Outputs and Output Indicators

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

1.4.3.1. Outcome, Output, Performance Indicator and Targets

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

1.4.3.2. Indicators, Annual and Quarterly Targets

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

1.4.4. Programme Resource Considerations

FINANCIAL RESOURCES

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

Expenditure by Programmes	Actual Expenditure			Budget (previous)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Qualification development implementation	R 1,837	R 3,625	R 4,680	R 20,000	R 10,000	R 20,000	R 5,000	R 5,000	R 5,000
Occupational qualification interventions (pilot)	R 0	R 0	R 0	R 15,000	R 0	R 0	R 0	R 0	R 0
Personnel cost	R 0	R 0	R 903	R 1,600	R 920	R 948	R 976	R 1,005	R 1,036
DG support costs	R 1,716	R 1,733	R 512	R 950	R 80	R 82	R 85	R 86	R 90
TOTAL	R 3,553	R 5,358	R 6,095	R 37,550	R 11,000	R 21,030	R 6,061	R 6,093	R 6,126

HUMAN RESOURCES

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

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

2. 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 in realising the envisaged impact. The impact is directly linked to the NSDP outcomes and the NDP Five-Year Implementation Plan. The NDP Five-Year Implementation Plan is connected to the MTSF, as explained in the SP.

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

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

3. PROGRAMMES RESOURCES CONSIDERATION

3.1. Overview

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

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

› The performance of the services sector is now regarded to have made a significant recovery from the effects of COVID-19 and is now facing ongoing domestic and global challenges;

› Strategies to be taken by businesses to address all challenges above that directly impact profitability will filter over time to levies contributed by the sector as labour costs get affected;

› As of September 2023, CPI was 5,4%, which depicts a 0,6% increase compared to August, while the MTEF guidelines projected it to be 4,8% for the 2024/25 financial year;

› The trend on levies over the last five years shows an uneven movement year on year due to the impact of COVID-19 and post-recovery. However, movements show that the industry has stabilised with only a 2% increase between FY2023 actuals and FY2024 forecast; thus, a prudent 1% increase is considered for FY2025;

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

› Our consideration for the FY2024/25 levy income was based on actuals as at 31 October 2023 smoothed out for the full financial period with a 1% increase;

› The Mandatory Grant claim rate is estimated to be 60%, as we continue to provide employers in the sector with the capacitation to submit their WSP/ATR; and

› Projections for project spending have been estimated based on the available funds and estimated inflow of levies, provided there are no developments on the BUSA case.

The estimates of the National Expenditure Budget, which forms an integral part of the APP, after endorsement by the AA, is then submitted to the Executive Authority, which is the Minister of Higher Education, Science, and Innovation.

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

LEVY INCOME/ EXPENDITURE	GRANT REGULATIONS LIMITS (Current)	CONTINGENT GRANTREGULATIONS LIMITS
Administration	10,5%	10,5%
Mandatory	20%	50%
Discretionary	49,5%	19,5%
Allocation to SETAs	80%	80%
National Skills Funds	20%	20%
Total	100%	100%

3.2. Projected outcome versus original budget for 2023-24

3.2.1. Levies

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

Item	Original budget 2024	Actual YTD October 2023	Projected outcome 2024	Rand movement	%
Administration income	238,847,365	135,032,952	247,262,974	8,415,608	4%
Mandatory Grants income	454,947,393	257,234,923	470,977,093	16,029,730	4%
Discretionary Grants income	1,125,994,723	707,503,579	1,165,668,306	39,673,583	4%
Total Skills Levies	1,819,789,481	1,099,771,454	1,883,908,373	64,118,921	4%

3.2.2. Other income

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

3.2.3. Mandatory Grant expenditure

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

Therefore, the mandatory grant disbursements for the year are anticipated to amount to R283 million compared to the original budget of R273 million. The increase (4%) is driven by the actual levies received being 4% higher than the original budget.

3.2.4. Administrative expenditure

Skills Development Grant Regulations limit the administration costs of SETAs to 10,5% of levies received.

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

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

› Professional fees;
› Donations;
› Venue hire;
› Marketing material;
› Storage costs; and
› Computer expenses.

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

The table below depicts how the change in the classification of expenditure now affects the 10.5% limit test, with an expected excess on the 10,5% limit of R137 million. The Services SETA will make a submission to the department for approval on exceeding the 10,5% limit and will continue to monitor spend against budget and reassess projections.

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

Below are items with a change above 10%:

A. OVERALL INCREASE IN BUDGET

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

B. VENUE HIRE, CATERING AND REFRESHMENTS (R460K INCREASE – 48%)

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

C. PROFESSIONAL FEES & CONSULTANCY (R21 MILLION INCREASE – 92%)

The increase is due to the reclassification of expenditure categories from DG support to administrative costs and additional projects activated for the financial year (these costs consist of Organisational Design (OD) project, accreditation backlog, external confirmation of DG commitments expenditure and statuses, ICT services, all buildings assessment by professionals, Business Continuity Plan (BCP), Policy and Standard Operating Procedure for Phylogenetic Inference (SOPPI) alignment, security assessment, learner identification verification and B-BBEE audit).

D. ELECTRICITY, WATER, RATES & TAXES (R10 MILLION INCREASE – 182%)

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

E. OFFICE TOOLS (R117K INCREASE – 355%)

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

F. EXTERNAL AUDIT FEES (R2 MILLION INCREASE – 40%)

The increase ensures the planning and interim audit for FY2023-24 has an adequate budget. Spend to date was influenced by the annual audit fee increase, commitment register audit, travel, and ICT review by AGSA.

G. INSURANCE FEES (R1,2 MILLION INCREASE – 60%)

The organisation obtained cyber security cover and aligned insurance to cost to replacement for fixed asset items.

H. ICT EXPENSES (R4 MILLION INCREASE – 31%)

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

I. CLEANING, REPAIRS, AND MAINTENANCE (R1,5 MILLION INCREASE – 16%)

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

J. ADVERTISING AND PROMOTIONAL COSTS (R13,4 MILLION INCREASE – 446%)

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

K. PRINTING AND STATIONERY (R148K INCREASE – 30%)

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

L. STAFF COST (R76 MILLION INCREASE – 73%)

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

M. TRAVEL AND ACCOMMODATION COSTS (R2,1 MILLION INCREASE – 118%)

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

N. DONATION (R1,5 MILLION INCREASE – 99,9%)

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

3.2.5. Discretionary Grant

In terms of the Grant Regulations, 49,5% of levy income is allocated to SETAs; any unclaimed mandatory grants, administration surplus and investment income must be allocated to fund discretionary grants. The projected outcome for total discretionary grant expenditure has reduced from R1,4 billion to R1,2 billion due to the analysis of the learner programme implementation register, alignment to the planned commencement of projects by our Core Business Unit, and realignment of administrative and DG support costs.

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

The main drivers of the reductions are as follows:

› Staff cost (R76 million decrease – 72%) – realignment of payroll costs between Admin and DG support expenditure;
› Reassessment of expenditure classification between administrative costs and DG support costs for professional fees, donations, venue hire, storage costs and marketing materials;

PAYROLL SPLIT	Budget	Projected Outcome	Movement
	FY23/24	FY23/24	
	R	R	
Administrative cost	103,232,519	178,980,973	73%
DG support costs	104,884,892	29,136,438	-72%
Total payroll costs	208,117,411	208,117,411	0%

- › Legal fees (R7 million decrease – 47%) – alignment with current open matters; and
- › Depreciation (R8 million decrease – 40%) – aged assets that are due to replacements.

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

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

3.2.5.2. Designer DG direct (R14 million decrease)

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

3.2.6. CAPEX (30% increase)

The increase in the CAPEX budget is to cater for the AX upgrade and CRM project with an implementing partner awarded, which will commence in November 2023.

CAPITAL EXPENDITURE				
	Budget 2023/24	Actuals @ September 2023	Projected outcome FY2023/24	Comment
Building (incl. improvements)	-		-	
Vehicles	-		-	
Building Machinery – Cost	3,000,000	-	3,000,000	Replacement of office furniture active project
Office Furniture – Cost	2,000,000	300,167	1,000,000	Replacement of office furniture active project
Office Equipment – Cost	-	57,492	1,500,000	Provincial office safes
Computer Equipment – Cost	4,000,000	979,904	5,000,000	Laptops, Network Equipment Replacement, UPS
Computer Software – Cost	10,000,000	230,920	18,000,000	Intranet, AX upgrade and Microsoft CRM Implementation
Computer Networks – Cost	-	-	-	
DG– Computer equipment – Cost	-	-	-	

CAPITAL EXPENDITURE				
	Budget 2023/24	Actuals @ September 2023	Projected outcome FY2023/24	Comment
DG-Software – Cost	4,000,000	-	1,500,000	Migration of legacy data and enhancement of LIMS
TOTAL	23,000,000	1,568,483	30,000,000	

3.3. 2023-24 Projected outcome versus original budget for 2024-25

3.3.1. Levies

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

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

3.3.2. Administrative expenditure

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

In terms of the Grant Regulations, the test for compliance with the 10,5% limitation of administration expenditure should be determined as below. The reason for exceeding the 10,5% limit is the realignment of the administrative costs from DG support costs, major repairs projects for all the properties, planned initiatives that require professional services, development of systems for the organisation and document management project.

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

Items with changes above 10% are below:

A. DEPRECIATION (R2 MILLION INCREASE – 13%)

Implementing the AX upgrade and Customer Relationship Management (CRM) project and replacing the aged electronics and furniture will result in higher depreciation.

B. ELECTRICITY, WATER, RATES & TAXES (R6 MILLION DECREASE – 35%)

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

C. OFFICE TOOLS (R30K DECREASE – 20%)

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

D. CLEANING, REPAIRS, AND MAINTENANCE (R9,3 MILLION INCREASE – 87%)

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

E. ICT EXPENSES (R3 MILLION INCREASE – 18%)

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

F. STORAGE COST (R2,2 MILLION INCREASE – 79%)

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

G. QCTO (R1,4 MILLION INCREASE – 12%)

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

H. STAFF COST

Agreed-upon salary increases, implementation of OD recommendations and any additional fixed-term staff requirements.

3.3.3. Discretionary Grant

In terms of the Grant Regulations, 49,5% of levy income allocated to SETAs, any unclaimed mandatory grants, administration surplus and investment income must be allocated to fund discretionary grants. The total discretionary grant expenditure budget amounts to R1,6 billion, with a 32% increase from the 2023-24 financial period based on adjustments to targets for the 2024-25 financial period and planned commencement of projects. There were also adjustments to rates for learnership, unemployed, and skills programmes for the unemployed to address the implementation of occupational qualifications. This comprises Direct Discretionary grants of R1,5 billion and DG support amounting to R58 million.

