

ANNUAL PERFORMANCE PLAN 2019



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Public Service Sector Education & Training Authority



2019 / 20

ANNUAL PERFORMANCE PLAN

Abbreviations and Acronyms

ACRONYM	DESCRIPTION
AA	Accounting Authority
ACEO	Assistant Chief Executive Officer
AD	Artisan Development
Adv.	Advocate
APP	Annual Performance Plan
ATR	Annual Training Report
Burs	Bursary
CFO	Chief Financial Officer
COO	Chief Operations Officer
CSE	Corporate Services Executive
DG	Discretionary Grant
DG	Director General
DHET	Department of Higher Education and Training
DPSA	Department of Public Service and Administration
EAP	Employee Assistance Programme
ETQA	Education and Training Quality Assurance
HEI	Higher Education Institution
HRD	Human Resource Development
ICT	Information and Communications Technology
LP	Learning Programmes
LPAMO	Learning Programmes Administrator in the Office of the Learning Programme Manager
L/Ship	Learnership
MMS	Middle Management Services
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NGP	New Growth Path
NSDS	National Skills Development Strategy
NSF	National Skills Fund

ACRONYM	DESCRIPTION
OFO	Organising Framework for Occupations
PERSAL	Personnel and Salary Information System of Government
PFMA	Public Finance Management Act, 1999 as amended
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
QMR	Quarterly Monitoring Report
SARS	South African Revenue Service
SCM	Supply Chain Management
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SDLA	Skills Development Levies Act
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SMS	Senior Management Services
SP	Strategic Plan
SP	Skills Programme
SPR	Skills Planning and Research
SSP	Sector Skills Plan
TID	Technical Indicator Descriptor
TVET	Technical and Vocational Education and Training
WIL	Work Integrated Learning
WPPSTE	White Paper on Public Service Training and Education
WSP	Workplace Skills Plan

Foreword by the Chairperson

Annual Performance Plan (APP) for the 2019/20 period. This document has been drawn from the Strategic Plan (SP) covering the 2015/16 – 2019/20 medium-term period, which was updated based on changing circumstances.

As is the case in the Sector Education and Training Authority (SETA) environment, the above-mentioned documents are informed by the Sector Skills Plan (SSP), a strategic document within which PSETA identifies its key skills development priorities. The SSP is compiled by a SETA in terms of the Skills Development Act, 1998 (Act No. 97 of 1998) (SDA), as amended, in collaboration with the Public Service sector. In order to develop state capabilities called for in the National Development Plan (NDP), PSETA's approach to identifying and prioritising skills and training needs in the Public Service is one that uses organisational performance as the lens to thematise skills needs. A priority skill is thus one that will make the greatest difference to the performance of the Public Service sector.

To ensure the credibility of the information contained in the SSP, the SETA held extensive consultation sessions with various role players and conducted a number of research studies to inform skills needs and identify Human Resource Development (HRD) issues in the sector.

According to the National Skills Development Strategy III (NSDS III), one of the eight (8) goals is to establish a credible institutional mechanism for Skills Planning within the SETAs. Hence, as the PSETA, we value this process and ensure that much attention is paid to it. Out of the sector Skills Planning process, four strategic focus priorities were identified, namely:

- Establish strategic partnerships with key departments;
- Improve research output and impact assessment of programmes;
- Review and realign occupational qualifications; and
- Implement workplace-based learning programmes (LP) in building the workplace into a training space.

These priorities have been encapsulated into the strategic outcome-oriented goals of the SETA, as expressed in the Updated Strategic Plan for the 2015/16 to 2019/20 medium-term period.

Over the past few financial years, PSETA has been implementing various learning interventions that have been identified through the Skills Planning process and which constitute the Professional, Vocational, Technical and Academic Learning (PIVOTAL) list. This list informs the allocation of discretionary grant funding by SETAs, as guided by the Discretionary Grant Regulations issued by the Department of Higher Education and Training (DHET) in 2012.

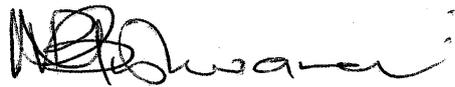
PSETA has taken a conscious decision to start focusing more on the delivery of critical skills development programmes to address goal seven (7) of the NSDS III, which calls for increasing public sector capacity for improved service delivery and supporting the building of a developmental state. Unlike other SETAs that focus on various sectors, the PSETA's constituency is the Public Service. Hence it is important that the allocation of discretionary grant funding is prioritised for the upliftment of the skills of public servants.

While we acknowledge this critical mandate bestowed on us, it has to be borne in mind that we are the only SETA that relies on funding from the national fiscus, with half of the monies received directed to funding our operational

costs. As it is expected that the SETA contribute immensely to the provision of skills in the sector, it is, therefore, conceivable that a co-funding approach be adopted.

Meanwhile, we are happy to report that the problems previously experienced which relate to the signing of Memoranda of Agreement (MOAs), and the timeous release of discretionary grant payments, have been addressed through the cooperation of stakeholders. We hope this momentum will be maintained and focus will be concentrated on the impact of the training interventions being implemented.

Lastly, our efforts to improve internal controls and the performance of the SETA will remain a focus area, notwithstanding the consecutive unqualified audit opinion received for the 2017/18 financial year. We remain committed to working with all role players and contributing towards achieving the set goals contained in the NDP for the building of a “capable state”.



Adv. Bantomu Diamond Mushwana

Chairperson: PSETA Accounting Authority

Date:

Overview by the Chief Executive Officer

The PSETA plays a critical role in championing skills development interventions within the Public Service sector, as mandated by the SDA, 1998 as amended. This APP presents us with an opportunity to consolidate our position and build from recent gains, such as the improvement in the disbursement of discretionary grant funding and the positive audit opinions achieved over the past two consecutive years.

As a SETA that operates within a sector with multiple and complex functions and that renders a range of services to the citizens of South Africa, as mandated by the Constitution, we are overwhelmed by the role that we have to play, considering the list of prioritised needs identified through the Sector Skills Planning process versus the budget at our disposal. Unlike other SETAs that receive millions of rands in the form of skills development levies (SDLs), our sector, which boasts the government departments as the largest constituent member bloc, is exempted from paying the 1% training levies to any SETA.

This makes it difficult to have a holistic picture of the impact made in the utilisation of the training budget. Hence we are increasingly prioritising and working on partnership mechanisms that will bring us together with other key departments, such as the Department of Public Service and Administration (DPSA), to ensure that there is stronger monitoring and accountability. It is through bringing together all the government departments and mobilising the utilisation of the training budgets that we can realise improved service delivery and support the building of a developmental state, as encapsulated in goal seven (7) of the NSDS III.

Furthermore, the said collaboration being punted will go a long way in ensuring alignment between the Workplace Skills Plan (WSP) and the performance contracting processes in government if the Public Service is to realise the effective implementation of the WSP. Simply put, the WSPs are submitted annually to the SETAs by the end of April, whereas the performance agreements, which are accompanied by Personal Development Plans (PDPs), are only due at the end of May of each year. This makes it difficult to have the same training needs and managers tend to focus on the training interventions that have been agreed upon with employees through the PDP process, rendering the WSP irrelevant, notwithstanding its legal standing with the interventions that we have identified and outlined in detail in the latter part of this document, we are hopeful the performance of the entity and the spending of the allocated discretionary funds will be tremendously improved.

Lastly, with regard to the future landscape of the SETAs, as indicated in the National Skills Development Plan, 2030 published by the Minister in the last quarter of the 2017/18 financial year, it is acknowledged that the DHET proposed a merger of some SETAs based on a number of factors. The PSETA will be directly affected by the proposed mergers. While the proposed mergers have some advantages, we are convinced that the representation made to keep the PSETA a standalone SETA that continues to service its sector – which employs about 1.3 million staff members and has a training budget of over R5 billion supported by the stakeholders – will be considered.



Ms Bontle Lerumo
Chief Executive Officer

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

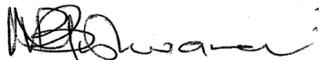
- Was developed by the Management of the Public Service Sector Education and Training Authority (PSETA), under the guidance of the Accounting Authority and the Minister of Higher Education and Training;
- Was prepared in line with the current Strategic Plan of the PSETA; and
- Accurately reflects the performance targets which the PSETA will endeavour to achieve, given the resources made available in the budget for the 2019/20 financial year.



Mr Farhaan Shamsodeen
Chief Financial Officer



Ms Bontle Lerumo
Chief Executive Officer



Adv. Bantomu Diamond Mushwana
Chairperson: PSETA Accounting Authority

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PART A:

STRATEGIC OVERVIEW

1. UPDATED SITUATIONAL ANALYSIS

1.1. Performance Delivery Environment in the Public Service Sector

The South African government employs over 1.2 million employees (excluding the local government sector), of which approximately 565 914 employees within the national and provincial government departments are employed under the Public Service Act (PSETA, 2018). The performance of the Public Service sector is intrinsically linked with the performance of the country's economy and employment in the sector is a key contributor to combatting the high unemployment rate which prevails in the country.

South Africa, over the past few years, has experienced periods of low economic growth. In such instances, the state seeks to lower expenditure through various avenues, one of which is the reduction of expenditure through the reduction of the state's wage bill. The likely impact of budget reductions at national and provincial government departments may be seen within recruitment; with a reduction or consistency in headcounts in the Public Service. It is expected that job prospects in the Public Service sector will likely be negatively affected by this move. Other negative consequences may be seen with budget cuts to the 1% budget allocated for training by national and provincial departments.

The budget cuts reflect the vulnerability of the Public Service sector to South Africa's economic performance and shocks. It is likely that a trickle-down effect will lead to the low absorption of new personnel to the Public Service sector and cuts in departmental budgets allocated for training of employees.

While global developments will continue to shape the country's economic fate, measures like investment in infrastructure, increasing flexibility in labour and capital markets and improving the quality of education and skills development may be considered to counteract the impact. The measure of importance to PSETA, of course, remains with enabling skills development in the sector and improving the labour productivity factor.

PSETA is mandated to examine and forecast the nature of skills demand and supply in the Public Service sector which comprises some national departments, provincial departments, national and provincial public entities, national parliament and provincial legislatures. The focus and emphasis of PSETA are not, however, on the entire Public Service sector skills but primarily on the transversal skills within the public sector. These are the skills which are dubbed the "business of government". Transversal skills and functions include administration, management, planning, legislation and policy development, which form the focus to drive the development of skills and competencies in areas that will make the delivery of the business of government more effective and efficient.

PSETA's scope of coverage within the Legislative sub-sector is limited to the administrative component, with the members of Parliament function falling within the scope of the Education, Training and Development Practices (ETDP) SETA. Public entities are the smallest sub-sector within the PSETA scope. Those registered with PSETA have different mandates, but the common skills cutting across these entities are transversal skills.

