Annual Performance Plan
2020/21

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

cathsseta

Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA)

ANNUAL PERFORMANCE PLAN FOR

2020/21

CHIEF EXECUTIVE OFFICER STATEMENT

I have pleasure in presenting the Annual Performance Plan for the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) for the period 1 April 2020 to 31 March 2021. This document is presented in terms of the Skills Development Act 97 of 1998, the National Skills Development Plan 2030 and the Public Finance Management Act (Act 1 of 1999, as amended).

Much work has been poured into this document to reflect the changes sweeping through the skills development arena. This includes the implementation of the National Skills Development Plan 2030 from 1 April 2020. It also notes the introduction of the revised Strategic Plan (SP) and Annual Performance Plan (APP) framework by the Department of Planning, Monitoring and Evaluation (DPME).

The educational and training landscape is constantly shifting and the continued survival of the CATHSSETA depends on the organisation embracing change and addressing increased demand for its services against limited resources. Our performance focus in the medium-term requires introducing mechanisms to address:

- Fourth Industrial Revolution
- Training provision
- Analysis of skills needs
- Increased partnerships to include worker-initiated interventions
- Sector transformation
- SMME interventions and green economy (resource efficiency)
- Monitoring and evaluation
- Addressing occupational shortages and skills gaps

CATHSSETA is committed to delivering quality services and value for stakeholders while driving continuous improvements in the business.

In conclusion, I wish to thank our stakeholders for their valuable contributions, staff members and the Department of Higher Education and Training (DHET) who contributed to this document.

Signature: _____

Keitumetse Lebaka (Ms)

Chief Executive Officer: CATHSSETA

ACCOUNTING OFFICER STATEMENT

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 2020/21, which is done 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 2020/21 – 2024/25 Sector Skills Plan and the CATHSSETA 2020/21 – 2024/25 Strategic Plan. It is also aligned with the national and provincial priorities, as reflected in the National Skills Development Plan (NSDP), 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 it with the Department of Planning, Monitoring and Evaluation's framework for strategic plans and annual performance plans (2019). This APP positions the CATHSSETA to drive delivery to our stakeholders and to the economy by using innovative approaches to performance, in line with the CATHSSETA's vision, mission and values.

The educational 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:

- Fourth Industrial Revolution

- Training provision

- Analysis of skills needs

- Increased partnerships to include worker initiated interventions

- Sector transformation

- SMME interventions and green economy (resource efficiency)

- Monitoring and evaluation

- Addressing occupational shortages and skills gaps

An intervention already implemented is the establishment of regional offices to address the historic challenge of stakeholder access to the CATHSSETA's services. These offices are instrumental in addressing the above deliverables and are key to the CATHSSETA meeting increased demands for its services.

In conclusion, I would like to express the Board's commitment to supporting the organisation as it continues to deliver excellent services to the sector and stakeholders through performance and intent as outlined in this APP for the period 2020/21.

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

Signature: _____

Victor Ramathesele (Dr)

Chairperson of the Board: CATHSSETA

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) under the guidance of CATHSSETA accounting authority.

- Takes into account all the relevant policies, legislation and other mandates for which the CATHSSETA is responsible.

- Accurately reflects the impact, outcomes and outputs, which the CATHSSETA will endeavour to achieve over the period 2020/21.

Zanele Silo (Ms)   Signature: _____

Executive Manager: Executive Support

Phetsile Magagula (Ms)   Signature: _____

Acting Chief Financial Officer

Keitumetse Lebaka (Ms)   Signature: _____

Chief Executive Officer

Approved by:

Victor Ramathesele (Dr)   Signature: _____

C**hairperson of the Board**

ABBREVIATIONS AND ACRONYMS

AET	Adult Education and Training
APP	Annual Performance Plan
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CET	Community Education and Training
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
HEI	Higher Education Institution
MOU	Memorandum of Understanding
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
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
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical, Vocational Education and Training
UoT	University of Technology

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PART Ⓐ

OUR MANDATE

PART A: OUR MANDATE

1. Relevant legislative and policy mandates

The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) was established in terms of the Skills Development Act, Act No. 97 of 1998 (as amended). The Act was promulgated to give effect to the provision of section 29 of the Constitution of the Republic of South Africa, Act No 108 of 1996. The national assembly also passed several other pieces of legislation to direct the CATHSSETA to perform specific skills development functions and conduct its operations in a particular manner as set out in the SDA. To realise the intended objectives of these statutes, the CATHSSETA commits resources to translate these laws into meaningful action.

1.1 Constitutional mandate

Section 29 of the Constitution provides all South Africans with the right to education. It states everyone has the right to:

- Basic education, including adult basic education; and

- Further education, which the state, through reasonable measures, must make progressively available and accessible.

In working towards this Constitutional imperative, the CATHSSETA must develop a credible Sector Skills Plan (SSP), supported by skills development programmes, to serve the interests of its diverse sector.