PAYROLL SPLIT			
	PROJECTED OUTCOME	BUDGET	Movement
	FY23/24	FY24/25	
	R	R	
Administrative cost	178,980,973	186,837,894	4%
DG support costs	29,136,438	30,415,472	4%
Total payroll costs	208,117,411	217,253,366	4%

3.3.3.1. Discretionary grant support expenditure

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

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

3.3.3.2. Discretionary Grant direct

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

3.3.4. Mandatory Grants

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

3.3.5. CAPEX

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

3.4. Conclusion

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

3.5. Budget outline

Table 5. Services SETA Medium-Term Expenditure Framework

Services SETA

Income and Expenditure Estimates for the period 2023/24 – 2027/28

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

All Programmes by Economic Classification	Expenditure Outcome			Budget (Original)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Administrative expenses	R 144,114	R 182,507	R 207,908	R 241,305	R 369,465	R 391,970	R 320,798	R 328,088	R 332,662
Compensation of employees	R 60,423	R 87,253	R 100,970	R 103,233	R 178,981	R 186,838	R 113,149	R 114,666	R 115,813
Goods and services of which:	R 83,691	R 95,254	R 106,938	R 138,072	R 190,484	R 205,131	R 207,650	R 213,422	R 216,850
Advertising	R 1,943	R 2,838	R 2,833	R 3,000	R 16,386	R 17,000	R 17,510	R 18,035	R 18,576
Audit Fees	R 4,507	R 8,039	R 9,155	R 7,500	R 9,500	R 10,000	R 10,300	R 10,403	R 10,507
Communication	R 8,591	R 10,188	R 8,081	R 9,700	R 10,000	R 10,500	R 10,815	R 11,139	R 11,474
Computer services	R 7,793	R 10,601	R 13,924	R 13,000	R 17,000	R 20,000	R 17,946	R 18,484	R 19,039
Consultants, contractors and special services	R 17,140	R 17,124	R 13,725	R 25,680	R 46,300	R 45,800	R 47,174	R 48,589	R 47,534
Governance Fees	R 8,843	R 9,007	R 9,147	R 9,500	R 9,500	R 10,000	R 10,300	R 10,609	R 10,927

All Programmes by Economic Classification	Expenditure Outcome			Budget (Original)	Adjusted Appropriation	Medium-Term Expenditure Estimate			
R thousand	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
Maintenance repair and running cost	R 16,828	R 21,053	R 22,642	R 27,944	R 42,780	R 50,362	R 49,971	R 51,470	R 53,014
Depreciation & Impairment	R 33,502	R 19,797	R 24,684	R 19,000	R 15,000	R 17,000	R 20,157	R 20,762	R 21,385
Less: Depreciation & Impairment	R 33,502	R -19,797	R -24,684	R -19,000	R -15,000	R -17,000	R -20,157	R -20,762	R -21,385
Less Capital Expenditure	R 4,283	R 2,854	R 6,761	R 20,000	R 28,500	R 27,500	R 28,325	R 10,000	R 10,000
Travel and subsistence, and venue hire	R 218	R 838	R 2,698	R 2,730	R 5,290	R 3,800	R 3,914	R 4,031	R 4,152
Staff training, recruitment, assistance, and welfare	R 2,062	R 3,773	R 6,649	R 5,400	R 5,600	R 6,150	R 6,171	R 6,356	R 6,546
QCTO	R 11,446	R 7,829	R 10,231	R 12,290	R 12,290	R 13,719	R 12,568	R 12,694	R 12,821
Rental	R 718	R 1,110	R 1,092	R 1,328	R 838	R 800	R 824	R 849	R 874
Mandatory Grants – Transfers and subsidies to:	R 132,342	R 217,483	R 238,400	R 272,968	R 282,586	R 284,425	R 287,269	R 290,142	R 293,044
Provinces	R 132,342	R 217,483	R 238,400	R 272,968	R 272,968	R 307,555	R 310,631	R 313,737	R 316,875
Agencies and accounts									
Universities and TVETS									
Public corporations and private enterprises									
Foreign governments and international organisations									
Non-profit institutions									
Households									
Discretionary Grants – Transfers and subsidies to:	R 479,208	R 527,997	R 736,587	R 1,360,445	R 1,222,667	R 1,610,019	R 1,656,917	R 1,655,996	R 1,665,462
Provinces									
Agencies and accounts									
DG support costs – 7.5%				R 177,535	R 53,167	R 57,665	R 59,395	R 61,177	R 63,012
Public corporations and private enterprises	R 479,208	R 527,997	R 736,587	R 1,360,445	R 1,169,500	R 1,552,354	R 1,597,522	R 1,594,819	R 1,602,450
Foreign governments and international organisations									
Non-profit institutions									
Households									
Total expenditure (Excluding CAPEX)	R 755,664	R 927,987	R 1,182,895	R 1,874,718	R 1,874,718	R 2,286,414	R 2,264,984	R 2,274,226	R 2,291,168
Adjusted Net surplus (deficit) – Cash Basis	R 332,922	R 779,759	R 774,942	R 5,841	R 189,946	R -43,746	R -48,337	R -30,707	R -30,929
Adjusted Net surplus (deficit) – Accrual	R 303,703	R 762,816	R 757,019	R 6,841	R 233,446	R 754	R 145	R 55	R 456

All Programmes by Economic Classification

R thousand	Expenditure Outcome			Budget (Original) 2023/24	Adjusted Appropriation 2023/24	Medium-Term Expenditure Estimate			
	2020/21	2021/22	2022/23			2024/25	2025/26	2026/27	2027/28
Payments for capital assets:									
Buildings and other fixed structures	R 671	R 176	R 0	R 0	R 0	R 0	R 0	R 0	R 0
Machinery and equipment	R	R	R 1,952	R 5,000	R 5,500	R 6,000	R 1,500	R 1,000	R 1,000
Computer equipment	R 280	R 825	R 2,876	R 4,000	R 5,000	R 5,000	R 4,000	R 4,000	R 4,000
Software and other intangible assets	R 2,651	R 1,853	R 1,933	R 10,000	R 18,000	R 15,000	R 3,000	R 5,000	R 5,000
DG software	R 681	R 0	R 0	R 4,000	R 1,500	R 4,000	R 3,000	R 2,000	R 2,000
Motor vehicle	R 0	R 0	R 0	R -	R -	R 1,500	R -	R 0	R 0
Total Capital expenditure	R 4,283	R 2,854	R 6,761	R 23,000	R 30,000	R 31,500	R 11,500	R 12,000	R 12,000

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

Expenditure by Programmes

R thousand	Actual Expenditure			Budget (previous) 2023/24	Adjusted Appropriation 2023/24	Medium-Term Expenditure Estimate			
	2020/21	2021/22	2022/23			2024/25	2025/26	2026/27	2027/28
1. Administration	R 174,014	R 199,450	R 225,830	R 240,305	R 369,465	R 391,969	R 398,787	R 405,760	R 412,807
2. Skills Development and Planning	R 119,727	R 107,354	R 127,837	R 330,821	R 272,900	R 198,050	R 203,992	R 210,111	R 216,415
3. Learning Programmes	R 488,269	R 632,769	R 841,054	R 1,266,042	R 1,221,352	R 1,675,364	R 1,674,739	R 1,668,757	R 1,672,953
4. Quality Assurance	R 3,553	R 5,358	R 6,095	R 37,550	R 11,000	R 21,030	R 6,061	R 6,093	R 6,126

All Programmes by Economic Classification

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

4. KEY RISKS

Table 6. Key Risks and Mitigation Strategies

Outcome	Key Risks	Risk Mitigations
1. Enhanced organisational capabilities to deliver the strategy (NSDP).	Inconsistent and inadequate information security awareness campaigns.	› Include the current ethics process as the current control.
		› Investigate all data breach incidents.
		› Quarterly campaigns to communicate policies in the support divisions.
		› Quarterly training sessions to create awareness of all support division policies and procedures.
		› Trend management implemented for the movement of documents.
		› Closely monitor traffic on all networks. Utilise encryption.
		› M365 Encryption protocols embedded for emails.
		› Monthly reports from the service provider on vulnerabilities and threats
	Lack of classification of documents.	› Physical network encryption currently in place is the Multiprotocol Label Switching (MPLS) encryption control provided by Vodacom.
		› Investigate all data breach incidents.
		› Quarterly campaigns to communicate policies in the support divisions.
		› Privacy policy and Records Management policy approved.
		› Quarterly training sessions to create awareness of all support division policies and procedures.
		› Continuous awareness and training on Whistle blower facility critical data identified by business and dealt with through the information management strategy.
2. Enhanced mechanism for effective skills planning through collaborative research and partnerships. and Promote access to technical and professional skills for employment and entrepreneurship across the service sector.	Prolonged BUSA case, set aside of the grant's regulation.	› Prioritising expenditure critically needed expenditure. Cash in the bank is optimised.
		› Monthly and bi-monthly pay runs.
		› MG refunds quarterly.
		› Incurring expenditure that is critical and important. A working group is initiated to ensure that there is integration.
		› A new regulation has been issued for public comment.
		› Continuous engagement with DHET on the BUSA case.
3. Promote access to technical and professional skills for employment and entrepreneurship across the service sector.	DG policy is too generic. Our allocation process is flawed; non-levy payers get large allocations as opposed to levy payers having workplaces getting smaller allocations. Our practices and business processes should be aligned, and stakeholders lose trust in us.	› Focus on the top 20 levy-paying members and form strategic partnerships and alignment.
		› Mapping of commitments, budgets and APP targets and alignment to the current skills needs of the sector. The adjustment period is locked in for allowable corrections on allocations to entities to free up funds quickly.
		› Balance implementation of pre-enrolments and creating opportunities for new DG allocations. Alignment is in place with ERRP and scarce and hard-to-fill skills.
		› The adjustment period is locked in for allowable corrections on allocations to entities to free up funds quickly.

Outcome	Key Risks	Risk Mitigations
		› Balance implementation of pre-enrolments and creating opportunities for new DG allocations.
		› Alignment is in place with ERRP and scarce and hard-to-fill skills. Approval to support the levy paying to submit the WSP.
		› Stakeholders to open participation of stakeholders with internships supported by the WSP.
4. Enhanced Quality Assurance efficiencies to execute QCTO delegated functions.	All qualifications expire in 2023, no extension granted by QCTO.	› Skills Development needs and gaps are identified through research, WSP submission data, and stakeholder engagements.
	Limited budget and capacity, which enables the development of a few qualifications at a time.	› Qualifications to be prioritised for development or realignment are identified and aligned to the Professional, Vocational, Technical and Academic Learning Programmes (PIVOTAL) and Hard-to-Fill skills list.
	Current Systems (Learner Management Information Systems (LMIS)) are incompatible with new occupational qualifications.	› Skills Development needs and gaps are identified through research, WSP submission data, and stakeholder engagements.
		› Qualifications to be prioritised for development or realignment are identified and aligned to the PIVOTAL and hard-to-fill skills list.
	Lack of control over accreditation of SDPs for new occupational qualifications – QCTO function.	› Occupational Qualification Development is a focus and prioritised as a critical area in Planning.
		› Establish a Qualification Task Team, consisting of Strategic Planning as Development Quality Partner (DQP), Core Business as Assurance Quality Partner (AQP), Corporate Services for support role: ICT, Communication; HRM&D and Assurance partners for ongoing monitoring.
	Delays in setting up the Assessment Quality Partner to develop a bank of assessment tools due to budget constraints and already developed qualifications.	› A manual process is in place to help with the accreditations.
		› A two-stage funding model is in place.
		› An evaluation committee will be appointed. LMIS: The project scope has been concluded; the project charter is in place. ICT is assisting with folders and email addresses.
		› DG policy is to be reviewed in the current quarter.
	Lack of focus on qualifications to respond to a pandemic.	› Change Management workstream implemented.

5. MATERIALITY AND SIGNIFICANCE FRAMEWORK

TREASURY REGULATION 28.1.5 STATES THAT:

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

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

Section 50(1)	(1) The Accounting Authority for a public entity must -	The Accounting Authority must implement effective and efficient internal controls for governance and risk management processes through its committees and as a collective.
	(a) Exercise the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;	Key policies and procedures have been approved.
	b) Act with fidelity, honesty, integrity and in the best interest of the public entity in managing the financial affairs of the public entity;	Good governance, professional conduct and ethical behaviour are encouraged across all organisational levels.
	(c) On request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all material facts (including those reasonably found) which in any way influences the decision or actions of the executive authority or that legislature; and	Through frequent engagements with stakeholders (internally and externally), important and relevant information is shared, and transparency is achieved.
	(d) Seek within the sphere of influence of that accounting authority to prevent any prejudice to the state's financial interests.	Services SETA implements an ongoing risk management assessment and review processes to mitigate and prevent any prejudice to Services SETA's financial interests.
Section 55(2)	(2) The annual report and financial statements referred to by PFMA Subsection 55 (1)(d) must –	As a collective, the Accounting Authority, with its committees and management, are involved in the compilation and review processes of the Annual Financials.
	(a) Fairly present the state of affairs of the public entity, its business, its financial results, its performance against pre-determined objectives, and its financial position as at the end of the end of the financial year;	Statements and the Annual Report need to present and disclose the results of the Services SETA.
	(b) include particulars of –	
	(i) Any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;	All losses are disclosed in the Annual Financial Statements (AFS).
	(ii) Any criminal or disciplinary steps taken as a consequence of such losses or irregular expenditure or fruitless and wasteful expenditure;	All activities are disclosed in the AFS.
	(iii) Any losses recovered or written off;	All losses recovered or written off are disclosed in the AFS.
	(iv) Any financial assistance received from the state and commitments made by the state on its behalf; and	All financial assistance received or committed is disclosed.