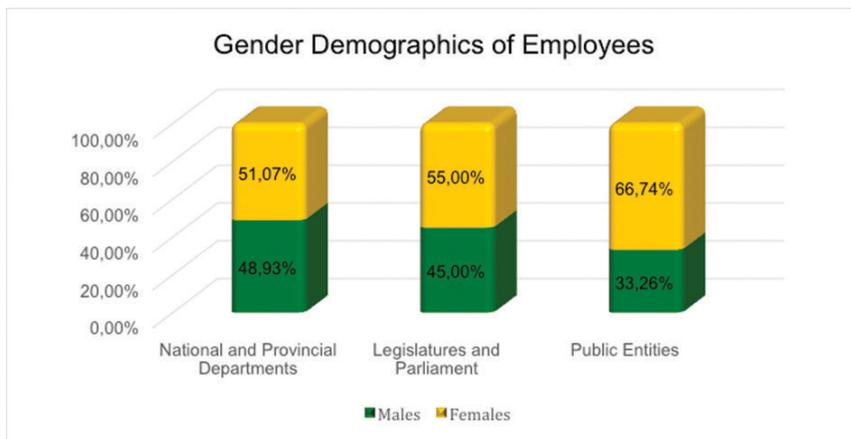
It is important to understand the labour market profile of the sector. Table 1 provides a breakdown of the number of employees per sub-sector. The number of employees employed under the Public Service Act is defined as all employees on the database provided by the DPSA, excluding medical practitioners, nurses, teachers, police and military personnel who fall under the Health Act, Education Act, etc. This analysis focuses on those employed under the Public Service Act.

Table 1: Employees in the Sector

Sub-sector	Number of employees	Percentage in the sector
National and provincial departments	565 914	73.36%
Legislatures and parliament	2 600	0.34%
Public entities	202 903	26.30%
Total	771 417	100%

Source: PSETA, 2018

The gender and race demographics of the sector are presented in figure 1 and 2 respectively. By utilising the WSP data for employees in Parliament, legislatures and public entities and the Personnel and Salary Information System of Government (PERSAL) data for employees within national and provincial departments, a complete labour market profile has been provided.

**Figure 1: Gender Demographics of Employees in the Sector**

Source: PSETA, 2018

The employment data by gender in the Public Service sector has remained constant with more women employed than men across the sub-sectors. The number of males has declined across the sub-sectors by approximately 11% when compared to 2017. On average, there are approximately 10.35% more women employed in the sector than men.

Figure 2 illustrates the racial demographics. Across the sub-sectors, the racial demographics of employees in the sector is in line with the race distribution of the population. Africans remain the majority across the sub-sectors, comprising 80.9%. There has been an increase in Indian/Asian employees from 2.1% to 2.6% in the sector.

Race Demographics of Employees

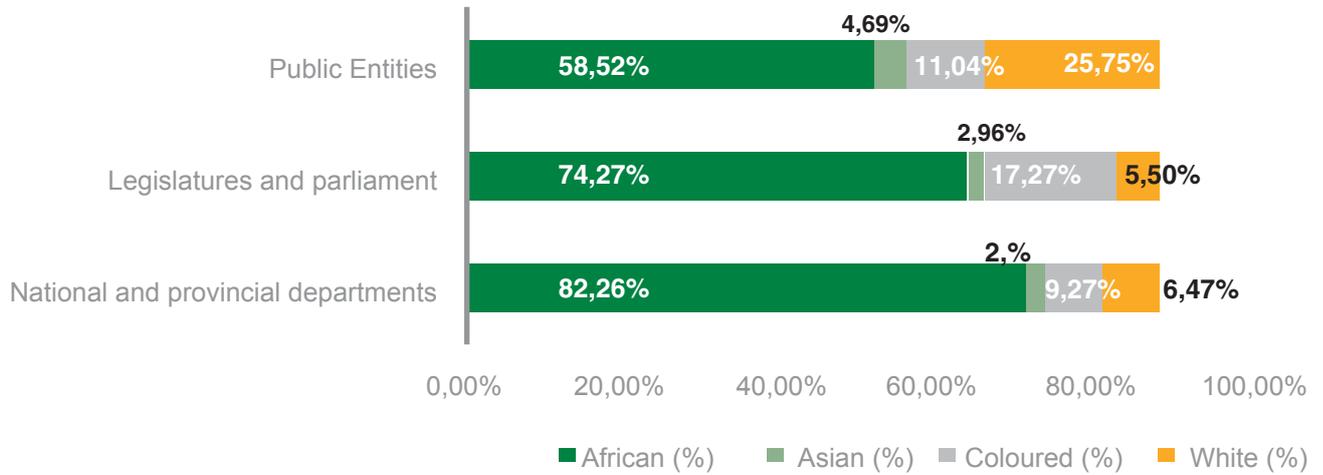


Figure 2: Race Demographics of Employees in the Sector

Source: PSETA, 2018

The proportion of disabled people in the sector remains at approximately 1.04%. DPSA, in 2014, introduced the Policy on Reasonable Accommodation and Assistive Devices for employees with disabilities in the public service. The DPSA and PSETA continue to track the progress and impact of the policy in improving the working conditions of public servants with disabilities. It must be highlighted that the policy is still new and the provision of reasonable accommodation is not applied consistently among departments, even for those that are in the same province. Most departments were still dealing with audits to establish the needs for reasonable accommodation in their organisations, and therefore there was not enough information from departments (DPSA, 2015).

PSETA focuses primarily on support to develop capacity in transversal skills, such as administration, management, planning, legislation and policy development. Therefore, the majority of PSETA interventions are targeted at employees in the Professionals, Managers and Administrative Office Workers occupational categories.



Figure 3: Employees per Occupational Category

Source: PSETA, 2018

Figure 3 above is based on the 2018 WSP data analysis which reflects employment by the Organising Framework for Occupations (OFO) major group. The distribution indicates that the majority of employees (32.10%) are within the Professional workers major group, followed by Clerical Support workers at 20.34% of employees,

and Technicians and Associate Professionals constituting 15.59% of the sector. Managers make up 14.86% of the employees at Senior Management Services (SMS) level within the Public Service sector. The percentage of Managers and Professionals major groups in the Public Service sector has increased compared to 2017 figures. The picture shows similar trends to the PERSAL data which currently does not yet capture occupational data per OFO categories.

PSETA's support for skills development focusses on all occupations reporting only to PSETA that are transversal with the SMS making up a total of 9 780 employees in the Public Service sector (PERSAL, 2018). A decrease in SMS is observed when compared to the 10 014 SMS personnel reported in 2017 with the racial demographics for SMS personnel at 7 159 Africans, 636 Indian/Asian, 773 Coloured, and 1 212 White (PERSAL, 2018). Middle Management Services (MMS) makes up a total of 16 224 employees in the Public Service, constituted of 12 196 Africans, 664 Indians/Asians, 1 219 Coloureds, and 2 145 Whites (PERSAL, 2018).

The age analysis on PERSAL in 2018 shows that the average age of public servants employed under the Public Service Act remains constant at 43.1 years, with the average length of service being just over 13 years. While the Public Service should ensure a constant stream of new recruits into the Public Service, staff retention is important to ensure strong institutional memory to respond to the drivers of change in the sector.

During the financial year 2015/16, the PSETA commissioned a study to explore complexities of implementing Recognition of Prior Learning (RPL) in the public sector. The study explored the benefits of recognising RPL as an important factor in learning and included reviews on principles of learning, impact on the learners and Lifelong learning. Whereas the study revealed that more than 60% of the sampled population were aware of the RPL and its benefits, some of the challenges highlighted are an inadequacy of resources, and lack of congruent models and strategies for implementing the RPL.

The study concluded by recommending that adequate resources be provided for the implementation of

RPL. This would include training of trainers (by extension this includes RPL Advisors), improved policy making, and the commitment of the policymakers. It is further noted that the PSETA SSP highlights the need for training interventions at higher levels within government departments. This is particularly evident in the PIVOTAL list that identifies senior occupations within government and the training required to address these needs.

One way of addressing these needs can be through RPL for those officials who have some educational background coupled with extensive experience within the public sector. It is also noted that, through various forums, a need has been articulated for the PSETA to support government employees with RPL to assist them to work towards qualifications that will allow them to access further learning opportunities, and also aid upward mobility within the government.

It is against this background that the PSETA will embark on the training of RPL advisors in the coming financial year as a way of building capacity within the public service. This will ensure that when the departments, through partnerships with us, embark on the RPL projects to assist employees to acquire required qualifications, the process will be made easy as they will have internally and suitably qualified RPL advisors to guide the candidates throughout the process.

The role that these RPL advisors will play, among others, includes:

- Providing support and guide candidates on the requirements for RPL assessment;
- Discussing roles and clarify tasks for RPL candidates in the RPL process;
- Assisting candidates to gather and present evidence;

- Assisting candidates to fill in the RPL profile using RPL profiling tool; and
- Guiding the RPL candidates;
- Assessing the Portfolio of Evidence (PoE).

The additional benefit of embarking on this project is that the number of eventual beneficiaries of the RPL advisor training will also be reported against the skills programmes target in both the APP and the SLA targets.

Furthermore, as part of discharging our delegated mandate in as far as the Quality Council for Trades and Occupations (QCTO), the SETA will continuously monitor the provisioning by providers of learning programmes leading to qualifications or part qualifications to ensure that the criteria for accreditation are complied with.

One of the objectives of the White Paper on Post School Education and Training (PSET) is “providing greater levels of access to education and training in rural areas; increasing collaboration between the skills system, government and industry; driving skills development primarily through the public education system, and in particular through universities and Technical and Vocational Education and Training (TVET) colleges; and focusing less on numerical targets and more on outcomes and impact”. In contributing to this, PSETA will endeavour to capacitate public learning institution such as TVET and Community colleges to be in a position to compete with the private skills development providers in the provision of skills programmes to the public service.

In addition, the PSETA has acknowledged the importance of developing occupational qualifications needed by the sector to address skills requirements, as prioritised in the SSP. Although this is a mammoth task, the SETA has committed to embark on this journey to ensure that we respond to the sector needs identified through the robust Skills Planning process. On the other hand, this is also to address the issue of Historically Registered Qualifications that are being phased out and have to be replaced by modular occupational qualifications.

Moreover, PSETA will in the coming financial year, focus more on the prioritisation of the implementation of the training needs identified during the Skills Planning process and such has been incorporated into its PIVOTAL list. While this will be done through partnership arrangements with the rest of the sector, the SETA will earmark funding to implement interventions in the following areas:

- Bursaries Programme to capacitate middle managers in the public service through management development programmes;
- Implement the Recognition of Prior Learning (RPL) to assist employees, particularly in junior and middle management, who possess sufficient work experience but lack formal education, which is a requirement to be considered for promotion to senior management positions. It was identified during the Skills Planning process that there is a shortage of qualified candidates internally. If properly implemented, the RPL will thus reduce the turnaround times in filling vacant posts within the SMS;
- Skills Programme in various areas that are critical in senior management positions;
- Artisan Development Programme to increase the technical skills that the country requires to meet the goals set in the National Development Plan (NDP);
- Provide workplace experience to TVET and university of technology learners through the implementation of the Work Integrated Learning (WIL);
- Support the implementation of internship programmes; and
- Support TVET colleges to be capacitated to compete with private training providers and offer skills programmes to the public service.

To maximise efforts in increasing the skills base in the public service sector, a concerted effort has to be made through collaborations and partnerships. The PSETA will embark on a drive to encourage government departments and entities to enter into partnerships and co-fund certain programmes that are important and

critical to the sector. This is based on the premise that every government department has an obligation to set aside the 1% training budget in terms of the Skills Development Levies Act, 1999 and also to develop a WSP which is submitted to the line-function SETA.

If this process is properly undertaken, and not merely for compliance purposes, working together, we can extrapolate the training needs identified in the WSPs and agree on those that are of higher priority and jointly fund. Unlike other SETAs that have millions of rands collected as skills levies, PSETA relies on funding from the fiscus, which is not sufficient to cover all the PIVOTAL skills.

