

Annual Performance Plan

for the fiscal year 2019/20



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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**Culture, Arts, Tourism, Hospitality and Sport
Sector Education and Training Authority**

ANNUAL PERFORMANCE PLAN

For the fiscal year 2019/2020

FOREWORD

I have pleasure in presenting the Annual Performance Plan (APP) for the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) for the period 01 April 2019 to 31 March 2020, which is presented in terms of the Skills Development Act (SDA) (Act 57 of 1998), which regulates SETAs, and the Public Finance Management Act (PFMA) (Act 1 of 1999, as amended).

This document is informed by the CATHSSETA Sector Skills Plan and CATHSSETA Strategic Plan. This document is also in alignment with the national and provincial priorities, as reflected in the *National Skills Development Strategy (NSDS) III*, the *National Development Plan (NDP)* and the *Medium-Term Strategic Framework (MTSF)*, with particular focus on Outcome 5, which is “a skilled and capable workforce to support an inclusive growth path”.

The Strategic Plan (SP) from which this APP is derived, has also been revised and updated to align with the National Treasury’s Framework for *Strategic Plans and Annual Performance Plans (2011)*. This APP positions CATHSSETA to drive delivery to our stakeholders and to the economy by using innovative approaches to performance, in line with CATHSSETA’s vision, mission and values.

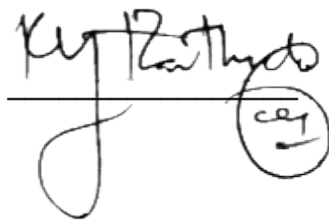
In the current period, the focus is towards building organisational capacity and inculcating a results-oriented and performance-driven culture. The education and training landscape is constantly changing and the continued survival of CATHSSETA depends upon the organisation embracing change and continuing to address increased demand for its services against limited resources. The focus of performance in the medium-term will require introducing mechanisms to address:

- Technological advancements
- Qualification review
- Training provision
- Analysis of skills needs
- Workplace – based learning and experiential learning
- Mentoring and coaching
- TVET capacity building
- Increased partnerships
- Transformation in the sector

One of the interventions that CATHSSETA has already implemented is the establishment of regional offices to address the historical challenge of stakeholder access to its services. The regional offices will be instrumental in addressing the above deliverables. They will be key to CATHSSETA meeting the increased demand of its services.

In conclusion, I would like to take this opportunity to express my commitment to support the organisation as it continues to concentrate on delivering excellent service to its sector and stakeholders through performance and intent outlined in this APP for the period 2019/20.

I also thank our stakeholders for their valuable contribution for providing information and data for this APP. CATHSSETA will seek to leverage these engagements to further its positive contribution to society into the future.

A handwritten signature in black ink, appearing to read 'Victor Ramathesele', written over a horizontal line. To the right of the signature is a circular stamp containing the word 'copy' and a checkmark.

Victor Ramathesele (Dr)

Chairperson of the Board: CATHSSETA

OFFICIAL SIGN OFF

It is hereby certified that this Annual Performance Plan:

- was developed by the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority under the guidance of the Board,
- was prepared in line with the revised 2015/16 - 2019/20 Strategic Plan of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority,
- accurately reflects the performance targets which the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority will endeavour to achieve, given the resources made available in the budget for 2019/20.

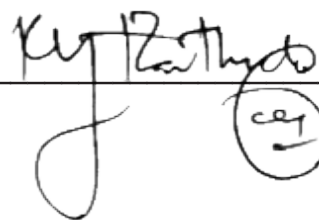
Keitumetse Lebaka (Ms)
Chief Executive Officer

Signature: _____



Victor Ramathesele (Dr)
Chairperson of the Board: CATHSSETA

Signature: _____



ABBREVIATIONS AND ACRONYMS

AET	Adult Education and Training
APP	Annual Performance Plan
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
DHET	Department of Higher Education and Training
HEI	Higher Education Institution
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NSDS	National Skills Development Strategy
PFMA	Public Finance Management Act
PIVOTAL	Professional, Vocational, Technical and Academic Learning
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SDA	Skills Development Act
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SE	Small Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
TVET	Technical, Vocational Education and Training
UoT	University of Technology

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PART A

STRATEGIC OVERVIEW

PART A: STRATEGIC REVIEW

1. UPDATED SITUATIONAL ANALYSIS

1.1 Performance Delivery Environment

CATHSSETA delivers its services to a diverse economic sector comprising six (6) sub-sectors. Each of these sub-sectors remain unique and play a significant role in the economy and the quest for social cohesion. The table below captures a description of the sub-sectors that CATHSSETA supports and highlights some of the economic contributions made by each sub-sector.

Table 1: CATHSSETA Sub-Sector Summary

Sub-Sector	Background and Description
Arts, Culture and Heritage	The Arts, Culture and Heritage sub-sector encompasses the production of arts, crafts, designer goods and souvenirs, casting for film, television and theatre, the dramatic arts, entertainment, museum activities, monuments and the preservation of historical sites and buildings, the management and operation of museums, cultural and heritage activities, music and theatre, as well as arts councils and their activities. Within this sub-sector Cultural and Natural Heritage sites generated approximately R5 billion in 2016, 38% of which is reportedly generated indirectly (South African Cultural Observatory, 2017).
Conservation	The Conservation sub-sector includes hunting and trapping, the activities of conservation bodies, game parks, reserves, wildlife parks, zoological establishments and botanical gardens as well as wildlife conservation including the green economy. The sub-sector contributed R20 billion to South Africa's GDP in 2015 (Dry, 2015). Beyond 2015, there is a lack of comprehensive data on the economic contribution of the overall sub-sector.
Gaming and Lotteries	The Gaming and Lotteries sub-sector consists of gambling, licensed casinos, the National Lottery, the operation and management of horse racing events, clubs and academies, totalisators, bookmakers, limited pay-out machines (LPMs) and bingo operators. The Gross Gambling Revenue (GGR) increased by 9.6% from R21.8 billion in 2014 to R26 billion in 2016, and R27 billion in 2017 (National Gambling Statistics, 2017). Casinos accounted for the highest proportion of GGR (66.4%) in 2017.
Hospitality	The Hospitality sub-sector comprises hotels, motels, boatels and inns, guest houses and guest farms, bed and breakfasts, the management and operation of game lodges, caravan parks and camping sites, restaurants and tearooms with or without liquor licenses, fast food establishments, take-away restaurants, caterers and catering services, timesharing and bioscope cafés. Total income for the Tourism accommodation industry increased by 3.6% in 2017 compared to 2016. In 2017, the main contributors to the year on year increase in income from accommodation included hotels and 'other' accommodation (excluding hotels, caravan parks, camping sites and guest houses) (StatsSA, 2017).

Sport, Recreation and Fitness	The sport, recreation and fitness sub-sector includes sporting activities, sport federations, the operation and management of sporting facilities, clubs and sports academies, the promotion and management of sporting events and activities both motorised and non-motorised, amusement parks, recreational and cultural activities, the operation and management of recreation parks, beaches, fairs, shows and facilities, and the operation and management of health and wellbeing centres, including hydros, spas and fitness centres. Global sports sponsorship spend were forecast to reach over \$62 billion and global sporting media rights spend were expected to contribute \$5 billion in 2017.
Tourism and Travel	The tourism and travel sub-sector consists of inbound and outbound tour operators, safaris and sightseeing bus tours and trip operators, inbound international flights, travel agencies, the renting of land transport equipment, event and conference management, the operation and management of convention centres, tourist information centres, car hire and tourism authorities as well as guides including adventure, mountain, river, and others. The travel and tourism sector contributed R402 billion in 2016 (9.3% of GDP) and R412.2 billion in 2017 (9.4% of GDP). This is largely owing to leisure travel spending (inbound and domestic), and business travel spending accounting for the largest proportion of travel and tourism GDP in the country.

The table below provides an overview of the number and size of enterprises registered with CATHSSETA. The nature of the sub-sectors is characterised by Small Enterprises (SEs), with over 94% of the registered entities falling under this category.

Table 2: Number and size of enterprises registered with CATHSSETA

Sub-sector	Size of Entity			Number of entities registered with CATHSSETA	% in the sector
	0-49 Employees	50-149 Employee	150+ Employee		
Hospitality	19 635	769	397	20 801	68%
Travel & Tourism	2 880	87	85	3 052	10%
Arts, Culture & Heritage	2 262	67	60	2 389	8%
Sport, Recreation & Fitness	2 302	80	58	2 440	8%
Conservation	1 564	35	32	1 631	5%
Gaming & Lotteries	314	55	70	439	1%
Total	28 957	1 093	702	30 752	100%

Source: CATHSSETA SMS 2018

The total number of levy payers increased by 7% from 6717 in 2016/17 to 7246 in 2017/18. Out of the total 30 752 entities registered within the sector, only 24% contribute to skills levies. Almost 50% of the levy income received, as regulated, is directed to Professional, Vocational, Technical and Academic (PIVOTAL) training interventions in the sector. Small Enterprises

with an annual payroll of less than R500 000 are exempt from paying the skills levies and submitting Mandatory Grant applications. This poses a challenge for CATHSSETA to collect robust data and give a comprehensive view of the sector for determining skills demand. CATHSSETA is currently conducting various research studies to support and ensure informed skills planning, namely; a Track and Trace study on beneficiaries of learning programmes for the 2014/15 to 2015/16 cohort; an Occupational Shortages report on targets achieved against Occupational Shortages identified in the 2018/19 Sector Skills Plan (SSP); Training Analysis on 2016/17 planned training against 2017/18 achieved training interventions; as well as a Feasibility Study to assess the need for a Work Readiness Programme (WRP) in the sector. CATHSSETA will also be conducting an Impact Assessment study for the period 2016/17 to 2018/19 on CATHSSETA funded and non-funded learning interventions.

The SETA also consults with key stakeholders in the different sectors, to not only enrich its data, but to also address issues that hinder implementation of skills development interventions. Secondly, the predominance of SEs impacts on the quantum of levies received from employers which results in a significant gap between the available financial resources and those required to address occupational shortages in the sector.

Cabinet approved the institutionalisation of a National Minimum Wage Bill in November 2017. Raising wages to a prescribed minimum level when economic performance is low will most likely impact employment negatively, particularly within those less experienced groups (ages 15 to 35). While the Bill is expected to improve the living conditions of millions of South Africans and foster economic growth, service sub-sectors such as the Hospitality and Travel and Tourism remain uncertain on the effects of the Bill on their sub-sectors.

1.2 Organisational Environment

1.2.1. Management Capacity

The implementation of new processes to improve the capacity of existing management are critical for the long-term performance and value offerings of CATHSSETA. These processes will entail establishing credible Sector Skills Plans (SSPs), Strategic Plans (SPs) and Annual Performance Plans (APPs), management information systems and standardised procedures to ensure desired outputs and client satisfaction.

1.2.2. Governance

In April 2018, the Minister of Higher Education and Training appointed an Accounting Authority, comprising members with extensive knowledge and experience in the designated sub-sectors. This APP will benefit from the oversight and governance function to be performed by the Accounting Authority. CATHSSETA established Board committees to further strengthen governance and accountability. The newly established committees include Executive, Finance and Remuneration, Audit and Risk, and Governance and Strategy. They will play an oversight role to ensure the SETA maintains exceptional performance standards. Each of these committees have developed and adopted Committee Charters that respectively outline their functions and responsibilities.

The implementation of this APP will be the responsibility of the Accounting Authority appointed in 2018 as per **Government Gazette No. 39394 of 2015**.

2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

The NSDS III has been extended from 01 April 2016 to 31 March 2020, as per *Government Gazette 39263*. In line with the extension of the NSDS III, CATHSSETA has been re-established in terms of *Government Gazette 39260*.

It is envisaged that the proposed SETA landscape and the implementation of the *White Paper on Post-School Education and Training*, may result in significant changes to CATHSSETA's legislative and other mandates.

3. OVERVIEW OF 2019/20 BUDGET AND MTEF ESTIMATES

Expenditure Estimates

Table 3: medium term revenue/ expenditure estimates with amounts in r'000

Expenditure Estimates	Audited Figures			Medium Term Expenditure Estimate			
	2015/16 R'000	2016/17 R'000	2017/18 R'000	2018/19 R'000	2019/20 R'000	2020/2021 R'000	2021/2022 R'000
Revenue							
Investment & other Income	11 393	11 393	27 558	-	-	-	-
Transfers received from DHET and other departments	305 033	330 973	352 024	349 838	369 429	389 748	411 184
Mandatory Grants	73 413	81 806	83 201	87 460	92 358	97 437	102 796
Discretionary Grants	193 233	204 920	223 221	216 462	228 584	241 156	254 420
Administration	38 387	44 247	45 602	45 916	48 488	51 154	53 968
Total Revenue	316 426	349 705	379 582	349 838	369 429	389 748	411 184
Expenses							
Current expenses	68 590	66 718	65 504	45 916	48 488	51 155	54 984
Compensation of employees	19 872	22 692	24 439	24 280	26 223	28 321	30 586
Goods and services comprising:							
Depreciation and amortization	1 048	1 012	1 915	2 000	2 112	2 230	2 409
Operating lease rentals	4 334	4 659	5 592	5 195	5 486	5 793	6 257
QCTO Contribution	1 040	1 520	1 686	1 800	1 901	2 007	2 168
Maintenance, repairs and running costs	976	470	49	325	343	362	391
Advertising, marketing, promotions and communication	1 278	811	927	900	950	1 004	1 084
Entertainment expenses	273	-	-	60	63	67	72
Consultancy and service provider fees	15 525	8 101	2 250	900	950	1 004	1 084
External auditor's remuneration	3 759	2 827	2 884	2 900	3 062	3 234	3 493

Expenditure Estimates	Audited Figures			Medium Term Expenditure Estimate			
	2015/16 R'000	2016/17 R'000	2017/18 R'000	2018/19 R'000	2019/20 R'000	2020/2021 R'001	2021/2022 R'001
Interest paid	18	-	-	221	233	246	266
Travel and subsistence	541	935	1 378	605	639	675	729
Staff wellness, training and development	228	1 320	1 539	1 400	1 478	1 561	1 686
Remuneration to committee members	583	9 423	2 506	2 000	2 112	2 230	2 409
Other administration expenses	6 113	3 782	17 158	1 530	1 033	413	183
Transfers and subsidies	205 976	194 000	272 671	303 922	320 942	338 593	356 200
Mandatory Grants	45 919	29 466	48 931	87 460	92 358	97 437	105 232
Discretionary Grants	160 057	164 534	223 740	216 462	228 584	241 156	250 968
Donor Funding Income	-	-	-	-	-	-	-
Total Expenses	274 566	260 718	338 175	349 838	369 429	389 748	411 184
Surplus/(deficit)	41 860	88 987	41 407	(0)	(0)	(0)	(0)

Relating expenditure trends to strategic outcome oriented goals

- The 5.6% percentage change in revenue income between 2018/19 to 2019/20 is estimated based on current market returns. The revenue growth rate between 2019/20 and 2020/21 is projected at 5.5%, taking into account anticipated inflation adjustments
- CATHSSETA currently has four programmes, i.e. Administration, Skills Planning, Learning Programmes, and Quality Assurance. The prescribed programme structure allowed for the programme allocation to be revised for the period 2019/20, as follows:

Programme No	Programme Name	Programme Budget	Budget: 2019/20
1	Administration	Administration (current) expense	48 488
2	Planning	Transfers and subsidies (supported through mandatory and discretionary grants)	97 731
3	Learning Programmes		215 274
4	Quality Assurance		7 938
	Total		369 431

- For the budget above, interest earned on cash reserves is estimated between R24 million and R25 million. This will be used to fund learning programmes' requirements, including any excess transferred from Mandatory Grant reserves, should any be realised.
- With regard to administration expenditure, CATHSSETA has challenges to maintain this expenditure within the set threshold, of which the Executive Authority has been appraised accordingly and the necessary approvals have been granted in this regard. Whilst section 14(3)(b) as read with sections 14(3A)(a) and 14(3B) of the *Skills Development Levies Act of 1999* states that a SETA may not use more than 10.5% of the total employer levies received in any year to pay for its administration costs in respect of that financial year. CATHSSETA has been unable to remain within the 10.5% administration cost limitation as a result of having a lower base of levy collection compared to other economic sectors. CATHSSETA is embarking on a revenue growth initiative in order to grow the revenue base which, in turn, will result in expenditure being within the set thresholds in future years.
- A breakdown of the costs for each programme is provided in the following tables:

Programme 1: Administration

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
1.1 Corporate Services	30 201	-	-	-
1.2 Finance	8 762	-	-	-
1.3 Governance	9 525	-	-	-
	48 488	-	-	-
				48 488

Programme 2: Skills Planning

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
2.1 Research Agenda	-	-	4 970	403
2.2 Sector Skills Plan	-	-	-	-
2.3 Mandatory Grants	-	92 358	-	-
	-	92 358	4 970	-
				97 731

Programme 3: Learning Programmes

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
# of Learners entering (enrolled) LEARNERSHIP programmes	-	-	32 947	-
# of Learners entering BURSARY programmes	-	-	26 664	-
# of Learners entering SKILLS programmes	-	-	24 971	-
# of learners entering internships	-	-	15 840	-
# of TVET learners placed in a WIL programme	-	-	41 292	-
# of ARTISANS entering training programmes	-	-	15 650	-
# of learners supported through industry funded interventions	-	-	-	-
# of performance information reports produced	-	-	3 005	-
# of evaluation reports on CATHSSETA regional offices	-	-	2 679	-
	-	-	35 703	16 523
			198 751	16 523
				215 274

Programme 4: Quality Assurance

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
4.1 Provider accreditation	-	-	455	-
4.2 Qualification development	-	-	5 340	-
4.3 Certification	-	-	616	1 527
	-	-	6 411	1 527
				7 938



PART B

PROGRAMME AND SUB-PROGRAMME PLANS

PART B: PROGRAMME AND SUB-PROGRAMME PLANS

4. PROGRAMMES, STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS AND TARGETS FOR 2019/20

4.1 Programme 1: Administration

The purpose of this programme is to enable CATHSSETA to deliver on its mandate by providing strategic management, sound financial and supply chain management capacity, corporate and administrative support. This programme comprises the following sub-programmes; Corporate Services, Finance, Governance, Human Resources, and Information Technology.