	(v) Any other matters that may be prescribed; and	Services SETA will apply any other matters that become prescriptive.
	(c) Include the financial statements of any subsidiaries.	Not applicable.
Section 54 (2)	(1) Before a public entity concludes any of the following transactions, the Accounting Authority for the public entity must, promptly and in writing, inform the relevant treasury of the transaction and submit relevant particulars to its executive authority for approval.	
	Establishment or participation in the establishment of a company;	Not applicable.
	Participation in a significant partnership trust, unincorporated joint venture, or similar arrangement.	Not applicable.
	Acquisition of disposal of a significant shareholding in a company.	Not applicable.
	Acquisition or disposal of a significant asset.	Not applicable to this reporting period.
	Commencement or cessation of a significant business activity; and	Not applicable.
	A significant change in the nature or extent of its interest in a significant partnership trust, unincorporated joint venture, or similar arrangement.	Not applicable.
Section 61 (1) (c)	The report of an auditor appointed in terms of section 58(1)	The level of material loss is assessed at 0.5% of gross revenue and limited to R3.6 million.
	(b) must be addressed to the executive authority responsible for the public entity concerned, and must state separately in respect of each of the following matters whether in the auditor's opinion –	Revenue includes levy income interest and penalties and any other income.
	(c) The transactions that had come to the auditor's attention during auditing were in all material respects in accordance with the mandatory functions of the public entity determined by law or otherwise.	
	(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity, or security, or enter any other transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment unless such borrowing guarantees, indemnity, security or other transaction –	Services SETA operates within the ambit as set by this clause and its related Acts.
	(a) Is authorised by this Act; and	
	(b) In the case of public entities, is also authorised by other legislation not in conflict with this Act; and	
	(c) In the case of loans by a province or a provincial government, a business enterprise under the ownership control of a provincial executive is within the limits as set in terms of the Borrowing Powers of Provincial Governments Act 1996 (Act No. 48 of 1996).	

PART D

TECHNICAL INDICATOR DESCRIPTORS (TIDS)

DEVELOP AND GROW

TECHNICAL INDICATOR DESCRIPTORS (TIDS)

PROGRAMME 1: ADMINISTRATION

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

SUB-PROGRAMME 1.1: FINANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.1.1 No material audit findings on financial statements and performance report
Definition	This indicator refers to the Services SETA's compliance with its approved financial policies and practices, including applicable legislations, its ability to continually improve and reinforce compliance and its ability to plan and report measurable and reliable performance information. **"Material findings"** significant errors or risks in the Services SETAs' AFS and Annual Performance Report (APR). **"Performance Information"** refers to information relating to organisational targets for a given year as contained in the APP. **"Financial Statements"** refer to the organisation's financial performance information.
Source of data	AGSA audit report supported by Services SETA's AFS and APR.
Method of calculation/ assessment	Outcome of the audit (the audit outcome of the prior financial year is reported in July of the following financial year).
Means of verification	Audit Report by AGSA
Assumptions	› There is a solid adherence to the Public Finance Management Act 1 of 1999 (PFMA) and accounting standards and principles at the Services SETA; and › There is adherence to National Treasury and Department for Planning, Monitoring and Evaluation (DPME) reporting requirements for performance information.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Unqualified Audit Outcome (audited financial year 2023/24)
Indicator responsibility	› Chief Financial Officer › Executive Manager: Strategy & Planning

SUB-PROGRAMME 1.2: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.1. Percentage occupancy maintained
Definition	This indicator refers to the percentage of filled positions in the organisation relative to the total number of approved, funded positions on the organisational organogram to ensure organisational effectiveness and efficiency.
Source of data	› The Services SETA Organogram serves as a base source for all approved and funded positions; and › Placement report for filled positions.
Method of calculation	Total number of filled funded positions / Total number of funded positions as per the approved organogram *100.
Means of verification / assessment	› Approved organogram; and › HR Placement Report.
Assumptions	There's an available budget to fund vacant positions.
Disaggregation of beneficiaries	› Women – 70% › People with disability – 3%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	75%
Indicator responsibility	Executive Manager: Corporate Services

COMPONENTS	DESCRIPTIONS
Indicator title	1.2.2. Percentage of Workplace Skills Plans implemented
Definition	The indicator measures the extent of the implementation of planned staff development and training interventions as outlined in the Workplace Skills Plan (WSP). **"Workplace Skills Plans"** refers to the Services SETA Workplace Skills Plan as recommended by the Employment Equity and Training Committee, approved by the CEO and submitted to the ETDP SETA.
Source of data	Approved WSP and training interventions implementation report.
Method of calculation	Number of training interventions implemented in the current financial year / number of planned training interventions in the WSP in the current financial year * 100.
Means of verification/ Assessment	› Approved WSP with planned intervention; › List of implemented training interventions; and › Attendance records.
Assumptions	Staff members are trained as per the compiled WSP.
Disaggregation of beneficiaries	› General staff; › Administrators; › Officers; › Senior officers; › Managers; › Senior Managers; › Executive Managers; and › Accounting Authority
Spatial Transformation	N/A
Calculation Type	Cumulative

COMPONENTS	DESCRIPTIONS
Reporting cycle	Quarterly
Desired performance	75%
Indicator responsibility	Executive Manager: Corporate Services

SUB-PROGRAMME 1.3: INFORMATION AND COMMUNICATION TECHNOLOGY

COMPONENTS	DESCRIPTIONS
Indicator title	1.3.1. Percentage achievement against the prioritised ICT implementation plan
Definition	This indicator tests Services SETA's ability to strengthen its capability to provide ICT services in an integrated, efficient, and innovative enabling environment, leading to improved organisational efficiency and performance. **"ICT Plans"** refers to ICT programmes/projects planned for implementation as approved by the ICT Steering Committee. **"Implementation"** measures the project's performance per project plan milestones/deliverables.
Source of data	List of plans/projects from the Information and Communication Technology Department as approved by the ICT Steering Committee.
Method of calculation	Number of implemented approved ICT plans / total number of approved ICT implementation plans * 100.
Means of verification / assessment	› Approved ICT implementation plans; › Project plan with specific milestones/deliverables and timelines; and › ICT Reports on the implemented milestones/deliverables.
Assumptions	The fit-for-purpose service providers are appointed to implement ICT plans/projects as approved by the ICT Steering Committee.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	75%
Indicator responsibility	Executive Manager: Corporate Services

SUB-PROGRAMME 1.4: MARKETING AND COMMUNICATIONS

COMPONENTS	DESCRIPTIONS
Indicator title	1.4.1. Number of stakeholder engagements
Definition	This indicator measures the quality of support provided to key subsector stakeholders through capacity development, information sharing, and technical support. The indicator also measures consultation with stakeholders on any policy and process development that will improve the SETA's service delivery to its subsector stakeholders.
	"Stakeholders": levy paying and non-levy paying employers that do business within the scope of the Services SETA in terms of the Skills Development Act, 1998 (act no. 97 of 1998); training providers doing business in the services sector; government departments within the scope of the Services SETA; Associations, Professional Bodies, Community of Expert Practitioners; as well as Trade Unions, CBOs and NGO's that are active in the services sector, and others.
	"Engagements": Consultation meetings and workshops; information sharing sessions; guidance or technical support sessions; training and/or capacity building workshops held with stakeholders: national and provincial where information about the Services SETA programmes, offerings, opportunities for partnerships are 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.
Source of data	List of stakeholder engagements held.
Method of calculation	The performance score would be calculated by a simple count of the number of Stakeholder Engagements held by the Services SETA within a financial year.
Means of verification / assessment	› List/schedule of activities (workshops, roadshows, capacity-building sessions); › Agenda/presentation/report; and › Attendance records (Manually/electronically produced).
Assumptions	Services SETA has sufficient funds to pay for stakeholder engagement-related costs.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	180
Indicator responsibility	› Office of the CEO › Office of the CFO › Executive Manager: Core Business › Executive Manager: Corporate Services › Executive Manager: Strategy & Planning › Executive Manager: Strategic Partnerships & Collaborations

SUB-PROGRAMME 1.5: RISK MANAGEMENT & COMPLIANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.5.1. Percentage of audit and compliance action plans actioned
Definition	This indicator refers to the extent to which the Services SETA complies with the audit and compliance action plans to ensure good governance and a clean audit.
	"Audit and compliance action plans" refer to the proportion of the number of audit and compliance action plans implemented by the Services SETA in line with the audit reports and applicable laws and regulations.
	"Audit action plans" refer to remedial action plans developed by management to address internal and external auditors' findings.
	"Actioned": based on the activities that have been put in place to mitigate the audit findings and the progress thereof.
Source of data	Audit and compliance action plans
Method of calculation	Number of audit and compliance action plans actioned / total number of audit and compliance action plans developed * 100.
Means of verification / assessment	› Annual compliance plan; and
	› Audit tracker
Assumptions	There is a strong culture of compliance within the organisation.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	100%
Indicator responsibility	› Organisational Risk and Compliance
	› Office of the CEO

COMPONENTS	DESCRIPTIONS
Indicator title	1.5.2. Percentage of risk action plans actioned
Definition	This indicator tests the ability of the Services SETA to proactively identify risks and develop and implement solutions to mitigate the impact of these risks.
	"Risk action plans" refers to the Services SETA mitigation plan developed and interacted with to manage risks.
	"Actioned" refers to the process of executing risk mitigation actions as outlined in the action plans. Risk mitigation progress monitors the continuous process of tracking all identified risks, identifying new threats, and evaluating risk process effectiveness throughout the organisation's programmes.
Source data	List of risk action plans.
Method of calculation	Number of risk action plans actioned / total number of risk action plans developed * 100.
Means of verification / assessment	Register of Services SETA action plans – the update of the tasks against the risk.
Assumptions	Approved risk register is in place and is monitored quarterly.
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Quarterly
Desired Performance	100%
Indicator Responsibility	› Organisational Risk and Compliance
	› Office of the CEO

SUB-PROGRAMME 1.6: GOVERNANCE

COMPONENTS	DESCRIPTIONS
Indicator title	1.6.1. Quarterly 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. **"Good governance report"** refers to a quarterly report issued by the Board Secretariat and submitted to DHET.
Data source	Reports from the Board Secretariat.
Method of calculation	A simple count of the number of governance reports submitted quarterly.
Means of verification / assessment	Services SETA Quarterly Good Governance reports.
Assumptions	The Services SETA's AA meets as per the calendar schedule.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	4
Indicator responsibility	› Board Secretariat › Office of the CEO

PROGRAMME 2: SKILLS DEVELOPMENT AND PLANNING

OUTCOME 2: ENHANCED MECHANISM FOR EFFECTIVE SKILLS PLANNING THROUGH COLLABORATIVE RESEARCH AND PARTNERSHIPS
SUB-PROGRAMME 2.1: STRATEGY & PLANNING

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

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

COMPONENTS	DESCRIPTIONS
Indicator title	2.2.1. Number of sector research partnerships for TVET growth occupationally directed programmes
Definition	This indicator measures the number of research partnerships concluded for TVET growth occupationally directed programmes research entities for research aimed at TVET growth on occupationally directed programmes. "Research agreements" refer to a short or long-term agreement between the Services SETA and one/ more entities to jointly conduct research to inform TVET occupationally directed programmes. "Occupationally directed programmes" are learning programmes or qualifications that consist of three learning elements: (i) theory, (ii) practical and (iii) workplace learning.
Data source	List of Sector Research Agreements
Method of calculation	A simple count of research agreements informing research on TVET Colleges' occupationally directed programmes.
Means of verification / assessment	› MOA between the Services SETA and an identified entities to conduct research to inform TVET growth occupationally directed programmes; and › Concept note with an implementation plan.
Assumptions	TVET Colleges embarks on research in occupationally directed qualifications.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	3
Indicator responsibility	Executive Manager: Strategy & Planning

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

COMPONENTS	DESCRIPTIONS

Indicator title	2.2.3. Percentage of discretionary grants allocated at developing different skills levels
Definition	This indicator measures the extent to which the Services SETA allocates funding for elementary, intermediate, and higher-level skills. "Elementary skills level" refers to NQF levels 1-3 as defined by SAQA. "Intermediate skills level" refers to NQF levels 4-6 as defined by SAQA. "Higher skills level" refers to NQF levels 7-10 as defined by SAQA.
Data source	SETMIS report/ annual learner listing of enrollments
Method of calculation	› The total amount allocated to learning interventions for elementary skills level / the amount allocated to learning programmes multiplied by one hundred; › The total amount allocated on learning interventions for intermediate skills level/ the amount allocated on learning programmes multiplied by one hundred; and › The total amount allocated to learning interventions for higher skill levels/ the amount allocated to learning programmes multiplied by one hundred.
Means of verification / assessment	Analysis report of learning interventions implemented.
Assumptions	The Services SETA implements learning interventions and allocates funding to different skill levels.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Higher level – 15% Intermediate level – 60% Elementary – 25%
Indicator Responsibility	› Executive Manager: Core Business › Executive Manager: Strategic Partnerships & Collaborations › Executive Manager: Strategy & Planning

SUB-PROGRAMME 2.3: MANDATORY GRANT

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.1. Number of WSPs and ATRs approved
Definition	This indicator refers to the total number of approved WSPs and ATRs submitted by employers. "Employers" includes levy-paying and non-levy-paying employers. "Levy paying employers (LPE)": Employers with a Standard Industrial Code (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. "Non-Levy paying employers (NLPE)": employers exempted from contributing SDL as per the SDA and SDLA. Classification of disaggregation: "Small employer": Employers with 0 to 49 employees. "Medium employer": Employers with 50 to 149 employees. "Large employer": Employers with 150 employees and above. "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. "ATR": is a legislated template in terms of the SDA regulation allowing employers to provide statistical data on the range of skills development interventions implemented in the previous skills year.
	"Approved": The submission meets the SETA Grants Regulations, 2012 requirements and Mandatory Grant policy. Levy Paying Employers will be reimbursed, and non-levy paying employers cannot be reimbursed, but both categories qualify for approval if minimum requirements are met.
Data source	A list of employers that submitted WSPs/ATRs and were approved.