1.2 National Development Plan (NDP)

The NDP identifies skills development and education as a catalyst for economic development and growth, correctly positioning skills development and education as a necessity for people empowerment. Education must enable people to define their identity, take control of their own lives, raise healthy families and play a meaningful role in broader societal development.

The NDP acknowledges education, training and innovation are not the only solution to common national problems, but are critical in building national capacity to solve difficulties. Hence, addressing national training and education expectations requires harnessing the capacity of different institutions to be effective in delivering their respective mandates. The NDP proposes actions based on five cross-cutting, interdependent and implementable themes as depicted in table 1 below.

NDP themes	CATHSSETA support of the themes during the planning period
• Lay a solid foundation for a long and healthy life and higher educational and scientific achievements • Build a properly qualified, professional, competent and committed teaching, academic, research and public service core • Build a strong and coherent set of institutions for delivery of quality education, science and technology, training and skills development • Expand the production of highly skilled professionals and enhance the innovative capacity of the nation • Create an education and national science system that serves the needs of the society	• Support credible skills development initiatives aimed at achieving the NDP goals NSDP outcomes • Build partnerships between education institutions and employers consistent with the NSDP outcomes • Support TVET college capacity through interventions aimed at providing TVET college lecturers with exposure to industry • Build capacity of TVET lecturers in the provision of new occupational qualifications • Partner with the QCTO in the development of occupational qualifications • Establish credible assessment centres in partnership with the industry

1.3 National Skills Development Plan

The NSDP was gazetted on the 7 March 2019 to replace the National Skills Development Strategy lll. It sets out a 10-year plan for post-school education and training, and prescribes coherent planning for three to five years for SETAs based on researched data and identified participatory processes. The plan is aligned to the NDP and sets out eight outcomes for the post-school education and training environment. The outcomes and their sub-outcomes have associated performance indicators for all role-players within the PSET system.

At the policy level and in compliance with the PSET, the plan focuses the SETAs towards building relationships with workplaces, and education and training institutions. The current planning processes align the CATHSSETA goals and objectives to the outcomes of the NSDP. The table below demonstrates the trajectory from NSDS III to NSDP but also links the SSP priorities to the NSDP outcomes.

TABLE 2: NSDS III TO NSDP

NSDS goals	NSDP outcomes	CATHSSETA linked priorities
Goal1: Establishing a credible institutional mechanism for skills planning	Outcome 1: Identify and increase production of occupations in demand	• Fourth Industrial Revolution • Analysis of skills needs • Monitoring and evaluation
Goal 2: Increasing access to occupationally directed programmes	Outcome 4: Support the increase in access to occupationally directed programmes	• Learning programmes/ • Occupationally directed programmes
	Outcome 7: Encourage and support worker-initiated training	• Increased partnerships to include worker-initiated interventions
	Outcome 3: Improve the level of skills in the South African workforce	• Qualification review (QCTO function)

NSDS goals	NSDP outcomes	CATHSSETA linked priorities
Goal 3: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities	Outcome 5: Support the growth of the public college system	• Training provision • TVET capacity building • Transformation in the sector • Vertical mobility from TVET college qualification to university articulation
Goal 4: Addressing the low level of youth and adult language and numeracy skills to enable additional training	N/A	
Goal 5: Encouraging better use of workplace-based skills development	Outcome 2: Link education and workplace	• Workplace-based learning and experiential learning • Mentoring and coaching
Goal 6: Encouraging and supporting co-operatives, small enterprises, worker-initiated, NGO and community training initiatives	Outcome 6: Skills development support for entrepreneurship and co-operative development	• SE support and entrepreneurship
Goal 7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state	N/A	
Goal 8: Building career and vocational guidance	Outcome 8: Support career development services	• Priority 6: Transformation (TVET and CET capacity building) • Priority 4: Workplace-based learning and experiential learning

1.4 National skills accord

The National Skills Accord established a partnership between the DHET, communities, organised business and labour aimed at promoting common skills development and training priorities. The accord has eight commitments, with commitment four, six and seven specifically focusing on skills planning and the operations of CATHSSETA.

• Commitment four – partners commit to ensuring that part of the mandatory grant (10%) is used for funding workplace training for the University of Technology students and TVET college graduates.

• Commitment six – partners commit to improving the seniority of their delegations to the SETA board and that organised labour must approve SSPs and WSPs on the shop floor. Therefore, workplace training committees must ensure plans that address workplace skills. SETAs will not release the mandatory grants for WSPs and ATRs unless signed off by organised labour in the workplace, and protocols will be developed to ensure this process improves the quality of the SSPs.

• Commitment seven – partners commit to ensuring that the funding of training through the SDL is directed towards the training that meets the skills needs of the economy, including the training of professionals and training programmes that lead to qualifications on the NQF.