The trajectories in facilitating partnerships will explore the capabilities of public training institutions to respond to the needs of the public service sector priorities (skills supply). The central role of government departments that champion certain competencies within the two spheres of government which can play a role in informing the skills demand will also be explored. This will ensure that there is alignment between the demand and supply of skills; that PSETA can direct its funding to interventions that bridge the gap between the supply and demand of skills in the Public Service; and monitor education and training in the sector.

As previously reported by the SETA, the process of disbursing the discretionary grant (DG) funding has been hampered by the inadequate support and cooperation of the sector stakeholder in terms of the signing of the MOAs and the appointment of training providers. These are key requirements for PSETA to disburse any form of funding. It has resulted in underachievement on performance targets and underspending of the allocated budget. To overcome this, we have decided to embark on the implementation of the partnership approach with the following objectives:

- Better fulfil PSETA's mandate in an environment of increased intricacies and a growing number of players;
- Enhance its technical performance and competence to ensure that it remains the reservoir of cutting-edge knowledge in skills development;
- Optimise its use of resources and services to members, particularly in situations calling for cross-sectoral and multi-disciplinary approaches and solutions, or where administrative collaboration could lead to more efficient and effective assistance; and
- More efficiently and effectively reach out to final users of its services.

Due to the fact that some of the sector constituent members have part of their staff belonging to line-functions SETAs and the other part to PSETA, it has become apparent that the competing priorities will require us to be modest in our dealing with the government institutions when it comes to implementation of the SSP priorities. We have, therefore, developed a multi-pronged partnership strategy that allows for:

- Initiating the conclusion of Memoranda of Understanding (MOUs) with key or large national departments that have oversight responsibilities to ensure funding is mobilised and ring-fenced to deliver on prioritised skills;
- Initiating MOUs with the Offices of the Premier in all Provinces, working collaboratively to implement RPL programmes and various skills programmes that are required for the employed, and promoting the placement of learners to obtain work experience through the WIL programme;
- Appointing training providers on behalf of departments that are unable to handle this process efficiently, and then invite the departments to provide the learners and workplace. It has proven difficult for most government departments to appoint training providers, especially in instances where few training providers exist. This requires deviation from the normal Supply Chain Management (SCM) process. As a SETA, we are well placed to interact with other SETAs and gather information about accredited skills development providers, on the one hand. On the other hand, our procurement process is quicker. This will imply that the SETA takes control of the work done by the training provider if we have concluded the

- SLA with them and the department will ensure that learners are provided; and
- Continuing to work with and allocate DG funding to departments that have the capacity to conclude MOAs with us and appoint skills development providers in a timely manner, provided they meet our requirements.

1.2. Organisational Environment

Over the medium term, the SETA will strengthen its internal capacity to ensure that its mandate is fulfilled. This requires doing things differently, to uplift the morale of the staff and provide motivation by introducing various organisational development interventions. As a result, priority will be given to the implementation of the initiatives discussed in the rest of this section.

1.2.1. Talent acquisition and retention

In order to overcome the labour turnover, which is caused by uncertainty in the SETA landscape, PSETA has committed to establish a work environment that is characterised by equality in employment, and to implement transforming measures, as outlined in the Employment Equity Act, 1998 (Act No. 55 of 1998) as amended, in relation to recruitment, training and development, succession planning and other related functions. Each employee will be given an opportunity to be exposed to at least one training intervention to equip them to be more productive. The focus will also be on creating a balanced employee profile for employees through all occupational categories and levels by appointing people with disabilities, women and other designated groups.

1.2.2. Organisational capacity assessment

The entity undertook an organisational development exercise, which is still in progress, with the aim of assessing its capacity to deliver on the mandate. It is unfortunate that the entity never had any job grading and remuneration strategy, making it difficult to do comparative studies with other entities, while also being unable to retain competent employees who leave the organisation. It is expected that the outcome of this process will pave the way for a remuneration framework and also job grades that can be compared with other SETAs, irrespective of their size and budget.

1.2.3. Capacity building

Training and development are critical to every organisation that wishes to be productive and achieve its set goals. To this end will embark on implementing training interventions to its staff member that is result-oriented, and enhance specific skills and abilities to perform the job. Employees have the opportunity to continually develop themselves by being awarded bursaries to upskill themselves, and through short skills programmes identified during the performance reviews. We have undertaken to link the training interventions identified during the performance contracting to the WSP. Therefore, employees are expected to undergo training in areas that have been identified and agreed upon with immediate line managers.

1.2.4. Diversity management

The PSETA seeks to ensure that its workforce, to the greatest extent possible, is a reflection of the South African population demographics. The PSETA will continue to analyse and remove the systemic organisational barriers to the advancement of designated groups and encourage diversity at all levels. The development and review of the Employment Equity Plan become vital in ensuring a diverse workforce.

1.2.5. Employee wellness

The PSETA acknowledges that the employees are the life-blood of the organisation and play a major

role in the supply of skills to the South African economy. It is therefore vital that the employer help them operate at their optimum level by promoting work-life balance and providing access to the Employee Wellness Programme. The physical, emotional and spiritual well-being of employees affects productivity. As a result, the PSETA aims to provide a supportive work environment through the Employee Wellness Programme. A service provider has been contracted up to 31 March 2020 to provide Employee Wellness Services to employees, which offers a variety of services at no charge to employees. The aims are promoting a work-life balance and showing that we care about our employees and their families.

1.2.6. Information and Communications Technology (ICT) Strategy

ICT is a key enabler and critical in ensuring that every organisation responds positively to the demands brought by the fourth industrial revolution. Our entity still relies heavily on manual processes which are costly as more physical labour is needed to manage all the documents. However, moving to a paperless environment will ensure that information required is retrieved in a timely manner.

One of the common findings of the Auditor General is the management of paper-based records, and this has been a persistent problem for the SETA. It is, therefore, important that the ICT strategy be properly funded to ensure implementation of the interventions identified as a way of improving business operations. The strategy has been benchmarked with the public service framework for corporate governance of ICT that has been developed by the DPSA. Although the entity does not subscribe to the provisions of the Public Service Act and its Regulations, we found it worthwhile to align our strategy to it. The focus on the implementation of the ICT Strategy will mainly be on the following:

- **Benefit realisation** – We are committed to delivering fit-for-purpose services and solutions on time and within budget, and generating the intended financial and non-financial benefits. We believe the value that ICT delivers should be aligned directly with the values of the organisation and benefits should be measured in a way that transparently shows the impact and contribution to the ICT-enabled investments in the value creation process of the entity.
- **Risk optimisation** – We believe the management of ICT-related risk should be integrated within the organisation's risk management approach to ensure a focus on ICT by the organisation. It must also be measured in a way that transparently shows the impacts and contribution of ICT-related business risk optimisation in preserving value.
- **Resource optimisation** – We ensure that the appropriate capabilities are in place to execute the strategic plan and that sufficient, appropriate and effective resources are provided. This will also ensure that an integrated, economical ICT infrastructure is provided, new technology is introduced as required by the business, and obsolete systems are updated or replaced where necessary. PSETA recognises the importance of people, in addition to hardware and software, and, therefore, focuses on training and development, ensuring the competence of key ICT personnel.

1.2.7. Contract management

Over the years, the PSETA has operated without a single legal advisor or practitioner to assist with the drafting and vetting of contracts. This largely resulted in some government institutions returning the MOAs unsigned, as they found them to be defective. However, that problem has disappeared, and we have introduced a 30-day turnaround period each time a stakeholder or service provider enters into a Service Level Agreement (SLA) with us. Internal capacity has been built to ensure that we don't experience the problem of contracts expiring while they are still in the hands of the stakeholders.

2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

The Department of Higher Education and Training (DHET) promulgated the National Skills Development Plan 2030 in the Government Gazette, which outlines the future of skills development in the country. Although in its current form it is silent on the institutional arrangements envisaged, it will have a bearing on the future SETA landscape.

3. OVERVIEW OF 2019/20 BUDGET AND MEDIUM-TERM EXPENDITURE FRAMEWORK (MTEF) ESTIMATES

Table 2: MTEF Estimates

TOTAL REVENUE	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2020/21
	R000	R000	R000	R000	R000	R000	R000
Revenue Estimates							
Skills Development Levy (SDL) Public Entities: DHET)							
Administration	704	606	878	643	966	1 014	1 065
Mandatory	2 317	1 236	1 673	1 310	1 837	1 929	2 025
Discretionary	2 213	2 815	4 150	2 983	4 585	4 815	5 055
Levies: Other Departments	5 144	2 808	3 184	2 726	3 618	3 980	5 378
Penalties	-	224	193	100	234	257	283
Interest	-	-	-	150	1 640	2 497	2 518
Transfers from DHET	93 843	55 727	103 760	106 425	112 304	118 516	125 036
Other Income	4 706	16	11	91	14	15	17
Donor Funding Realised Income	6 105	5 908	5	-	-	-	-
Surplus Fund Retention	-	-	-	38 300	-	-	-
Interest	718	1 142	2 762	8 410	9 550	10 047	10 844
Total Revenue	115 750	70 482	116 616	161 138	134 748	143 070	152 221

Table 3: Budget Breakdown Per Item

TOTAL OPERATIONAL EXPENDITURE	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R000	R000	R000	R000	R000	R000	R000
Cost of Employment	25 639	30 531	30 419	37 344	40 331	43 558	47 043
Goods and Services:	15 865	15 888	21 280	27 562	26 206	27 700	29 265
Advertising, marketing and promotions, communications	-	612	1 349	1 507	1 353	1 434	1 520
AGM and Annual Report and related costs	-	54	40	622	341	362	383
Audit fees	1 306	1 668	1 962	2 484	2 634	2 792	2 959
Bank charges	-	30	39	79	79	76	81
Catering and refreshments	-	384	413	363	406	430	456
Conferences/venues	-	-	-	107	107	113	120
Consumables	-	2	29	138	138	147	155
Consultancy and service provider fees	3 573	1 809	3 709	6 833	601	649	701
Systems and Applications	-	-	-	-	4 836	5 110	5 399
Finance costs	-	-	224	-	-	-	-
Governance fees	1 010	1 568	1 621	2 838	2 822	2 991	3 170
Insurance	120	114	120	153	153	162	172
Legal fees	-	198	1 485	1 177	1 247	1 322	1 401
Loss on disposal of assets	-	-	5	-	-	-	-
Operating lease rentals	2 372	2 525	2 607	2 941	2 824	2 994	3 094
Postage and courier	-	42	54	38	140	149	158
Printing and stationery	558	582	664	668	708	750	795
Equipment rental	-	-	-	200	216	234	252
Rates and taxes, water and lights, and security	-	738	985	774	974	1 032	1 094
Other admin costs	933	1 945	1 102	-	-	-	-
Staff recruitment	161	58	372	259	159	169	179
Staff welfare	40	1	24	552	652	692	733
Storage costs	32	32	34	105	59	62	66

TOTAL OPERATIONAL EXPENDITURE	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R000	R000	R000	R000	R000	R000	R000
Licences	272	-	-	366	388	412	436
Sundry items (consumables, gifts)	366	2	76	163	180	83	89
Telephones	-	377	321	325	390	450	477
Training and development – CEO	111	16	225	-	202	214	214
Training and staff development	372	272	508	1 513	1 135	1 203	1 275
Travel and subsistence	2 814	2 103	2 266	2 244	2 337	2 478	2 626
Repairs and maintenance	1 194	554	948	1 018	1 079	1 143	1 212
QCTO expenditure	-	37	21	45	46	47	48
Workshops	631	165	77	50	-	-	-
TOTAL OPERATIONS EXPENDITURE	41 504	46 419	51 699	64 906	66 537	71 258	76 308
MANDATORY GRANTS	193	133	131	176	194	213	226
DONOR FUNDING EXPENDITURE	5 825	5 058	5	-	-	-	-
DG	19 072	36 018	45 409	95 064	66 968	70 490	74 507
- Learning programmes	18 270	34 557	45 409	56 984	60 418	64 921	68 225
- Learning programmes (funded by surplus)	-	-	-	-	-	-	-
- SPR	802	1 461	-	3 060	3 115	1 928	2 423
- Flagship	-	-	-	-	-	-	-
- Surplus fund retention for special projects	-	-	-	31 280	-	-	-
- ETQA	-	-	-	3 740	3 435	3 641	3 859
TOTAL EXPENDITURE	66 594	87 628	97 244	160 146	133 699	141 961	151 041
NET SURPLUS/ DEFICIT BEFORE CAPEX	49 156	- 17 146	19 372	992	1 049	1 109	1 180
CAPEX	530	840	1 008	992	1 049	1 109	1 180
TOTAL	48 626	- 17 986	18 364	-	-	-	-



PART B:

PROGRAMME AND SUB-PROGRAMME PLANS

4.1. Programme 1: Administration

This programme is comprised of three sub-programmes, i.e., Governance, Finance and SCM, and Corporate Services. The programme's purpose is to ensure that the organisation has effective and efficient governance structures that lead, monitor and evaluate organisational performance; ensure prudent financial management, procurement of goods and services and reporting in compliance with relevant acts and regulations; and provide efficient and effective corporate services functions to internal departments within the PSETA and external stakeholders by providing the following services: Human Resources, ICT, improved communication, marketing and stakeholder engagements, and auxiliary services.