COMPONENTS	DESCRIPTIONS
Method of verification/ assessment	The WSP/ATR applications approved by Services SETA
Assumptions	Employers submit their applications to claim funds invested in skills development, and they are reimbursed.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	› Small – 2,640 › Medium – 815 › Large – 592
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	2.3.2. Number of SETA-Employer partnerships established
Definition	This indicator refers to employers partnered with the Services SETA for skills development. **"Partnerships Established"** refers to a collaboration between two or more parties to achieve the specified outcomes towards addressing mutual and inclusive skills priorities or objectives as guided by the NSDP. **"SETA-Employer"** may include employer companies, associations, professional bodies, unions, training providers, state-owned enterprises (SOEs)/government departments, or institutions of higher learning.
Data source	List of SETA-employer partnerships
Method of calculation	A simple count of unique (counted once) employers that have partnered with the Services SETA.
Means of verification / assessment	Memorandum of Understanding/ Memorandum of Agreement/Letters of award/ Offer Letters/Implementation Plan.
Assumptions	Employers are willing and form a partnership with the Services SETA.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	600
Indicator responsibility	› Executive Manager: Core Business › Executive Manager: Strategic Partnerships and Collaborations › Executive Manager: Strategy and Planning

SUB-PROGRAMME 2.4: STAKEHOLDER RELATIONS, MARKETING AND COMMUNICATIONS, PROVINCIAL OPERATIONS AND CHAMBER OPERATIONS

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.1. Number of Career Development Practitioners trained
Definition	This indicator refers to the number of career development practitioners in schools, TVET Colleges, CET Colleges and/or any civil-based organisations trained by the Services SETA-funded interventions on career development. The qualification obtained by the practitioner will either be a credit-bearing or non-credit-bearing short course. "Career Development Practitioners" refers to practitioners who provide services that help people manage their careers, make occupational and study decisions, plan career transitions and find career information. "Credit-bearing short course" is a type of short learning programme for which credits concerning the course's contribution to a unit standard and/or part qualification are awarded. "Non-credit bearing short course" is a type of short learning programme for which no credits are awarded concerning unit standards or qualifications depending on the purpose and or assessments of the programme.
Data source	List of career practitioners trained.
Method of calculation	A simple count of the number of career development practitioners trained.
Means of verification / assessment	› Learner enrolment form/ Learner Agreement; › Certified ID copy; › Practitioner's Proof of employment; › Signed POPI declaration; and › Commencement Letters.
Assumptions	Practitioners participate in the career development programme.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	40
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.2. Number of Career Development Events in rural/urban areas on occupations in high demand
Definition	This indicator measures the number of career guidance events supported/initiated by the Services SETA provincial offices in urban and rural areas to promote sector qualifications and provide career and vocational guidance on occupations in high demand. "Career Development Events": career guidance expos or exhibitions or any structured sessions where information on career and vocational guidance is shared with learners, educators, parents and/or other role-players who may assist in transmitting the information to learners. Career guidance events can either be initiated/supported by Services SETA. "Career exhibition" refers to information about careers and vocations in the services sector, training opportunities and minimum requirements in the form of qualifications, subjects studied or any form of support about jobs and learning programmes in the sector.

COMPONENTS	DESCRIPTIONS
Data source	Data generated through the sessions held
Method of calculation	A simple count of the number of career development events hosted/supported in urban and rural areas.
Means of verification / assessment	› List of career development events hosted/supported; › Attendance records (manually/electronically produced); and › Event reports – hosted/initiated events.
Assumptions	› There is sufficient money in the Services SETA to cover costs related to career events; and › The Services SETA receives invites to support other exhibitions.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Urban – 10 › Rural – 15
Indicator responsibility	Executive Manager: Corporate Services

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.3. Number of capacity-building workshops on Career Development Services initiated
Definition	This indicator refers to workshops conducted to raise awareness of career development services offered at the Service SETA and throughout the Post Education and Training System. "Career Development Services" are programmes and services that help individuals explore, advise, and answer questions related to employability, direction, skills development, personal development, progression, and making a difference. "Capacity Building Workshops" refer to training workshops to equip individuals or participants interested in participating in the skills development landscape with the necessary skills.
Data source	List of workshops initiated/supported
Method of calculation	A simple count of the number of workshops conducted
Means of verification / assessment	› Invite to workshops; › Attendance records (manually/electronically processed); and › Event Report.
Assumptions	Participants attend career development workshops.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	20
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.4. Number of HEI/TVET/CET Colleges partnerships established
Definition	The indicator refers to the total number of HEI, TVET College and CET partnerships established with the Services SETA to realise specified common skills development objectives within a financial year. **"Partnerships Established"** refers to a collaboration between two or more parties to achieve the specified outcomes towards addressing mutual and inclusive skills priorities or objectives as guided by the NSDP. **"TVET"** means public Technical, Vocational, Education and Training colleges – previously referred to as public institutions of Further Education and Training (FET). **"CET"** means public Community Education and Training colleges. **"HEI"** means Public and Private Universities/Colleges.
Data source	List of partnerships entered into.
Method of calculation	A simple count of the number of partnerships established with HEI, TVET Colleges and CET.

Means of verification / assessment	› Memorandum of Agreement
	  or
	› Learning Programme Commencement Letter
	  or
	› Bursary funding confirmation letter
	  or
	› Capacitation letter or report.

Assumptions	HEIs, TVET Colleges and CETs Colleges partner with the Services SETA, and there are enough funds to support such partnerships.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› TVET Colleges – 5 › HEI – 2 › CET Colleges – 2
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.5. Number of SETA offices established and maintained in TVET Colleges
Definition	This indicator refers to the number of offices or satellite offices the Services SETA has established and/or maintained at any of the 57 TVET Colleges to promote access to its offerings and services. **"Established"** refers to the physical structure at the TVET College. **"Maintained"** refers to a SETA contribution to the upkeep and functionality of a TVET College.
Data source	A list with the number of SETA offices established and maintained at TVET Colleges.
Method of calculation	A simple count of the number of SETA offices established and maintained in TVET colleges.
Means of verification / assessment	Approved MoU/MoA with a TVET college.
Assumptions	TVET Colleges accommodates Services SETA staff in their office space.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly

COMPONENTS	DESCRIPTIONS
Desired performance	1
Indicator responsibility	Executive Manager: Corporate Services

COMPONENTS	DESCRIPTIONS
Indicator title	2.4.6. Number of Federations/Trade Unions supported through the relevant skills training interventions
Definition	This indicator refers to the number of trade unions /federations supported by the Services SETA through credit-bearing or non-credit-bearing skills development learning programmes and/or capacitation learning interventions.
	"Trade unions" refers to an organised association of workers in trade, groups of trades, professions, or specific sectors formed to protect and further their rights and interests.
	"Federation" is an umbrella body of national trade unions organised in specific industry sectors or occupational groups.
	"Credit-bearing short course" is a short learning programme for which credits, the course's contribution to a unit standard and/or part qualification, are awarded.
	"Non-credit bearing short course" is a short learning programme for which no credits are awarded to unit standards or qualifications, depending on the purpose and assessments of the programme.
Data source	List of trade unions /federations supported.
Method of calculation	A simple count of the number of trade unions/federations supported.
Means of verification / assessment	› List of trade unions /federations supported
	› Learning Programmes Commencement Letter/ Worker Initiated Intervention/ Workshop Report
Assumptions	Trade unions / Federations participate in Services SETA programmes.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	6
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

PROGRAMME 3: LEARNING PROGRAMMES

OUTPUT 3: PROMOTE ACCESS TO TECHNICAL AND PROFESSIONAL SKILLS FOR EMPLOYMENT AND ENTREPRENEURSHIP ACROSS THE SERVICE SECTOR
SUB-PROGRAMME 3.1: ECD

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.1. Number of enterprises funded for skills that enhance the growth/development/ sustainability of their organisation's activities
Definition	The indicator refers to the total number of cooperatives, SMMEs, NPCs, and CBO/ NGO /NPOs supported with training by Services SETA, as prescribed by the DHET SLA requirements. "Cooperatives" refers to Cooperatives as defined in the Cooperatives Act of 2005 and amended in 2013. "Small, Medium and Micro Enterprises (SMMEs)" refers to a small enterprise as defined in the National Small Enterprise Act 1996 (Act no.102 of 1996). "Non- Profit Companies (NPCs)" refers to a non-profit company incorporated for public benefit or other objective relating to one or more cultural, social activities, communal or group interests. "Community-Based Organisations (CBOs)" are Non-Profit Organisations made up of members from a local community that take ownership of developing their community and the livelihoods of local residents through realising the full potential of community assets. The nature of entities includes voluntary associations, non-profit companies (NPCs), or trusts. Some even register as Social Enterprises (for-profit). Faith-based CBOs are called faith-based organisations (FBOs). "Non-Governmental Organisations (NGOs)" A Non- Governmental Organisation is an organisation that is generally formed independent from the government. They are typically nonprofit entities, and many are active in humanitarianism or the social sciences; they can also include clubs and associations that provide services to their members and others. "Non-Profit Organisations (NPOs)" are also known as non-business entities, not-for-profit organisations, or nonprofit institutions. It is a legal entity organised and operated for a collective, public or social benefit, in contrast with an entity that operates as a business aiming to generate a profit for its owners. "Training" means learning and acquiring skills or behaviours to do a particular task or activity. Training can be delivered through workshops, eLearning courses and other forms of applied one-on-one or group learning.
Data source	Attendance registers of Cooperatives, SMMEs, NPCs and CBOs/ NGOs/ NPOs for training workshops or applied one-on-one/ group learning opportunities hosted by the Services SETA.
Method of calculation	A simple count of the number of Cooperatives, SMMEs, NPCs and CBOs/ NGOs/ NPOs supported with training.
Means of verification / assessment	SMME › Proof of application/registration form › CIPC (Companies and Intellectual Property Commission) Certificate of Registration of SMME and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal or