Sub-programme 1.1: Corporate Services

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1.1.1	Establish effective corporate services functions	1.1.1.1	# of CATHSSETA stakeholder engagements implemented	N/A	16	6	6	6	6	6
		1.1.1.2	% contracts compliant with legal contractual terms and conditions	N/A	N/A	N/A	100%*	100%	100%	100%

*previously % of contracts compliant with applicable legal terms

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
1.1.1	Establish effective corporate services functions	1.1.1.1	# of CATHSSETA stakeholder engagements implemented	Quarterly	Cumulative	6	1	2	2	1
		1.1.1.2	% contracts compliant with legal contractual terms and conditions	Quarterly	Non-cumulative	N/A	100%	100%	100%	100%

Sub-programme 1.2: Finance

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1.2.1	Ensure adherence to Supply Chain Management processes	1.2.1.1	% of SCM procurement processes in line with PPPFA	N/A	N/A	N/A	100%*	100%	100%	100%

*previously % of contracts compliant with applicable legal terms

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
1.2.1	Ensure adherence to Supply Chain Management processes	1.2.1.1	% of SCM procurement processes in line with PPPFA	Quarterly	Non-cumulative	100%	100%	100%	100%	100%

Sub-programme 1.3: Governance

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1.3.1	Promote good governance at CATHSSETA	1.3.1.1	% implementation of King IV Governance and Leadership principles	N/A	N/A	N/A	N/A	100%	100%	100%
		1.3.1.2	# of risk register reviews	N/A	N/A	4	4	4	4	4
		1.3.1.3	% reduction of internal control deficiencies reported in previous internal and external audit reports	N/A	N/A	N/A	N/A	80%	100%	100%

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
1.3.1	Promote good governance at CATHSSETA	1.3.1.1	% implementation of King IV Governance and Leadership principles	Quarterly	Non-cumulative	100%	100%	100%	100%	100%
		1.3.1.2	# of risk register reviews	Quarterly	Cumulative	4	1	1	1	1
		1.3.1.3	% reduction of internal control deficiencies reported in previous internal and external audit reports	Quarterly	Cumulative	80%	-	20%	20%	40%

Sub-programme 1.4: Human Resources

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1.4.1	Ensure effective utilisation of human resources in the organisation by developing and retaining a skilled workforce	1.4.1.1	% of employee vacancy rate	15%	8%	8%	8%	8%	8%	8%
		1.4.1.2	% of employees that received training as per approved training plan	N/A	45%*	100%	100%	80%	100%	100%

*previously % implementation of WSP

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
1.4.1	Ensure effective utilisation of human resources within the organisation by developing and retaining a skilled workforce	1.4.1.1	% of employee vacancy rate	Quarterly	Non-cumulative	8%	8%	8%	8%	8%
		1.4.1.2	% of employees that received training as per approved training plan	Bi-annually	Cumulative	80%	-	40%	-	40%

Sub-programme 1.5: Information Technology (IT)

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1.5.1	Maintain effective and efficient Information Technology systems	1.5.1.1	% IT system availability	100%	N/A	100%	100%	90%	90%	90%

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
1.5.1	Maintain effective and efficient Information Technology systems	1.5.1.1	% IT system availability	Quarterly	Non-cumulative	90%	90%	90%	90%	90%

4.2 Programme 2: Skills Planning

The purpose of this programme is to provide performance information services that informs management decision-making, leading to the achievement of the CATHSSETA predetermined strategic objectives. This programme comprises the following units i.e. the Research, Strategic and Sector Skills Planning, and Mandatory Grants (WSP/ATR).

Sub-programme 2.1: Research

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.1.1	Commission sector research to support informed decision-making	2.1.1.1	% of research agenda achieved	80%	80%	100%	100%	100%	100%	100%

**previously % of contracts compliant with applicable legal terms*

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
2.1.1	Commission sector research to support informed decision-making	2.1.1.1	% of research agenda achieved	Bi-annually	Cumulative	100%	-	50%	-	100%

Sub-programme 2.2: Sector Skills Plan

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.2.1	Develop a credible Sector Skills Plan	2.2.1.1	Researched SSP approved by the AA	1	1	N/A	1	1	1	1

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
2.2.1	Develop a credible Sector Skills Plan	2.2.1.1	Researched SSP approved by the AA	Annually	Non-cumulative	1	-	1	-	-

Sub-programme 2.3: Mandatory Grants

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.3.1	Support levy-paying employers claiming grants	2.3.1.1	# of large levy-paying employers submitting Mandatory Grant applications	206	201	205	205	220	230	240
		2.3.1.2	# of medium levy-paying employers submitting Mandatory Grant applications	250	305	300	305	320	330	340
		2.3.1.3	# of small levy-paying employers submitting Mandatory Grant applications	430	460	460	460	480	490	500

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
2.3.1	Support levy-paying employers claiming grants	2.3.1.1	# of large levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	220	-	220	-	-
		2.3.1.2	# of medium levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	320	-	320	-	-
		2.3.1.3	# of small levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	480	-	480	-	-

4.3 Programme 3: Learning Programmes and Projects

This programme establishes partnerships and facilitate the delivery of skills development and provide support services for the sector. This programme comprises; Occupationally directed programmes, Special Projects, Monitoring, Evaluation and Reporting, and Career Guidance.

Sub-programme 3.1: Occupationally Directed Programmes

Flowing from the SSP, sub-programme 3.1 addresses the occupational shortages and skills gaps identified in the sector by enrolling learners in Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes. The table below outlines the 2019/20 CATHSSETA PIVOTAL list identified in the CATHSSETA 2019/20 Sector Skills Plan (SSP).

Strategic objective annual targets for 2019/20 to 2021/22

Sub-Sector	Occupation Code	Occupation	KPI	INTERVENTION PLANNED BY THE SETA					Unit Cost
				Bursary	Learnership	Internship	Skills Programme	Work Integrated Learning	
Arts, Culture & Heritage	2017-235502	Private Tuition Dance Teacher	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-651501	Rigger	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-263206	Heritage Consultant	3.1.1.1, 3.1.1.4		✓				R 60 000
Conservation	2017-213307	Park Ranger	3.1.1.1, 3.1.1.4		✓				R 60 000
Gaming & Lotteries	2017-335916	Gaming Operations Compliance Officer	3.1.1.1, 3.1.1.4		✓				R 60 000
Hospitality	2017-141201	Café (Licensed) or Restaurant Manager	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-343401	Chef	3.1.1.1, 3.1.1.4		✓				R 60 000
Sport, Recreation & Fitness	2017-226905	Biokineticist	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-143105	Sports Administrator	3.1.1.1, 3.1.1.4		✓				R 60 000
Travel & Tourism	2017-422102	Travel Consultant	3.1.1.1, 3.1.1.4		✓				R 60 000

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
3.1.1	Increase the number of learners enrolled in PIVOTAL programmes	3.1.1.1	# of unemployed Learners entering LEARNERSHIP programmes	600	502	200	400	422	447	469
		3.1.1.2	# of unemployed Learners completing LEARNERSHIP programmes	300	486	250	200	316	335	352
		3.1.1.3	# of employed Learners entering LEARNERSHIP programmes	198	409	250	300	320	339	356
		3.1.1.4	# of employed Learners completing LEARNERSHIP programmes	399	287	200	150	240	254	267
		3.1.1.5	# of unemployed Learners on Bursary programmes	525*	692	655	375	787	834	876
		3.1.1.6	# of employed Learners on Bursary programmes	183*	354	650	225	280	297	312
		3.1.1.7	# of unemployed Learners entering SKILLS programmes	500	1 001	1 100	850	698	736	777
		3.1.1.8	# of unemployed Learners completing SKILLS programmes	250	194	500	425	523	552	557
		3.1.1.9	# of employed Learners entering SKILLS programmes	300	400	1 500	300	317	336	353
		3.1.1.10	# of employed Learners completing SKILLS programmes	127	223	200	150	238	252	265
		3.1.1.11	# of unemployed Graduates on INTERNSHIP programmes	580*	542	600	375	525	557	585
		3.1.1.12	# of ARTISANS entering TRAINING programmes	100	347	358	247	261	277	291
		3.1.1.13	# of ARTISANS completing TRAINING programmes	50	265	173	125	196	208	218
		3.1.1.14	# of Learners on a TVET Occupation programme	N/A	N/A	N/A	N/A	350	369	389

Strategic objective annual targets for 2019/20 to 2021/22 (Continued)

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
3.1.1	Increase the number of learners enrolled in PIVOTAL programmes	3.1.1.15	# of TVET Learners on a WIL programme	1460*	1 393	2250	1397	1720	1823	1914
		3.1.1.16	# of University Learners on workplace experience	126*	216	900	324	399	423	444
		3.1.1.17	# of employed Learners on RPL	N/A	N/A	N/A	1*	16	27	29
3.1.2	Address entry-level skills of youth and adult education	3.1.2.1	# of Learners accessing and completing AET programmes	N/A	N/A	N/A	70	93	98	103
3.1.3	Increase support to sector organisations through skills development	3.1.3.1	# of SEs directly supported	0	0	100	175	185	196	206
		3.1.3.2	# of co-operatives supported	N/A	5	3	4	4	4	4
		3.1.3.3	# of NGOs/NPOs/CBOs supported	0	0	6	8	8	8	8
		3.1.3.4	# of Labour Unions supported	0	0	3	4	4	4	4

*3.1.1.5 previously # of unemployed Learners entering and completing Bursary programmes

*3.1.1.6 previously # of employed Learners entering and completing Bursary programmes

*3.1.1.11 previously # of unemployed Learners entering and completing Internship programmes

*3.1.1.14 previously # of TVET Learners entering and completing a WIL programme

*3.1.1.15 previously # of University Learners entering and completing workplace experience

*3.1.1.16 previously # of partnership projects implemented with institutions engaged in RPL

*3.1.2.1 previously # of Learners entering and completing AET

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
3.1.1	Increase the number of learners enrolled in PIVOTAL programmes	3.1.1.1	# of unemployed Learners entering LEARNERSHIP programmes	Quarterly	Cumulative	422	140	142	140	-
		3.1.1.2	# of unemployed Learners completing LEARNERSHIP programmes	Quarterly	Cumulative	316	-	110	106	100
		3.1.1.3	# of employed Learners entering LEARNERSHIP programmes	Quarterly	Cumulative	320	100	110	110	-
		3.1.1.4	# of employed Learners completing LEARNERSHIP programmes	Quarterly	Cumulative	240	-	85	85	70
		3.1.1.5	# of unemployed Learners on Bursary programmes	Quarterly	Cumulative	787	275	-	-	512
		3.1.1.6	# of employed Learners on Bursary programmes	Quarterly	Cumulative	280	40	120	30	90
		3.1.1.7	# of unemployed Learners entering SKILLS programmes	Quarterly	Cumulative	698	234	232	232	-
		3.1.1.8	# of unemployed Learners completing SKILLS programmes	Quarterly	Cumulative	523	143	190	-	190
		3.1.1.9	# of employed Learners entering SKILLS programmes	Quarterly	Cumulative	317	105	106	106	-
		3.1.1.10	# of employed Learners completing SKILLS programmes	Quarterly	Cumulative	238	79	79	-	80
		3.1.1.11	# of unemployed Graduates on Internship programmes	Bi-annually	Cumulative	525	212	-	-	313
		3.1.1.12	# of ARTISANS entering TRAINING programmes	Quarterly	Cumulative	261	87	87	87	-
		3.1.1.13	# of ARTISANS completing TRAINING programmes	Quarterly	Cumulative	196	64	66	66	-
		3.1.1.14	# of Learners on a TVET Occupation programme	Quarterly	Cumulative	350	150	50	-	150

Strategic objective quarterly targets for 2019/20 (Continued)

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
3.1.1	Increase the number of learners enrolled in PIVOTAL programmes	3.1.1.15	# of TVET Learners on a WIL programme	Quarterly	Cumulative	1720	572	573	-	575
		3.1.1.16	# of University Learners on workplace experience	Bi-annually	Cumulative	399	171	-	-	228
		3.1.1.17	# of employed Learners on RPL	Bi-annually	Cumulative	16	10	-	-	6
3.1.2	Address entry-level skills of youth and adult education	3.1.2.1	# of employed Learners accessing and completing AET	Quarterly	Cumulative	93	27	38	38	-
3.1.3	Increase support to sector organisations through skills development	3.1.3.1	# of SEs directly supported	Annually	Non-cumulative	185	-	-	-	185
		3.1.3.2	# of co-operatives supported	Bi-annually	Cumulative	4	-	-	2	2
		3.1.3.3	# of NGOs/NPOs/CBOs supported	Bi-annually	Cumulative	8	-	-	4	4
		3.1.3.4	# of Labour Unions supported	Bi-annually	Cumulative	4	-	-	2	2

Sub-programme 3.2: Special Projects

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
3.2.1	Implement skills development projects in rural areas and for the youth	3.2.1.1	# of youth development projects implemented	250*	N/A	9	9	9	11	12
		3.2.1.2	# of rural projects implemented in provinces	6	6	N/A	9	9	11	12
3.2.2	Promote access to the workplace through partnerships with the sector	3.2.2.1	# partnership projects implemented with TVET Colleges	2	6	5	8	8	10	11
		3.2.2.2	# partnership projects implemented with Universities	11	3	8	8	8	10	11
		3.2.2.3	# partnership projects implemented with sector employers	8	11	12	15	16	18	19
		3.2.2.4	# of partnership projects implemented with People with Disabilities institutions	N/A	N/A	N/A	2	3	4	4

*Reported as number of youth reached

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
3.2.1	Implement skills development projects in rural areas and for the youth	3.2.1.1	# of youth development projects implemented	Quarterly	Cumulative	9	1	2	4	2
		3.2.1.2	# of rural projects implemented in provinces	Quarterly	Cumulative	9	2	3	2	2
3.2.2	Promote access to the workplace through partnerships with the sector	3.2.2.1	# partnership projects implemented with TVET Colleges	Annually	Non-cumulative	8	-	-	-	8
		3.2.2.2	# partnership projects implemented with Universities	Annually	Non-cumulative	8	-	-	8	-
		3.2.2.3	# partnership projects implemented with sector employers	Bi-annually	Cumulative	16	8	8	-	-
		3.2.2.4	# of partnership projects implemented with People with Disabilities institutions	Quarterly	Cumulative	3	1	1	1	-

Sub-programme 3.3: Monitoring, Evaluation and Reporting

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
3.3.1	Manage organisational performance	3.3.1.1	# of performance information reports produced	5	5	5	5	8	8	8
		3.3.1.2	# of evaluation reports on CATHSSETA regional offices	N/A	N/A	N/A	4*	6	6	6

*previously # of monitoring reports on SETA regional offices, including those based in TVET colleges

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
3.3.1	Manage organisational performance	3.3.1.1	# of performance information reports produced	Quarterly	Cumulative	8	2	2	2	2
		3.3.1.2	# of evaluation reports on CATHSSETA regional offices	Quarterly	Cumulative	6	1	2	2	1

Sub-programme 3.4: Career and Vocational Guidance

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
3.4.1	Promote CATHSSETA skills development interventions to stakeholders	3.4.1.1	# of sector career guidance interventions attended	25	15	27	20	20	25	26

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
3.4.1	Promote CATHSSETA skills development interventions to stakeholders	3.4.1.1	# of sector career guidance interventions attended	Quarterly	Cumulative	20	8	8	1	3

4.4 Programme 4: Quality Assurance

The purpose of this programme is to ensure that all quality assurance functions as delegated by the Quality Council of Trades and Occupations (QCTO) are effectively fulfilled in the development of qualifications and the monitoring of learning achievements.