Table 4: Strategic Objectives, Performance Indicators and Annual Targets for 2019/20

Strategic Outcome-Orientated Goal	Strategic Objective	No.	Programme Performance Indicator	Audited/Actual Performance			Estimated Performance 2018/19	Medium-Term Targets		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Enhanced PSETA capabilities to lead the public service sector skills development initiatives	To develop and implement corporate support strategies and systems that contribute towards the achievement of the organisational mandate	1.3.1	Percentage implementation of approved training plan as per submitted WSP	N/A	100%	74%	100%	100%	100%	100%
		1.3.2	Number of career guidance advocacy sessions	26	28	29	30	32	32	32
		1.3.3	Percentage implementation of approved ICT Plan	N/A	100%	75%	100%	100%	100%	100%

Table 5: Quarterly targets for 2019/20

Strategic Objective	No.	Programme Performance Indicator	Reporting period	Annual Target 2019/20	Quarterly targets			
					1st	2nd	3rd	4th
To develop and implement corporate support strategies and systems that contribute towards the achievement of the organisational mandate	1.3.1	Percentage implementation of approved training plan as per submitted WSP	Annually	100% implementation of planned interventions	N/A	N/A	N/A	100% of annual training plan
	1.3.2	Number of career guidance advocacy sessions	Quarterly	32	12	12	4	4
	1.3.3	Percentage implementation of approved ICT Plan	Annually	100%	N/A	N/A	N/A	100%

4.1.1 Expenditure trends

The spending focus in the medium term will continue to enhance stakeholder relations, increase and build new relationships with external stakeholders, and strengthen governance and risk management initiatives in the organisation. Through ICT, the department will focus on establishing efficient business processes integrating information for reporting purposes. The performance management development system, staff development, and Employee Assistance Programme (EAP) are identified as priority areas. In the medium term, there is no significant expenditure increase expected except for normal inflation. The management has implemented cost containment as per the instruction notes of the National Treasury, leading to significant reductions in expenses over the MTEF.

Table 6: Reconciling performance targets with the MTEF Budget

ADMINISTRATION							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Cost of Employment	13 804	16 613	18 880	21 736	23 868	25 778	27 840
QCTO expenditure		37	21	45	46	47	48
Depreciation and amortisation	984	1 319	-	-	-	-	-
Storage costs	-	-	55	105	59	62	66
Bank charges	-	34	68	72	79	69	73
Consumables	-	-	130	138	138	147	155
Insurance	-	114	144	153	153	162	172
Audit fees	-	1 777	1 400	2 484	2 634	2 792	2 959
Governance fees	993	1 648	1 300	2 838	2 822	2 991	3 170
- Welfare services	-	3	315	334	326	346	367
- Occupational health and safety	-	-	300	218	326	346	367
Consultancy and service provider fees	3 813	1 809	3 679	6 833	601	649	701
Systems and applications	-	-	-	-	4 836	5 110	5 399
Conferences/venues	530	22	362	22	17	18	19
Catering and refreshments	507	174	115	226	257	273	289
Postage and courier	-	42	132	38	140	149	158
Staff recruitment	-	58	150	259	159	169	179
Printing and stationery	786	530	516	668	708	750	795
Travel and subsistence	579	341	649	645	664	692	733
AGM and Annual Report and related costs	193	54	250	622	341	362	383
Repairs and maintenance							
- Office	486	140	150	395	216	229	243
- Computer services	641	414	792	623	863	915	970

ADMINISTRATION							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Licences	-	-	-	366	388	412	436
Sundry items (consumables, gifts)	1 922	183	240	213	180	83	89
Legal fees	-	198	618	1 177	1 247	1 322	1 401
Telephones	345	377	300	325	390	450	477
Advertising, marketing and promotions, communications	1 308	612	700	1 507	1 353	1 434	1 520
Training and staff development	264	182	1 070	1 312	1 135	1 203	1 275
Training and development – CEO	-	16	190	202	202	214	214
Equipment rental	-	-	-	200	216	234	252
Rates and taxes, water and lights, and security	398	471	1 400	774	966	1 032	1 094
Operating lease rentals	2 372	2 792	2 664	2 941	2 824	2 994	3 094
Goods and Services	16 121	13 347	17 710	25 735	24 286	25 656	27 098
TOTAL OPERATIONS EXPENDITURE	29 925	29 960	36 590	47 471	48 154	51 434	54 938
CAPEX	529	840	1 200	992	1 049	1 109	1 180
TOTAL	30 454	30 800	37 790	48 463	49 203	52 543	56 118

Table 7: Key risks

Strategic Objective	Key Risks	Root Causes	Existing/Ideal Controls	Mitigations	Target Date	Person Responsible
To develop an implement corporate support strategies and systems that contribute towards the achievement of the organisational mandate	Inadequate human resource capacity	Current organisational structure does not make provision for additional posts Many unrelated functions clustered in one area	Conducted organisational assessment and job analysis to determine the actual volume of work	Proposal to split the functions has been made and approval of the Accounting Authority (AA) is awaited Implementation to take place during the financial year	31 March 2019	Assistant Chief Executive Officer (ACEO)
	Inaccurate commitment register	Lack of regular updating of the register	Monthly reporting and updating of the register as and when there is a movement on the contracts	A dedicated official to be allocated the responsibility of maintaining the commitment register		Chief Financial Officer (CFO)
	High turnover of staff with required knowledge and skills	Employees seeking greener pastures as a result of uncertainty in the SETA landscape	Existence of training opportunities for staff members as a way of appreciating the value they add Existence of employee wellness programmes to promote work-life balance	Implement Human Resource Strategy with a focus on staff retention and succession planning Implement the recommendations of the Organisational Development project	31 October 2018 31 March 2019	HR Manager Corporate Services Executive (CSE)

4.2. Programme 2: Skills Planning and Research

The purpose of this programme is to conduct and coordinate research to inform the strategic skills development priorities for the sector. This programme is made up of two organisational business units: Skills Planning and Research (SPR).

Table 8: Strategic Objective, Performance Indicators and Annual Targets for 2019/20

Strategic Outcome Orientated Goal	Strategic Objective	No.	Pro-gramme Performance Indicator	Audited/Actual Performance			Estimated Performance 2018/19	Medium-Term Targets		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Improved institutional mechanism for skills planning	To coordinate and conduct sector research	2.1.1	Number of skills planning-related research studies conducted	9	10	11	11	11	11	11
	To improve stakeholder capacity for skills planning in the sector	2.1.2	Number of organisations' WSPs approved by PSETA	111	124	142	Total = 136; Small = 6; Medium = 10; Large = 120	Total = 138; Small = 6; Medium = 10; Large = 122	Total = 140; Small = 6; Medium = 10; Large = 124	Total = 142; Small = 6; Medium = 10; Large = 126
		2.1.3	Number of stakeholder skills planning capacity-building exercises conducted	34	32	33	34	34	34	34

Table 9: Quarterly Targets for 2019/20

Strategic Objective	No.	Programme Performance Indicator	Re-Reporting period	Annual Target 2019/2020	Quarterly targets			
					1st	2nd	3rd	4th
To coordinate and conduct sector research	2.1.1	Number of skills planning-related research studies conducted	Quarterly	11	N/A	3	4	4
To improve stakeholder capacity for skills planning in the sector	2.1.2	Number of organisations' WSPs approved by PSETA	Annually	Total = 138; Small = 6; Medium = 10; Large = 122	Total = 138; Small = 6; Medium = 10; Large = 122	N/A	N/A	N/A
	2.1.2	Number of stakeholder skills planning capacity-building exercises conducted	Quarterly	34	5	5	12	12

4.2.1. Expenditure trends

Spending over the medium term will continue to focus on researching the trends, needs and wider organisational development initiatives in the public service sector. The department's spending will increase due to the central role of understanding the needs more precisely, and their role in educating, mobilising and organising the sector around the strategy.

Table 10: Reconciling SPR Performance Targets with the MTEF Budget

SKILLS PLANNING, RESEARCH AND PARTNERSHIPS							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Conferences/venues		131	37	25	27	29	30
Catering and refreshments	5	95	54	107	93	95	101
Travel and subsistence	96	427	678	263	279	295	313
Goods and Services	101	653	769	395	399	419	444
Cost of Employment	3 098	3 241	3 413	3 617	3 865	4 174	4 508
TOTAL OPERATIONS EXPENDITURE	3 199	3 894	4 182	4 012	4 264	4 593	4 952
MANDATORY GRANTS EXPENDITURE	192	134	160	176	194	213	226
DG EXPENDITURE (conducting research costs)	-	-	3 000	3 060	3 115	1 928	2 423
TOTAL EXPENDITURE	3 391	4 028	7 342	7 248	7 573	6 734	7 601

Table 11: Key Risks

Strategic Objective	Key Risks	Root Causes	Existing /Ideal Controls	Mitigations	Target Date	Person Responsible
To coordinate and conduct sector research	Inaccurate skills planning for the sector arising from insufficient sector research and data provided by stakeholders.	<ul style="list-style-type: none"> Limited resources to conduct research studies. Inadequate consultation and/or poor participation from the key informants or experts/ stakeholders in the sector. Changes to skills planning reporting template resulting in poor participation in WSP processes. Stakeholder WSP data not credible, leading to compilation of misdirected skills planning information resulting in misaligned intervention. Poor internal stakeholder participation and support for research processes. 	<ul style="list-style-type: none"> Research agenda and Research Plan aligned to PSETA mandate updated annually. WSP and SSP capacity-building sessions. Multiple sources of data used to validate WSP findings Partnerships with identified stakeholders explored to coordinate and conduct sector research. Funding made available to conduct research studies. Participation of existing research staff in the DHET's Capacity Building Programme (SSP Workshops, Organising Framework for Occupations (OFOs) Workshops, etc.) 	Research Agenda updated annually and approved by the PSE-TA AA and submitted to DHET. Stakeholder engagements take place through WSP&SSP workshops.	31 March 2019	SP Manager
To improve stakeholder capacity for skills planning in the sector	Challenging environment within which to conduct research	<ul style="list-style-type: none"> Lack of participation from key stakeholders in research process. Public service sector bureaucracy. Short time frames within which research should be conducted. Poor internal stakeholder participation and support for research processes 	<ul style="list-style-type: none"> Participation in provincial forums to create awareness. Lobbying at operational level for improved participation. 	Strategic stakeholder engagement initiated through office of the CEO; Participation in high-level sector forums to position PSETA	31 March 2019	SPR Manager Chief Operations Officer (COO)

Strategic Objective	Key Risks	Root Causes	Existing /Ideal Controls	Mitigations	Target Date	Person Responsible
To coordinate and conduct sector research	Lack of impact measurement to inform future or strategic decisions	<ul style="list-style-type: none"> Lack of project, programme and organisational impact assessment framework and data/information collection procedures in place. Lack of internal capacity to conduct impact studies on implemented projects. 	Tracer studies to be conducted in the 2018/19 period	Risk to be escalated to strategic level	31 March 2019	COO

4.3. Programme 3: Learning Programmes and Projects

The purpose of this programme is to facilitate and manage the implementation of learning programmes for and within the Public Service sector.