1.5 National HRD Strategy of South Africa

The National HRD Strategy of South Africa (2010 to 2030) is a social compact distilling the critical skills challenges for the socio-economic growth and development of the country. The document also sets out collective commitments for all sectors of society. The CATHSSETA, as a leading authority in the arena of skills development in its sector, is committed to realising the outcomes of the HRD Strategy as outlined in table 3 below:

TABLE 3: CATHSSETA CONTRIBUTION TO NHRDS OUTCOMES

Outcome	CATHSSETA contribution
1. Expanded access to quality education and training delivered by effective teachers/lecturers/academics in functional institutions	• Provisioning of Lecture capacity building programmes • Working in partnership with specific employers for secondment of TVET lectures to industry for experiential learning
2. Increased access WIL opportunities	• CATHSSETA will enter into partnerships with TVETs and employer organisations for work integrated learning) (WIL) opportunities • CATHSSETA has specific key performance indicators for number of learners entering workplace for experiential learning
3. Improvement in throughput and pass rates	• Partnerships with TVETS for centres of specialisation will set targets for capacity building programmes for college lectures
4. Increased numbers of publication and innovation	• CATHSSETA has performance targets within its research agenda for commissioned research each year. Accompanied by annual targets for master students, the organisation aims to contribute tangibly to increased number of publication and innovation

1.6 State of the Nation Address

The State of the Nation Address delivered by the President on 20 June 2019 offered a glimpse of government priorities post national elections. The President addressed numerous issues of strategic importance. Critical among them was the need to "improve the education system and develop the skills that we need now and into the future".

The President said we were "duty bound to improve the conditions of life for all South Africans, especially the poor". Critical in the address was the emphasis on the role of small businesses in the development of the economy. All these issues are relevant for skills development in the context of the NSDP, which has set out specific outcomes for skills support for small businesses, co-operatives and informal sector role-players.

This plan provides specific key performance indicators for funding the provision of occupational directed learning programmes for now and the future based on the 2020/21 – 2024/25 SSP and well as targets to support SEs.

1.7 White Paper on Post-School Education and Training

The White Paper was established to ensure a co-ordinated post-school education and training system, expand access, improve the quality of provision, and ensure the education and training system is responsive to citizens and employers as well as broader societal and developmental objectives. It expands the scope of education and training to include people who do not have formal education.

The White Paper simplifies the role of SETAs and builds their capacity in line with their redefined roles. SETAs will continue facilitating the development of skills for those in existing enterprises and skills pipelines in workplaces. This means SETAs ensure skills requirements of their respective industries are understood and catered for by different providers, as contemplated in this policy document. This practice means SETAs will continue to collect and supply credible data from, and to, employers. The mandatory grants will continue to be used for data gathering, while sector training and training provider capacity will be catered for through discretionary grants. In terms of the TVET college sector, the CATHSSETA was instrumental in the review of qualifications offered and improving the capacity of TVET college lecturers. In keeping with the vision of the White Paper, the CATHSSETA, via the discretionary grant, would promote the implementation of PIVOTAL programmes. As it stands, the White Paper reinforces the vision of the NDP.

2. Institutional policies and strategies

2.1 Skills Development Act 97 of 1998 (as amended)

The SDA gives effect to the establishment and the functioning of the SETAs. The Act prescribes that CATHSSETA should develop the SSP within the framework of the National Skills Development Plan (NSDP). The SSP should be translated into action by the Strategic Plan and the Annual Performance Plans. These plans support the development of industry supported learning programmes and initiatives to integrate learning to workplace, while improving labour productivity through skills interventions and monitoring the performance of skills development delivery partners.

It further requires the CATHSSETA to liaise with the National Skills Authority (NSA) regarding implementation of the NSDP as well as to submit budgets, reports and financial statements to the Director General of the DHET. The CATHSSETA is required to administer mandatory and discretionary grants to finance initiatives with employers and public and private institutions of higher learning, targeting skills development training supporting the CATHSSETA's SSP priorities.

2.1.1 Skills Development Levies Act (9 of 1999 as amended)

The Act makes provision for collection of skills development levies and distribution. The Act prescribes apportioning an amount into the account of the National Skills Fund (NSF), payment of another portion to Quality Council for Trades and Occupations (QCTO) and for use of the remainder in terms of its provisions of the Skills Development Act (SDA) 97 of 1998 and SETA grant regulations.

2.1.2 Public Finance Management Act (1 of 1999 as amended)

As a Schedule 3A public entity, the CATHSSETA is obligated to perform to the standards and legislated requirements of the PFMA (Act 1 of 1999, as amended) and other associated legislation such as the Broad-Based Black Economic Empowerment Act 53 of 2003.

2.1.3 Broad-Based Black Economic Empowerment Act 53 of 2003 (as amended)

The Act introduced amendments to Code Series 300, Statement 300: In this case, the general principles for measuring skills development prescribes compliance targets and weighting points to be claimed by measured entities. The measured entities however should demonstrate expenditure incurred for training black people ion various listed learning interventions. The Code determines that the SETA-approved "Workplace Skills Plan, an annual training report and PIVOTAL report, which are SETA approved" will constitute criteria for measured entities to receive points towards their BEE scorecards.