Sub-programme 4.1: Provider Accreditations

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
4.1.1	Increase accessibility to accreditation	4.1.1.1	# of provider accreditation workshops conducted	N/A	N/A	N/A	N/A	9	10	12
4.1.2	Improve sector capacity to deliver on skills development interventions	4.1.2.1	# of TVET lecturers and support staff entering development programmes	50	102	80	90	100	110	116
		4.1.2.2	# of TVET lecturers and support staff completing development programmes	100	0	140	45	90	115	121
		4.1.2.3	# of ETD practitioners trained	100	0	100	20	40	50	60

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
4.1.1	Increase accessibility to accreditation	4.1.1.1	# of provider accreditation workshops conducted	Quarterly	Cumulative	9		3	3	3
4.1.2	Improve sector capacity to deliver on skills development interventions	4.1.2.1	# of TVET lecturers entering development programmes	Bi-annually	Cumulative	100	-	50	50	-
		4.1.2.2	# of TVET lecturers completing development programmes	Bi-annually	Cumulative	90	45	-	-	45
		4.1.2.3	# of ETD practitioners trained	Bi-annually	Cumulative	40	-	20	-	20

Sub-programme 4.2: Certification

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
4.2.1	Maintain quality assurance standards	4.2.1.1	% of learner completion achievement reports or certificates issued	100%	100%	N/A	100%	100%	100%	100%
		4.2.1.2	# of reports on ETD practitioners in registration process	N/A	N/A	N/A	4	4	4	4
		4.2.1.3	# of reports on Learning programme evaluation	N/A	N/A	N/A	4	4	4	4

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
4.2.1	Maintain quality assurance standards	4.2.1.1	% of learner completion achievement reports or certificates issued	Quarterly	Non-cumulative	100%	100%	100%	100%	100%
		4.2.1.2	# of reports on ETD practitioners in registration process	Quarterly	Cumulative	4	1	1	1	1
		4.2.1.3	# of reports on Learning programme evaluation	Quarterly	Cumulative	4	1	1	1	1

Sub-programme 4.3: Qualification Development

Strategic objective annual targets for 2019/20 to 2021/22

#	Strategic Objective	#	Key Performance Indicator	Actual Performance			Estimated Performance 2018/19	MTSF		
				2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
4.3.1	Review qualifications for sector appropriateness	4.3.1.1	# of occupational part or full qualifications reviewed or developed	2	4	6	8	10	12	13
		4.3.1.2	# of reports on qualification review process	N/A	N/A	N/A	4	4	4	4

Strategic objective quarterly targets for 2019/20

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
4.3.1	Review qualifications for sector appropriateness	4.3.1.1	# of occupational part or full qualifications reviewed or developed	Annually	Non-cumulative	10	-	-	-	10
		4.3.1.2	# of reports on qualification review process	Quarterly	Cumulative	4	1	1	1	1

4.5 Reconciling Performance Targets with the Budget and MTEF

Expenditure Estimates	Audited Figures				Estimated Performance	Medium Term Expenditure Estimate		
	2014/15 R'000	2015/16 R'000	2016/17 R'000	2017/18 R'000		2019/20 R'000	2020/21 R'000	2021/22 R'000
Programme 1: Administration								
Finance	17,293	26 499	27 720	7 377	8 297	8 762	9 244	9 984
Corporate Services (Communications, HR, IT, KM and Legal)	42,645	13 269	13 269	26 111	28 599	30 201	31 862	34 411
Governance	7,269	28 822	25 729	8 500	9 020	9 525	10 049	10 853
TOTAL	67,207	68 590	66 718	41 988	45 916	48 488	51 155	55 247
Programme 2: Planning								
Support of Mandatory grants	56,463	38 980	29 466	48 000	87 460	92,358	97 437	102 796
Research Agenda and SSP	442	2 150	6 631	3 000	5 088	5 373	5 669	5 980
	56,905	41 130	36 097	51 000	92 548	97 731	103 106	108 777
Programme 3: Learning programmes								
Training Provision	1,550	1,258	2 450	2 500	4 966	5 244	5 532	5 836
Learning programmes support	3,416	8,151	13 717	8 625	15 647	16 523	17 432	18 391
TOTAL	4,966	9,409	16 167	11 125	20 612	21 767	22 964	24 227
Learning Interventions								
# of Learners entering (enrolled) LEARNERSHIP programmes	9,898	14,000	31 557	32 197	31 200	32 947	34 759	36 671
# of Learners entering BURSARY programmes	27,448	36,850	41 065	42 500	25 250	26 664	28 131	29 678
# of Learners entering SKILLS programmes	4,714	8,188	12 441	15 335	23 647	24 971	26 345	27 794
# of learners entering internships	4,068	15,930	11 512	34 589	15 000	15 840	16 711	17 630
# of TVET learners placed in a WIL programme	22,968	45,690	18 801	53 954	39 102	41 292	43 563	45 959

Expenditure Estimates	Audited Figures					Estimated Performance	Medium Term Expenditure Estimate		
	2014/15 R'000	2015/16 R'000	2016/17 R'000	2017/18 R'000	2018/19 R'000		2019/20 R'000	2020/21 R'000	2021/22 R'000
# of learners supported through industry funded interventions	-	12 870	-	-	-	-	-	-	-
# Performance information reports produced	-	3 251	3 350	2 685	2 846	2 846	3 005	3 171	3 345
# Evaluation reports on CATHSSETA regional offices	-	2 200	2 380	2 400	2 537	2 537	2 679	2 826	2 982
Other projects	40 381	7 481	9 366	19 188	31 690	31 690	30 459	35 304	-
TOTAL	112 911	151 079	138 908	212 020	186 092	186 092	193 507	207 320	181 477
Programme 4: Quality Assurance									
Provider Accreditation (including TVET and ETD support)	2 225	2 358	2 228	2 300	431	431	1 455	1 480	1 507
Qualification review	2 000	2 000	300	1 000	5 057	5 057	5 340	5 634	5 944
Certification	-	-	300	475	2 029	2 029	1 142	1 260	1 384
TOTAL	4 225	4 358	2 828	3 775	7 517	7 517	7 938	8 374	8 835
TOTAL	246 214	274 566	260 718	319 908	352 685	352 685	369 430	392 919	378 563
NET SURPLUS	56 463	45 919	88 987	41 407	(0)	(0)	(0)	(0)	(0)
<i>Split into:</i>									
Admin				41,988	45 916	45 916	48 488	51 154	54 984
Mandatory Grants	-	-	-	48,931	87 460	87 460	92 358	97 437	105 232
Discretionary Grants	179 007	205 976	272,671	223,740	216 462	216 462	228 584	241 156	250 968
	179 007	205 976	272,671	314,659	349 838	349 838	369 429	389 748	411 184

4.6 The CATHSSETA Delivery Model

CATHSSETA uses the Discretionary Grant Funding Model as prescribed by the SETA Grant Regulations thereby allocating at least 80% of its available Discretionary Grants within a financial year to PIVOTAL programmes. A maximum of 20% of Discretionary Grants is allocated to the funding of non-PIVOTAL programmes. CATHSSETA updates its funding framework (contained within the Discretionary Grant Policy) to meet its transformational and developmental imperatives. The Special Projects Policy supplements the Discretionary Grant Policy and addresses the deliverables which are not catered for in the Discretionary Grant funding windows.

PIVOTAL programmes such as learnerships, bursaries, skills programmes, work integrated learning and internships are used to address occupational shortages identified in the SSP. CATHSSETA allocates at least 80% of Discretionary Grants to PIVOTAL programmes according to the following apportionment:

- 60% of funding is made available to all stakeholders falling within CATHSSETA's sectors through the allocated Discretionary Grant window. The Discretionary Grant window is opened before implementation of the skills development intervention in order to address the objectives of the APP; and
- 20% of funding is allocated to strategic projects addressing rural areas, TVET capacity building, youth development programmes, Adult Education and Training (AET), Recognition of Prior Learning (RPL), research chairs, post-graduate degrees (Masters & PhD), people with disabilities and Small Enterprises (SEs).

4.6.1 Alignment between the targets in the APP and priority occupations

The table below outlines the alignment between the targets in the APP and the priority occupations identified in the SSP that will be supported through the Discretionary Grant funding windows.

PIVOTAL Programme	Target Applicants	Target Beneficiaries	Priority occupations to be supported
BURSARY	Public Universities Universities of Technology TVET Colleges Employers	160 Employed Learners 450 Unemployed Learners (Learners studying towards undergraduate and post-graduate - Masters & PhD - qualifications)	Director (Organisation), Sport Psychologists, Biokineticist, Café (Licensed) or Restaurant Manager, Catering Manager, Hotel or Motel Manager, Management Accountant, Sales and Marketing Manager, Veterinary Nurse, Zoologist, Sound Technician, Private Tuition Dance Teacher
LEARNERSHIP	Employers	320 Employed Learners 422 Unemployed Learners	Heritage Consultant, Rigger, Park Ranger, Park Ranger, Gaming Operations Compliance Officer, Café (Licensed) or Restaurant Manager, Food and Beverage Manufacturing Process Controller, Plumber, Electrician, Sport Administrator, Sport Coach, Fitness Instructor, Marketing Practitioner, Travel Consultant, Customer Contact Centre Salesperson
APPRENTICESHIP	Employers	261 Unemployed Learners	Chef
INTERNSHIPS (University of Technology (WIL) & Graduates)	Public Universities Universities of Technology (UoT) Employers (Recruiting Learners from Public Education & Training Institutions)	525 Unemployed Learners (300 Internships and 225 Higher Education and Training Students)	Environmental Manager, Zoologist, Veterinary Nurse, Sales and Marketing Manager
WORK INTEGRATED LEARNING	TVET Colleges Employers (Recruiting Learners from TVET Colleges)	983 Unemployed Learners (NCV Learners and N6 Learners)	plumber, electrician, program or project administrators, truck driver (general), handyperson
SKILLS PROGRAMME	Employers (Levy-paying employers must be up-to-date with their levies and Mandatory Grants)	317 Employed Learners 698 Unemployed Learners	Cook, Health and Safety Officer

4.6.2. Sector Partnerships

The NSDS III encourages SETAs to work closely with public education and training institutions in a bid to create one coherent post-school education system. In pursuing this imperative, CATHSSETA enters into Memoranda of Understanding (MOUs) with Public TVET Colleges and Higher Education Institutions (HEIs) that focus on qualifications within the scope of coverage of CATHSSETA. These partnerships are used to develop a link between the institutions and the sector for the benefit of employed and unemployed learners.

Currently, there are four types of partnerships through formal MOUs that have been established with the sector to foster relationships in order to allow the smooth flow of skills development processes. These partnerships include public training providers, private sector employers, public entities and government departments. The purpose of these partnerships and the number of institutions involved are listed in the table below.

Table 5: CATHSSETA Partnerships

Partnership Category	Type of Institutions	Purpose of Partnerships
Public Training Providers	Technical Vocational Education and Training (TVET) Colleges	Accreditation and Qualifications review
		Work Integrated Learning and Bursaries, Provincial Operations
Public Training Providers	Higher Education Institutions	Conducting research with post graduate students, bursaries. WIL
Private sector	Employers	Learner placements for WIL and Learnership training. Qualification review
Public Entities	SETAs and state agencies	Qualification offerings, skills audit, career guidance
Government Departments	National and Provincial Government Departments	Skills audit, career guidance, bursaries
Community	NGOs/NPOs/CBOs	Provision of funding for WIL and Learnerships



PART ©

LINKS TO
OTHER PLANS

PART C: LINKS TO OTHER PLANS

5. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

Table 6: Strategic Integrated Projects (SIPs) 2019/20 commitment

OFO	Occupation/discipline	Workplace		
		No.	Unit Cost	Total
Management				
2017-112101	Director (Organisation)	46	R 35 000	R 1 610 000
2017-134901	Environmental Manager	20	R 49 200	R 5 097 600
		63	R 67 200	
Service and clerical workers				
2017-441903	Programme or Project Administrators' Assistants	50	R 49 200	R 3 240 000
		25	R 43 200	
Plant and machine operators				
2017-733201	Truck driver	20	R 43 200	R 864 000
Elementary and non-trade production workers				
2017-862202	Handy-person	50	R 49 200	R 3 240 000
		25	R 43 200	
TOTAL		299		R 14 051 600

CATHSSETA, in partnership with Universities South Africa, will also support the following insourcing programmes:

Qualification/Area	No.	Unit Cost	Total
National Certificate: Hygiene and Cleaning (NQF 1) Learnership	71	R 3 500	R 428 000
National Certificate: Accommodation Services (NQF 2) Learnership	62	R 15 000	R 930 000
Food safety and hygiene	155	R 12 500	R 194 525
TOTAL	288		R1 552 525

6. CONDITIONAL GRANTS

The matter of conditional grants is not applicable to the CATHSSETA at this stage.

7. PUBLIC ENTITIES

The CATHSSETA has no public entities.

8. PUBLIC-PRIVATE PARTNERSHIPS

CATHSSETA does not have public-private partnerships as defined in the Act



ANNEXURE A

MATERIALITY
FRAMEWORK

ANNEXURE A: MATERIALITY FRAMEWORK

Policy on Materiality and Significance Framework

As required by the Treasury Regulations 28.3.1, the Accounting Authority has to maintain an agreed framework of acceptable levels of materiality and significance with the Executive Authority, the Minister of Higher Education and Training.

Materiality

In arriving at materiality, the following factors must be taken into account:

- Guidelines issued by the National Treasury
- The nature of CATHSSETA's business
- Statutory requirements affecting CATHSSETA
- The inherent and control risks associated with CATHSSETA
- Quantitative and qualitative issues

Significance

In order to comply with section 54(2) of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA), the Accounting Authority will report on:

- The acquisition and disposal of a significant asset, and
- The beginning of a significant business activity

Review

The Materiality and Significance Framework is reviewed annually for inclusion in the Strategic Plan, Annual Performance Plan and Budget for the ensuing financial year.

Any changes to the Framework must be agreed with the Minister of Higher Education and Training.

Once an approval by the Minister of Higher Education and Training has been granted, the Materiality and Significance Framework will be amended for the applicable financial year.

PROCEDURE FOR MATERIALITY AND SIGNIFICANCE FRAMEWORK

Introduction

These procedures serve to guide CATHSSETA in maintaining an agreed Framework of acceptable levels of materiality and significance with the Minister of Higher Education and Training, in accordance with the Materiality and Significance Policy.

Procedure for Annual Review

The Chief Financial Officer (CFO) is responsible for conducting an annual review and making a recommendation to the Accounting Authority, regarding the Materiality and Significance Framework

The CFO should take the following factors into account::

- Guidelines issued by the National Treasury
- The nature of CATHSSETA's business
- Statutory requirements affecting CATHSSETA
- The inherent and control risks associated with CATHSSETA
- Quantitative and qualitative issues

The CFO has to submit his/her recommendation via the normal channels, in the following order, taking the dates of the relevant meetings into account and taking into account that a decision to recommend a specific framework is required by August annually, with a view to submitting the revised framework to the Department of Higher Education and Training with the Budget and Strategic Plan of CATHSSETA:

- The Executive Committee (Recommendation to the Finance and HR Committees and the Audit and Risk Committee)
- Audit and Risk, Finance & HR Committees (Recommendation to the Accounting Authority)
- The Accounting Authority (Approve and recommends the decision to the Minister through the Department of Higher Education and Training)

Recording of the approved Framework

The Materiality and Significance Framework is included in the Strategic Plan and budget for the ensuing financial year. The CFO should ensure that CATHSSETA's Annual Report reports on the Framework and any matters of Materiality or Significance. The CFO is the custodian of this Framework.

FRAMEWORK FOR THE FINANCIAL YEAR 2019/20

(Levels set as per the guidance set out in the Practice Note on the PFMA and approved by the Minister of Education in 2006, remains unchanged).

Materiality

The Accounting Authority has taken into account the following factors in determining CATHSSETA's proposed level of materiality::

- The nature of CATHSSETA's business
- Statutory requirements affecting CATHSSETA
- The inherent and control risks associated with CATHSSETA
- Quantitative and qualitative issues

With these noted, the Accounting Authority has assessed the level of materiality to be:

- DHET Allocation – 0.25% of Total Income/Budget allocated to CATHSSETA for the year
- Amount in respect of total assets of the SETA
- R10,000 and above for irregular, fruitless and wasteful expenditure involving any gross negligence or fraud

Element	Parameters	CATHSSETA: AFS FY2016/17 R'000	Value R'000
Total Assets	1%-2%	370 627.00	3 706
Total Revenue	0.5%-1%	379 582.00	1 898
Surplus after tax	2%-5%	41 407.00	828

**Based on 2019/20 budget estimate*

Significance

The Accounting Authority has decided that any transaction covered by section 54(2) of the PFMA within the stipulated values in the materiality table above will be reported on, being:

- The acquisition or disposal of a significant assets (s54(2)(d) of the PFMA)
- The beginning of a significant business activity (s54(2)(e) of the PFMA)
- The significant change in the nature or extent of interest in co-funding elements on a significant partnership, trust, unincorporated joint venture or similar agreement (s54 (2) (f) of the PFMA)
- The significant and material non-compliance that may result in irregular, fruitless and wasteful expenditure for the CATHSSETA being incurred



ANNEXURE B

OCCUPATIONAL
SHORTAGES LIST
LINKED TO BUDGET

ANNEXURE B: OCCUPATIONAL SHORTAGES LIST LINKED TO BUDGET

Sub-Sector	Occupation Code	Occupation	KPI	Intervention planned by the SETA					Unit Cost
				Bursary	Learnership	Internship	Skills Programme	Work Integrated Learning	
Arts, Culture & Heritage	2017-134901	Environmental Manager	3.1.1.15					✓	R 43 200
			3.1.1.11			✓			R 60 000
	2017-235502	Private Tuition Dance Teacher	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-263206	Heritage Consultant	3.1.1.1, 3.1.1.4		✓				R 60 000
Conservation	2017-651501	Rigger	3.1.1.1, 3.1.1.4						R 60 000
	2017-213109	Zoologist	3.1.1.5, 3.1.1.6	✓					R 80 000
			3.1.1.11			✓			R 60 000
	2017-213307	Park Ranger	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-226302	Health and Safety Officer	3.1.1.7, 3.1.1.10				✓		R 22 780
	2017-324101	Veterinary Nurse	3.1.1.11			✓			R 60 000
			3.1.1.5, 3.1.1.6	✓					R 80 000
			3.1.1.11			✓			R 60 000
Gaming & Lotteries	2017-122101	Sales and Marketing Manager	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-241102	Management Accountant	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-335916	Gaming Operations Compliance Officer	3.1.1.1, 3.1.1.4		✓				R 60 000
		Café (Licensed) or Restaurant Manager	3.1.1.1, 3.1.1.4		✓				R 60 000
Hospitality			3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-343401	Chef	3.1.1.1, 3.1.1.4		✓				R 60 000
Sport, Recreation & Fitness	2017-226905	Biokineticist	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-143105	Sports Administrator	3.1.1.1, 3.1.1.4		✓				R 60 000

Sub-Sector	Occupation Code	Occupation	KPI	INTERVENTION PLANNED BY THE SETA					Unit Cost
				Bursary	Learnership	Internship	Skills Programme	Work Integrated Learning	
Hospitality	2017-141101	Hotel or Motel Manager	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-141201	Catering Manager	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-141201	Café (Licensed) or Restaurant Manager	3.1.1.1, 3.1.1.4		✓				R 60 000
			3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-313907	Food and Beverage Manufacturing Process Controller	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-343401	Chef	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-512101	Cook	3.1.1.7, 3.1.1.10				✓		R 22 780
	2017-642601	Plumber	3.1.1.15					✓	R 43 200
			3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-671101	Electrician	3.1.1.15					✓	R 43 200
Sports, Recreation and Fitness	2017-143105	Sport Administrator	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-226905	Biokineticist	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-263406	Sport Psychologists	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-342204	Sport Coach	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-342301	Fitness Instructor	3.1.1.1, 3.1.1.4		✓				R 60 000
			3.1.1.5, 3.1.1.6	✓					R 80 000
			3.1.1.1, 3.1.1.4		✓				R 60 000
Tourism and travel services	2017-243103	Marketing Practitioner	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-422102	Travel Consultant	3.1.1.1, 3.1.1.4		✓				R 60 000
	2017-524401	Customer Contact Centre Salesperson	3.1.1.1, 3.1.1.4		✓				R 60 000
ALL	2017-112101	Director (Organisation)	3.1.1.5, 3.1.1.6	✓					R 80 000
	2017-441903	Program or Project Administrators	3.1.1.15					✓	R 43 200
	2017-733201	Truck Driver (General)	3.1.1.15					✓	R 43 200
	2017-862202	Handyperson	3.1.1.15					✓	R 43 200



ANNEXURE C

MONITORING
AND EVALUATION
FRAMEWORK



MONITORING AND EVALUATION FRAMEWORK

**CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT
SECTOR EDUCATION AND TRAINING AUTHORITY**

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1. MONITORING, EVALUATION, REPORTING AND LEARNING

Monitoring and Evaluation are critical components of managing CATHSSETA's interventions and ensuring that projects are implemented according to plan, and targets are being met.