COMPONENTS	DESCRIPTIONS
	› Proof of employment/voluntary if not a member
	› Proof that the company is an SMME.
	› Attendance records
	Cooperative
	› CIPC (Companies and Intellectual Property Commission) Certificate of Registration of Cooperative and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal
	or
	› Proof of application/registration form
	or
	› Proof of employment or volunteer in the Cooperative if not a member
	› Attendance records
	NPC/NPO/NGO/CBO
	› Proof of application/registration form
	› Department of Social Development (DSD) certificate of registration of NPOs/NGO/CBO – (NPOs/NGO/CBO only)
	or
	› CIPC (Companies and Intellectual Property Commission) Certificate of Registration of NPC and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal- (NPC only)
	or
	› Proof of membership/employment or volunteer if not a member
	› Attendance records
Assumptions	Cooperatives, SMMEs and NPC/CBOs/ NGOs/ NPOs attend and completes training programmes.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Cooperatives – 300
	› SMMEs – 300
	› NPC/CBOs/ NGOs/ NPOs – 100
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.2. Number of enterprises trained in the sector and national priority occupations or skills
Definition	This indicator refers to the number of enterprises trained in the sector and national priority occupations or skills. The indicator measures training on prioritised occupations or skills provided to established or emergent cooperatives and small or emerging enterprises. **"Established cooperatives"** means cooperatives established as per the Cooperatives Act 2005, as amended in 2013. It is an autonomous association of persons united voluntarily to meet their common economic, social, or cultural needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on cooperative principles. **"Emergent cooperatives"** means cooperatives still at the start-up stage and requiring assistance. **"Small Enterprise"** refers to a small enterprise as defined in the National Small Enterprise Act 1996 (Act no.102 of 1996). **"Emerging Enterprise"** refers to enterprises or companies still at the start-up stage and requiring assistance. **"Priority occupations or skills"** refers to the sector and/or national occupations or skills identified by the Services SETA and/or Government.
Data source	Enterprises that register and attend a training opportunity hosted by the Services SETA.
Method of calculation	List of enterprises trained in the sector and national priority occupations or skills.
Means of verification / assessment	Small Enterprises › Proof of application/registration form › CIPC (Companies and Intellectual Property Commission) Certificate of Registration of Small Enterprise and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal. or › Proof of employment/voluntary if not a member of the enterprise. or › Affidavit confirming trading if not yet registered – (emerging) or › Proof that the company is small. › Attendance records. Cooperative › Proof of application/registration form. › CIPC (Companies and Intellectual Property Commission) Certificate of Registration of Cooperative and or verification via the CIPC eServices Enterprise Search Tool – Biz Portal. or › Affidavit confirming trading if not yet established – (emergent) or › Proof of employment or volunteer in the Cooperative if not a member of the enterprise. › Attendance records.
Assumptions	There is a budget to train these enterprises.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Established or emergent cooperatives – 30 › Small and/or emerging enterprises – 30
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.1.3. Number of people trained in entrepreneurship supported to start their business
Definition	This indicator measures the SETA's contribution to entrepreneurship development to support the growth of individuals to start their businesses.
	"Training in entrepreneurship" means training in a structured programme that aims to equip participants with the necessary skills and mindset for identifying and launching new business ventures.
Data source	People who register and attend a training opportunity on entrepreneurship hosted by the Services SETA.
Method of calculation	A simple count of the number of people trained to start their businesses
Means of verification / assessment	› Proof of application/registration form/Learner agreement;
	› Attendance Register/Record; and
	› Certified ID copy.
Assumptions	People who require training access opportunities offered by the Services SETA.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	200
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

SUB-PROGRAMME 3.2: STRATEGIC PARTNERSHIP

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.1. Number of Centres of Specialisation supported
Definition	This indicator refers to interventions aimed at strengthening the Department of Higher Education and Training with the implementation of apprentices on the new Occupational Trade Qualifications supported by SETAs. In addition, the programme aims to address shortages in the trades and skills areas identified as priorities for national development.
	"Centres of Specialisation (CoS)" refers to an intervention within a public technical, vocational education and training (TVET) colleges dedicated to training successful quality artisans on one or more priority trades.
	"Supported" aims to measure the funding or capacitation opportunities made available for the TVET College to implement/deliver artisanal training for identified occupational trades.
Data source	List of Centres of Specialisation identified to be supported
Method of calculation	Number of Centre of Specialisation supported
Means of verification / assessment	› Offer Letter; and
	› MoA/General funding agreement between the Services SETA and the TVET College (COS)
Assumptions	Services SETA has sufficient funds to support Centres of Specialisation.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	4
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.2. Number of TVET Lecturers exposed to the industry through Skills Programmes
Definition	This indicator refers to the number of TVET lecturers that have been entered/enrolled on industry-related skills programmes/short courses funded by the Services SETA. **"Credit-bearing short course"** is a short learning programme for which credits are awarded to the course's contribution to a unit standard and/or part qualification. **"Non-credit bearing short course"** is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.
Data source	List of TVET lectures entered/enrolled for training.
Method of calculation	A simple count of TVET lecturers entered/enrolled for training.
Means of verification / assessment	› Learner enrolments form/ Learner Agreement; › Certified ID copy; › Proof of employment by TVET; › Signed POPI declaration; and › Commencement letter.
Assumptions	Enrolled skills programmes will expose TVET lecturers to the industry.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	50
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.3. Number of Managers receiving training on curriculum-related studies – TVET
Definition	This indicator refers to the TVET College Managers who have been enrolled/entered in an intervention on curriculum-related studies through skills programmes/short courses funded by the Services SETA. **"Training on curriculum-related studies"** refers to learning or process to acquire skills relating to curriculum studies. **"Credit-bearing short course"** is a short learning programme for which credits are awarded to the course's contribution to a unit standard and/or part qualification. **"Non-credit bearing short course"** is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.
Data source	List of TVET College Managers that were enrolled/entered
Method of calculation	A simple count of TVET College Managers who have received training
Means of verification / assessment	› Learner enrolments form/ Learner Agreement; › Certified ID copy; › Proof of employment by TVET; › Signed Protection of Personal Information (POPI) declaration; and › Commencement letter.
Assumptions	The Services SETA has a curriculum development programme and can implement this training.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly

Desired performance	5
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.4. Number of TVET colleges Lecturers awarded Bursaries
Definition	This indicator refers to bursaries awarded to TVET college lecturers to further their studies in a bursary programme within a financial year.
Data source	List of TVET colleges lectures awarded bursaries.
Method of calculation	A simple count of TVET lecturers awarded bursaries by the Services SETA
Means of verification / assessment	› Bursary Agreement Form; › Proof of registration from HEI; › Certified ID copy; › Proof of employment by TVET college; and › Signed POPI declaration.
Assumptions	TVET lecturers are pursuing further studies
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	50
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

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

COMPONENTS	DESCRIPTIONS

Means of verification / assessment	**Support with Equipment**
	› Memorandum of Agreement / Offer Letter
	› Proof of delivery note
	Support with Workshop (Skills Development Centre)
	(depending on the phase/predetermined performance of the project)
	› General Funding Agreement
	  or
	› Bill of Quantities Drawings
	  or
	› Offer letter to a construction service provider and signed SLA between a service provider and Services SETA
	  or
	› Programme of Construction Works report
	  or
	› Completion Certificate
	  or
	› Project final account
	  or
	› Signed operationalisation MOA

Assumptions	The Services SETA has sufficient funds to support TVET Colleges with equipment/ renovations or workshops.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	2
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.6. Number of CET college lecturers awarded skills development programmes
Definition	This indicator refers to the number of CET lecturers that have been entered/enrolled on related skills programmes/short courses funded by the Services SETA. **"Skills Development Programmes"** can be defined as skills programmes/short courses that are conducted to improve productivity in the workplace and the competitiveness of CETs. **"Credit-bearing short course"** is a short learning programme for which credits are awarded to the course's contribution to a unit standard and/or part qualification. **"Non-credit bearing short course"** is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.
Data source	List of CET lectures that were enrolled/entered
Method of calculation	A simple count of CET lectures who have received training
Means of verification / assessment	› Learner enrollment form/ Learner Agreement; › Certified ID copy; › Proof of employment signed POPI declaration; and › Commencement letter.
Assumptions	CET lecturers participate in skills programmes.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	20
Indicator responsibility	Executive Manager: Strategic Partnership and Collaboration

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.7. Number of infrastructure development projects (equipment/ workshops/ Connectivity/ ICT) to support CET colleges
Definition	This indicator refers to the support provided to CETs in the form of providing equipment/ workshops/ connectivity/ ICT as agreed upon between the Services SETA and a concerned college. **"Equipment"** refers to tools the respective college requires to implement skills development interventions. **"Workshop"** can be defined as a renovated/constructed space/room at TVET designated for learners to practice their technical modules. **"Connectivity/ICT"** refers to technology infrastructure or connectivity support provided to the CET College.
Data source	List of infrastructure development(equipment/workshops/ Connectivity/ ICT) projects that were provided to the CET college/s.
Method of calculation	A simple count of infrastructure development (equipment/ workshops/ connectivity/ ICT) projects that were provided to the CET college/s.
Means of verification/ assessment	Support with Equipment/ICT/Connectivity › MoA/ Offer Letter › Proof of Delivery/Service rendered Support with Workshop (Skills Development Centre) (depending on the phase/predetermined performance of the project) General Funding Agreement or

COMPONENTS	DESCRIPTIONS
	Bill of Quantities Drawings
	or
	Offer letter to a construction service provider and Signed SLA between a service provider and Services SETA
	or
	Programme of Construction Works report
	or
	Completion Certificate
	or
	Project final account
	or
	Signed operationalisation MOA
Assumptions	The Services SETA has sufficient funds to support CETs with equipment/ renovations or workshops.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	1
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.8. Number of CET college Managers receiving training on curriculum-related studies
Definition	This indicator refers to the CET college managers who have been enrolled/entered in an intervention on curriculum-related studies through skills programmes/short courses funded by the Services SETA.
	"Training on curriculum-related studies" refers to learning or process to acquire skills relating to curriculum studies.
	"Credit-bearing short course" is a short learning programme for which credits are awarded to the course's contribution to a unit standard and/or part qualification.
	"Non-credit bearing short course" is a type of short learning programme for which no credits are awarded to unit standards or qualifications depending on the purpose and or assessments of the programme.
Data source	List of CET college managers that were enrolled/entered.
Method of calculation	A simple count of CET college managers who have received training.
Means of verification / assessment	› Learner enrollment form/ Learner Agreement; › Certified ID copy; › Proof of employment by CET; › Signed POPI declaration; and › Commencement letter.
Assumptions	CET college managers are interested in participating in this training, and the Services SETA has sufficient funds.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	5

| Indicator responsibility | Executive Manager: Strategic Partnerships and Collaborations |

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.9. Number of CET learners accessing AET programmes
Definition	The indicator refers to the total number of unemployed learners based at CETs and entered on Services SETA-funded AET programmes within the financial year.
	"CET learners" refers to unemployed learners enrolling for AET at CET colleges.
	"AET programmes" refer to formal learning/training by an accredited assurance body for adults to improve their knowledge and skills in numeracy and literacy.
Data source	List of unemployed learners accessing the AET programme at CET college.
Method of calculation	A simple count of unemployed learners that entered AET learning interventions at CET.
Means of verification / assessment	› Completed Learner Agreement Forms;
	› Certified ID copies;
	› Signed POPI declaration;
	› Proof of registration to the CET; and
	› Commencement letter.
Assumptions	There is sufficient funding to award study grants for AET unemployed learners based at CETs.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	20
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.2.10. Number of Rural Development Projects initiated
Definition	This indicator refers to projects initiated for rural development to improve the quality of life and economic well-being of people living in rural areas. The South African rural landscape is characterised by a lack of infrastructure and accessibility to training facilities; as a result, the interventions may be delivered to an adjacent urban area.
	"Rural area" is a geographic area categorised as rural by South African policy, legislation, and strategies.
	"Rural Development Projects" refers to projects initiated in rural areas targeted at skill development.
Data source	List of rural development projects implemented
Method of calculation	A simple count of the number of rural development projects implemented.
Means of verification / assessment	› Learning programme Commencement Letter
	or
	› MOA
	or
	› Delivery note
Assumptions	Services SETA has sufficient funds to implement rural development projects.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	10
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