2.1.4 Basic Conditions of Employment Act 75 of 1997: Sectoral Determination No 5: Learnerships

The Act makes sectoral determinations establishing binding conditions of employment and rates of allowances for learners. As such, it enjoins CATHSSETA to observe compliance to the agreements entered into pursuant to skills development and support work integrated learning (WIL).

2.1.5 The SETA Grant Regulations, Notice No. 35940 of 2012

The grant regulations are drawn from the Skills Development Act. They regulate the use of monies received by the SETA and their disbursement. In disbursing these monies, the SETA must set out the output and targets in the APP, and demonstrate how they will achieve the objectives of the SSP and the NSDP.

2.1.6 PAJA (Act 3 of 2000) and POPI Act (Act 4 of 2013)

These two pieces of legislation are critical in the management of information, especially personal information, as in the case of the POPI Act. CATHSSETA has an obligation in the management of its information to promote accessibility and at the same time, protect personal information within its operation.

2.1.7 Revisions to legislative and other mandates

Government Gazette No. 42589, 22 July 2019 extended the operating licence for CATHSSETA by 10 years to 2030. Similarly, the NSDS III will be replaced by the national skills development plan 2030, effective 1 April 2020. Its implementation will have a significant impact on how the CATHSSETA approaches delivering skills development.

3. Relevant court rulings

On 7 August 2015, the Labour Court set aside Regulations 3(12) and 4(4) of the SETA Grant Regulations of 3 December 2012 Regulation 3(12): on the remaining surplus of discretionary funds that must be paid by the SETA by the first of October each year, into the National Skills Fund (NSF); and Regulation 4(4): on 20% of the total levies paid by the employer.

- The Minister of Higher Education and Training promulgated Regulation 4(4) as per Government Gazette 39592 dated 13 January 2016.

- The Labour Appeal Court has delivered a judgement on the matter, on 1 November 2017.4The Labour Appeal Court has set aside Regulation 3(12) of the SETA Grant regulations.

- In terms of the judgement, Regulation 3(12) of the Seta Grant regulations will no longer apply to SETAs and the National Skills Fund (NSF).

- The funds which the SETAs had previously disclosed as uncommitted surpluses, were due to be transferred to the NSF as a contingent liability at the end of each financial year and will now be allocated to the discretionary grant.

PART **B**

OUR STRATEGIC FOCUS

PART B: OUR STRATEGIC FOCUS

4. Situational analysis

The current CATHSSETA plans shadows the results of the recent 2019 national elections that ushered in the 6th parliament. The State of the Nation Address post the elections effectively signalled the new administration's priorities to influence public sector performance areas. Additional to these changes in the political environment, is the introduction of the new National Skills Development Plan (NSDP 2030). The NSDP 2030 has introduced a new emphasis that requires SETAs to reorient themselves towards realising the new outcomes that form part of the NSDP 2030.

The SETA Landscape was announced by the Minister HET, Science and Technology in Government Gazette No. 42589, 22 July 2019, re-licensing CATHSSETA until 2030. Whilst the CATHSSETA has been re-licensed, the Accounting Authority term of office will expire on the 31st March 2020. Other concerns to the long term CATHSSETA planning is the capacitation of the QCTO to act on and perform its mandate.

Challenges in the performance environment and mechanisms to address the challenges

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 SETA is depended on relatively small portion of its sector for revenue. The largest number of the employers within CATHSSETA falls below the prescribed threshold for contribution, owing to their size. The table below, not only provide the profile of the sector but demonstrates the portion of the SEs dependent on CATHSSETA for skills development support.

International partnerships problems are not only associated with the costs of the projects but also with work ethics and preparedness of our youth. Some of the learners on international programmes have been reported not coping with the acclimatization to the demand of workload and learning at the same time, this has been reflected in project's quarterly assessment reports. The international experience and exposure to global cultural diversity and practices is critical for our sub-sectors in order to expose the youth into world-class work ethic and customer service perspectives. In order to address possible learner dropouts, CATHSSETA will tighten learner selection criteria and ensure that intensive induction is provided prior to sending learners to international programmes and there is on-going learner support provided by the project management team.

Other challenges include increase of foreign internationals working in the sector particularly at elementary levels jobs in the hospitality sub-sector and thus depriving local youth of workplace opportunities, a more local youth targeted approach is required in this regard. The lack of training providers to address occupations in high demand particularly specialisations in high level skills has also been established as a key challenge.

This plan has made provision to identify Centres of Specialisation and will begin to address this challenge as articulated in the NSDP 2030 and the Minister (HET)'s budget vote on 12 July 2019 in parliament. The grading of service providers will also be explored as an opportunity to direct training providers to key strategic skills priorities identified in the Sector Skills Plan.