2. USES OF MONITORING AND EVALUATION

- To ensure projects are implemented according to what was planned;
- To ensure set objectives are being met;
- To provide data on project progress and effectiveness;
- To improve project management, processes and decision-making;
- To provide data to plan future project requirements;
- To provide data for policy-making and funding allocation decision-making.

2.1. Monitoring

- A systematic collection and analysis of data to assist in timely decision-making, ensure accountability, and provide the basis for evaluation and learning;
- It is a continuous function using systematic data collection to provide management and stakeholders with information on an ongoing project, with early indications of progress, achievements and challenges in the project implementation; and
- It measures ongoing activities, focusing on what is being done.

2.2. Evaluation

- Evaluation measures performance against set objectives, focusing mainly on outcomes. It is normally done at the end of a project. However, in broad terms, evaluation is the formation of an opinion or conclusion regarding an observation
- In the skills development context, it refers specifically to the formation of an opinion or conclusion regarding the interventions, processes or functions of the SETA as reflected in the data collected through the monitoring process.

2.3. Impact Evaluation

- This type of evaluation assesses change in people's lives, positive or negative, intended or unintended. It mainly looks at the long-term outcomes and sustainability enhancing changes in their lives.
- Impact Evaluations are conducted:
 - o To decide whether to fund an intervention;
 - o To decide whether to continue or expand an intervention;

- o To learn how to replicate or scale-up a pilot project;
- o To learn how to successfully adapt a successful intervention to suit another context.
- o To reassure funders, including taxpayers (upward accountability), that money is being wisely invested; and
- o To inform intended beneficiaries and communities (downward accountability) about whether, and in what ways, a programme is benefiting the target group.

2.4. Learning

- Findings from process monitoring and evaluation are used for the continuous improvement of project implementation. Process evaluation findings, together with outcomes and impact evaluation results are used to identify gaps in programme planning, implementation and targeting of beneficiaries.
- The information gained is used for strategic planning to ensure that plausible strategies are generated to counter imperfections in previous projects and to ensure that new projects are aligned to the vision of the organisation.

3. MONITORING, EVALUATION, REPORTING AND LEARNING (MERL)

- MERL are continuous processes within CATHSSETA.
- These processes are crucial for the organisation in that they inform the inception of new projects, project implementation, beneficiary targeting and up scaling or downscaling of existing projects.
- Redundant ways of doing things are discarded in favour of new methods and the organisation is continuously evolving, learning from past experiences to fine-tune existing programmes.

4. SCOPE OF MONITORING AND EVALUATION

The scope of the M&E function ranges from research activity, planning and policy development, to project implementation.

- **Policies** are statements of what CATHSSETA seeks to achieve through its work and why.
- **Strategies** are sequentially structured descriptions of how these policies will be enacted.
- **Programmes** are high-level, big-picture plans showing how strategies will be implemented.
- **Projects** are specific conceptually-linked sets of activities, intended to achieve results that will lead to the achievement of programme goals.

Table 1: The Scope of M&E Functions

Planning Cycle	Purpose	Instruments and Programmes	Reporting Cycle
Research Process	Research Agenda	Research Policy	Impact Assessment Report
Sector Skills Plan	Sector Priorities PIVOTAL Skills	Funding Policy Discretionary Grants Mandatory Grants	Sector Report PIVOTAL Skills Report
Strategic Plan	Strategic Goals and Objectives Budgets	Rural priorities/Strategy Transformation imperatives Funding Framework	Annual Report Performance Information Report Annual Financial Statements
Annual Performance Plan	Key Performance Indicators and Targets	Performance Information Policy Employed and unemployed learners entered and completed Provider Capacity	Annual Report Quarterly Monitoring Report Quarterly Performance Report Audit Report
Operational Plan	Key Performance Areas, Key Performance Indicators and Measurable Objectives and targets	Provider contracts Performance agreements Learner agreements Monitoring and Evaluation Policy	Monthly Report Evaluation Reports Performance Assessment Reports
Project Plan	Milestones/ schedules	Project Policy Learnerships Bursaries Internships Skills Programmes Work Integrated Learning Monitoring Schedule	Project Report Monitoring & Evaluation Report Audit Report

TABLE 2: DEPARTMENTAL ROLES AND RESPONSIBILITIES

Responsibility (Who)	Key Performance Area	Service Delivery (Why)	Methodology (How)	Measurement Instruments	Outputs
Operations Department Project implementers ETQA Quality Assurors Verifiers	Project Monitoring and Evaluation	Frontline Service Delivery	Site visits, fieldwork, data collection, verification, audits, validation, desktop, databases, tracking, reporting	Monitoring Schedule Tactical Contract management Learnerships Apprenticeships Bursaries Internships Work Integrated Learning Skills programmes ETD Practices	Projects Performance Reports M&E Reports Audit Reports
Planning Department Performance Information and Reporting division	Programme Monitoring and Evaluation Performance	Achievement of Targets	Data management, Data collation, Data processing and analyses, assessment of progress, Control checks and compliance monitoring Reporting	Quarterly Performance Annual Performance Compliance with procedures, business processes and systems	Quarterly Monitoring Reports Performance Evaluation Report Remedial Action Plan
Planning Department Performance Management	Organisational Performance Management	Achievement of Outcomes	Development of Policies, Instruments, guidelines, coordination of organisational resources, Performance Information Analysis and Synthesis Reporting	Implementation of approved policies and guidelines Alignment of Policies to the Strategic Plan	Performance Evaluation Report (Organisational Performance against the Strategic Plan)
Planning Department Research Activity	Impact Research Management	Realisation of Impacts	Programme Evaluation Research Information dissemination, Reflection Benchmarking Reporting on 5-year impacts on skills development, employment Recommendations to National Strategies	Sector Skills Plan, National Skills Development Strategy National Development Plan New Growth Path NHRD Strategy National Sector Strategies	Impact Assessment Report (SETA Performance against National Plans and Sector Strategies)
Executive Management supporting the Accounting Authority	Governance	Leadership Policy impacts	Decision making	National Policies and Legislation	Annual Report

TABLE 3: MONITORING & EVALUATION (M&E) FRAMEWORK TEMPLATE

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Strategic Objective 1.1.1	Establish effective corporate services functions							
Outcomes 1.1.1.1	# of CATHSSETA stakeholder engagements implemented	The sum of planned internal and external stakeholder engagements implemented	100%	6	Progress files of hosted engagements On a regular basis when the different events are held, data are collected and evidence for reporting purpose	Quarterly	Executive Manager: Corporate Services	Annual report Quarterly Performance Report Monthly report
Outcomes 1.1.1.2	% contracts compliant with legal contractual terms and conditions	[(a = Total number of contracts compliant as per checklist) divided by (b = Total number of contracts entered into)] multiplied by 100 i.e. (a/b) X 100	100%	100%	Contract compliance checklist	Quarterly	Executive Manager: Corporate Services	Quarterly Performance Report

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Strategic Objective 1.2.1	Ensure adherence to Supply Chain Management processes							
	Outcomes 1.2.1.1	Percentage (%) of SCM procurement processes in line with Preferential Procurement Policy Framework Act (PPFA)	(a=number of SCM procurement processes required as per checklists) minus (b=number of SCM procurement processes not achieved as per checklists) divided (a=number of SCM procurement processes required as per checklists) multiplied by 100 i.e. (a-b)/a*100	100%	100%	Procurement checklists for each SCM procurement process inclusive of terms of reference, request for quotations, bid specifications, bid evaluations, and bid adjudication	Quarterly	Internal & External auditor



ANNEXURE D

IMPLEMENTATION PLAN



IMPLEMENTATION PLAN

2019/2020

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1. INTRODUCTION

This document purports to give a consolidated overview of the organisational implementation plan for the 2019/20 financial year. The Implementation plan is developed by the CATHSSETA management team, under the guidance of the planning division. The implementation plan is divided per programme, which are specific to each respective Department.

2. PURPOSE

This document provides a framework of processes to be followed in the execution of the strategic objectives of the business at strategic and operational levels.

3. BACKGROUND

The organisational structure consists of five executive managers reporting directly to the CEO of the organisation. Each executive is expected to develop an operational plan in line with the Annual Performance Plan (APP) to ensure seamless implementation of the strategy. The five executives are responsible for the four programmes in the APP 2019/20 listed below.

4. PROGRAMMES

4.1. Programme 1: Administration

This programme enables the CATHSSETA to deliver its mandate by providing strategic management, improved financial MIS, promoting good corporate governance and ensuring effective resources management within the organisation. It comprises the sub-programmes; corporate services, finance, governance, human resources, and information technology.

4.2. Programme 2: Planning

This programme conducts the research that informs the strategic priorities of the CATHSSETA in delivering against its Mandate. Performance information tracks achievement against predetermined objectives and assists management's decision-making. It includes the research, sector skills planning, and mandatory grants.

4.3. Programme 3: Learning Programmes

This programme establishes partnerships and facilitates the delivery of the skills development and provider support services for the sector. These include sub-programmes such as occupationally-directed programmes, special projects, monitoring, evaluation and reporting, and career guidance are housed in this division.

4.4. Programme 4: Quality Assurance

This programme ensures all quality assurance functions, as delegated by the Quality Council of Trades and Occupations (QCTO), are effectively fulfilled in the development of qualifications and monitoring of learning achievements. It comprises provider accreditations, certification and qualification development.

PROGRAMME 1: ADMINISTRATION										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
1.1.1.1	# of CATHSSETA stakeholder engagements implemented	To strengthen CATHSSETA brand	Count the number of internal and external stakeholder engagements implemented	6	Manager: Communications and Stakeholder Management	Develop and submit annual external stakeholder engagement plan for approval co-ordinate the collection of data; oversee the assessment of POE	Event invitations; attendance registers	File containing stakeholder engagements hosted in 2019/20	Produce Event invitations and attendance registers	Manual
1.1.1.2	% contracts compliant with legal contractual terms and conditions	Ensure that contracts are compliant with the law of contract and mitigate the legal risk of non-compliance including but not limited to litigation, contractual disputes and irregular expenditure	[(a = Total number of contracts compliant as per checklist) divided by (b = Total number of contracts entered into)] multiplied by 100 i.e. (a/b) X 100	100%	Manager: Legal and Compliance	Ensure contracts are compliant with the law of contract as outlined in the contract compliance checklist	Contract compliance checklist	Contracts signed with stakeholders must be compliant with legal contractual terms and conditions outlined in the contracts compliance checklist	Contract compliance checklist	Manual
1.2.1.1	% of SCM procurement processes in line with Preferential Procurement Policy Framework Act (PPPFA)	To ensure the CATHSSETA's procurement process is in line with PPPFA as outlined in the procurement checklist for the different SCM procurement processes	(a=number of SCM procurement processes required as per checklists) minus (b=number of SCM procurement processes not achieved as per checklists) divided (a=number of SCM procurement processes required as per checklists) multiplied by 100 i.e. (a-b)/a*100	100%	Manager: Supply Chain Management	Ensure compliance with PPPFA as reflected in procurement checklist for SCM procurement processes inclusive of terms of reference, bid specifications, bid evaluations, bid adjudication	Procurement checklist	Procurement checklists for each SCM procurement process inclusive of terms of reference, request for quotations, bid specifications, bid evaluations, bid adjudication	Review of SCM procurement processes against SCM procurement checklist	Manual
1.3.1.1	% implementation of King IV Governance and Leadership principles	To monitor adherence of Governance and Leadership structures in addressing selected King IV principles	(a=total number of selected King IV Governance and Leadership principles achieved in Governance Charter report as per King IV checklist) minus (b=total number of selected King IV Governance and Leadership principles not achieved in Governance Charter report as per King IV checklist) divided by (a=total number of selected King IV Governance and Leadership principles achieved in Governance Charter report as per King IV checklist) multiplied by 100 i.e. (a-b)/a*100	N/A	Chief Executive Officer	Monitor Governance and Leadership interventions implemented to address selected King IV principles	Governance Charter report and King IV checklist	Refers to the number of Governance and Leadership interventions implemented to address selected King IV principles	Monitor selected King IV Governance and Leadership outlined in King IV checklist	Manual
1.3.1.2	# of risk register reviews	To monitor emerging risks and implement mitigation measures	Count the total number of risk register reviews	4	Manager: Internal Audit & Risk	Conducts risks assessments to compile and monitor organisational risks	Risk assessments	Risk assessments Risk register	Quarterly risk assessments	Manual

PROGRAMME 1: ADMINISTRATION										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
1.3.1.3	% reduction of internal control deficiencies reported in previous internal and external audit reports	Monitor remedial action that will be taken to address findings identified by internal and external audit in order for CATHSSETA to improve its internal controls and processes, thereby ensuring compliance with all relevant CATHSSETA policies and regulations for successful delivery of the SETA's mandate	(a=total number of 2018/19 internal and external audit findings addressed in 2019/20) divided by (b=2018/19 internal and external audit findings)	N/A	Chief Operations Officer	Measures the extent to which internal control weaknesses identified in the 2018/19 internal and external audit reports have been resolved	Internal audit log and 2018/19 internal and external audit reports	Internal audit log detailing the number of internal and external audit findings addressed	total number of 2018/19 internal and external audit findings addressed in 2019/20	Manual
1.4.1.1	% of employee vacancy rate	To ensure that all funded positions are filled	[(a= Total number of jobs vacant) divided by (b = Total number of funded positions)] multiplied by 100 i.e. (a/b) x 100	8%	Manager: Human Capital	Oversees HR activities to ensure a level that sustains efficient organisational performance	HR files and approved organisational organogram	HR reports	Approved organisational organogram	Manual
1.4.1.2	% of employees that received training as per approved training plan	To monitor the implementation of the CATHSSETA personal development plan (PDP) and any other training intervention identified as a need by the organisation	[(a = Total number of employees enrolled in learning programmes) divided by (b = Total number of employees planned to be trained) multiplied by 100 i.e. (a/b) x 100	80%	Manager: Human Capital	Measure the implementation of planned training and staff development interventions aimed at up-skilling and re-skilling staff in order to increase competence and execute the organisation's mandate effectively	Approved training plan	Approved training plan, certificate of attendance/ competence	Analysis of PDD to identify training aligned to organisational strategy	Manual
1.5.1.1	% IT system availability	To provide ICT services to ensure operational efficiency of the organisation in support of CATHSSETA's strategic goals and objectives	[(a=total period system availability) minus (b=total period of downtime) divided by (a=total period system availability) x 100 i.e. (a-b)/a*100	100%	Manager: ICT services	Measures the achievement of ICT Infrastructure availability (90%)	Quarterly ICT reports outlining IT system downtime and availability	Quarterly ICT reports	Analysis of quarterly ICT reports outlining system availability	Manual