SUB-PROGRAMME 3.3: LEARNING PROGRAMMES

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.1. Number of employer-funded learners Entered
Definition	The indicator refers to learners who have entered into learning programmes that the employer funds. **"Employer-Funded"** are employers with the SIC code demarcated under the scope of the Services SETA who fund Workplace Based Learning Programmes. **"Learners"** refers to the learner party to a Workplace Based Learning Programme Agreement. **"Workplace-based Learning programme"** means a learning programme through which a person internalises knowledge, skills, and competencies and gains insights through exposure to a workplace by achieving specific outcomes to enhance employability. It includes learnerships, internships, apprenticeships, candidacies, and any other learning programme comprising a structured work experience component. **"Entered/Enrolled"** means the enrolment of learners on a learning programme after verifying requisite employer and learner documentation.
Data source	Compiled list of employer-funded learners entered.
Method of calculation	The sum of employer-funded learners entered within the applicable reporting period.
Means of verification / assessment	› Workplace-Based Learning Programme Agreement; › Certified ID copies of learners; › Certified copies of the highest qualification; › Proof of employment (workers) or learner employment contract (unemployed learners); › Signed POPI declaration; › Proof of Disability (if applicable); and › Confirmation of Learner Registration.
Assumptions	Employers score points on their B-BBEE scorecard for the enrolment of learners on registered learning programmes, further incentivising them to fund skills development.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	641
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.2. Number of learners enrolled in learnership programmes
Definition	The indicator refers to workers and unemployed learners entering a learnership funded by the Services SETA through Discretionary Grants. **"Workers"** refers to a learner who works for an employer and receives or is entitled to remuneration for conducting the employer's business when enrolling in the learning programme. **"Unemployed learners"** refers to a learner who is not employed when enrolling in the Learning Programme. **"Learnerships"** refers to a period of workplace-based learning culminating in an occupational qualification or part qualification. **"Entered/Enrolled"** means the enrolment of learners on a learning programme after verifying requisite employer and learner documentation.
Data source	A compiled list of workers and unemployed learners entered on a learnership funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	› The sum of workers Services SETA-funded learners entered on a learnership within the applicable reporting period. › The sum of unemployed Services SETA-funded learners entered on a learnership within the relevant reporting period.
Means of verification / assessment	› Workplace-Based Learning Programme Agreement/ Learner Enrolment Form; › Certified ID copies of learners; › Certified copies of the highest qualification; › Proof of employment (workers); › Learner employment contract (unemployed learners); › Signed POPI Declaration; › Proof of Disability (if applicable); and › Commencement Letter.
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements. Applicants have the capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 60% › Youth, 80% › For people with disability, 3% › Rural, 26%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed – 8,465 › Workers – 1,023
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.3. Number of learners who completed learnership programmes
Definition	The indicator refers to workers and unemployed learners successfully completing a learnership funded by the Services SETA through Discretionary Grants.
	"Workers" refers to a learner who works for an employer and receives or is entitled to remuneration for conducting the employer's business when enrolling in the Learning Programme.
	"Unemployed learners" refers to a learner who was not employed at the time of enrolling in the Learning Programme.
	"Learnerships" refers to a period of workplace-based learning culminating in an occupational qualification or part qualification.
	"Completion" means successfully reaching all desired results/passed the prescribed number of unit standards; the learner is regarded as competent and exits with a full qualification.
	"Completion Date" means the date printed on the certificates/ SoR.
Data source	Compiled list of workers and unemployed learnership completions funded by Services SETA following the Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	› The sum of workers Services SETA-funded learners completions within the applicable reporting period; and
	› The sum of unemployed Services SETA-funded learners' completions within the applicable reporting period.
Means of verification / assessment	› Copy of certificates/SoRs; and
	› Certified ID Copy.
Assumptions	For workers, 10% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 65% will successfully complete.
	For unemployed learners, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 60% will successfully complete.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed – 6,450
	› Worker – 1,247
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.4. Number of learners granted bursaries.
Definition	The indicator refers to the total number of workers and unemployed learners who entered Services SETA-funded bursary programmes within the financial year.
	"Workers" refers to a learner employed at the time of contracting into a bursary granted by the Services SETA.
	"Unemployed learners" refers to learners who are not employed at the time of contracting into bursary granted by the Services SETA.
	"Bursaries" is a grant awarded to learners enrolled for part or full qualifications registered on the NQF.
	"Entered" refers to bursars funded by the Services SETA (i) for the first time (new) and (ii) those who have been funded in the previous year and are continuing to further their studies.
Data source	List of learners that were supported with bursaries funded by the Services SETA
Method of calculation	› A simple count of workers granted bursaries as reported on SETMIS; and
	› A simple count of unemployed learners granted bursaries, as reported on SETMIS
Means of verification / assessment	New entered: Workers
	› Bursary Agreement Form/Bursary Registration Form;
	› Proof of registration/Fee Statement;
	› Certified ID Copy; and
	› Proof of employment.
	New entered: Unemployed
	› Bursary Agreement Form/Bursary Registration Form;
	› Proof of registration/Fee Statement;
	› Certified ID copy; and
	› Affidavit.
	Continuing: Workers and Unemployed
	› Prior academic year results;
	› Current academic year proof of registration/Fee Statement; and
	› A confirmation letter from Services SETA listing the approved learners to the institutions that confirm continuing funding.
Assumptions	There are sufficient numbers of learners in the services sector related qualifications seeking funding at TVET, colleges, and universities
Disaggregation of beneficiaries	› Women, 60%
	› Youth, 80%
	› People with disability, 3%
	› Rural, 26%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed (New) – 840
	› Unemployed (Continuing) – 320
	› Worker (New) – 315
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.5. Number of learners granted Bursaries completed their studies
Definition	The indicator refers to the total number of workers and unemployed learners completing the learning intervention at the end of Services SETA-funded programmes within the financial year. **"Bursary programmes"** refer to a grant awarded to learners who have entered for partial or full qualifications registered on the NQF. **"Workers"** refers to a learner employed at the time of contracting into a bursary granted by the Services SETA. **"Unemployed learners"** refers to learners who are not employed at the time of contracting into bursary granted by the Services SETA. **"Completed"** means the student has passed all modules registered in the specific academic year.
Data source	List of learners supported with bursary funding generated by the Bursaries Department.
Method of calculation	A simple count of the total number of workers who have completed their bursary-funded learning programmes, as reported on SETMIS. A simple count of the total number of unemployed learners who have completed their bursary-funded learning programmes, as reported on SETMIS.
Means of verification / assessment	› Statements of results; and › Certified ID copy.
Assumptions	Learners pass their respective years of study.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed – 336 › Worker – 189
Indicator responsibility	Executive Manager: Strategic Partnerships and Collaborations

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.6. Number of Internships Enrolled
Definition	The indicator refers to unemployed learners who enrolled in an internship funded by the Service SETA through discretionary grants. **"Internship placement"** refers to a learning programme which consists of a structured work experience component of learning of a specific nature over a specified duration. **"Unemployed Learners Internships"** refers to students from TVET Colleges with vocational-related qualifications and Nated certificates below level 6 and students from universities not requiring Work Integrated Learning to complete their qualifications and placed in an internship programme to attain the WBL experience for 12 months. **"Universities Student Internships"** refers to students from universities who require work-integrated learning to complete their qualifications placed in workplaces. **"TVET Student Internships"** refers to students who have already completed the N6 National Certificate and require Work Integrated Learning for 18 months in the workplace to complete their National Diploma qualifications placed in workplaces. **"CET Internships"** refers to students who completed their studies in WBL and/or are requiring WIL and are placed at the CET college.
Data source	Compiled a list of internship enrolments funded by Services SETA following the Sector Education and Training Management Information System (SETMIS) requirements.

COMPONENTS	DESCRIPTIONS
Method of calculation	The sum of Services SETA-funded **university Students requiring WIL** to complete their qualifications, placed in the workplace and enrolled within the applicable reporting period. The sum of Services SETA-funded **TVET Students requiring WIL** to complete their qualifications, placed in workplaces and enrolled within the applicable reporting period. The sum of Services SETA-funded **Unemployed Internships** enrolled within the relevant reporting period. The sum of Services SETA-funded students enrolled for **Internships at CET** college within the relevant reporting period.
Means of verification / assessment	› Workplace-Based Learning Programme Agreement; › Certified ID copies; › Certified copies of the highest qualifications attained; › Learner employment contract; › Signed POPI declaration; › Proof of Disability (if applicable); and › Commencement Letter.
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements. Applicants have the capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 60% › Youth, 80% › Rural,26% › People with disability, 3%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed Learners (Work-Based Learning) – 835 › TVET students requiring Work Integrated Learning – 1,400 › Universities students requiring Work Integrated Learning – 500 › CET Internships – 105
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.7. Number of internships completed
Definition	The indicator refers to unemployed learners who successfully complete an internship funded by the Service SETA through the Discretionary Grants. "Internship" refers to a learning programme which consists of a structured work experience component of learning of a specific nature over a specified duration. "Unemployed Learners Internships" refers to students from TVET Colleges with Vocational-related qualifications and Nated certificates below level 6 and students from universities not requiring WIL to complete their qualifications and placed in internship programmes to attain the WBL experience for 12 months. "Universities Student Internships" refers to students from universities who require WIL to complete their qualifications placed in workplaces. "TVET Student Internships" refers to students who have already completed the N6 National Certificate and require Work Integrated Learning for 18 months in the workplace to complete their National N Diploma qualifications placed in workplaces. "CET Internships" refers to students who completed their studies in WBL and/or are requiring WIL and are placed at the CET college. "Completed" means learners that have completed the entire internship duration. "Completion Date" means the date that the Services SETA verifies and approves the closure report from the employer.
Data source	A compiled list of internship completions funded by Services SETA following the SETMIS requirements.
Method of calculation	› The sum of Services SETA-funded several university students who completed their WIL placements within the applicable reporting period; › The sum of Services SETA-funded number of TVET students who completed their WIL placements within the applicable reporting period; › The sum of Services SETA-funded number of CET internships completed Internship within the relevant reporting period.
Means of verification / assessment	› Approved Closure Report with a list of learners; and › Certified ID copy.
Assumptions	› For Universities Student Placement, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation; › For TVET Student Placements, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation; › For Unemployed Learners internships, 30% of Services SETA funded learners entered will terminate during the period and scope of implementation; and › For CET internships, 30% of Services SETA funded learners entered will terminate during the period and scope of implementation.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed Learners internships – 422 › TVET students requiring WIL – 1,260 › University students requiring WIL – 225 › CET internships – 40
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.8. Number of learners enrolled in Skills Programmes
Definition	The indicator refers to workers and unemployed learners who entered skills programmes funded by the Services SETA through the Discretionary Grants.
	"Workers" Refers to a learner who works for an employer and receives or is entitled to receive remuneration for conducting the business of that employer at the time of enrolling on the Learning Programme.
	"Unemployed learners" refers to a learner who was not employed at the time of enrolling in the Learning Programme.
	"Skills programmes" refer to occupational-based, short-term learning programmes. When successfully completed, it constitutes credits towards a qualification or part-qualification registered on the NQF. The Skills Programme comprises a cluster of unit standards where the total number of credits can range between 25 and 60.
	"Entered/Enrolled" means the enrolment of learners on a learning programme after verifying requisite employer and learner documentation.
Data source	A compiled list of workers and unemployed skills programmes was entered, funded by Services SETA following the SETMIS requirements.
Method of calculation	› The sum of **workers'** Services SETA-funded skills programme entered within the applicable reporting period.; and
	› The sum of **unemployed** Services SETA- funded skills programmes entered within the applicable reporting period.
Means of verification / assessment	› Learner Enrollment Forms;
	› Certified ID copies of learners;
	› Proof of employment (Workers);
	› Affidavit (Unemployed);
	› Signed POPI declaration; and
	› Commencement Letter.
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 70%
	› Youth, 60%
	› For people with disability, 3%
	› Rural, 26%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed – 1,365
	› Worker – 1,940
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.9. Number of learners who completed Skills Programmes
Definition	The indicator refers to workers and unemployed learners successfully completing skills programmes funded by the Services SETA through Discretionary Grants. **"Worker"** Refers to a learner who works for an employer and receives or is entitled to receive remuneration for conducting the business of that employer at the time of enrolling on the Learning Programme. **"Unemployed learners"** refers to a learner who was not employed at the time of enrolling in the Learning Programme. **"Skills programmes"** refer to occupational-based, short-term learning programmes. When successfully completed, it constitutes credits towards a qualification or part-qualification registered on the NQF. The Skills Programme comprises a cluster of unit standards where the total number of credits can range between 25 and 60. **"Completion"** means successfully achieving all desired results/passing several prescribed-unit standards for which the learner enrolled through the quality assurance process. **"Completion Date"** means the issue date printed on the SoR.
Data source	Compiled list of skills programme completions funded by Services SETA following the SETMIS requirements
Method of calculation	› The sum of workers Services SETA-funded skills programme completions within the applicable reporting period; and › The sum of unemployed Services SETA-funded skills programme completions within the applicable reporting period.
Means of verification / assessment	› Copy of Statements of Results (issued by Services SETA); › Copy of Statements of Results (issued by an external entity) and evidence of the date of receipt; and › Certified ID copy.
Assumptions	For **workers,** 10% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 75% will successfully complete; and For **unemployed** learners, 20% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 65% will be successfully completed.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	› Unemployed – 1,932 › Worker – 3,612
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.10. Number of unemployed learners enrolled on Candidacy programmes
Definition	The indicator refers to learners who entered a candidacy programme funded by the Services SETA through the Discretionary Grants. **"Candidacy programmes"** refer to compulsory learning and training undertaken by graduates through structured workplace training, which culminates in professional designation with a professional body. **"Entered/enrolled"** means the enrolment of learners on a learning programme post verifying requisite employer and learner documentation.
Data source	A compiled list of Candidacies funded by Services SETA in accordance with SETMIS requirements.
Method of calculation	The sum of Services SETA-funded candidacy learner enrollments within the applicable reporting period.