Table 12: Strategic Objectives, Performance Indicators and Annual Targets for 2019/20

Strategic Outcome-Orientated Goal	Strategic Objective	No.	Programme Performance Indicator	Audited/Actual Performance			Estimated Performance 2018/19	Medium-Term Targets		
				2015/16	2016/17	2017/18		2019/20	2020/21	2020/22
Improved pool of skills available to and within the Public Service Sector	To implement programmes that address skills identified in the SSP	3.1.1	Number of public service employees entering learning programmes	L/Ship: 222 Skills Program: 729 Burs: 71	L/Ship: 183 SP: 1598 Burs: 532	L/Ship: 51 SP: 983 Burs: 0	L/Ship: 250 SP: 1000 Burs: 60	L/Ship: 250 SP: 1000 Burs: 130 RPL: 100	L/Ship: 260 SP: 1010 Burs: 150 RPL: 110	L/Ship: 270 SP: 1020 Burs: 165 RPL: 120
		3.1.2	Number of public service employees completing learning programmes	Learnership (L/Ship): N/A SP: 692 Burs: 0	L/Ship: 100 SP: 700 Burs: 0	L/Ship: 113 SP: 0 Burs: 37	L/Ship: 45 SP: 900 Burs: 50	L/Ship: 250 SP: 900 Burs: 40	L/Ship: 200 SP: 900 Burs: 65 RPL: 80	L/Ship: 208 SP: 910 Burs: 75 RPL: 88
		3.1.3	Number of unemployed learners entering learning programmes	Learnership (L/Ship): 144 WIL: 458 HEI WIL: 01 Burs: 96 Artisans: 40	L/Ship: 119 WIL: 305 Burs: 91 Interns: 1528 Artisans: 23	L/Ship: 384 TVET WIL: 300 Burs: 150 Artisans: 20	L/Ship: 250 TVET WIL: 320 Burs: 150 Artisans: 60 Interns: 05	TVET WIL: 350 Artisan Development (AD) (Legacy trades): 40 Artisan Development (Occupational qualification): 20 Interns: 10	TVET WIL: 360 AD: 65 Interns: 10	TVET WIL: 370 AD: 70 Interns: 10
	3.1.4	Number of unemployed learners completing learning programmes	L/Ship: N/A SP: N/A Burs: N/A Artisans: 30	L/Ship: 25 SP: N/A Burs: 0 Artisans: 0	L/Ship: 52 SP: 50 Burs: 0 Artisans: 10	L/Ship: 95 TVET WIL: 15 Artisans: 20 Interns: 0	L/Ship: 250 TVET WIL: 240 Burs: 120 AD: 10 Interns: 05	TVET WIL: 280 AD: 48 Interns: 10	TVET WIL: 288 AD: 52 Interns: 10	
	3.1.5	Number of capacity-building sessions conducted to support implementation of learning programmes by the sector	N/A	N/A	33	30	30	35		

Table 13: Quarterly Targets for 2019/20

Strategic Objective	No.	Programme Performance Indicator	Re-reporting period	Annual Target 2019/2020	Quarterly targets			
					1st	2nd	3rd	4th
To implement programmes that address skills identified in the SSP	3.1.1	Number of public service employees entering learning programmes	Quarterly	L/Ship: 250	50	50	150	-
				SP: 1000	200	600	200	-
				Burs: 130	-	-	90	40
				RPL	-	50	30	20
	3.1.2	Number of public service employees completing learning programmes	Quarterly	L/Ship: 250	-	50	150	50
				SP: 900	-	200	600	100
				Burs: 40	15	15	10	-
	3.1.3	Number of unemployed learners entering learning programmes	Quarterly	TVET WIL:350	50	150	150	-
				Artisans (Legacy trades): 40	-	20	20	-
				Artisan (Occupational qualification): 20	-	-	-	20
				Interns: 10	10	-	-	-
	3.1.4	Number of unemployed learners completing learning programmes	Quarterly	L/Ship: 250	-	50	150	50
				TVET WIL: 240	-	50	150	40
				Burs: 120	-	20	80	20
				AD: 10	5	5	-	-
				Interns: 05	5	-	-	-
	3.1.5	Number of capacity-building sessions conducted to support the implementation of learning programmes by the sector	Quarterly	30	8	8	8	6

4.3.1. Expenditure Trends

The spending focus over the medium term will concentrate more on the targets which are central to the strategic objectives of the PSETA. The primary focus during this period will be more on training service public servant to deliver on the NSDS Goal 7, which focuses on capacitating the public service. However, there will be fewer interventions to support the unemployed youth who are in dire need of practical work experience as part of the requirements for them to obtain their qualifications. Furthermore, the budget has been broken into two parts, namely, the administration of the Department and the implementation of projects.

Table 14: Reconciling Learning Programmes and Projects Performance Targets with the MTEF Budget

LEARNING PROGRAMMES							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Bank charges	-	-	8	8	80	8	9
Conferences/venues	6	-	97	40	43	45	48
Catering and refreshments	16	199	153	30	35	27	29
Printing and stationery	22	54	-	-	-	--	-
Travel and subsistence	812	793	1 818	930	986	1 057	1 120
Goods and Services	856	866	2 076	1 008	1 072	1 137	1 206
Cost of Employment	6 671	7 027	7 231	7 664	7 910	8 543	9 226
TOTAL OPERATIONS EXPENDITURE	7 527	7 893	9 307	8 672	8 982	9 680	10 432
Strategic Targets Budget							
DG Expenditure	18 270	34 557	45 409	88 264	60 418	64 921	68 225

Table 15: Strategic Projects Funding

STRATEGIC TARGETS							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Number of public service employees entering learning programmes							
Learnerships	-	1 800	4 000	5 486	7 123	7 123	7 123
Skills Programmes	-	3	6	3 360	6 00	6 000	6 000
Bursaries	-	908	2 016	2 400	15 600	20 400	20 400
Number of unemployed learners entering learning programmes							
Learnerships	-	3 502	7 781	7 226			
TVET WIL	915	7 639	16 972	14 513	16 932	16 932	17 657
Internships	-	1 395	3 100	-	-	-	-
Bursaries	-	2 085	4 632	18 000	-	-	-
Artisans	-	938	2 085	6 000	9 900	9 900	10 134
RPL	-	-	-	-	4 864	4 830	6 912

STRATEGIC TARGETS							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Number of capacity-building sessions conducted to support implementation of learning programmes by the sector	-	-	-	30	30	35	35
AVAILABLE FUNDS	18 270	34 557	45 409	88 264	60 418	64 921	68 225

Table 16: Key Risks

Strategic Objective	Key Risks	Root Causes	Existing/ Ideal Controls	Mitigations	Target Date	Person Responsible
To implement programmes that address skills identified in the SSP	Failure to deliver on our SLA targets	<ul style="list-style-type: none"> Poor planning and implementation of the DG process Delays in the signing of the MOUs and MOAs with key stakeholders Poor follow up to ensure MOUs and MOA are returned and actioned Targeted employers state of readiness and bureaucracy Inability to identify, manage and escalate emerging operational risks Inadequate clearly defined roles and responsibilities 	<ul style="list-style-type: none"> DG Policy Learning Programmes Policy and related procedures 	<ul style="list-style-type: none"> Reintroduction of DG briefing sessions (through road shows) Project definition workshops Conduct due diligence/vetting exercise before grants are awarded Setting up of Project Steering Committees before commencement of projects Capacity building of Mentors before commencement of the project Sector-funded: Special dispensation on reporting (report sector funded using PERSAL data) 	31 March 2019	LP Manager COO

4.4. Programme 4: Education and Training Quality Assurance

The purpose of this programme is to build the provider capacity required to deliver priority skills for the sector, developing standards, accrediting providers, and quality assuring learning. Education and Training Quality Assurance (ETQA) undertakes the review of legacy qualifications, the development of new occupational qualifications, and the capacitation of providers through advocacy workshops.

Table 17: Strategic Objectives, Performance Indicators and Annual Targets for 2019/20

Strategic Outcome Orientated Goal	Strategic Objective	No.	Programme Performance Indicator	Audited/Actual Performance			Estimated Performance 2018/19	Medium-Term Targets		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Improved quality of skills into and within the Public Service sector	To develop and implement a system of quality assuring training provision	4.1.1	RPL advisors trained to facilitate implementation of Recognition of Prior Learning in the public sector. Number of MOUs entered into	N/A	N/A	N/A	N/A	4	4	6
		4.1.2	Number of accredited providers monitored	75	74	75	73	75	78	80
		4.1.3	SETA/TVET Colleges partnerships – Number of TVET colleges assisted to obtain accreditation with the PSETA	N/A	N/A	N/A	N/A	4	8	12
	To develop occupationally-based qualifications	4.2.1	Number of qualifications developed and/or realigned and submitted to QCTO	2	N/A	N/A	2	2	2	

Table 18: Quarterly Targets for 2019/20

Strategic Objective	No.	Programme Performance Indicator	Reporting period	Annual Target 2019/2020	Quarterly targets			
					1st	2nd	3rd	4th
Improved quality of skills into and within the Public Service sector	4.1.1	RPL advisors trained to facilitate implementation of Recognition of Prior Learning in the public sector.	Yearly	4	-	-	-	4
	4.1.2	Number of accredited providers monitored	Quarterly	75	25	20	20	10
	4.1.3	SETA/TVET Colleges partnerships – Number of TVET colleges assisted to obtain accreditation with the PSETA.	Quarterly	4	-	2	-	2
	4.2.1	Number of qualifications developed and/or realigned and submitted to QCTO						

4.4.1. Expenditure Trends

The spending focus over the medium term will be to continue with the implementation of ETQA programmes which are increased in terms of the funds available.