PROGRAMME 2: SKILLS PLANNING										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodi- an owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
2.1.1.1	% of research agenda achieved	Research into the sector is necessary to inform the Sector Skills Plan which determines the strategic priorities of the SETA	(a = Total number of research agenda items achieved) divided by (b = total number of research agenda items) x 100 i.e. (a/b) *100	100%	Manager: Research and Planning	Manages and oversees research projects Prepare required proposals for identified projects, submit for approval and follow relevant SCM process for commissioning of the research, monitor the research progress, report on research progress	CATHSSETA research agenda, research outputs submitted by appointed service providers and internal research activities	Approved research agenda outlining the number of agenda items and topics; research outputs submitting	Reports submitted by appointed service providers and internal reports	Manual
2.2.1.1	Researched SSP approved by the Accounting Authority (AA)	Produce a quality SSP that adheres to the research standards required by stakeholders and the Department of Higher Education and Training (DHET) SSP Framework and Requirements in order to inform the strategic, annual performance and operational plans	Signed SSP by the Board Chairperson on behalf of the AA	1	Manager: Research and Planning	Oversees the development of the Sector Skills Plan and ensures the quality of the SSP – the ultimate criteria being approval by the AA based on recommendations by MANEXCO and the Governance and Strategy (G&S) committee	Signed AA approved SSP	SSP is recommended by MANEXCO and G&S committee and signed by the Board Chairperson	Final approved SSP	Manual
2.3.1.1	# of large (150+ employees) levy-paying employers submitting mandatory grant applications	To monitor the number of large levy-paying employers supported to submit mandatory grant applications and encourage training in the workplace	Count the number of mandatory grant applications received from large employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS	205	Learning Programmes Manager	Manage the mandatory grant application and grant disbursement process.	CATHSSETA online MIS	Mandatory grant applications meeting the application criteria	Mandatory grant application uploaded by employer (SDF) on CATHSSETA online MIS	CATHSSETA online MIS
2.3.1.2	Number (#) of medium (50-149 employees) levy-paying employers submitting mandatory grant applications	To monitor the number of medium levy-paying employers supported to submit mandatory grant applications and encourage training in the workplace	Count the number of Mandatory grant applications received from medium employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS	305	Learning Programmes Manager	Manage the mandatory grant application and grant disbursement process.	CATHSSETA online MIS	Mandatory grant applications meeting the application criteria	Mandatory grant application uploaded by Employer (SDF) on CATHSSETA online MIS	CATHSSETA online MIS
2.3.1.3	# of small (0-49 employees) levy-paying employers submitting mandatory grant applications	To monitor the number of small levy-paying employers supported to submit mandatory grant applications and encourage training in the workplace	Count the number of mandatory grant applications received from small employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS	460	Learning Programmes Manager	Manage the mandatory grant application and grant disbursement process.	CATHSSETA online MIS	mandatory grant applications meeting the application criteria	mandatory grant application uploaded by Employer (SDF) on CATHSSETA online MIS	CATHSSETA online MIS

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.1.1.1	# of unemployed learners entering learnership programmes	To monitor the number of unemployed learners registered to enter learnership programmes	Count the number of unemployed learners entering learnership programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	400	Acting Learning Programmes Manager	Manage the implementation and reporting of learnership programmes	DHET/QCTO learnership registration certificate/ DHET signed learnership list, registered and duly signed learnership agreement, duly signed fixed term contract of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to learnership	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.2	# of unemployed learners completing learnership programmes	To monitor the number of registered unemployed learners successfully completing learnership programmes	Count the number of unemployed learners successfully completing learnership programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	200	Acting Learning Programmes Manager	Manage the implementation and reporting of learnership programmes	DHET/QCTO learnership registration certificate/ DHET signed learnership list, registered and duly signed learnership agreement, duly signed fixed term contract of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to learnership	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.3	# of employed learners entering learnership programmes	To monitor the number of employed learners registered to enter learnership programmes	Count the number of employed learners entering learnership programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	300	Acting Learning Programmes Manager	Manage the implementation and reporting of learnership programmes	DHET/QCTO learnership registration certificate// DHET signed learnership list, registered and duly signed learnership agreement, duly signed confirmation of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to learnership	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.4	# of employed learners completing learnership programmes	To monitor the number of registered employed learners successfully completing learnership programmes	Count the number of employed learners successfully completing learnership programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	150	Acting Learning Programmes Manager	Manage the implementation and reporting of learnership programmes	DHET/QCTO learnership registration certificate/ DHET signed learnership, registered and duly signed learnership agreement, duly signed confirmation of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to learnership, certified copy of completion certificate/ statement of results.	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.1.1.5	# of unemployed learners on Bursary programmes	To monitor the number of unemployed learners receiving a bursary for commencement or progression or completion of programmes	Count the number of unemployed learners entering or completing bursary programmes recorded manually or on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	375	Acting Learning Programmes Manager	Manage the implementation and reporting of bursary programmes	Duly signed bursary agreement entered into between the Learner and the SETA or its contracted agent; certified copy of bursar's ID or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from education institution for entering learners; certified copy of statement of results or copy of certificate or letter signed by an authorised person e.g. Head of Department or Dean of the Faculty, within the institution confirming the achievement for completing learners	SETA Bursary agreements/ Proof of registration from Providers	Learner data uploaded electronically via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual
3.1.1.6	# of employed learners on Bursary programmes	To monitor the number of workers receiving a bursary for commencement or progression or completion of programmes	Count the number of employed learners entering or completing bursary programmes recorded manually or on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	225	Acting Learning Programmes Manager	Manage the implementation and reporting of bursary programmes	Duly signed bursary agreement entered into between the Learner and the SETA or its contracted agent; certified copy of bursar's ID or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from education institution for entering learners; certified copy of statement of results or copy of certificate or letter signed by an authorised person	SETA Bursary agreements/ Proof of registration from Providers Certified copy of statement of results or copy of certificate or letter signed by an authorised person	Learner data uploaded electronically on CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual
3.1.1.7	# of unemployed learners entering skills programmes	To monitor the number of registered unemployed learners entering skills programmes	Count the number of unemployed learners successfully entering skills programmes captured on CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	850	Acting Learning Programmes Manager	Manage the implementation and reporting of skills programmes	Duly signed skills programmes agreement or a duly signed learners registration form with clear start and end date of the programme; certified copy of learner's ID	Learner data uploaded electronically via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Learner data uploaded electronically via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.1.1.8	# of unemployed learners completing Skills programmes	To monitor the number of registered unemployed learners completing Skills programmes	Count the number of unemployed learners successfully completing Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence, as listed in source/ collection of data/	425	Acting Learning Programmes Manager	Manage the implementation and reporting of skills programmes	Duly signed skills programmes agreement or a duly signed learners registration form with clear start and end date of the programme; certified copy of learner's ID; copy of completion certificate/statement of results/ ETQA assessment report	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.9	# of employed learners entering Skills programmes	To monitor the number of registered employed learners entering Skills programmes	Count the number of employed learners successfully entering Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	300	Acting Learning Programmes Manager	Manage the implementation and reporting of skills programmes	Duly signed skills programmes agreement or a duly signed learner registration form with clear start and end dates of the programme and certified copy of learner's ID	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.10	# of employed learners completing skills programmes	To monitor the number of registered employed learners completing skills programmes that address skills gaps outlined in the 2019/20 CATHSSETA SSP and any other key occupational/skills gaps that stakeholders have identified as needed	Count the number of employed learners successfully completing Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	150	Acting Learning Programmes Manager	Manage the implementation and reporting of skills programmes	Duly signed skills programmes agreement or a duly signed learner's registration form with clear start and end date of the programme, certified copy of learner's ID, copy of completion certificate/statement of results / ETQA assessment report	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.11	# of unemployed graduates on internship programmes	To monitor the number of unemployed graduates on internship programmes that address occupational shortages	Count every internship programme commenced or completed captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data/	375	Acting Learning Programmes Manager	Manage the implementation and reporting of internship programmes	Learner registration form or internship agreement or employment contract or letter of confirmation of employment status for the duration of the learning programme or the CATHSSETA site visit report for entering graduates; certified copy of ID or passport or confirmation of application of ID or foreign identification document (i.e. any one of the listed documents); certified copy of highest qualification; certified copy certificate or letter from employer confirming that the learner completed the internship programme	Provider contracts, CATHSSETA site visit report and internship agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of internship agreements.	Electronic CATHSSETA online MIS and Manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.1.1.12	# of Artisans entering training programmes	To monitor the number of registered Artisans entering training programmes that addresses occupational/skills gaps that stakeholders have identified as needed	Count the number of registered Artisans entering training programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data above	247	Acting Learning Programmes Manager	Manage the implementation and reporting of Artisan programmes	Duly signed apprenticeship/ Learnership agreement and the certified copy of learner's ID; certified copy of the apprentice's highest qualification (Old and new qualifications are acknowledged)	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.13	# of Artisans completing training programmes	To monitor the number of registered Artisans completing training programmes that addresses occupational/skills gaps that stakeholders have identified as needed	Count the number of registered Artisans completing training programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	125	Acting Learning Programmes Manager	Manage the implementation and reporting of Artisan programmes	Duly signed apprenticeship/ Learnership agreement of contract; certified copy of learner's ID; certified copy of the apprentice's highest qualification; copy of trade test certificate signed by QCTO and trade test centre's certificate of accreditation or Learnership certificate	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.14	# of learners on a TVET occupation programme	To monitor the number of registered TVET learners entering and completing TVET occupation programmes	Count the number of learners entering or completing a TVET occupation programme recorded manually or on the CATHSSETA MIS where there is verifiable evidence as listed in source/ collection of data	N/A	Acting Learning Programmes Manager	Manage the implementation and reporting TVET occupation programme	Duly signed TVET occupation programme agreement or a duly signed learners' registration form with clear start and end date of the programme, certified copy of learners ID, copy of completion certificate/statement of results/ ETQA assessment report	Provider contracts and fixed term employment contracts agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.15	# of TVET learners on a WIL programme	To monitor the number of registered TVET learners entering and completing WIL programmes	Count the number of TVET learners entering or completing a WIL programme recorded manually or on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	1397	Acting Learning Programmes Manager	Manage the implementation and reporting of a WIL programmes	Duly signed workplace experience agreement or duly signed fixed term contract of employment; certified copy of learner's ID copy or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); certificate or a duly signed letter of completion from the employer; certificate or a duly signed letter of completion from employer	Provider contracts and fixed term contract of employment	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual
3.1.1.16	# of University learners on workplace experience	To monitor the number of University learners entering and completing work place experience programmes	Count the number of University learners entering or completing work place experience recorded manually or on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	324	Acting Learning Programmes Manager	Manage the implementation and reporting of workplace experience programmes	Duly signed workplace experience agreement or duly signed fixed term contract of employment; certified copy of learners ID copy or passport or confirmation of application of ID or foreign identification document, duly signed letter of completion from the employer; certificates or a duly signed letter of completion from the employer	Provider contracts and signed letter from the employer	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.1.1.17	# of employed learners on Recognition of Prior Learning	To monitor the number of employed learners on RPL programmes	Count the number of learners entering and completing RPL assessment recorded manually or on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	N/A	Acting Learning Programmes Manager	Manage the implementation and reporting of a RPL programmes	Duly signed partnership agreement, signed letter from the employer outlining the learners competencies, certified copy of learners ID, ETA assessment report for learners completing assessment	Provider contracts and signed letter from the employer	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual
3.1.2.1	# of learners accessing and completing AET programmes	To monitor learners employed and unemployed accessing adult learning programmes designed to address low skills, the skills needs of retrenched workers, and re-skilling needs so as to enable additional training or access to work opportunities.	Count the number of learners entered and completing AET programmes recorded on CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	70	Acting Learning Programmes Manager	Manage the implementation and reporting of AET programmes	Contract or learner registration form; contract of employment or letter of confirmation of employment status for the duration of the learning programme or the CATHSSETA site visit report or proof of retrenchment from the employer; certified copy of ID or passport or confirmation of application of ID or foreign identification document (any one of the documents listed); certified copy of highest qualification or affidavit; copy of test results or statement of results or copy of certificate or certification data for learners completing recorded on the CATHSSETA online MIS system	contracts	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS and manual.
3.1.3.1	# of Small Enterprises (SEs) directly supported	To monitor the number of SEs directly supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of the National Skills Development Strategy III (NSDS III)	Count the number of SEs directly supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	175	Manager: Strategic Projects	Manage the implementation of SE support initiatives	A duly signed contract entered into between the small business and the SETA or a registration form for the small business support stating the kind of the support provided; or workshop/meeting attendance register with clear purpose of supporting small businesses; or proof of payment by SETA to the small business (Grant payment)	contracts	Data will be collected from supported SEs	Manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.1.3.2	# of co-operatives supported	To monitor the number of co-operatives supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of NSDS III which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives	Count the number of co-operatives supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data above	4	Manager: Strategic Projects	Manage the implementation of co-operatives support initiatives	A duly signed contract entered between the co-operative and the SETA; or a registration form for the co-operative support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose of supporting co-operatives; or proof of payment by SETA to the co-operative (Grant payment)	contracts	Data will be collected from supported co-operatives	Manual
3.1.3.3	Number (#) of NGOs/ NPOs/CBOs supported	To monitor the number of NGOs/NPOs/CBOs supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of NSDS III which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives	Count the number of NGOs/NPOs/CBOs supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	8	Manager: Strategic Projects	Manage the implementation of NGOs/ NPOs/CBOs support initiatives	A duly signed contract entered into between the NGOs/ NPOs/CBOs and the SETA; or registration form for the NGOs/ NPOs/CBOs support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; registration certificate or affidavit confirming the status/ registration of the NGO/NPO/ CBOs	contracts	Data will be collected from supported NGOs/ NPOs/CBOs	Manual
3.1.3.4	# of Labour Unions supported	To monitor the number of Labour Unions supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of NSDS III which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives	Count the number of Labour Unions supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	4	Manager: Strategic Projects	Manage the implementation of Labour Union support initiatives	A duly signed contract entered into between Labour Unions and the SETA; or registration form for the Labour Unions support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; registration certificate or affidavit confirming the status/ registration of the Labour Unions	Contracts	Data will be collected from supported labour union	Manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.2.1.1	# of youth development projects implemented	To monitor the number of youth development projects implemented to address the development priority actions identified by CATHSSETA and stakeholder and further address government's national transformational imperatives	Count the number of youth development projects implemented captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	9	Manager: Strategic Projects	Oversee the planning and implementation of youth skills development projects. Address performance deviation, Account for deviation, Develop remedial plan	A duly signed agreement/ MOU/ Contract with clear deliverables and timelines entered into between the SETA and the contracted institution or organisation	Administrative records, POE files	Submission of reports	Manual
3.2.1.2	# of rural projects implemented in provinces	To monitor the number of rural projects implemented in provinces to address the development priority actions identified by CATHSSETA and stakeholder and further address government's national transformational imperatives	Count the number of rural projects implemented in provinces captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	9	Manager: Strategic Projects	Oversee the planning and implementation of rural projects. Address performance deviation, Account for deviation, Develop remedial plan	A duly signed agreement/ MOU/ Contract with clear deliverables and timelines entered into between the SETA and the contracted institution or organisation	Administrative records, POE files	Submission of reports	Manual
3.2.2.1	# partnership projects implemented with TVET colleges	To monitor the number of partnership projects implemented with TVET colleges in order to promote graduate placements and the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per goal 4.3 of NSDS III	Count the number of approved partnership projects implemented with TVET colleges	8	Manager: Strategic Projects	Oversee the planning and implementation of partnership projects with TVET Colleges	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the TVET College	Administrative records	Summation of all new approved and signed partnership agreements with TVET Colleges	Manual
3.2.2.2	# partnership projects implemented with Universities	To monitor the number of partnership projects implemented with Universities in order to promote graduate placements and the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per Goal 4.3 of NSDS III	Count the number of approved partnership projects implemented with Universities	8	Manager: Strategic Projects	Drive the establishment, management of partnerships with the targeted stakeholders. Take corrective actions to meet targets.	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the University	Administrative records, Partnerships signed with POE	Summation of all new approved and signed partnership agreements.	Manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
3.2.2.3	# partnership projects implemented with sector employers	To monitor the number of partnership projects implemented with sector employers in order to promote graduate placements and the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per Goal 4.3 of NSDS III	Count the number of approved partnership projects implemented with universities	15	Manager: Strategic Projects	Oversee the planning and implementation of partnership projects with sector employers	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the employer	Administrative records, Partnerships agreements	Summation of all new approved and signed partnership agreements with sector employers.	Manual
3.2.2.4	# of partnership projects implemented with People with Disabilities institutions	To monitor the number of partnership projects implemented with people with disabilities institutions to promote transformation in the sector and address development priority actions identified by CATHSSETA and stakeholder and further address government's national transformational imperatives	Count the number of approved partnership projects implemented with people with disabilities institutions	1	Manager: Strategic Projects	Oversee the planning and implementation of partnership projects with Institutions that support People with Disabilities	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the institution	Administrative records, Partnerships agreements	Summation of all new approved and signed partnership agreements.	Manual
3.3.1.1	# of performance information reports produced	To monitor organisational performance to ensure alignment and responsiveness to CATHSSETA strategic goals and objectives	Count the number of approved performance information reports	7	Manager: Monitoring and Evaluation	Oversees and approves the performance information reports	Approved QMR reports; DHET acknowledgement letter for QMR; data captured on CATHSSETA online MIS; approved organisational scorecards	QMR data, evidence as per DHET validation framework	Reported on the CATHSSETA online MIS	CATHSSETA online MIS
3.3.1.2	# of evaluation reports on CATHSSETA regional offices	To monitor the quality of services provided by CATHSSETA regional offices to both internal and external stakeholders	Count the number of evaluation reports on CATHSSETA regional offices approved by the COO	4	Manager: Monitoring and Evaluation	Oversees the development of evaluation reports on services provided by CATHSSETA regional offices	Quarterly evaluation reports on CATHSSETA regional offices approved by the COO	Quarterly evaluation reports	Reported on the CATHSSETA online MIS and remedial action meetings	CATHSSETA online MIS Manual
3.4.1.1	# of sector career guidance interventions attended	To provide learners with information tools that will assist them in making informed career decisions	Count the number of sector career guidance initiatives attended	20	Manager: Communications and Stakeholder Management	Oversees the planning and implementation of career guidance initiatives	Event invitation or SETA project plan for career guidance; attendance register for career guidance beneficiaries; career guidance booklet with the updated sector occupational shortages list booklet (only at first quarter validation unless amended)	Administrative records; career guidance partnerships	Summation of all new approved and signed career guidance partnerships	Manual