TABLE 4: EMPLOYER PROFILE

Sub-sector	Seize of Entity			Number of Entities Registered with	% in the Sector
	Small (1-49)	Medium (50-149)	Large (+150)		
Arts, Culture and Heritage	2 462	85	83	2 630	7%
Conversation	1 647	41	38	1 726	4%
Gaming and Lotteries	382	50	64	496	1%
Hospitality	27 575	768	391	28 734	72%
Sport, Recreation and Fitness	2 625	96	86	2 807	7%
Tourism and Travel	3 237	102	92	3 431	9%
Total	**37 928**	**1 142**	**754**	**39 824**	**100%**

Table 2 above depicts the employer profile of the CATHSSETA sub-sectors. Small Enterprises* (SEs) comprise a large proportion of entities registered with CATHSSETA. The Skills Development Act 97 of 1998 mandates that levy paying organisations claim their levies through the Mandatory Grant system. However, SEs with an annual payroll of less than R500 000 are exempted from paying the Skills Development Levy (SDL) and submitting Mandatory Grant applications. This impacts on the quantum of the levies CATHSSETA receives due to the proliferation of the SEs serviced by the SETA.

The sub-sectors serviced by CATHSSETA are labour intensive and constitute a major source of employment for those at the lower end of the labour market spectrum. Critical in these sub-sectors is the degree to which women, youth and migrant labour gain relatively easy access to employment and entrepreneurship. As a result, they play a significant role in addressing national unemployment.

Data on employers and employees is limited due to the dynamism of the sub-sectors. To address this weakness, CATHSSETA plans to approach Statistics SA to exploit the potential from the Satellite Tourism Account (TSA) to improve its data integrity.

CATHSSETA's skills development and planning work continues to be influenced by departmental strategies such as: the Arts and Culture Strategy, the National Sport and Recreation Plan (NSRP), the National Tourism Sector Strategy (NTSS), Tourism Human Resource Development Strategy (THRDS), and the Environment, Forestry and Fisheries Strategy. These plans stress the importance of leadership and management training in arts, culture and heritage and the need for formal training in heritage conservation and management. Skills development for conservation bodies and recognition of green skills in the conservation sub-sector remain critical tools in the current plan.

Strategic Priorities

The composition of the sector shows that the vast majority of entities (95%) are small (0-49), indicating that there is a need to support and prioritise SE development in the sector. Racial and gender disparities remain in the demographic composition of the overall sector, illustrating the need for further transformation to address employment equity disparities, especially for Black females in the sector. The majority of employees in the sector (56%) are classified as youth (less than 35); indicating that the SETA needs to prioritise and support the development of youth in the various sub-sectors. The percentage of employees with disabilities falls short of the 2% target set by government.

The technology advancement trend is critical for both skills supply and demand and for CATHSSETA to precisely identify skills requirements for qualification review, and priority skills identification across the sub-sectors. The implications for future skills planning is that the skills that will be in demand will be in computing technology, software development, artificial intelligence, robotics, etc. In addition, the soft skills required are changing to include skills such as agility, innovation, creativity, problem solving, etc. Proper planning requires that sub-sector specific skills demand and supply are identified and prioritised for funding.

There is a need for the development of entrepreneurial, ICT skills and managerial skills across the sector, particularly amongst previously disadvantaged groups to enable transformation in the sector. All sub-sectors need to invest more on succession planning in order to facilitate retention rate of young employees. This can be done through mentorship programmes to upskill youth in the sector and collaboration between HEIs, TVET colleges and Industry to facilitate a pipeline for the supply and demand of skills in the sector.

Given the trends that indicate slow economic growth, organisations within the sector need to re-skill employees on strategic and emerging skills that are likely to be in demand replacing conventional skills. CATHSSETA plans to engage organised labour in order to rollout programmes to address sector employees skills needs. The SETA in partnership with the sector stakeholders need to embark on career guidance initiatives including career exhibitions to ensure that the youth is guided to the new and emerging careers in the sector.

Summary of Actions

Planned actions for current SETA strategic skills priorities are summarised in Table 5 below:

TABLE 5: CATHSSETA'S STRATEGIC SKILLS PRIORITY AND ACTIONS

Skills Priority	Planned Actions
1. Fourth Industrial Revolution	Skills identification through Research Agenda
2. Training provision	Engagement with QCTO, Joint Implementation Plan
3. Analysis of skills needs	Research Projects articulated in the Research Agenda
4. Increased Partnerships to include worker initiated interventions	Organised Labour Engagement
5. Sector Transformation	New Teaching & Learning methods/ Workplaces, WRP
6. SE Interventions and Green Economy (Resource Efficiency)	Develop Skills development Strategy for SE, Entrepreneurship, New enterprises & Informal Traders
7. Monitoring and Evaluation	Review and elevate Monitoring and Evaluation
8. Addressing Occupational Shortages and Skills gaps	Apprenticeship Learnerships WIL and Internships Bursaries Skills Programmes

Measures to support National Strategies and Plans

The impetus to support National Strategies and Plans is embedded in the CATHSSETA strategy and the six sub-sector strategies. These are implemented in through partnerships with National Departments responsible for the economic sectors. The newly aligned and merged National Departments will require CATHSSETA to review partnership arrangements.