Table 19: Reconciling ETQA Performance Targets with the MTEF Budget

ETQA							
	Audited Amounts			2018/19 Budget	Medium-Term Expenditure		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
QCTO expenditure		-	-	-	-	-	-
Workshops		-	-	-	-	-	-
Catering and refreshments	50	111	30	-	22	36	38
Conferences/venues	-	-	30	20	22	23	24
Travel and subsistence	181	555	471	407	410	435	461
Goods and Services	231	666	531	427	454	494	523
Cost of Employment	3 078	3 589	4 083	4 328	4 689	5 064	5 470
	-	-	-	-	-	-	-
TOTAL OPERATIONS EXPENDITURE	3 309	4 255	4 614	4 755	5 143	5 558	5 993
DG EXPENDITURE (development of new qualifications)	-	-	2 000	3 740	3 435	3 641	3 859
TOTAL EXPENDITURE	3 309	4 255	6 614	8 495	8 578	9 199	9 852

Table 20: Key Risks

Strategic Objective	Key Risks	Root Causes	Existing / Ideal Controls	Mitigations	Target Date	Person Responsible
Creating access and capacity within the public sector through quality assurance of provisioning	Historically registered qualifications being phased out. PSETA faces the uncertainty of not having sufficient replacement qualifications for the sector to implement	Lapse in planning and inadequate resources assigned (historical challenge)	<ul style="list-style-type: none"> The PSETA has existing SLA with QCTO for four occupational qualifications. Process underway to procure a QDF Budget allocated for development of replacement qualifications 	Development of occupational qualifications has been escalated to the APP resulting in resources being assigned to this function	31 June 2023	ETQA Manager COO
	Insufficient participation from the sector	<ul style="list-style-type: none"> Lack of trust based on past failures on the part of PSETA to implement RPL programmes. RPL not well understood and capacity within the public TVET colleges and departments 	<ul style="list-style-type: none"> DG policy and funding framework Existing strategic partnerships through signed MOUs 	Targeted workshops with departments and TVET colleges	Feb 2019	ETQAM COO



PART C:

SIGNIFICANCE AND MATERIALITY FRAMEWORK

According to the Treasury Regulation issued in terms of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA) as amended, the Accounting Authority (AA) of the PSETA must develop and agree on a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.

The ethical conduct of PSETA and its staff is built on moral values such as trust, integrity, confidentiality and discretion and this underpins PSETA's commitment to adhere to the highest possible acceptable norms and standards of society in all our dealings with our clients and stakeholders as well as the relationships within the organisation.

PSETA's staff members will refrain from any conduct which may be prejudicial to the image, name and good standing of PSETA and will ensure that all activities are done according to the legal framework of South Africa.

According to SAAS 320.03, information is material if its omission or misstatements could influence the economic decisions of the users taken on the basis of the financial statements. Materiality depends on the size of the item or error judged in the particular circumstances of its omission or misstatements. Thus, materiality provides a threshold or cut-off point, rather than being a primary qualitative characteristic which information must have if it is to be useful.

Management has resolved that where an omission or misstatement is at least R150 000, 00, it will be deemed quantitatively material. In a case where an omission or misstatement is due to non-compliance with any of the applicable laws and regulations, it will be deemed qualitatively material.

Table 21: Materiality Framework

¹TREASURY REGULATION 28.1.5		
"For purposes of 'material' [section 50(1), 55(2) and 61(1) (c) of the Act] and 'significant' [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors."		
Public Finance Management Act (PFMA) Sections		Material
Section 50(1)	<p>(1) The accounting authority for a public entity must:</p> <p>a) Exercise the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;</p> <p>b) Act with fidelity, honesty, integrity and in the best interest of the public entity in managing the financial affairs of the public entity;</p> <p>c) On request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all material facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and</p> <p>d) Seek, within the sphere of influence of that accounting authority, to prevent any prejudice to the financial interests of the state.</p>	<p>Appropriate systems of control and risk management are maintained as well as a risk management plan which is reviewed annually for effectiveness and high level of compliance.</p> <p>PSETA sets high standards for good governance and ethical behaviour. The best interest of the public entity is always relevant and reflected in the business plan, as approved by the Chairperson of the AA, and the implementation of the APP is of the utmost importance.</p> <p>PSETA is committed to have an open and transparent culture and to disclose any relevant information to its stakeholders. Materiality can only be determined if the nature of the information is known.</p> <p>PSETA employs risk management plans and reviews. Identified processes are aimed at preventing any prejudice to the financial interest of the state.</p>

¹TREASURY REGULATION 28.1.5

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

Public Finance Management Act (PFMA) Sections		Material
Section 55(2)	<p>(2) The annual report and financial statements referred to by PFMA Subsection 55(1) (d) must:</p> <p>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 financial year concerned.</p> <p>b) included particulars of:</p> <p>(i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;</p> <p>(ii) any criminal or disciplinary steps taken as a consequence of such losses or irregular expenditure or fruitless and wasteful expenditure;</p> <p>(iii) any losses recovered or written off;</p> <p>(iv) any financial assistance received from the state and commitments made by the state on its behalf; and</p> <p>(v) any other matters that may be prescribed; and</p> <p>c) include the financial statements of any subsidiaries.</p>	<p>Because of the nature of SETA's business and the fact that we are accountable for dealing with public monies the framework is 0,5% of gross revenue received from National Treasury</p> <p>=0.5/100 =0.005. =0.005ⁱ *R125 181 465 (excludes any National Skills Fund (NSF) income and levy income from the South African Revenue Service (SARS)/public entities)</p> <p><u>=R 625 907. the entity will maintain its materiality and significance level at this level.</u></p> <p>All losses</p> <p>All losses</p> <p>All losses</p> <p>Grants are agreed upon with the DHET and declared in full</p> <p>Will disclose as prescribed</p> <p>Not applicable</p>

<p>Section 61(1)(c)</p>	<p>(1) The report of an auditor appointed in terms of section 58(1)(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:</p> <p>a) the annual financial statements of the public entity fairly present the financial position and the results obtained by the entity in accordance with subsection 55(1)(b) applied on a basis consistent with that of the preceding year;</p> <p>b) if required by the Auditor-General, the performance information furnished in terms of subsection 55(2)(a) is fair in all material respects and, if applicable, on a basis consistent with that of the preceding year; and</p> <p>c) the transactions that had come to the auditor's attention during auditing were in all material respect in accordance with the mandatory functions of the public entity determined by law or otherwise.</p> <p>(2) The auditor:</p> <p>a) Must report to the executive authority responsible for the public entity the results of any investigation carried out under subsection 60(2)(c); and</p> <p>b) when reporting in terms of paragraph (a), must draw attention to any other matters within the auditor's investigation which, in the auditor's opinion, should in the public interest be brought to the notice of Parliament.</p>	<p>Will disclose as prescribed</p> <p>Will disclose as prescribed.</p>
<p>Section 66(1)</p>	<p>An institution to which this Act applies may not borrow money or issue a guarantee, indemnity or security, or enter into any other transaction that binds or may bind that institution or the Revenue fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security or other transaction:</p> <p>a) is authorized by this Act; and</p> <p>b) in the case of a public entity, is also authorized by other legislation not in conflict with this Act.</p>	<p>PSETA did not borrow money, nor issue a guarantee, indemnity or security, nor enter into any other transaction that binds or may bind the institution to any future financial commitment unless acting through the relevant Executive Authority. (PFMA section 66(3)(c)).</p> <p>Quantitative materiality R0 NIL</p> <p>Quantitative materiality R0 NIL</p>

ANNEXURE A

VISION, MISSION, STRATEGIC OUTCOME ORIENTED GOALS

VISION

Cutting-edge Skills for Quality Public Services.

MISSION

Leading in the development of skilled and competent human capital in the Public Service Sector through:

- Effective coordination of skills development interventions based on occupationally-directed qualifications;
- Focusing on learning programmes; and
- Promoting learner placement and absorption within the Public Service sector.

MOTTO

Developing and Growing People

VALUE PROPOSITION

Lead and coordinate the building of a capable and skilled Public Service workforce.

VALUES

- Honesty and integrity
- Accountability
- Service excellence
- Fairness and transparency

STRATEGIC OUTCOME ORIENTED GOALS

Table 22: Strategic Outcome-Oriented Goals and Objectives

Strategic Outcome-Oriented Goal	Strategic Objectives	Alignment to relevant laws, regulations and other prescripts (SDA, SDLA, NSDS III, WPPSTE, NDP, MTSF, NGP)
<p>1. Enhanced PSETA capabilities to lead the Public Service Sector skills development initiatives</p> <p>Goal Statement: PSETA develops the organisational capabilities to lead the Public Service Sector initiatives for skills development effectively</p>	<p>To develop and implement corporate support strategies and systems that contribute towards the achievement of the organisational mandate</p>	<p>NSDS Goal 4.7</p>
<p>2. Improved institutional mechanism for skills planning</p> <p>Goal Statement: Stakeholders locate skills development initiatives within wider capacity-building interventions through research coordination and partnerships</p>	<p>2.1. To coordinate and conduct sector research</p> <p>2.2. To improve stakeholder capacity for skills planning in the sector</p>	<p>NSDS Goal 4.1</p> <p>This strategic outcome-oriented goal is rooted in the NSDS III goal of establishing a credible institutional mechanism for skills planning. The NDP has provided the priority state capabilities which skills development should support. This goal, therefore, focuses PSETA on building partnerships with the organs of state that are leading capacity-building interventions required. The partnerships are formalised through MOUs with oversight bodies and provinces. The MOUs specify the collaboration required to identify the skills needed to build the organisational capabilities; and to collaborate in strengthening these capabilities within parts of the sector which most need them. The intention is to locate skills development within wider efforts to build organisational capabilities and improve service delivery.</p>
<p>3. Improved pool of skills available to and within the Public Service Sector</p> <p>Goal Statement: Existing and future public service sector employees are equipped to fulfil their responsibilities in delivering on their mandates.</p>	<p>3.1 To implement programmes that address skills identified in the SSP</p>	<p>NSDS III goals 4.1, 4.2, 4.5, 4.8 and NSA Commitment 7.</p> <p>This strategic outcome-oriented goal aims to focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into internship and placement opportunities in the public service. The goal aims to open up the public service as a training space and to encourage workplace learning and WIL.</p>

public entity, its business, its financial results, its performance against its state separately in respect of each of the following matters whether in the following opinion:	performance results, its performance against pre-determined objectives and its financial position as at the end of the financial year concerned.	results, its performance against pre-determined objectives and its financial position as at the end of the financial year concerned.
	a) the annual financial statements of the public entity fairly present the financial position and the results obtained by the	results obtained by the entity in accordance with subsection 55(1)(b) applied on a basis consistent with that of the preceding year;
		b) if required by the Auditor-General, the performance information furnished in terms of subsection 55(2)(a) is fair in all material respects and, if applicable, on a basis consistent with that of the preceding year; and

Programme 1: Administration

Table 23: PSETA Strategic Objective 1.1.1

		c) the transactions that had come to the auditor's attention during auditing were in all material respect in accordance with the mandatory functions of the public entity determined by law or otherwise.
	Will disclose as prescribed	
	law or otherwise.	
	Section 60(1) to which this Act applies may not	
	Will disclose as prescribed.	
An institution to which this Act applies may not borrow money or issue a guarantee or indemnity or issue a guarantee, indemnity or security, or enter into any other transaction that binds or may bind that institution or the Revenue	Will disclose as prescribed.	
borrow money or issue a guarantee or indemnity or issue a guarantee, indemnity or security, or enter into any other transaction that binds or may bind that institution or the Revenue	Will disclose as prescribed.	
under subsection 60(2)(c), and		

Programme 2: Skills Planning and Research

Table 24: PSETA Strategic Objective 2.1.1

	Will disclose as prescribed.	Will disclose as prescribed.
security, or enter into any other transaction that binds or may bind that institution or the Revenue	Will disclose as prescribed.	Will disclose as prescribed.
binds or may bind that institution or the Revenue	Will disclose as prescribed.	Will disclose as prescribed.
fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security or other transaction:	Will disclose as prescribed.	Will disclose as prescribed.

a) is authorized by this Act; and under subsection 60(2)(c); and

a) is authorized by this Act; and b) when reporting in terms of paragraph (a), must draw attention to any other matters within the auditor's

Will disclose as prescribed.