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
4.1.1.1	# of provider accreditation workshops conducted	To enable training providers to become accredited and maintain the accreditation	Count the number of provider accreditation workshops conducted	N/A	Manager: ETQA	Manage and implement accreditation workshops with providers	Workshop invitations and attendance registers	Administrative records: invitations and attendance registers	Summation of administrative records against the target	Manual
4.1.2.1	# of TVET lecturers and support staff entering development programmes	To monitor the capacitation of TVET lecturers and support staff at TVET colleges to address CATHSSETA development priority actions and promote the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per goal 4.3 of NSDS III	Count the number of TVET lecturers and support staff entering development programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	90	Manager: ETQA	Manages the implementation and reporting of TVET lecturers and support staff development programmes	Signed service provider contracts; learner agreements; learner ID copy; learner data uploaded electronically by training provider via applicable CATHSSETA online MIS; manual submission of hard copies for proof of training	Progress reports Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training	Electronic CATHSSETA online MIS
4.1.2.2	# of TVET lecturers and support staff completing development programmes	To monitor the capacitation of TVET lecturer and support staff at TVET colleges to address CATHSSETA development priority actions and promote the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per goal 4.3 of NSDS III	Count the number of TVET lecturers and support staff completing development programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	45	Manager: ETQA	Manages the implementation and reporting of TVET lecturers and support staff development programmes	Signed service provider contracts; learner agreements; learner ID copy; certificates or statement of results; Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and submission of hard copies for proof of training	Electronic CATHSSETA online MIS
4.1.2.3	# of education, training and development (ETD) practitioners trained	To increase the number of qualified ETD practitioners	Count the number of ETD practitioners trained captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data	20	Manager: ETQA	Manages the implementation and report of ETD training programme (s)	Learner registration documents; attendance registers; learner ID copy; learner data uploaded electronically by training provider via ETD CATHSSETA online MIS; statement of results	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training	Electronic CATHSSETA online MIS

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS										
KPI	Title	Purpose	Calculation formula	Baseline	KPI custodian owner	What does the custodian / owner do?	Source of data	Description of source of data	How data is collected	System used
4.2.1.1	% of learner completion achievement reports or certificates issued	To ensure that learners completing learning intervention are issued with certificates or statement of results	$\left[\frac{a}{b} \right] \times 100$ Where a = number of learner certificates issued b = total number of completed learners loaded by the system multiply by 100 i.e. a/b*100	100%	Manager: ETQA	Oversee the certification process by conducting verification visits to evaluate provider compliance	Learner achievements or print-run reports from CATHSSETA online MIS; provider's verification report indicating compliance to requirements; learner completion certificates	Learner achievement/ print run reports from CATHSSETA online MIS provider verification report	The learner achievements are loaded on the CATHSSETA online MIS ETQA approval is done Certificates are created and printed	Electronic CATHSSETA online MIS
4.2.1.2	# of reports on ETD practitioners in registration process	To monitor and provide progress reports on the registration process of CATHSSETA moderators and assessors are registered	Count the number of reports on ETD practitioners in registration process	4	Manager: ETQA	Manages and oversees the ETD Practitioners registration process	Application forms; evaluation reports	Assessor registration letters Moderator registration letters	Assessors and Moderators are registered on the SETA MIS Letters are generated by the SETA MIS	Manual
4.2.1.3	# of reports on learning programme evaluation	To monitor and provide progress reports on the evaluation of learning programmes to ensure compliance with relevant industry standards	Count the number of progress reports on evaluation of learning programmes produced	4	Manager: ETQA	Monitor the process of learning programme evaluation	Programme evaluation application forms Evaluation report	Learning programme evaluation reports	The programme evaluator evaluates the programmes and issues a report	Manual
4.3.1.1	# of occupational part or full qualifications reviewed or developed	To monitor the development and submission of full or part qualifications that address changing/emerging/new occupations in the sector are completed in accordance with the signed SLA/MOU.	Count the number of part or full occupational qualifications developed or reviewed and submitted to QCTO.	8	Manager: ETQA	Oversee the appointment of the Qualifications Development Facilitator (QDF) Manage the qualification review/re-alignment process Take appropriate remedial action	Qualification documents Attendance registers of CEP meetings	Signed SLA with the QDF Developed Qualification documents Signed Attendance registers of CEP meetings Submitted Application forms to the QCTO for review/ re-alignment of qualifications	Qualification documents are collated and submitted by the QDF to QCTO via the DQP representative (normally the ETQA Manager)	Manual
4.3.1.2	# of reports on qualification review process	To monitor and provide progress reports on the review of qualifications	Count the number of reports on qualification review process	4	Manager: ETQA	Manages and oversee the appointment of the Qualifications Development Facilitator (QDF) Manage the qualification review/re-alignment process Take appropriate remedial action	Evaluation and progress reports Project plan Reports	Progress reports	The Qualification Development Facilitator compiles progress reports	Manual



ANNEXURE E

TECHNICAL INDICATOR
DISRUPTIVES (TIDs)



ANNEXURE TO THE ANNUAL PERFORMANCE PLAN

TECHNICAL INDICATOR DESCRIPTORS

2019/2020

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Sub-programme 1.2: Finance

Acronyms & Abbreviations	Description
AA	Accounting Authority
AET	Adult Education and Training
AG	Auditor-General
AGSA	Auditor-General of South Africa
APP	Annual Performance Plan
ATR	Annual Training Report
CEP	Community Expert Practitioners
CFO	Chief Financial Officer
DHET	Department of Higher Education and Training
ETQA	Education and Training Quality Assurance
HR	Human Resources
KPI	Key Performance Indicator
MIS	Management Information System
MOU	Memorandum of Understanding
POE	Portfolio of Evidence
PPPFA	Preferential Procurement Policy Framework Act
QCTO	Quality Council for Trade and Occupation
QMR	Quarterly Monitoring Report
RPL	Recognition of Prior Learning
SCM	Supply Chain Management
SP	Strategic Plan
SSP	Sector Skills Plan
TID	Technical Indicator Descriptors
TVET	Technical Vocational Education and Training
WIL	Work Integrated Learning
WSP	Workplace Skills Plan

Technical Indicator Descriptor form description

Dimension	Description
Indicator title	Identifies the title of the programme performance indicator
Short definition	Provides a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator
Purpose/importance	Explains what the indicator is intended to show and why it is important
Source/collection of data	Describes where the information comes from and how it is collected
Method of calculation	Describes clearly and specifically how the indicator is calculated
Data limitations	Identifies any limitation with the indicator data, including factors that might be beyond the organisation's control
Type of indicator	Identifies whether the indicator is measuring inputs, activities, outputs, outcomes or impact, or some other dimension of performance such as efficiency, economy or equity
Calculation type	Identifies whether the reported performance is cumulative or non-cumulative
Reporting cycle	Identifies if an indicator is reported quarterly, annually or at longer time intervals
New indicator	Identifies whether the indicator is new, has significantly changed, or continues without change from the previous year
Desired performance	Identifies whether actual performance that is higher or lower than targeted performance is desirable
Indicator responsibility	Identifies who is responsible for managing and reporting the indicator

Executive Summary

This document is an attachment to the submitted CATHSSETA Strategic Plan (SP) and Annual Performance Plan (APP).

The Technical Indicator Descriptors (TIDs) are a key requirement for the Strategic Plan and Annual Performance Plan as outlined in the National Treasury Framework for Strategic Plans and Annual Performance Plans. A TID is defined as the fundamental tool in assisting with the interpretation of Key Performance Indicators (KPIs) and ensures all stakeholders have a common understanding and expectation of every KPI in the APP.

Introduction

The Technical Indicator Descriptor document is an annexure to the Annual Performance Plan for the year 2019/20. The document outlines the background of the TIDs – which discusses the pre-audit; definition of a TID; and CATHSSETA programmes. It concludes with a discussing on the TIDs for each KPI within each programme.

Definition of Technical Indicator Descriptor (TID)

The Technical Indicator Descriptors are one of the key requirements for the Strategic Plan and Annual Performance Plan as outlined in the National Treasury Framework for Strategic Plans and Annual Performance Plans. A TID is defined as the fundamental tool in assisting with the interpretation of KPIs. A technical indicator interprets the following dimensions of the KPI: the title, link to the Strategic Plan and Annual Performance Plan, definition of the KPI components, link to jobs responsible for monitoring performance against the KPI, the collection of data, and taking of accountability for the KPI. It also ensures all stakeholders have a common understanding and performance expectations associated with every KPI in the Annual Performance Plan.

CATHSSETA Programmes

CATHSSETA has a total of four programmes, with relevant sub-programmes comprising a total of 54 KPIs. The programmes and sub-programmes are as follows:

Programme 1: Administration

Sub-programme	Number of KPIs
1.1 Corporate Services	2
1.2 Finance	1
1.3 Governance	3
1.4 Human Resources	2
1.5 Information Technology	1
Total	9

Programme 2: Quality Assurance

Sub-programme	Number of KPIs
2.1 Research	1
2.2 Sector Skills Plan	1
2.3 Mandatory Grants	3
Total	5

Programme 3: Skills Planning

Sub-programme	Number of KPIs
3.1 Occupationally-directed programmes	22
3.2 Special Projects	6
3.3 Monitoring, Evaluation and Reporting	2
3.4 Career and Vocational Guidance	1
Total	31

Programme 4: Quality Assurance

Sub-programme	Number of KPIs
4.1 Provider accreditations	4
4.2 Certification	3
4.3 Qualification development	2
Total	9

PROGRAMME 1: ADMINISTRATION

Sub-programme 1.1: Corporate Services

KPI Definition Form – KPI Number: 1.1.1.1

Dimension	Description
Indicator title	Number (#) of CATHSSETA stakeholder engagements implemented
Short definition	Internal and external stakeholder engagements implemented in line with the approved stakeholder engagement plan
Purpose/importance	To strengthen CATHSSETA brand
Source/collection of data	Produce event invitations; attendance registers; approved stakeholder engagement plan
Method of calculation	Count the number of internal and external stakeholder engagements implemented
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 6 stakeholder engagements have been implemented
Indicator responsibility	Executive Manager: Executive Support

KPI Definition Form – KPI Number: 1.1.1.2

Dimension	Description
Indicator title	Percentage (%) contracts compliant with legal contractual terms and conditions
Short definition	Contracts are compliant with the law of contract as outlined in the contract compliance checklist
Purpose/importance	Ensure that contracts are compliant with the law of contract and mitigate the legal risk of non-compliance including but not limited to litigation, contractual disputes and irregular expenditure
Source/collection of data	Contract compliance checklist
Method of calculation	$[(a = \text{Total number of contracts compliant as per checklist}) \div (b = \text{Total number of contracts entered into})] \times 100$ i.e. $(a/b) \times 100$
Data limitations	None
Type of indicator	Activity
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	100% compliant contracts
Indicator responsibility	Executive Manager: Corporate Services

Sub-programme 1.2: Finance

KPI Definition Form – KPI Number: 1.2.1.1

Dimension	Description
Indicator title	Percentage (%) of SCM procurement processes in line with Preferential Procurement Policy Framework Act (PPPFA)
Short definition	Ensure compliance with PPPFA as reflected in procurement checklist for SCM procurement processes inclusive of terms of reference, request for quotations, bid specifications, bid evaluations, and bid adjudication
Purpose/importance	To ensure the CATHSSETA procurement process is in line with PPPFA as outlined in the procurement checklist for the different SCM procurement processes
Source/collection of data	Procurement checklists for each SCM procurement process inclusive of terms of reference, request for quotations, bid specifications, bid evaluations, and bid adjudication
Method of calculation	$(a - b) / a \times 100$ (a=number of SCM procurement processes required as per checklists) minus (b=number of SCM procurement processes not achieved as per checklists) divided (a=number of SCM procurement processes required as per checklists) multiplied by 100 i.e. $(a-b)/a \times 100$
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	100% compliance with SCM procurement processes
Indicator responsibility	Chief Financial Officer

Sub-programme 1.3: Governance

KPI Definition Form – KPI Number: 1.3.1.1

Dimension	Description
Indicator title	Percentage (%) implementation of King IV Governance and Leadership principles
Short definition	Refers to the number of Governance and Leadership interventions implemented to address selected King IV principles applicable to CATHSSETA
Purpose/importance	To monitor adherence of Governance and Leadership structures in addressing selected King IV principles
Source/collection of data	Governance Charter report; King IV principles checklist applicable to CATHSSETA
Method of calculation	$(a = \text{total number of selected King IV Governance and Leadership principles achieved in Governance Charter report as per King IV checklist}) \text{ minus } (b = \text{total number of selected King IV Governance and Leadership principles not achieved in Governance Charter report as per King IV checklist}) \text{ divided by } (a = \text{total number of selected King IV Governance and Leadership principles achieved in Governance Charter report as per King IV checklist}) \text{ multiplied by } 100 \text{ i.e. } (a-b)/a \times 100$
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New Indicator	Yes
Desired performance	100% compliance with selected King IV Governance and Leadership principles in Governance Charter report
Indicator responsibility	Chief Executive Officer

KPI Definition Form – KPI Number: 1.3.1.2

Dimension	Description
Indicator title	Number (#) of risk register reviews
Short definition	Review register detailing organisational risks to mitigate identified organisational risks
Purpose/importance	To monitor emerging risks and implement mitigation measures
Source/collection of data	Risk assessment reports
Method of calculation	Count the total number of risk register reviews
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 4 risk register reviews have been conducted
Indicator responsibility	Chief Executive Officer

KPI Definition Form – KPI Number: 1.3.1.3

Dimension	Description
Indicator title	Percentage (%) reduction of internal control deficiencies reported in previous internal and external audit reports
Short definition	Measures the extent to which internal control weaknesses identified in the 2018/19 internal and external audit reports have been resolved
Purpose/importance	Monitor remedial action that will be taken to address findings identified by internal and external audit in order for CATHSSETA to improve its internal controls and processes, thereby ensuring compliance with all relevant CATHSSETA policies and regulations for successful delivery of the SETA's mandate
Source/collection of data	Internal audit log; 2018/19 internal and external audit reports
Method of calculation	(a=total number of 2018/19 internal and external audit findings addressed in 2019/20) divided by (b=2018/19 internal and external audit findings) i.e a/b
Data limitations	None
Type of indicator	Efficiency
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	80% reduction of internal control deficiencies reported in previous internal and external audit reports
Indicator responsibility	Chief Operations Officer

Sub-programme 1.4: Human Resources

KPI Definition Form – KPI Number: 1.4.1.1

Dimension	Description
Indicator title	Percentage (%) of employee vacancy rate
Short definition	Employee vacancy rate is kept at a level that sustains efficient organisational performance
Purpose/importance	To ensure that all funded positions are filled
Source/collection of data	Approved organisational organogram
Method of calculation	[(a=total number of jobs vacant) divided by (b=total number of funded positions)] multiplied by 100 i.e. (a/b) X 100
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	8% or lower employee vacancy rate
Indicator responsibility	Executive Manager: Corporate Services

KPI Definition Form – KPI Number: 1.4.1.2

Dimension	Description
Indicator title	Percentage (%) of employees that received training as per approved training plan
Short definition	Measures the implementation of planned training and staff development interventions which at a minimum, refers to qualifications, part-qualifications, skills programmes, short courses, seminars, conferences, workshops, and coaching and mentoring initiatives aimed at up-skilling and re-skilling staff in order to increase competence and execute the organisation's mandate effectively
Purpose/importance	To monitor the implementation of the CATHSSETA personal development plan (PDP) and any other training intervention identified as a need by the organisation
Source/collection of data	Approved training plan; certificate of attendance/competence or attendance registers
Method of calculation	$[(a=\text{total number of employees attended training}) \div (b=\text{total number of employees planned to be trained}) \times 100 \text{ i.e. } (a/b) \times 100\%$
Data limitations	None
Type of indicator	Outcome
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	80% employees receiving training as per approved training plan
Indicator responsibility	Executive Manager: Corporate Services

Sub-programme 1.5: Information Technology

KPI Definition Form – KPI Number: 1.5.1.1

Dimension	Description
Indicator title	Percentage (%) IT System availability
Short definition	Measures the achievement of ICT Infrastructure availability (90%)
Purpose/importance	To provide ICT services to ensure operational efficiency of the organisation in support of CATHSSETA's strategic goals and objectives
Source/collection of data	Quarterly ICT reports outlining IT system downtime and availability
Method of calculation	$[(a=\text{total period system availability}) \text{ minus } (b=\text{total period of downtime}) \div (a=\text{total period system availability}) \times 100 \text{ i.e. } (a-b)/a \times 100$
Data limitations	None
Type of indicator	Activity
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the percentage of IT system availability is 90% or above
Indicator responsibility	Executive Manager: Corporate Services

PROGRAMME 2: SKILLS PLANNING

Sub-Programme 2.1: Research

KPI Definition Form – KPI Number: 2.1.1.1

Dimension	Description
Indicator title	Percentage (%) of research agenda achieved
Short definition	Seeks to measure the amount of research conducted in line with the research agenda. The approved research agenda items covers pertinent areas into which research must be conducted within the sector
Purpose/importance	Research into the sector is necessary to inform the Sector Skills Plan (SSP) which determines the strategic priorities of the SETA
Source/collection of data	Approved CATHSSETA research agenda - annexure to the 2019/20 SSP; Research outputs submitted by appointed service providers and internal research activities
Method of calculation	(a=total number of research agenda items achieved) divided by (b=total number of research agenda items) x 100 i.e. (a/b)*100
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	100% achievement of research agenda
Indicator responsibility	Executive Manager: Executive Support