The National Department of Sports, Arts and Culture, Department of Tourism, Department of Environment, Forestry and Fisheries, Department of Agriculture, Land Reform and Rural Development, and the Department of Trade and Industry are custodians of the following sector strategies related to CATHSSETA:

• National Cultural Industries Skills Academy, (NaCISA)

• Mzansi Golden Economy (MGE) strategy

• The National Sports and Recreation Plan (NSRP 2030)

• National Tourism Sector Strategy (NTSS)

• Tourism Human Development Strategy

Other specific measures initiated include:

- Accreditation support

- CATHSSETA will partner with institutions engaged in RPL in terms of planning and implementation.

4.1 External environment analysis

External environmental factors influencing the organisation were analysed using the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis tool. Political instability and Economic uncertainty post national elections were identified as dominant factors mainly due to high unemployment levels, service delivery protest due to slow economic growth and lack of access to information communication technologies. Table 6 below provides a summary of some of the factors identified during the strategic planning session.

TABLE 6: PESTEL ANALYSIS

Political Factors	Economic Factors
• SETA re-established for 10 years	• Slow economic growth at less than 1% • Less levy paying employers if economy not growing sufficiently.
Environmental	**Legal Factors**
• Printing dependent versus explore technology use, paperless submissions, towards electronic version. • Green Economy • Climate Change effects	• Dependent on the political decisions on SETA landscape. Some Regulations may have to be reviewed as a result. • The NSFAS target of the SETAs similar to NSFAS and needs to be reviewed. • Regulation of the administration budget limits the achievement of SETA targets.
Social Factors	**Technological Factors**
• High unemployment rate (youth unemployment constitutes a high risk to national stability) versus the entrepreneurship proposed programmes as per the NSDP.	• Innovation and technology that will influence the industry and market. • E-learning proposed. • The 4th Industrial Revolution will affect the manner things are done within the sector and beyond (the digitization, automation and computation of services will affect the sector drastically, it could be a positive and negative as 4th IR is perceived as a threat to jobs).

4.2 Internal Environment Analysis

The internal organisational factors were analysed using the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis tool. Organisational Strengths were identified as its visibility in all nine provinces, strong branding and its work readiness programme. Opportunities were identified as increased demand for skills and qualification review processes. Weaknesses were identified as limited funding, high learner dropout rate and capacity building for employees. Additional factors are categorised in table 7 below.

Strengths	Weaknesses
• Transparency in processes	• Funding (limited funding) from a levies perspective
• Accessibility through regional offices	• Funding policy (three year)
• Strong branding	• Capacity building for employees
• Work readiness programme	• Legislation
• Track and Trace studies	• Language barrier (material in English only)
• Regional Offices participate in provincial skills development forums and SETA Clusters	• High level of student drop out
• Increase in number of training providers	• Inconsistency on what we do
• Increased CATHSSETA visibility in rural areas	• Decision makers do not anticipate ripple effect of decisions made
• Portability of skills	• Divided processes, lack of updated SOPs
	• Limited resources hampering operations
Opportunities	**Threats**
• Improve revenue generation	• Funding and Legislation
• Legislation	• ETQA – uncertainty
• Skills Mismatch (Supply & Demand) – an opportunity to influence the curriculum	• Skills Mismatch (supply and demand) -
• Improve on qualifications	• TVET College Protests
• Keen interest in dealing with skills development	• Gate keepers, point of entry hampering the selection of suitable learners
• Conducive environment created by the Premier Offices	

Management Capacity

The continuous improvement processes in the capacity building of existing management is critical for the long-term performance and value offerings of CATHSSETA. The implementation of the NSDP 2030 is likely to see the Quality Assurance role of SETAs change structure and focus and the strengthening of the role of Monitoring and Evaluation function which will also require management capacity in the future. The organisation is also going through a review of its organisational structure to align itself with the new requirements of the NSDP and also possibly look into strengthening the Monitoring and evaluation function in the future. This will require a review of the budget of all the M&E functions in the future. Therefore, there are winds of change blowing and management and the board need to be ready to play their respective roles to steady the organisation.

The DHET has also initiated a process through the DPME and government wide to review the current Strategic planning and Annual Performance Plan framework to be in line with the NDP and NSDP 2030. As the NDP and the NSDP have a sharp focus on the strengthening of the M&E function within all government departments and entities, it's only a matter of time that CATHSSETA will also follow suit to align to this requirement. Therefore, the DHET has introduced a revised framework of the compilation of the Strategic Plan and Annual Performance Plans for national departments and entities effective from the current planning cycle for 2020/21. CATHSSETA has complied with these requirements in the current version of our planning documents, the SP and APP respectively.

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 plan benefitted from the oversight and governance function performed by the Accounting Authority. CATHSSETA established Board committees to further strengthen governance and accountability. The committees include Executive, Finance and Remuneration, Audit and Risk, and Governance and Strategy. They play an oversight role to ensure the SETA maintains exceptional performance standards. Each has developed and adopted Committee Charters that respectively outline their functions and responsibilities.

As stated in the preceding section, whilst the SETA lifespan had been extended, the Accounting Authority term of office expires on the 31st March 2020. The implementation of this APP will therefore be overseen by a new Accounting Authority.