Table 25: PSETA Strategic Objective 2.1.2

Strategic Objective 2.1.2	To improve stakeholder capacity for skills planning in the sector
Objective statement	The sector is capacitated to understand its own needs and to plan responses to these needs
Baseline	100% achievement of SSP and capacity-building targets
Linkages	NSDS Goal 1: A credible institutional mechanism for skills planning is established

Programme 3: Learning Programmes and Projects

Table 26: PSETA Strategic Objective 3.1

Strategic Objective 3.1	To implement programmes that address skills identified in the Sector Skills Plan (SSP)
Objective statement	Learning programs to meet the targets in the PSETA SLA are delivered against signed DG contracts, and sector-funded provision is reported using PERSAL data
Baseline	Percentage achievement of SLA targets
Linkages	NSDS III

Programme 4: Education Training and Quality Assurance

Table 27: PSETA Strategic Objective 4.1

Strategic Objective 4.1.1	To develop and implement a system to quality assure training provision
Objective statement	Quality of training provided is monitored and maintained
Baseline	100% achievement of annual plans
Linkages	QCTO and SAQA quality assurance regulations, NSDS III

Table 28: PSETA Strategic Objective 4.2

Strategic Objective 4.1.2	To develop occupationally-based qualifications
Objective statement	Qualifications required to deliver priority scarce and critical skills are developed
Baseline	100% achievement of annual plans
Linkages	QCTO and SAQA quality assurance regulations, NSDS III

ANNEXURE B

PIVOTAL LIST EMANATING FROM SECTOR SKILLS PLANNING

Table 29: PIVOTAL List

which skills development goal, therefore, focus on the PSETA, focusing on building partnerships with the organs of state that have leading capacity-building interventions required.	develop skills development support. This goal, therefore, focus on the PSETA, focusing on building partnerships with the organs of state that have leading capacity-building interventions required.	the PSETA, focusing on building partnerships with the organs of state that have leading capacity-building interventions required.	the PSETA, focusing on building partnerships with the organs of state that have leading capacity-building interventions required.	the PSETA, focusing on building partnerships with the organs of state that have leading capacity-building interventions required.	the PSETA, focusing on building partnerships with the organs of state that have leading capacity-building interventions required.
leading capacity-building interventions	leading capacity-building interventions	leading capacity-building interventions	leading capacity-building interventions	leading capacity-building interventions	leading capacity-building interventions
capacity-building interventions through research and coordination of these capabilities with the sectors and partnerships which most need them.	capacity-building interventions through research and coordination of these capabilities with the sectors and partnerships which most need them.	capacity-building interventions through research and coordination of these capabilities with the sectors and partnerships which most need them.	capacity-building interventions through research and coordination of these capabilities with the sectors and partnerships which most need them.	capacity-building interventions through research and coordination of these capabilities with the sectors and partnerships which most need them.	capacity-building interventions through research and coordination of these capabilities with the sectors and partnerships which most need them.
focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into the public service sector.	focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into the public service sector.	focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into the public service sector.	focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into the public service sector.	focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into the public service sector.	focus training interventions for existing and future employees on priority skills required to deliver the NDP; and to bridge unemployed graduates and learners into the public service sector.

The goal aims to open up

		4.1. To develop and improve skills To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and implement a system of quality assuring training partnerships with the organs of state that will ensure leading capacity	quality assuring training provision with the organs of state that will ensure leading capacity	quality assuring training provision with the organs of state that will ensure leading capacity
		The strategic outcome aims to align supply-side provision to demand-side needs and bridge current supply-demand mismatches.	The strategic outcome aims to align supply-side provision to demand-side needs and bridge current supply-demand mismatches.	The strategic outcome aims to align supply-side provision to demand-side needs and bridge current supply-demand mismatches.	The strategic outcome aims to align supply-side provision to demand-side needs and bridge current supply-demand mismatches.
		4.2. To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.
		It includes work on occupational-based qualifications	It includes work on occupational-based qualifications	It includes work on occupational-based qualifications	It includes work on occupational-based qualifications
		(HEIs) and TVET college capacity to deliver the qualifications	(HEIs) and TVET college capacity to deliver the qualifications	(HEIs) and TVET college capacity to deliver the qualifications	(HEIs) and TVET college capacity to deliver the qualifications
		Goal Statement: The skills provided to the public service	Goal Statement: The skills provided to the public service	Goal Statement: The skills provided to the public service	Goal Statement: The skills provided to the public service
			Strategic Objective	Strategic Objective	Strategic Objective
		To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.
		To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.	To develop and improve skills into and within the Public Sector. This goal, therefore, focuses on PSETA's responsibilities in delivering on their mandates.
		Objective statement 22.1 contribute towards the achievement of the organisational mandate	Objective statement 22.1 contribute towards the achievement of the organisational mandate	Objective statement 22.1 contribute towards the achievement of the organisational mandate	Objective statement 22.1 contribute towards the achievement of the organisational mandate

ANNEXURE C

TECHNICAL INDICATOR DESCRIPTORS (TIDS)

Programme 1: Administration

Table 30: Performance Indicator 1.3.1.

Programme Performance Indicator 1.3.1.	
Dimension	Description
Indicator title	Percentage implementation of approved training plan as per submitted WSP
Short definition	Staff capacitation through training is encouraged. This includes members who attended various types of training sessions in the year including formal studies where bursaries are allocated, short training programmes and internal training opportunities
Purpose/ importance	To ensure effective and efficient staff performance
Source /collection of data	A training plan is approved and progress of training interventions is recorded against the number of interventions in the plan. The evidence in the form of attendance registers, certificate of attendance where possible and proof of allocated bursaries will be presented in evidence of training
Method of calculation	Number of training interventions in the training plan is calculated as a percentage of the whole training plan The calculation method is percentage implementation (total number of planning interventions achieved divided by the number of training interventions approved in the training plan) x 100
Data limitations	This indicator depends on the number of identified interventions approved by EMT as the budget and training priorities may allow. It is not based on the number of staff that may attend training as training is specific and targeted and not open to everybody to attend on an equal opportunity basis as it is driven by business priorities
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	100% implementation of the approved training plan
Indicator responsibility	Human Resources Manager

Programme Performance Indicator 1.3.1.	
Dimension	Description
Procedure for collecting, collating and verifying performance information TID Number: 1.3.1.	
Indicator: Percentage implementation of approved training plan as per submitted WSP	
Who is responsible for collecting the information	The HR Administrator will collect invoices, attendance registers and approved bursary applications with proof of payment to validate the number of reported training interventions in support of the training as per the approved training plan. The interventions are categorised in confirmation that the correct percentage of the training plan implementation is reported
Who is responsible for collating the information	HR Manager or delegated
Who is responsible for verifying the information	The HR Manager validates the reported information against the evidence provided and thereby assures that the implementation reported addresses the needs indicated in the WSP and reports accordingly
Who is responsible for storage (filing) of the information	The HR Manager or their designate

Table 31: Performance Indicator 1.3.2.

Programme Performance Indicator 1.3.2.	
Dimension	Description
Indicator title	Number of career guidance advocacy sessions
Short definition	Participation in career exhibitions, expos and advocacy sessions. These include DHET initiatives and other PSETA stakeholder initiated sessions
Purpose/importance	To assist young people in making career choices
Source/collection of data	Attendance registers and session invitation
Method of calculation	Sum of career guidance advocacy sessions attended per quarter
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	A total of 30 career guidance advocacy sessions attended for the year
Indicator responsibility	Marketing and Communication Manager

Skill 9 Policy Development, Monitoring and Evaluation.	
Policy Manager/	
2017-2019 Programme for Development Manager	Project Director Manager
Public Management, Advanced Project Management	Postgraduate Degree in the Specialisation Manager
Postgraduate Diploma in	Investigative and Forensic Accounting

Table 32: Performance Indicator 1.3.3.

Learnership for employed and unemployed learners	
Accomplished	2017-2020 Information
Internal Audit learners	650001 Auditor, Internal Auditor, Internal Fitter
Auditor programme for Motor Mechanical learners	650001 Motor Mechanic
Performance Indicator 1.3.1.	
Percentage implementation of approved training interventions of approved WSP	Approved training interventions of approved WSP
Percentage implementation of approved training interventions of approved WSP	Approved training interventions of approved WSP
Percentage implementation of approved training interventions of approved WSP	Approved training interventions of approved WSP
Staff capacitation through training interventions	Short definition: This includes members who attended various types of training sessions in the year including formal studies where
Staff capacitation through training interventions	Short definition: This includes members who attended various types of training sessions in the year including formal studies where
Staff capacitation through training interventions	Short definition: This includes members who attended various types of training sessions in the year including formal studies where
Purpose: To ensure effective and efficient staff performance	
Source: bursaries are allocated, short training programmes and internal training opportunities	
A training plan is approved and	A training plan is approved and interventions is recorded against the number of interventions in the plan. The evidence in the form of attendance registers, certificate of attendance
Method of calculation	Method of calculation: The number of training interventions achieved divided by the number of approved training interventions
calculation	The calculation method is percentage implementation (total number of planning interventions achieved divided by the number of approved training interventions approved in the

The calculation method is percentage implementation (total number of planning interventions achieved divided by the number of approved training interventions approved in the

Programme 2: Skills Planning and Research

Table 33: Performance Indicator 2.1.1.

Programme Performance Indicator 2.1.1.	
Dimension	Description
Indicator title	Number of skills planning-related research studies conducted
Short definition	This refers to research studies that will be conducted internally, commissioned to service providers, through partnerships or at the request of DHET and other stakeholders
Purpose/importance	Research into the sector is necessary to inform the SSP and to provide evidence to inform decision making, policy review and strategy formulation
Source/collection of data	PSETA Research Plan (approved by the CEO) outlining research studies to be implemented for the period, research reports produced from internal research activities and research reports submitted by appointed service providers or partners
Method of calculation	Sum of research studies conducted supported by research reports
Data limitations	Absence of suitable service providers to conduct required research, procurement/DG funding delays, limited funding, unreliable data sources, limited stakeholder participation, and limited research tools
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of research studies conducted is equal to the target and supported by the relevant research reports
Indicator responsibility	SPR Manager
Procedure for collecting, collating and verifying performance information	
TID Number: 2.1.1.	
Indicator: Number of skills planning-related research studies conducted	
Who is responsible for collecting the information	The Research and/or Skills Planning Specialist is responsible for collecting the research reports and will be assisted by the Skills Planning Administrator and Skills Planning Officer
Who is responsible for collating the information	On a monthly, quarterly and annual basis, the Research Specialist responsible for this indicator will calculate the performance score, using the TID, and report the overall performance score to the manager accompanied by the required evidence, i.e., PSETA Research Plan and research reports
Who is responsible for verifying the information	The manager will verify the performance score against the TID (at the same time verifying the source data and ensuring it will stand up to audit scrutiny). The manager is ultimately responsible for the performance report and scrutiny of the supporting evidence. The COO will review the scores and supporting evidence on a sample basis both quarterly and annually
Who is responsible for storage (filing) of the information	SPR Manager or delegated

Who is responsible for collecting the information	
Communication Officer	Who is responsible
This refers to research studies that will be conducted internally, commissioned to service providers, through partnerships or at the request of DHET and other stakeholders	
Research into the sector Purpose/importance	PSETA Research Specialist (GEB and GFC) will be responsible for collecting the information from the research review reports and internal research data
implemented for the purpose of	Use of suitable service providers to conduct required research, procurement/ implementation of research, procurement of suitable service providers, limited stakeholder participation, research reports submitted by appointed service providers or partners
When the number of research reports is	When the number of research reports is 2 or more, the Research Specialist will be assisted by the Skills Planning Administrator and Skills Information Indicator: Number of skills planning-related research studies conducted
Who is responsible for collating the information	Who is responsible for collating the information will be assisted by the Skills Planning Administrator and Skills Information Indicator: Number of skills planning-related research studies conducted

Table 35: Performance Indicator 2.1.2.