Sub-Programme 2.2: Sector Skills Plan

KPI Definition Form – KPI Number: 2.2.1.1

Dimension	Description
Indicator title	Researched SSP approved by the Accounting Authority (AA)
Short definition	Ensures the quality of the SSP - the ultimate criteria being approval by the AA based on recommendations by MANEXCO and the Governance and Strategy (G&S) committee
Purpose/importance	Produce a quality SSP that adheres to the research standards required by stakeholders and the Department of Higher Education and Training (DHET) SSP Framework and Requirements in order to inform the strategic, annual performance and operational plans
Source/collection of data	Signed AA approved SSP
Method of calculation	Signed SSP by the board chairperson on behalf of the AA
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the SSP is recommended by MANEXCO and G&S committee and signed by the board chairperson
Indicator responsibility	Executive Manager: Executive Support

Sub-Programme 2.3: Mandatory Grants

KPI Definition Form – KPI Number: 2.3.1.1

Dimension	Description
Indicator title	Number (#) of large (150+ employees) levy-paying employers submitting Mandatory Grant applications
Short definition	Number of large levy-paying employers meeting the application criteria to submit Mandatory Grant applications
Purpose/importance	To monitor the number of large levy-paying employers supported to submit Mandatory Grant applications and encourage training in the workplace
Source/collection of data	CATHSSETA online management information system (MIS)
Method of calculation	Count the number of Mandatory Grant applications received from large employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 220 large levy-paying employers meeting the application criteria submit Mandatory Grant applications
Indicator responsibility	Executive Manager: Skills Development

KPI Definition Form – KPI Number: 2.3.1.2

Dimension	Description
Indicator title	Number (#) of medium (50-149 employees) levy-paying employers submitting Mandatory Grant applications
Short definition	Number of medium levy-paying employers meeting the application criteria to submit Mandatory Grant applications
Purpose/importance	To monitor the number of medium levy-paying employers supported to submit Mandatory Grant applications and encourage training in the workplace
Source/collection of data	CATHSSETA online MIS
Method of calculation	Count the number of Mandatory Grant applications received from medium employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 320 medium levy-paying employers meeting the application criteria submit Mandatory Grant applications
Indicator responsibility	Executive Manager: Skills Development

KPI Definition Form – KPI Number: 2.3.1.3

Dimension	Description
Indicator title	Number (#) of small (0-49 employees) levy-paying employers submitting Mandatory Grant applications
Short definition	Number of small levy-paying employers meeting the application criteria to submit Mandatory Grant applications
Purpose/importance	To monitor the number of small levy-paying employers supported to submit Mandatory Grant applications and encourage training in the workplace
Source/collection of data	CATHSSETA online MIS
Method of calculation	Count the number of Mandatory Grant applications received from small employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 480 small levy-paying employers meeting the application criteria submit Mandatory Grant applications
Indicator responsibility	Executive Manager: Skills Development

PROGRAMME 3: LEARNING PROGRAMMES

Sub-Programme 3.1: Occupationally directed programmes

KPI Definition Form – KPI Number: 3.1.1.1

Dimension	Description
Indicator title	Number (#) of unemployed learners entering Learnership programmes
Short definition	Number of unemployed learners successfully registered to enter Learnership programmes as per CATHSSETA grants policy
Purpose/importance	To monitor the number of unemployed learners registered to enter Learnership programmes that address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed learnership agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications; training provider accreditation letter applicable to Learnership
Method of calculation	Count the number of unemployed learners entering Learnership programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 422 registered unemployed learners enter Learnership programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.2

Dimension	Description
Indicator title	Number (#) of unemployed learners completing Learnership programmes
Short definition	Number of unemployed learners successfully completing Learnership programmes as per SETA grants policy
Purpose/importance	To monitor the number of registered unemployed learners successfully completing Learnership programmes that address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational skills gaps that stakeholders have identified as needed
Source/collection of data	DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed learnership agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications; training provider accreditation letter applicable to Learnership; certified copy of completion certificate or statement of results
Method of calculation	Count the number of unemployed learners successfully completing Learnership programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 316 registered unemployed learners complete Learnership programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.3

Dimension	Description
Indicator title	Number (#) of employed learners entering Learnership programmes
Short definition	Number of registered employed learners successfully entering Learnership programmes as per SETA grants policy
Purpose/importance	To monitor the number of employed learners registered to enter Learnership programmes that address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed Learnership agreement; duly signed confirmation of employment; certified ID copy of learner; certified copy of learner's highest qualifications; training provider accreditation letter applicable to Learnership
Method of calculation	Count the number of employed learners entering Learnership programmes captured on the CATHSSETA online management information system (MIS) where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 320 registered employed learners enter Learnership programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.4

Dimension	Description
Indicator title	Number (#) of employed learners completing Learnership programmes
Short definition	Number of registered employed learners successfully completing Learnership programmes as per SETA grants policy
Purpose/importance	To monitor the number of registered employed learners successfully completing Learnership programmes that address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed Learnership agreement; duly signed confirmation of employment; certified ID copy of learner; certified copy of learner's highest qualifications; training provider accreditation letter applicable to Learnership; certified copy of completion certificate/statement of results
Method of calculation	Count the number of employed learners successfully completing Learnership programmes captured on the CATHSSETA online management information system (MIS) where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 240 registered employed learners complete Learnership programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.5

Dimension	Description
Indicator title	Number (#) of unemployed learners on Bursary programmes
Short definition	Number of unemployed learners who have received funding, as per the CATHSSETA Grants Policy. These will include learners who have entered or completed Bursary programmes
Purpose/importance	To monitor the number of unemployed learners receiving a bursary for commencement or progression or completion of programmes that address occupational shortages for the following occupations: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed bursary agreement entered into between the Learner and the SETA or its contracted agent; certified copy of bursar's ID or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from education institution for entering learners; certified copy of statement of results or copy of certificate or letter signed by an authorised person e.g. Head of Department or Dean of the Faculty, within the institution confirming the achievement for completing learners
Method of calculation	Count the number of unemployed learners entering or completing bursary programmes recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 787 unemployed (450 entered and 337 completed) are supported for Bursary programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.6

Dimension	Description
Indicator title	Number (#) of employed learners on Bursary programmes
Short definition	Number of workers who receive a bursary that is funded as per the CATHSSETA Grants Policy. These will include learners who have entered or completed Bursary programmes
Purpose/importance	To monitor the number of workers receiving a bursary for commencement or progression or completion of programmes that address occupational shortages for the following occupations: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed bursary agreement entered into between the Learner and the SETA or its contracted agent; certified copy of bursar's ID or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from education institution for entering learners; certified copy of statement of results or copy of certificate or letter signed by an authorised person e.g. Head of Department or Dean of the Faculty, within the institution confirming the achievement for completing learners
Method of calculation	Count the number of employed learners entering or completing bursary programmes recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 280 employed learners (160 entered and 120 completed) Bursary programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.7

Dimension	Description
Indicator title	Number (#) of unemployed learners entering Skills programmes
Short definition	Number of registered unemployed learners successfully entering Skills programmes as per SETA grants policy
Purpose/importance	To monitor the number of registered unemployed learners entering Skills programmes that address Skills Gaps outlined in the 2019/20 CATHSSETA SSP and any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learner registration form with clear start and end dates of the programme; certified copy of learner's ID
Method of calculation	Count the number of unemployed learners successfully entering Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 698 registered unemployed learners enter Skills programmes
Indicator responsibility	Executive Manager: Skills Development

KPI Definition Form – KPI Number: 3.1.1.8

Dimension	Description
Indicator title	Number (#) of unemployed learners completing Skills programmes
Short definition	Number of registered unemployed learners successfully completing Skills programmes as per SETA grants policy
Purpose/importance	To monitor the number of registered unemployed learners completing Skills programmes that address Skills Gaps outlined in the 2019/20 CATHSSETA SSP and any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learners registration form with clear start and end date of the programme; certified copy of learner's ID; copy of completion certificate/statement of results/ ETQA assessment report
Method of calculation	Count the number of unemployed learners successfully completing Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 523 registered unemployed learners complete Skills programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.9

Dimension	Description
Indicator title	Number (#) of employed learners entering Skills programmes
Short definition	Number of registered employed learners successfully entering Skills programmes as per SETA grants policy A skills programme is an accredited training that culminates in at least one credit on the NQF. The accumulation of credit-bearing skills programmes may lead to, or contribute towards a full qualification. Learners on skills programmes receive credits for every unit standard completed successfully. These units can be carried across as credits for partial completion of qualifications (known as portability of unit standards) and used for changing career paths or diversifying the field of expertise
Purpose/importance	To monitor the number of registered employed learners entering Skills programmes that address Skills Gaps outlined in the 2019/20 CATHSSETA SSP and any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learner registration form with clear start and end dates of the programme; certified copy of learner's ID
Method of calculation	Count the number of employed learners successfully entering Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 317 registered employed learners enter Skills programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.10

Dimension	Description
Indicator title	Number (#) of employed learners completing Skills Programmes
Short definition	Number of registered employed learners successfully completing Skills programmes as per SETA grants policy A skills programme is an accredited training that culminates in at least one credit on the NQF. The accumulation of credit-bearing skills programmes may lead to, or contribute towards a full qualification. Learners on skills programmes receive credits for every unit standard completed successfully. These units can be carried across as credits for partial completion of qualifications (known as portability of unit standards) and used for changing career paths or diversifying the field of expertise
Purpose/importance	To monitor the number of registered employed learners completing Skills programmes that address Skills Gaps outlined in the 2019/20 CATHSSETA SSP and any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learners registration form with clear start and end date of the programme; certified copy of learner's ID; Copy of completion certificate/Statement of results/ ETQA assessment report
Method of calculation	Count the number of employed learners successfully completing Skills programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 238 registered employed learners complete Skills programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.11

Dimension	Description
Indicator title	Number (#) of unemployed graduates on Internship programmes
Short definition	The number of unemployed graduates who have completed a qualification and are placed on a structured work experience plan at a company or institute of higher education, who are funded as per the CATHSSETA grants policy. These will include graduates who have entered or completed Internship programmes.
Purpose/importance	To monitor the number of unemployed graduates on internship programmes that address occupational shortages for the following occupations: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Learner registration form or internship agreement or employment contract or letter of confirmation of employment status for the duration of the learning programme or the CATHSSETA site visit report for entering graduates; certified copy of ID or passport or confirmation of application of ID or foreign identification document (i.e. any one of the listed documents); certified copy of highest qualification; certified copy certificate or letter from employer confirming that the learner completed the internship programme captured on the CATHSSETA online MIS
Method of calculation	Each entering or completing learner is counted once for every internship programme commenced or completed captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA in time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 525 unemployed learners (300 entered and 225 completed) are placed on Internship programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.12

Dimension	Description
Indicator title	Number (#) of Artisans entering training programmes
Short definition	Number of registered Artisans successfully entering training programmes as per SETA grants policy
Purpose/importance	To monitor the number of registered Artisans entering training programmes that addresses occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed apprenticeship/Learnership agreement and the certified copy of learner's ID; certified copy of the apprentice's highest qualification (Old and new qualifications are acknowledged)
Method of calculation	Count the number of registered Artisans entering training programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 261 registered Artisans enter training programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.13

Dimension	Description
Indicator title	Number (#) of Artisans completing training programmes
Short definition	Number of registered Artisans successfully completing training programmes as per SETA grants policy
Purpose/importance	To monitor the number of registered Artisans completing training programmes that addresses occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed apprenticeship/Learnership agreement of contract; certified copy of learner's ID; certified copy of the apprentice's highest qualification; copy of trade test certificate signed by QCTO and trade test centre's certificate of accreditation or Learnership certificate
Method of calculation	Count the number of registered Artisans completing training programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 196 registered Artisans complete training programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.14

Dimension	Description
Indicator title	Number (#) of Learners on a TVET Occupation programme
Short definition	Number of registered learners successfully entering and completing a TVET occupation programme funded as per SETA grants policy
Purpose/importance	To monitor the number of registered TVET learners entering and completing TVET occupation programmes to address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed TVET occupation programme agreement or a duly signed learners registration form with clear start and end date of the programme; certified copy of learner's ID; copy of completion certificate/statement of results/ETQA assessment report
Method of calculation	Count the number of learners entering or completing a TVET occupation programme recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 350 (200 entering and 150 completing) TVET learners are on a TVET occupation programme
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.15

Dimension	Description
Indicator title	Number (#) of TVET learners on a WIL programme
Short definition	Number of learners placed in a CATHSSETA member company to acquire a National Diploma through workplace integrated learning (WIL), who are funded as per the CATHSSETA funding model and the CATHSSETA Grants Policy. The indicator includes both students who are entering and completing a WIL programme
Purpose/importance	To monitor the number of registered TVET learners entering and completing WIL programmes to address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed workplace experience agreement or duly signed fixed term employment contract; certified student's ID copy or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); certificate or a duly signed letter of completion from the employer
Method of calculation	Count the number of TVET learners entering or completing a WIL programme recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 1720 (983 entering and 737 completing) TVET learners are on a WIL programme
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.16

Dimension	Description
Indicator title	Number (#) of University learners on workplace experience
Short definition	Number of registered University learners entering and completing workplace experience programmes as per SETA grant policy
Purpose/importance	To monitor the number of University learners entering and completing workplace experience programmes to address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed workplace experience agreement or duly signed fixed term contract of employment; certified copy of learner's ID copy or passport or confirmation of application of ID or foreign identification document (i.e. any one of the documents listed); certificate or a duly signed letter of completion from the employer; certificate or a duly signed letter of completion from employer
Method of calculation	Count the number of University learners entering or completing workplace experience recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 399 (228 entering and 171 completing) University learners are on workplace experience programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.1.17

Dimension	Description
Indicator title	Number (#) of employed learners on Recognition of Prior Learning (RPL)
Short definition	Number of employed learners entering and completing RPL programme assessment as per ETQA approved assessment report and SETA grant policy
Purpose/importance	To monitor the number of employed learners on RPL programmes to address the following occupational shortages: • Private Tuition Dance Teacher • Rigger • Heritage Consultant • Park Ranger • Gaming Operations Compliance Officer • Café (Licensed) or Restaurant Manager • Chef • Biokineticist • Sports Administrator • Marketing Practitioner And any other key occupational/skills gaps that stakeholders have identified as needed
Source/collection of data	Duly signed partnership agreements; signed letter from the employer outlining the learners' competencies; certified copy of learner's ID; ETQA assessment report for learners completing assessment
Method of calculation	Count the number of learners entering and completing RPL assessment recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA on time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	When at least 16 (10 entering and 6 completing assessment) employed learners on RPL
Indicator responsibility	Chief Operations Officer

Definition Form – KPI Number: 3.1.2.1

Dimension	Description
Indicator title	Number (#) of learners accessing and completing AET programmes
Short definition	Number of employed and unemployed learners who have entered an AET, Foundational Learning Certificate (FLC) or other short course funded as per CATHSSETA funding model and the CATHSSETA Grants Policy; including learners entered and learners completed.
Purpose/importance	To monitor learners employed and unemployed accessing adult learning programmes designed to address low skills, the skills needs of retrenched workers, and re-skilling needs so as to enable additional training or access to work opportunities.
Source/collection of data	Contract or learner registration form; contract of employment or letter of confirmation of employment status for the duration of the learning programme or the CATHSSETA site visit report or proof of retrenchment from the employer; certified copy of ID or passport or confirmation of application of ID or foreign identification document (any one of the documents listed); certified copy of highest qualification or affidavits; copy of test results or statement of results or copy of certificate or certification data for learners completing recorded on the CATHSSETA online MIS system
Method of calculation	Count the number of learners entered and completing AET programmes recorded on CATHSSETA online MIS, where there is verifiable evidence, as listed above.
Data limitations	Evidence documents required to capture learners not availed to CATHSSETA in time for capturing and reporting within the relevant reporting period
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 93 learners accessed (53 entered and 40 completed) AET programme.
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.3.1

Dimension	Description
Indicator title	Number (#) of Small Enterprises (SEs) directly supported
Short definition	Number of SEs (0-49 employees) directly supported as per SETA grant policy
Purpose/importance	To monitor the number of SEs directly supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of the National Skills Development Strategy III (NSDS III) which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives
Source/collection of data	A duly signed contract entered into between the small business and the SETA or a registration form for the small business support stating the kind of the support provided; or workshop/meeting attendance register with clear purpose of supporting small businesses; or proof of payment by SETA to the small business (Grant payment)
Method of calculation	Count the number of SEs directly supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 185 SEs are directly supported
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.3.2

Dimension	Description
Indicator title	Number (#) of co-operatives supported
Short definition	Number of co-operatives supported as per SETA grant policy
Purpose/importance	To monitor the number of co-operatives supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of NSDS III which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives
Source/collection of data	A duly signed contract entered between the co-operative and the SETA; or a registration form for the co-operative support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose of supporting co-operatives; or proof of payment by SETA to the co-operative (Grant payment)
Method of calculation	Count the number of co-operatives supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 4 co-operatives are supported
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.3.3