Technology

CATHSSETA has advanced technological infrastructure including video conference facility, online grants application, VIP for all HR support processes which covers payroll and self-service leave application. Data management systems are also in place for the storage and retrieval of performance information.

TABLE 8: OVERVIEW OF 2020/21 BUDGET AND MTEF EXPENDITURE ESTIMATES

Expenditure Estimates	MEDIUM TERM REVENUE/ EXPENDITURE ESTIMATES WITH AMOUNTS IN R'0				Estimated Performance	Medium Term Expenditure Estimate		
	Audited Figures							
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/2022	2022/2023
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Revenue								
Investment & other Income	11,393	18,732	27,558	35,111	-	-	-	-
Transfers received from DHET and other departments	**305,033**	**330,973**	**352,024**	**357,790**	**369,430**	**388,271**	**407,684**	**427,253**
Mandatory Grants	73,413	81,806	83,201	89,385	92,358	97,068	101,922	106,814
Discretionary Grants	193,233	204,920	223,221	221,446	228,584	240,242	252,254	264,362
Administration	38,387	44,247	45,602	46,959	48,488	50,961	53,509	56,077
Total Revenue	**316,426**	**349,705**	**379,582**	**392,901**	**369,430**	**388,271**	**407,684**	**427,253**
Expenses								
Current expenses	**68,590**	**66,718**	**69,042**	**66,656**	**48,488**	**50,961**	**53,509**	**56,077**
Compensation of employees	19,872	22,692	24,439	24,332	26,223	27560	28938	30327
Goods and services comprising:								
Depreciation and amortization	1,048	1,012	1,915	1,862	2,112	2,220	2,331	2,443
Operating lease rentals	4,334	4,659	5,592	5,886	5,486	5,766	6,054	6,345
QCTO Contribution	1,040	1,520	1,686	2,347	1,901	1,998	2,098	2,199
Maintenance, repairs and running costs	976	470	49	-	343	360	379	397
Advertising, marketing, promotions and communication	1,278	811	927	1,150	950	998	1,048	1,099
Entertainment expenses	273	-	-	-	63	66	70	73
Consultancy and service provider fees	15,525	8,101	16,667	15,173	950	1,243	1,305	1,368
External auditor's remuneration	3,759	2,827	2,884	4,099	3,062	3,218	3,379	3,541
Legal Fees	13,002	9,166	3,181	2,942	1,981	2,082	2,186	2,291

MEDIUM TERM REVENUE/ EXPENDITURE ESTIMATES WITH AMOUNTS IN R'0

Expenditure Estimates	Audited Figures			Estimated Performance	Medium Term Expenditure Estimate		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/2022	2022/2023
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Interest paid	18	-	-		233			-
Travel and subsistence	**541**	**935**	**1,378**	**1,018**	**639**	**672**	**705**	**739**
Staff wellness, training and development	228	1,320	1,539	1,883	1,400	1,471	1,545	1,619
Remuneration to committee members	583	9,423	2,506	2,048	2,112	2,220	2,331	2,443
Other administration expenses	6,113	3,782	6,279	3,916	1,033	1,086	1,140	1,195
Transfers and subsidies	205,976	194,000	272,671	315,567	320,942	337,310	354,176	371,176
Mandatory Grants	45,919	29,466	48,931	53,845	92,358	97,068	101,922	106,814
Discretionary Grants	160,057	164,534	223,740	261,722	228,584	240,242	252,254	264,362
Donor Funding Income	-	-	-	-				
Total Expenses	**274,566**	**260,718**	**341,713**	**382,223**	**369,430**	**388,271**	**407,684**	**427,253**
Surplus/(deficit)	**41,860**	**88,987**	**37,869**	**10,678**	**-**	**0**	**0**	**0**

Relating expenditure trends to strategic outcome statements

- The 5.6% percentage change in revenue income between 2019/20 to 2020/21 is estimated based on current market returns. The revenue growth rate between 2020/21 and 2021/22 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 allows for the Programme allocation to be revised for the period 2020/21.

TABLE 9: CATHSSETA PROGRAMMES FOR 2020/21

Programme No	Programme name	Programme budget	Budget: 2020/2021 R'000
1	Administration	Administration (current) expense	50 960
2	Planning	Transfers and subsidies (supported through mandatory and discretionary grants)	101 207
3	Learning programmes		229 625
4	Quality assurance		6 478
Total			**388 270**

- 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.

- The CATHSSETA has challenges in maintaining administration expenditure within the set threshold. The executive authority has been appraised and the necessary approvals been granted. Section 14(3)(b) as read with sections 14(3A)(a) and 14(3B) of the Skills Development Levies Act of 1999 states 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 that financial year. The CATHSSETA has been unable to remain within the 10.5% administration cost limitation due to having a lower base of levy collection in comparison to other economic sectors. Now it is embarking on a revenue growth initiative, which, in turn, will result in expenditure being within the set thresholds in future years.