COMPONENTS	DESCRIPTIONS
Means of verification/ assessment	› Workplace-Based Learning Programme Agreement; › Certified ID copy; › Certified copies of the highest qualifications attained; › Learner employment contract; › Signed POPI declaration; and › Commencement letters.
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 70% › Youth, 50% › Rural, 26% › For people with disability, 3%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	225
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.11. Number of unemployed learners completed Candidacy Programmes
Definition	The indicator refers to learners successfully completing a Candidacy programme funded by the Services SETA through the Discretionary Grants. **"Candidacy programmes"** refer to compulsory learning and training undertaken by graduates through structured workplace training, which culminates in professional designation with a Professional Body. **"Completion"** means successfully achieving the professional designation. **"Completion Date"** means the date the Services SETA received the Professional Designation confirmation/certificate issued by any Professional Body.
Data source	Compiled list of candidacy completions funded by Services SETA in accordance with the SETMIS requirements.
Method of calculation	The sum of unemployed Services SETA-funded candidacy completions within the applicable reporting period.
Means of verification / assessment	› Copy of Confirmation/Certificate of Professional Designation (issued by Professional Body) and evidence of the date of receipt; and › Certified ID Copy
Assumptions	10% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 75% will **successfully complete.**
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	86
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.12. Number of artisan learners enrolled
Definition	The indicator refers to candidates enrolled for an apprenticeship or trade test on a related artisan learning programme who do not have a qualification as per the listed trade and have been registered with the Services SETA to obtain a trade test certificate.
	"Artisan" refers to a person certified as competent to perform a listed trade in accordance with SDA.
	"Listed Trade" means trade listed in terms of section 26 B of the SDA.
	"Apprenticeship entered" refers to a learner who has entered a structured artisan learning programme in terms of occupations listed as a trade-in Gazette 35625.
	"Trade Test" refers to a final integrated summative assessment for an artisan qualification for a listed trade/occupational trade conducted at an accredited Trade Test Centre by an assessor registered with the National Artisan Moderation Body (NAMB).
	"Entered/Enrolled" means the enrolment of learners on an apprenticeship or trade test programme post verifying requisite employer and learner documentation.
Data source	A compiled list of artisan learners who entered apprenticeships funded by Services SETA following the SETMIS requirements.
Method of calculation	The sum of Services SETA funded Artisans learners entered within the applicable reporting period.
Means of verification/assessment	› Workplace Based Learning Programme Agreement (Apprenticeship); or Trade test application (Trade test);
	› Certified copy of learner ID;
	› Certified copy of highest qualification;
	› Employment contract; and
	› Signed POPI declaration.
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 40%
	› Youth, 80%
	› Rural, 26%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	1,000
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.13. Number of artisan learners completed
Definition	The indicator refers to learners who have completed a trade test funded by the Services SETA through a Discretionary Grant.
	"Artisan" refers to a person certified as competent to perform a listed trade in accordance with SDA.
	"Trade Test" refers to a final integrated summative assessment for an artisan qualification for a listed trade/occupational trade conducted at an accredited Trade Test Centre by an assessor registered with NAMB.
	"Completed" refers to the date the person has successfully undertaken a trade test and is deemed competent.

COMPONENTS	DESCRIPTIONS
	"Completion Date" for Apprenticeships for which the Services SETA facilitate certification means the date on which the Services SETA submits the trade test results for certification to NAMB.
Data source	A compiled list of artisan completions funded by Services SETA following the SETMIS requirements.
Method of calculation	The sum of Services SETA-funded artisan learners who have successfully completed an external integrated summative assessment (Trade Test) within the applicable reporting period.
Means of verification/ assessment	› Trade Test Results; › Evidence of submission of trade test results for certification to NAMB; and › Certified ID Copy.
Assumptions	› For **Apprenticeship** learners, 25% of Services SETA-funded learners entered will terminate during the course and scope of implementation, and 55% will successfully complete; and › For **Trade Test** learners, 10% of Services SETA funded learners entered will terminate during the course and scope of implementation, and 65% will successfully complete.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	1,200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.14. Number of learners enrolled in RPL/ARPL
Definition	The indicator refers to learners entered on a Recognition of Prior Learning/Artisan Recognition of Prior Learning programme funded by the Services SETA through the Discretionary Grants. "RPL" refers to the principles and processes through which a person's prior knowledge and skills are identified, mediated, and assessed for admission to a formal course of study or recognition and certification to a formal qualification. "ARPL" refers to assessing & recognising prior knowledge or skills of people who did artisanal trades for admission to a formal course of study or recognition and trade test certification. "Entered/Enrolled" means the enrolment of learners on a learning programme after verifying requisite employer and learner documentation.
Data source	Compiled list of RPL/ARPL enrolled funded by Services SETA following the SETMIS requirements.
Method of calculation	The sum of learners Services SETA- funded RPL/ARPL learners entered within the applicable reporting period.
Means of verification/ assessment	› Learner Enrolment Form; › Certified ID copy; › Certified copies of highest qualifications attained (if applicable); › Proof of employment (Workers); › Affidavit/proof of experience or prior year learning (Unemployed); › Signed POPI Declaration; and › Commencement Letter.

COMPONENTS	DESCRIPTIONS
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 60% › Youth, 50%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	5,000
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.15. Number of learners who completed RPL/ARPL
Definition	The total number of learners certificated on Services SETA-funded processes for the Recognition of Prior Learning/Artisan Recognition of Prior Learning. "RPL" Refers to the principles and processes through which a person's prior knowledge and skills are identified, mediated, and assessed for admission to a formal course of study or recognition and certification to a formal qualification. "ARPL" Refers to assessing & recognising prior knowledge or skills of people who did artisanal trades. "Completion" means successfully reaching all desired results/passed several prescribed unit standards. The learner who is regarded as competent exits with a full qualification certificate. "Completion Date": › For **RPL** means the issue date printed on the Certificates/ SoRs; and › For **ARPL**, for which the Services SETA facilitates certification, it means the date on which the Services SETA submits the trade test results for certification to NAMB.
Data source	List of learners who completed RPL/ARPL
Method of calculation	A simple count of learners who have been assessed and issued with an RPL certificate, as reported on SETMIS and a simple count of learners who have been assessed and submitted trade test results for certification to NAMB for ARPL.
Means of verification/ assessment	› **RPL**: Copy of Certificates/Statements of Results; › **ARPL**: Trade test results and evidence of submission of trade test results for certification to NAMB › Certified ID Copy.
Assumptions	Learners complete their RPL/ARPL programmes.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.16. Number of workers enrolled in AET programmes
Definition	The indicator refers to workers enrolled on an AET programme funded by the Services SETA through the Discretionary Grants. **"AET programmes"** refer to formal learning/training by an accredited assurance body for adults to improve their knowledge and skills in numeracy and literacy. **"Entered/Enrolled"** means the enrolment of learners on a learning programme post the verification of requisite employer and learner documentation.
Data source	A compiled list of workers entered into AET programmes that Services SETA funds following the SETMIS requirements.
Method of calculation	The sum of Services SETA funded AET workers enrolled within the applicable reporting period.
Means of verification/ assessment	› Learner Enrolment Form; › Proof of employment – Workers; › Certified ID copy; › Signed POPI Declaration; and › Commencement Letter.
Assumptions	Services SETA receives adequate applications in response to Discretionary Grant advertisements, and applicants have the necessary capacity to recruit and implement the learning programmes.
Disaggregation of beneficiaries	› Women, 70% › Youth, 50% › Rural, 26%
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	200
Indicator responsibility	Executive Manager: Core Business

COMPONENTS	DESCRIPTIONS
Indicator title	3.3.17. Number of workers who completed AET programmes
Definition	The indicator refers to the total number of AET workers who completed Services SETA-funded AET programmes within the financial year. **"AET programmes"** refer to formal learning/training by an accredited assurance body for adults to improve their knowledge and skills in numeracy and literacy. **"Completion"** means successfully reaching all desired results/passed all unit standards; the learner is regarded as a competent exit with a certificate. **"Completion Date"** means the date that the Services SETA received the certificate(s)/ Statement of Results issued by an accredited assurance body.
Data source	Compiled list of AET completions funded by Services SETA following The Sector Education and Training Management Information System (SETMIS) requirements.
Method of calculation	The sum of Services SETA funded AET workers' completions within the applicable reporting period.
Means of verification/ assessment	› Copy of Certificate(s)/Statement of Results (issued by an accredited quality assurance body) and evidence of the date of receipt; and › Certified ID copy.
Assumptions	30% of Services SETA-funded workers enrolled will terminate during the course and scope of implementation, and 60% will successfully complete.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A

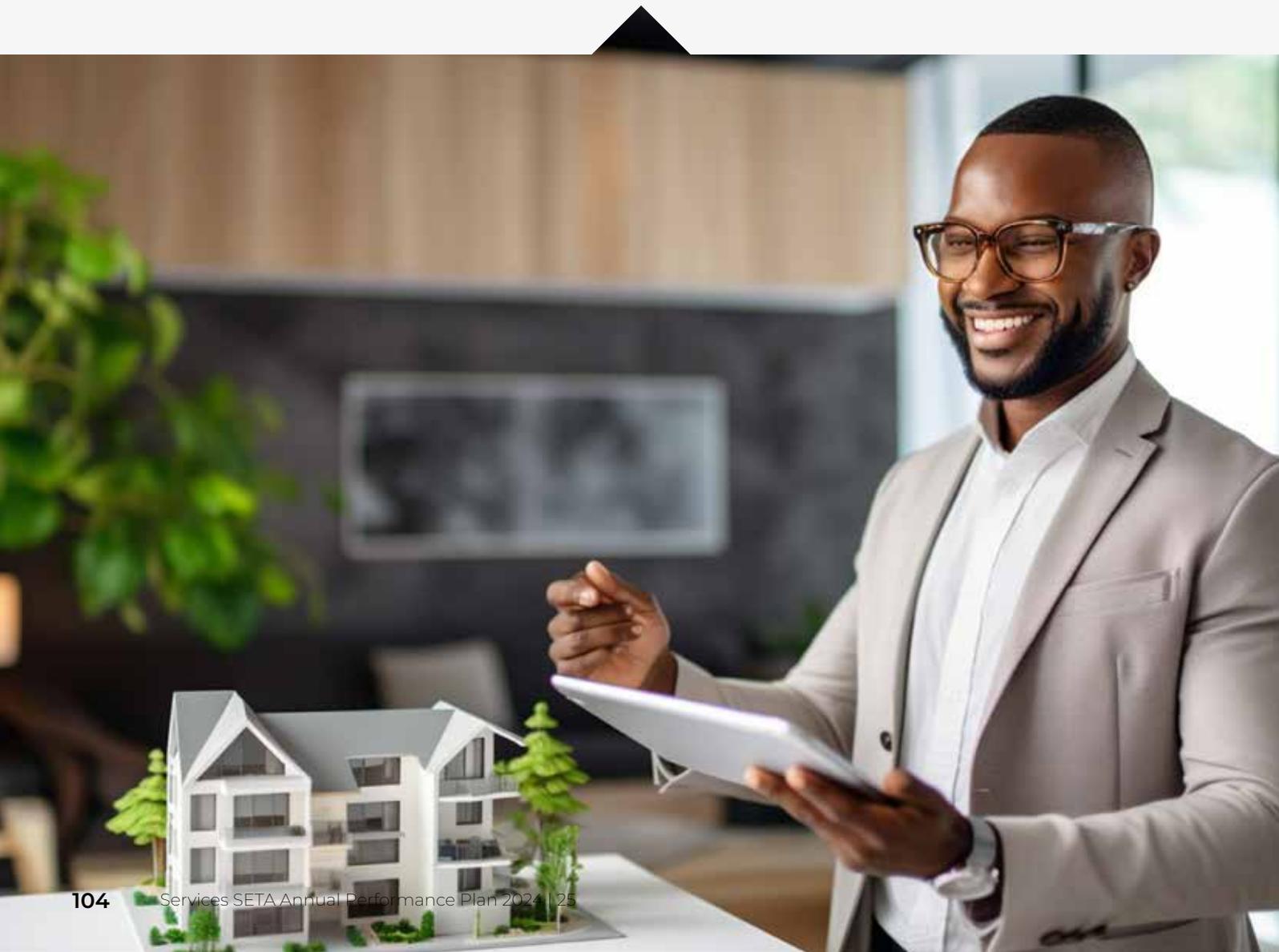| COMPONENTS	DESCRIPTIONS
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	100
Indicator responsibility	Executive Manager: Core Business