Dimension	Description
Indicator title	Number (#) of NGOs/NPOs/CBOs supported
Short definition	Number of NGOs/NPOs supported as per SETA grant policy
Purpose/importance	To monitor the number of NGOs/NPOs/CBOs supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of NSDS III which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives
Source/collection of data	A duly signed contract entered into between the NGOs/NPOs/CBOs and the SETA; or registration form for the NGOs/NPOs/CBOs support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; registration certificate or affidavit confirming the status/registration of the NGO/NPO/CBOs
Method of calculation	Count the number of NGOs/NPOs/CBOs supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 8 NGOs/NPOs/CBOs are supported
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.1.3.4

Dimension	Description
Indicator title	Number (#) of Labour Unions supported
Short definition	Number of Labour Unions supported as per SETA grant policy
Purpose/importance	To monitor the number of Labour Unions supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders and to further address Goal 4.6 of NSDS III which is to encourage and support co-operatives, Small Enterprises, Work-initiated, NGO and community training initiatives
Source/collection of data	A duly signed contract entered into between Labour Unions and the SETA; or registration form for the Labour Unions support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; registration certificate or affidavit confirming the status/registration of the Labour Unions
Method of calculation	Count the number of Labour Unions supported captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 4 Labour Unions are supported
Indicator responsibility	Chief Operations Officer

Sub-Programme 3.2: Special Projects

KPI Definition Form – KPI Number: 3.2.1.1

Dimension	Description
Indicator title	Number (#) of youth development projects implemented
Short definition	Number of youth development projects implemented as per SETA grant policy. South Africa's National Youth Commission Act, 1996, defines youth as those from ages 14 to 35 years old.
Purpose/importance	To monitor the number of youth development projects implemented to address they development priority actions identified by CATHSSETA and stakeholder and further address government's national transformational imperatives
Source/collection of data	A duly signed agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organisation
Method of calculation	Count the number of youth development projects implemented captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 9 youth development projects are implemented
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.2.1.2

Dimension	Description
Indicator title	Number (#) of rural projects implemented in provinces
Short definition	Number of rural projects implemented in provinces as per SETA grant policy In general, a rural area is a geographic area that is located outside towns and cities. Mostly whatever is not urban is considered rural. Typical rural areas have a low population density and small settlements.
Purpose/importance	To monitor the number of rural projects implemented in provinces to address they development priority actions identified by CATHSSETA and stakeholder and further address government's national transformational imperatives
Source/collection of data	A duly signed agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organisation
Method of calculation	Count the number of rural projects implemented in provinces captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 9 rural projects are implemented in provinces
Indicator responsibility	Executive Manager: Skills Development

KPI Definition Form – KPI Number: 3.2.2.1

Dimension	Description
Indicator title	Number (#) partnership projects implemented with TVET colleges
Short definition	Number of partnership projects implemented with TVET colleges as per SETA grant policy
Purpose/importance	To monitor the number of partnership projects implemented with TVET colleges in order to promote graduate placements and the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per Goal 4.3 of NSDS III
Source/collection of data	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the TVET College
Method of calculation	Count the number of approved partnership projects implemented with TVET colleges
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 8 partnership projects are implemented with TVET colleges
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.2.2.2

Dimension	Description
Indicator title	Number (#) partnership projects implemented with Universities
Short definition	Number of partnership projects implemented with Universities as per SETA grant policy
Purpose/importance	To monitor the number of partnership projects implemented with Universities in order to promote graduate placements and the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per Goal 4.3 of NSDS III
Source/collection of data	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the University
Method of calculation	Count the number of approved partnership projects implemented with Universities
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 8 partnership projects are implemented with Universities
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.2.2.3

Dimension	Description
Indicator title	Number (#) partnership projects implemented with sector employers
Short definition	Number of partnership projects implemented with sector employers as per SETA grant policy
Purpose/importance	To monitor the number of partnership projects implemented with sector employers in order to promote graduate placements and the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per Goal 4.3 of NSDS III
Source/collection of data	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the employer
Method of calculation	Count the number of approved partnership projects implemented with Universities
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 16 partnership projects are implemented with sector employers
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.2.2.4

Dimension	Description
Indicator title	Number (#) of partnership projects implemented with People with Disabilities institutions
Short definition	Number of partnership projects implemented with people with disabilities institutions as per SETA grant policy
Purpose/importance	To monitor the number of partnership projects implemented with people with disabilities institutions to promote transformation in the sector and address development priority actions identified by CATHSSETA and stakeholder and further address government's national transformational imperatives
Source/collection of data	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the institution
Method of calculation	Count the number of approved partnership projects implemented with people with disabilities institutions
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 3 partnership projects are implemented with people with disabilities institutions
Indicator responsibility	Chief Operations Officer

Sub-Programme 3.3: Monitoring, Evaluation and Reporting

KPI Definition Form – KPI Number: 3.3.1.1

Dimension	Description
Indicator title	Number (#) of performance information reports produced
Short definition	Refers to the number of approved performance information reports which are inclusive of the approved Quarterly Monitoring Reports (QMR) and organisational performance scorecards
Purpose/importance	To monitor organisational performance to ensure alignment and responsiveness to CATHSSETA strategic goals and objectives
Source/collection of data	Approved QMR reports; DHET acknowledgement letter for QMR; data captured on CATHSSETA online MIS; approved organisational scorecards
Method of calculation	Count the number of approved performance information reports
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	8 performance information reports
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 3.3.1.2

Dimension	Description
Indicator title	Number (#) of evaluation reports on CATHSSETA regional offices
Short definition	Number of CATHSSETA regional office evaluational reports produced to assess impact of regional offices
Purpose/importance	To monitor the quality of services provided by CATHSSETA regional offices to both internal and external stakeholders
Source/collection of data	Quarterly evaluation reports on CATHSSETA regional offices approved by the COO
Method of calculation	Count the number of evaluation reports on CATHSSETA regional offices approved by the COO
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	6 approved CATHSSETA regional offices reports
Indicator responsibility	Executive Manager: Support

Sub-Programme 3.4: Career and Vocational Guidance

KPI Definition Form – KPI Number: 3.4.1.1

Dimension	Description
Indicator title	Number (#) of sector career guidance interventions attended
Short definition	Participation in various sector career guidance initiatives
Purpose/importance	To provide learners with information that will assist them in making informed career decisions
Source/collection of data	Event invitation or SETA project plan for career guidance; attendance register for career guidance beneficiaries; career guidance booklet with the updated sector occupational shortages list booklet (only at first quarter validation unless amended)
Method of calculation	Count the number of sector career guidance initiatives attended
Data limitations	None
Type of indicator	Activity
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When at least 20 career guidance interventions are attended
Indicator responsibility	Chief Operations Officer

PROGRAMME 4: QUALITY ASSURANCE

Sub-Programme 4.1: Provider Accreditations

KPI Definition Form – KPI Number: 4.1.1.1

Dimension	Description
Indicator title	Number (#) of provider accreditation workshops conducted
Short definition	Number of accreditation workshops conducted with providers
Purpose/importance	To enable training providers to become accredited and maintain the accreditation
Source/collection of data	Workshop invitations and attendance registers
Method of calculation	Count the number of provider accreditation workshops conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When at least 9 provider accreditation workshops are conducted
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 4.1.2.1

Dimension	Description
Indicator title	Number (#) of TVET lecturers and support staff entering development programmes
Short definition	Number of TVET lecturers and support staff entering development programmes
Purpose/importance	To monitor the capacitation of TVET lecturers and support staff at TVET colleges to address CATHSSETA development priority actions and promote the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per goal 4.3 of NSDS III
Source/collection of data	Signed service provider contracts; learner agreements; learner ID copy; learner data uploaded electronically by training provider via applicable CATHSSETA online MIS; manual submission of hard copies for proof of training
Method of calculation	Count the number of TVET lecturers and support staff entering development programmes captured on the CATHSSETA online MIS
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 100 TVET lecturers and support staff enter development programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 4.1.2.2

Dimension	Description
Indicator title	Number (#) of TVET lecturers and support staff completing development programmes
Short definition	Number of TVET lecturers and support staff completing development programmes
Purpose/importance	To monitor the capacitation of TVET lecturer and support staff at TVET colleges to address CATHSSETA development priority actions and promote the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities as per goal 4.3 of NSDS III
Source/collection of data	Signed service provider contracts; learner agreements; learner ID copy; certificates or statement of results; Learner data uploaded electronically by training provider via CATHSSETA online MIS and manual submission of hard copies for proof of training
Method of calculation	Count the number of TVET lecturers and support staff completing development programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 90 TVET lecturers and support staff complete development programmes
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 4.1.2.3

Dimension	Description
Indicator title	Number (#) of Education, Training and Development (ETD) practitioners trained
Short definition	Number of training facilitators, assessors and moderators trained
Purpose/importance	To increase the number of qualified ETD practitioners
Source/collection of data	Learner registration documents; attendance registers; learner ID copy; learner data uploaded electronically by training provider via ETDP CATHSSETA online MIS; statement of results
Method of calculation	Count the number of ETD practitioners trained captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When at least 40 ETD practitioners have been trained
Indicator responsibility	Chief Operations Officer

Sub-Programme 4.2: Certification

KPI Definition Form – KPI Number: 4.2.1.1

Dimension	Description
Indicator title	Percentage (%) of learner completion achievement reports or certificates issued
Short definition	This refers to learner completion achievements reports or certificates issued
Purpose/importance	To ensure that learners completing learning intervention are issued with certificates or statement of results
Source/collection of data	Learner achievements or print-run reports from CATHSSETA online MIS; provider's verification report indicating compliance to requirements; learner completion certificates
Method of calculation	$[(a=\text{number of learner certificates issued}) \text{ divided by } (b=\text{total number of completed learners loaded by compliant providers on the system}) \text{ multiply by } 100 \text{ i.e. } a/b \times 100]$
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	100% learner completion achievement reports produced or certificates issued
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 4.2.1.2

Dimension	Description
Indicator title	Number (#) of reports on ETD practitioners in registration process
Short definition	Number of reports on the registration of moderators and assessors within CATHSSETA scope
Purpose/importance	To monitor and provide progress reports on the registration process of CATHSSETA moderators and assessors are registered
Source/collection of data	Application forms; evaluation reports
Method of calculation	Count the number of reports on ETD practitioners in registration process
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	4 reports on ETD practitioner registration process
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 4.2.1.3

Dimension	Description
Indicator title	Number (#) of reports on learning programme evaluation
Short definition	Number of reports on the progress of the evaluation of learning programmes
Purpose/importance	To monitor and provide progress reports on the evaluation of learning programmes to ensure compliance with relevant industry standards
Source/collection of data	Programme evaluation application forms; evaluation report
Method of calculation	Count the number of progress reports on evaluation of learning programmes produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	4 reports on learning programme evaluation
Indicator responsibility	Chief Operations Officer

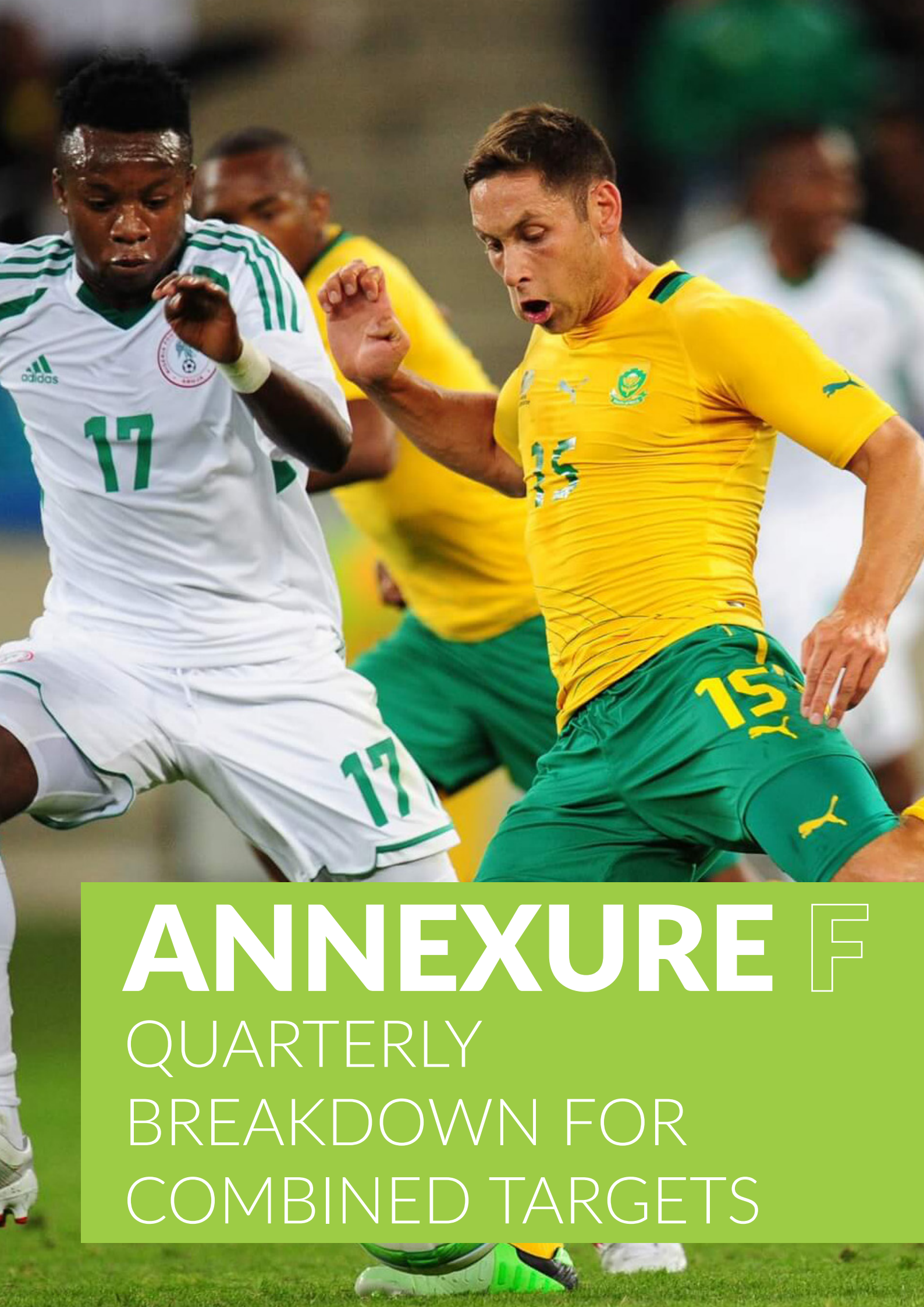
Sub-Programme 4.3: Qualification Development

KPI Definition Form – KPI Number: 4.3.1.1

Dimension	Description
Indicator title	Number (#) of occupational part or full qualifications reviewed or developed
Short definition	Full or part qualifications developed and submitted for registration on the NQF via the QCTO that address identified sector needs.
Purpose/importance	To monitor the development and submission of full or part qualifications that address changing/emerging/new occupations in the sector are completed in accordance with the signed SLA /MOU.
Source/collection of data	Qualification documents, attendance registers of CEP meetings, project plan and reports
Method of calculation	Count the number of part or full occupational qualifications developed or reviewed and submitted to QCTO.
Data limitations	Participation of CEP members Unavailability of CEP members QCTO processes changing
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When at least 10 part or full qualification are reviewed or developed
Indicator responsibility	Chief Operations Officer

KPI Definition Form – KPI Number: 4.3.1.2

Dimension	Description
Indicator title	Number (#) of reports on qualification review process
Short definition	Number of progress reports on qualification review process
Purpose/importance	To monitor and provide progress reports on the review of qualifications
Source/collection of data	Project plan; quarterly reports on qualification review process
Method of calculation	Count the number of reports on qualification review process
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	4 reports on qualification review process
Indicator responsibility	Chief Operations Officer



ANNEXURE F

QUARTERLY
BREAKDOWN FOR
COMBINED TARGETS

ANNEXURE F: QUARTERLY BREAKDOWN FOR COMBINED TARGETS

#	Strategic Objective	#	Key Performance Indicator	Reporting Period	Target Reporting Type	Annual Target 2019/20	Quarterly Targets			
							1 st	2 nd	3 rd	4 th
3.1.1	Increase the number of learners enrolled in the PIVOTAL programmes	3.1.1.5	# of unemployed learners entering bursary programmes	Bi-annually	Cumulative	450	100	-	-	350
			# of unemployed learners completing bursary programmes	Bi-annually	Cumulative	337	175	-	-	162
		3.1.1.6	# of employed learners entering bursary programmes	Quarterly	Cumulative	160	40	60	-	60
			# of employed learners completing bursary programmes	Quarterly	Cumulative	120	-	60	30	30
		3.1.1.11	# of unemployed learners entering internship programmes	Bi-annually	Cumulative	300	100	-	-	200
			# of unemployed learners completing internship programmes	Bi-annually	Cumulative	225	112	-	-	113
		3.1.1.14	# of Learners entering TVET occupation programme	Quarterly	Cumulative	200	50	75	75	-
			# of Learners completing TVET occupation programme	Quarterly	Cumulative	150	30	60	-	60
		3.1.1.15	# of TVET Learners entering a WIL programme	Quarterly	Cumulative	983	327	328	-	328
			# of TVET Learners completing a WIL programme	Quarterly	Cumulative	737	245	245	-	247
		3.1.1.16	# of University Learners entering workplace experience	Annually	Cumulative	228	-	-	-	228
			# of University Learners completing workplace experience	Annually	Cumulative	171	171	-	-	-
		3.1.1.17	# of employed Learners entering RPL	Annually	Cumulative	10	10	-	-	-
			# of employed Learners completing RPL assessment	Annually	Cumulative	6	-	-	-	6
		3.1.2.1	# of Learners entering AET	Annually	Cumulative	53	17	18	18	-
			# of Learners completing AET	Annually	Cumulative	40	10	15	15	-

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