On a monthly, quarterly and annual basis, the Research Specialist responsible for this	
For collating the information	On a monthly, quarterly and annual basis, the Research Specialist responsible for this
On a monthly, quarterly and annual basis, the Research Specialist responsible for this	indicator will calculate the performance score, using the TID, and report the overall
indicator will calculate the performance score, using the TID, and report the overall	Who is responsible for collating the information will be assisted by the Skills Planning Administrator and Skills Information Indicator: Number of skills planning-related research studies conducted
For verifying the information	will verify the performance score against the TID (at the same time as the Research Specialist responsible for collating the information) and report the overall
Who is responsible for collating the information	will be assisted by the Skills Planning Administrator and Skills Information Indicator: Number of skills planning-related research studies conducted
is ultimately responsible for the performance report and scrutiny of the supporting	information
SPR Manager or delegated manager of delegated	the information and annually
SPR Manager or delegated	Programme Performance Indicator 2.1.2.1
the information	Dimension Programme Performance Indicator 2.1.2.1

On a monthly, quarterly and annual basis, the Research Specialist responsible for this	
for collating the information	
Description	Description
This indicator measures the number of small, medium and large organisations that have submitted a WSP, and that have been approved by PSETA.	This indicator measures the number of small, medium and large organisations that have submitted a WSP, and that have been approved by PSETA.
submitted a WSP, and that have been approved by PSETA.	
<i>Approval of WSPs requires the submission of the WSP and Annual Training Report (ATR) with the required signatures on the authorisation page, within the required timeframe. The submission of the WSP and approval of the WSP is supported by the WSP policy.</i>	
<i>Organisations refer to national and provincial departments, PSETA registered public entities, legislatures and other organisations.</i>	
<i>The SETA Grant Regulations require all WSP/ATR (Annexure 2) information to be submitted by 30 April of each year. The Regulations further provide for an extension of up to a maximum of one month from the due date, subject to a written request and Accounting Authority approval.</i>	
<i>The required signatures are the Skills Development Facilitator (SDF), Head of Department/CEO, and labour/employee representative. The labour representative signature is required only where a recognition agreement is in place, unless an</i>	

signature is required only where a recognition agreement is in place, unless an explanation is provided.

The submission of the WSP should be done through the SETA MIS online system.

The target will be divided as:

- Small = 6;
- Medium = 10;
- Large = 122.
- Small organisation refers to an organisation employing 0-49 employees.
- Medium organisation refers to an organisation employing 50-149 employees.
- Large organisations are those employing 150+ employees.

Programme Performance Indicator 3.1.1	
Dimension	Description
Who is responsible for collating the information	On a monthly, quarterly and annual basis, the learning programmes specialists will calculate the performance score, using the TID, and report the overall performance score to the manager accompanied by the required evidence
Who is responsible for verifying the information	The manager will verify the performance score against the TID (at the same time verifying the source data and ensuring it will stand up to audit scrutiny). The manager is ultimately responsible for the performance report and scrutiny of the supporting evidence. The COO will review the scores and supporting evidence on a sample basis both quarterly and annually
Who is responsible for storage (filing) of the information	LP Manager or designate

Table 37: Performance Indicator 3.1.2

Programme Performance Indicator 3.1.2	
Dimension	Description
Indicator title	Number of Public Service Employees completing learning programmes
Short definition	This refers to public service employees who have completed learning programmes (bursaries, learnerships and skills programmes) and have been awarded a statement of results for skills programmes and certificates for bursaries and learnerships. This includes SETA funded programmes and those Sector-funded programmes that are quality assured by PSETA. The Sector funded programmes will be distinguished from PSETA funded by the fact that they would not be linked to a signed DG MOA
Purpose/importance	The purpose is to address NSDS Outcome 4.5.1: Training of employed workers addresses critical skills to enable improved productivity and the ability of the workforce to adapt to change in the labour market
Source/collection of data	Certificates will be collected from the ETQAs (PSETA and/or other SETAs) for learnerships and skills programmes. For bursaries, certificates will be collected from HEIs
Method of calculation	Each learner is counted once on receipt of the certificate and updating the Seta Management System from registration to completion/qualification obtained
Data limitations	Non-submission of certificates/statement of results by ETQAs and HEIs
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of workers completing different programmes is equal to the target per programme and supported by the relevant evidence as per the validation framework
Indicator responsibility	LP Manager or designate

Table 38: Performance Indicator 3.1.3

Programme Performance Indicator 3.1.3	
Dimension	Description
Indicator title	Number of unemployed learners entering learning programmes
Short definition	This refers to unemployed learners who have been entered/enrolled/registered in either learnerships, bursaries and WIL and artisan programmes linked to priority skills as identified in the SSP. This includes SETA and SECTOR funded programmes that are quality assured by PSETA. The Sector funded programmes will be distinguished from PSETA funded by the fact that they would not be linked to a signed DG MoA.
Purpose/importance	The indicator is responding to Goal 4.2 of the NSDS III: Increasing access to occupationally-directed programmes
Source/collection of data	Learning programme agreements with supporting documents as per the DHET validation framework will be collected from stakeholders or delivered by stakeholders after learners have been inducted into the different programmes
Method of calculation	Each unemployed learner will be counted once upon being entered/enrolled/registered (on the SMS system) with a learning programme provided that all supporting documents as per the validation framework are received and verified
Data limitations	Stakeholders are submitting incomplete documents and not responding to follow-ups made requesting outstanding documents
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners enrolled/registered/entered into different programmes is equal to the target and supported by the relevant evidence as per the validation framework
Indicator responsibility	Learning Programmes Manager
Procedure for collecting, collating and verifying performance information	
TID Number: 3.1.3	
Number of unemployed learners entering learning programmes	
Who is responsible for collecting the information	<ul style="list-style-type: none"> The LPAMO is responsible for collecting data (learning programme agreements and supporting documents as per the validation framework) and recording in the LP logbook The Learning Programmes Officers are responsible for verifying data for accuracy and completeness against the DHET validation framework using checklists before submitting it to the administrators for capturing Administrators are responsible for capturing data on the SMS system and producing system generated reports monthly and quarterly reports
Who is responsible for collating the information	On a monthly, quarterly and annual basis, the learning programmes specialists will calculate the performance score, using the TID, and report the overall performance score to the manager accompanied by the required evidence

Programme Performance Indicator 3.1.5	
Dimension	Description
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of capacity-building exercises conducted is equal to the target and supported by the required evidence
Indicator responsibility	Learning Programmes Manager
Procedure for collecting, collating and verifying performance information TID Number: 3.2.1 Number of capacity-building sessions conducted to support the implementation of learning programmes by the sector	
Who is responsible for collecting the information	Officers and Specialists submit reports with evidence monthly to the Learning Programmes Manager who is responsible for collecting data (attendance registers and signed reports)
Who is responsible for collating the information	On a monthly, quarterly and annual basis, the learning programmes specialists will calculate the performance score, using the TID, and report the overall performance score to the manager accompanied by the required evidence
Who is responsible for verifying the information	The manager will verify the performance score against the TID (at the same time verifying the source data and ensuring it will stand up to audit scrutiny). The manager is ultimately responsible for the performance report and scrutiny of the supporting evidence. The COO will review the scores and supporting evidence on a sample basis both quarterly and annually
Who is responsible for storage (filing) of the information	LP Manager or designate

Programme 4: Education and Training Quality Assurance

Table 41: Performance Indicator 4.1.1

Programme Performance Indicator 4.1.1	
4.1.1. Indicator title	RPL advisors trained to facilitate implementation of Recognition of Prior Learning in the public sector
Short definition	RPL advisors trained to facilitate implementation of Recognition of Prior Learning in the public sector
Purpose/importance	To facilitate access to further learning and job opportunities. The indicator is responsive to NSDS Outcome 4.5.1: Training of employed workers addresses critical skills, enabling improved productivity, economic growth and the ability of the workforce to adapt to change in the labour market
Source/collection of data	Number of MOUs signed with applicable Departments
Method of calculation	Counting the number of MOUs signed with specific departments wherein commitment is made to train government officials to become RPL advisors
Data limitations	Nominated officials from departments not completing their training
Type of indicator	Output

Programme Performance Indicator 4.1.1	
4.1.1. Indicator title	RPL advisors trained to facilitate implementation of Recognition of Prior Learning in the public sector
Calculation type	Cumulative for the year
Reporting cycle	Yearly
New indicator	Yes
Desired performance	RPL implemented in the sector to promote access and mobility of employees
Indicator responsibility	ETQA Manager or designate
Procedure for collecting, collating and verifying performance information TID Number: 4.1.1 Indicator: Number of skills development providers accredited	
Who is responsible for collecting the information	ETQA Specialist
Who is responsible for collating the information	ETQA Specialist
Who is responsible for verifying the information	ETQA Manager or designate
Who is responsible for storage (filing) of the information	ETQA Manager or designate

Table 44: Performance Indicator 4.1.4

Programme Performance Indicator 4.1.4	
Dimension	Description
Indicator title	Number of qualifications developed and/or re-aligned and submitted to QCTO
Short definition	Relevant qualifications are developed and/or re-aligned to respond to the supply needs of the sector
Purpose/importance	Develop and re-align qualifications into occupational qualifications that meet the QCTO requirements and sector demands
Source/Collection of data	Application form; signed MOU or SLA; and submitted occupational qualifications
Method of calculation	Counting the number of qualifications submitted to QCTO
Data limitations	Completeness and accuracy depends on QCTO and SAQA registration processes. The other dependencies are: <ul style="list-style-type: none"> • Availability of Qualifications Development Facilitators, and • Community of Experts
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Increased number of relevant qualifications for the sector
Indicator responsibility	ETQA Manager
Procedure for collecting, collating and verifying performance information	
TID Number: 4.1.4	
Indicator: Number of developed and/or re-aligned qualifications	
Who is responsible for collecting the information	The QCTO officer will gather and file the below information: Application form; signed MOU or SLA; and submitted occupational qualifications
Who is responsible for collating the information	The Specialist responsible for the indicator will consolidate all the required information and report to the ETQA Manager on the submitted occupational qualifications
Who is responsible for verifying the information	The manager will verify the information in the reports by ensuring that it complies with the TID
Who is responsible for storage (filing) of the information	ETQA Manager or designate

(Footnotes)

1 Gross revenue is made up of the approved budget, as per the letter R106 425 000.00 from the National Treasury, and the SDLs of R7 909 720.00, totalling R114 334 720.00. The determination of the significance level has excluded estimated revenues from donor funding, other income including proceeds from insurance claims and investment income (donor funding is nil, investment income is R1 375 668.00, and other income is R90 500.00). Management's decision was based on the fact that it is still in the process of strengthening internal controls and felt that inclusion of those revenues would distort the materiality figure and increase the entity's risk exposure.



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