PROGRAMME 4: QUALITY ASSURANCE

OUTPUT 4: ENHANCED QUALITY ASSURANCE EFFICIENCIES TO EXECUTE QCTO DELEGATED FUNCTIONS
SUB-PROGRAMME 4.1: EXTERNAL MODERATION AND CERTIFICATION

COMPONENTS	DESCRIPTIONS
Indicator title	4.1.1. Percentage of certificates/SOR processed
Definition	This indicator refers to the percentage of certificates or SoRs printed by the Services SETA. **"Learner"** refers to learners registered for a qualification or Skills programme. **"Processed"** refers to printing certificates or statements of results for learners who have successfully completed all required qualification/skills programme outcomes and are deemed competent through external moderation.
Data source	Compiled list of certificates or statements printed.
Method of calculation	Number of certificates or statements of results printed within the reporting period / Total number of certificates or statements of results due for printing in the reporting period as per approved external moderation reports x 100.
Means of verification / assessment	› Certificates and/or › Statement of results
Assumptions	Skills Development Providers provide supporting documentation in time.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	85%
Indicator responsibility	Executive Manager: Core Business

SUB-PROGRAMME 4.2: QUALIFICATIONS DEVELOPMENT

| COMPONENTS	DESCRIPTIONS
Indicator title	4.2.1. Number of occupational qualifications developed
Definition	This indicator refers to the services sector-related qualifications: Full Qualifications, Part Qualifications, and Skills Programmes that have been developed in line with or aligned with the QCTO occupational qualifications framework.
Data source	A list of occupational qualifications developed
Method of calculation	A simple count of qualifications: Full Qualifications, Part Qualifications, and Skills Programmes that have been developed and aligned to the QCTO occupational framework.
Means of verification / assessment	› A list of Qualifications: Full Qualifications, Part Qualifications, and Skills Programmes that have been developed and aligned to the QCTO occupational framework; and › Proof of receipt/acknowledgement letter/s from QCTO.
Assumptions	There is sufficient capacity within the services sector to develop occupational qualifications in line with the QCTO occupational qualifications Framework.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	15
Indicator responsibility	Executive Manager: Strategy & Planning

Annexure A: District Development Model

DISTRICT DEVELOPMENT MODEL

The District Development Model (DDM) is a government approach to improving integrated planning and delivery across the three spheres of government, with district and metropolitan spaces as focal points of government and private sector investment. A joint planning, budgeting and implementation process will enable the envisaged integrated planning and delivery in relation to the district and metropolitan spaces. The SETA will be supporting this model through our strategic projects' initiatives. Figure 1 below depicts the DDM linkages with other plans.

Figure 1 DDM Relationship with other plans
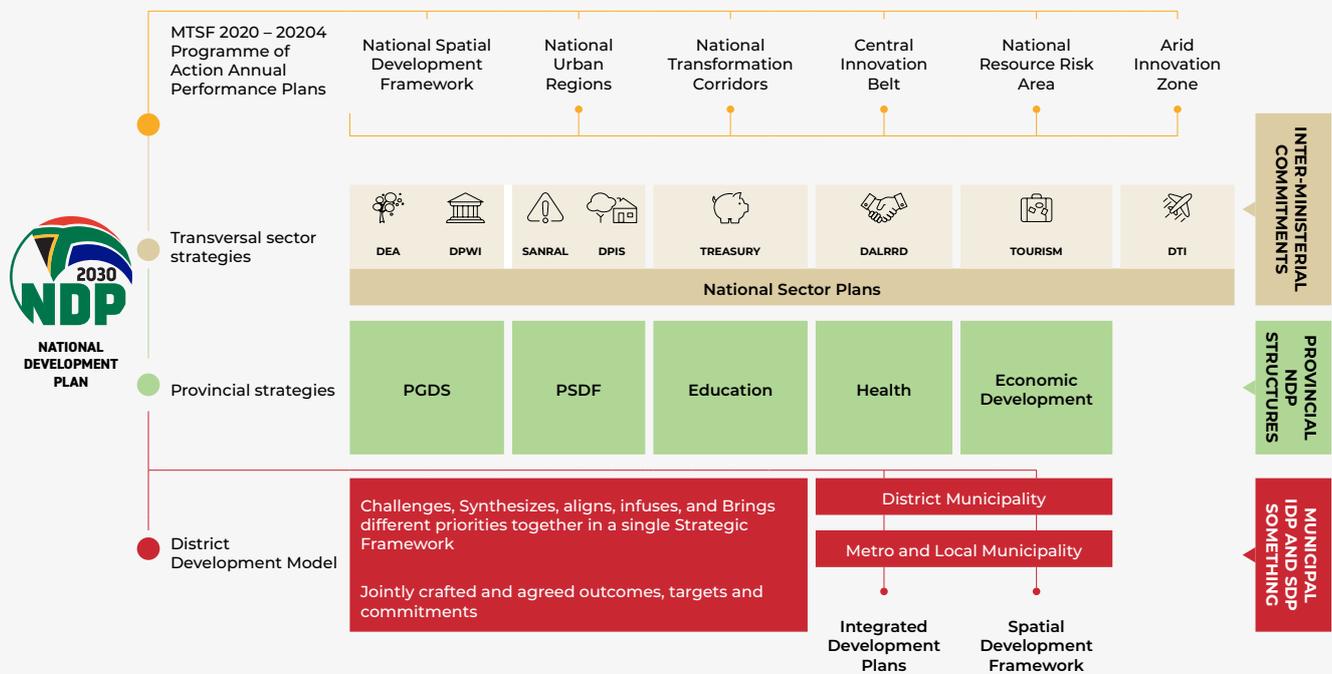
Source: COGTA

As a skills development agency, the Services SETA's delivery is informed by the Sector Skills Plan, which is informed by the sector's needs and responses from training service providers. As such, the delivery model is demand-driven. To ensure alignment with skills development players in each district, the Services SETA interacts with Provincial Skills Development Forums (PSDFs). PSDFs were established in 2008 by the National Skills Authority through the Skills Development Act of 2008 to address specific provincial skills requirements and to bridge the National Skills Authority (NSA) and the provinces.

The above objective is achieved by bringing various role players together, focusing on economic, social, environmental, infrastructural, and other service delivery areas. Similarly, the DDM, first proposed by the President in 2019, is a district-wide approach towards the effective coordination of 'all-of-government' programmes and projects.

The implementation of the DDM will be done through a deliberate process of spatialisation of development priorities and objectives, followed by a review and reprioritisation of plans, budgets, and programmes across various spheres, sector departments, and state entities (RSA 2020a). This process of review and reprioritisation will evolve

incrementally as the DDM becomes fully institutionalised, culminating in the formulation and adoption of the One Plan.

The 52 district or metro spaces have developed One Plans that guides investment, service delivery, and development in each district and metropolitan area. Cabinet has approved all the first rounds of the One Plans. The One Plan details relevant activities, roles, responsibilities, ownership, and timelines that must take place during each stage.

The Services SETA has an office in each province with two offices in the Eastern Cape province. This national footprint allows the Services SETA to coordinate with PSDFs effectively.

By their very nature, skills development interventions change yearly, sometimes twice or thrice within a year, depending on the number of DG windows opened for employers and skills development training providers as informed by sector needs. This information is updated regularly and passed on to PSDFs, which feed into the DDM for consolidation with various other interventions taking place or planned for each district.

Table 1 indicates current and planned interventions at districts for the 2023/24 and 2024/25 financial years. This information is updated continuously and shared with relevant stakeholders as outlined above.

Table 1. Services SETA District Development Model Aligned Skills Development Plans Five-year planning period.

Areas of intervention	Project description	District municipality	Location: GPS coordinates	Project leader	Social partners
Skills Development	Various learning interventions	Amathole District Municipality – EC	32.5842° S, 27.3616° E	Multiple	Multiple
Skills Development	Various learning interventions	Buffalo City Metropolitan Municipality – EC	32.9344° S, 27.6435° E	Multiple	Multiple
Skills Development	Various learning interventions	Chris Hani District Municipality – EC	31.8743° S, 26.7968° E	Multiple	Multiple
Skills Development	Various learning interventions	OR Tambo District Municipality – EC	31.4632° S, 29.2321° E	Multiple	Multiple
Skills Development	Various learning interventions	Lejweleputswa District Municipality – FS	28.3991° S, 26.2305° E	Multiple	Multiple
Skills Development	Various learning interventions	Mangaung Metropolitan Municipality – FS	29.1303° S, 26.2358° E	Multiple	Multiple
Skills Development	Various learning interventions	Thabo Mofutsanyana District Municipality – FS	28.1270° S, 28.2994° E	Multiple	Multiple
Skills Development	Various learning interventions	City of Johannesburg Metropolitan Municipality – GP	26.1704° S, 27.9718° E	Multiple	Multiple
Skills Development	Various learning interventions	City of Ekurhuleni Metropolitan Municipality – GP	26.1777° S, 28.3462° E	Multiple	Multiple
Skills Development	Various learning interventions	City of Tshwane Metropolitan Municipality – GP	25.6051° S, 28.3929° E	Multiple	Multiple
Skills Development	Various learning interventions	Sedibeng District Municipality – GP	26.6833° S, 28.2059° E	Multiple	Multiple
Skills Development	Various learning interventions	Amajuba District Municipality – GP	27.8036° S, 30.0665° E	Multiple	Multiple
Skills Development	Various learning interventions	eThekwini Metropolitan Municipality – KZN	29.8120° S, 30.8039° E	Multiple	Multiple
Skills Development	Various learning interventions	iLembe District Municipality – KZN	29.3830° S, 31.1710° E	Multiple	Multiple
Skills Development	Various learning interventions	King CetshwayoDistrict Municipality	28.6192° S, 31.5370° E	Multiple	Multiple
Skills Development	Various learning interventions	Ugu District Municipality – KZN	30.6218° S, 30.2513° E	Multiple	Multiple
Skills Development	Various learning interventions	uMgungundlovu District Municipality – KZN	29.5101° S, 30.3436° E	Multiple	Multiple
Skills Development	Various learning interventions	uMzinyathi District Municipality – KZN	28.5152° S, 30.6200° E	Multiple	Multiple
Skills Development	Various learning interventions	uThukela District Municipality – KZN	28.6783° S, 29.6035° E	Multiple	Multiple
Skills Development	Various learning interventions	Zululand District Municipality – KZN	27.8872° S, 31.4456° E	Multiple	Multiple
Skills Development	Various learning interventions	Capricorn District Municipality – LP	23.6123° S, 29.2321° E	Multiple	Multiple
Skills Development	Various learning interventions	Mopani District Municipality – LP	23.3089° S, 30.7160° E	Multiple	Multiple

Areas of intervention	Project description	District municipality	Location: GPS coordinates	Project leader	Social partners
Skills Development	Various learning interventions	Vhembe District Municipality – LP	22.7696° S, 29.9741° E	Multiple	Multiple
Skills Development	Various learning interventions	Waterberg District Municipality – LP	23.9748° S, 28.2994° E	Multiple	Multiple
Skills Development	Various learning interventions	Ehlanzeni District Municipality – MP	25.3946° S, 31.2626° E	Multiple	Multiple
Skills Development	Various learning interventions	Gert SibandeDistrict Municipality – MP	26.5471° S, 29.9741° E	Multiple	Multiple
Skills Development	Various learning interventions	Nkangala District Municipality – MP	25.9460° S, 29.6035° E	Multiple	Multiple
Skills Development	Various learning interventions	Sedibeng District Municipality – MP	26.6833° S, 28.2059° E	Multiple	Multiple
Skills Development	Various learning interventions	Dr Kenneth Kaunda District Municipality – NW	26.8618° S, 26.5138° E	Multiple	Multiple
Skills Development	Various learning interventions	Frances BaardDistrict Municipality – NC	28.4251° S, 24.3341° E	Multiple	Multiple
Skills Development	Various learning interventions	Cape Winelands District Municipality – WC	33.4221° S, 19.7592° E	Multiple	Multiple
Skills Development	Various learning interventions	City of Cape Town Metropolitan Municipality – WC	33.9143° S, 18.5701° E	Multiple	Multiple
Skills Development	Various learning interventions	Garden Route District Municipality – WC	33.7042° S, 22.0476° E	Multiple	Multiple

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