PART C

MEASURING OUR PERFORMANCE

PART C: MEASURING OUR PERFORMANCE

5. Institutional programme performance information

5.1 Programme 1: Administration

Purpose: to provide governance oversight, strategic management, sound financial and supply chain management capacity, corporate and administrative support. It comprises sub-programmes: Corporate Services, Finance, Governance, Legal and compliance and Communications

Sub-programme 1.1: Corporate services

Purpose: To establish effective corporate services functions for the CATHSSETA

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

| # | Outcome | # | Output | Output Indicator | Actual Performance | | | Estimated Performance | Annual Targets | MTEF | |
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
1.1.1	An effective administration maintained	1.1.1.1	Skilled workforce	% of employees that received training as per approved training plan	N/A	45%*	100%	80%	80%	80%	80%
		1.1.1.2	Efficient ICT System	% IT system availability	100%	N/A	100%	90%	90%	90%	90%

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Q1	Q2	Q3	Q4
1.1.1.1	% of employees that received training as per approved training plan	Quarterly	Cumulative	80%	-	40%	-	80%
1.1.1.2	% IT system availability	Quarterly	Non-cumulative	90%	90%	90%	90%	90%

Sub-programme 1.2: Finance

Purpose: To ensure delivery of sound efficient financial management and administrative support

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance	Annual Targets			
					2016/17	2017/18	2018/19	2019/20	2020/21	MTEF 2021/22	2022/23
1.2.1	An effective administration maintained	1.2.1.1	National transformation targets supported through SCM	% implementation of the SCM Transformation Charter	N/A	N/A	N/A	N/A	50%	50%	50%
		1.2.1.2	Compliance control measures monitored	% compliance to control measures for expenditure monitoring	N/A	N/A	N/A	N/A	100%	100%	100%

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Target Reporting Type	Reporting Period	Annual Target 2020/21	Q1	Q2	Q3	Q4
1.2.1.1	% implementation of the SCM Transformation Charter	Non-cumulative	Quarterly	50%	50%	50%	50%	50%
1.2.1.2	% compliance to control measures for expenditure monitoring	Non-cumulative	Quarterly	100%	100%	100%	100%	100%

Sub-programme 1.3: Governance

Purpose: To promote good governance at CATHSSETA

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance	Annual Targets	MTEF	
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
1.3.1	Enhanced corporate governance	1.3.1.1	Effective corporate governance	% adherence to governance charter	N/A	N/A	N/A	100%	100%	100%	100%
		1.3.1.2		# of risk register monitoring reports	N/A	N/A	4	4	4	4	4
		1.3.1.3		# of implementation reports on audit action items	N/A	N/A	N/A	N/A	4	4	4

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Q1	Q2	Q3	Q4
1.3.1.1	% adherence to governance charter	Quarterly	Non-cumulative	100%	100%	100%	100%	100%
1.3.1.2	# of risk register monitoring reports	Quarterly	Cumulative	4	1	2	3	4
1.3.1.3	# of implementation reports on audit action items	Quarterly	Cumulative	4	1	2	3	4

Sub-programme 1.4: Legal and compliance

Purpose: To ensure contracts concluded by CATHSSETA are legally sound, mitigate contractual legal risk and comply with the applicable legal contractual terms and conditions, eventually leading to the achievement of the CATHSSETA's predetermined strategic objectives.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance	MTSF		
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
1.4.1	An effective administration maintained	1.4.1.1	Legally compliant contracts	% contracts compliant	N/A	N/A	100%	100%	100%	100%	100%

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
1.4.1.1	% contracts compliant	Quarterly	Non-cumulative	100%	100%	100%	100%	100%

Sub-programme 1.5: Communications

Purpose: To manage CATHSSETA's stakeholder relations internally and externally and to strengthen CATHSSETA as a brand while managing the reputation of the organisation

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance 2019/20	Annual Targets 2020/21	MTEF	
					2016/17	2017/18	2018/19			2021/22	2022/23
1.5.1	An effective administration maintained	1.5.1.1	Implement the corporate communications strategy for CATHSSETA	# of CATHSSETA stakeholder engagements implemented	16	6	6	6	6	6	6
	Improved career development services	1.5.1.2	Career development services accessible to all especially in rural areas and targeted beneficiaries	# of sector career guidance booklets produced	6	6	6	6	6	6	6
		1.5.1.3		# of sector career guidance interventions	25	15	27	20	20	25	26

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Target Reporting Type	Reporting Period	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
1.5.1.1	# of CATHSSETA stakeholder engagements implemented	Cumulative	Quarterly	6	1	3	5	6
1.5.1.2	# of sector career guidance booklets produced	Non-cumulative	Annually	6	6	-	-	-
1.5.1.3	# of sector career guidance interventions	Cumulative	Quarterly	20	8	16	17	20

5.2 Programme 2: Skills planning

The purpose of this programme is to ensure that research is conducted to inform planning in order to provide information services that informs decision-making, leading to the achievement of the CATHSSETA predetermined strategic objectives.

Sub-programme 2.1: Research and Sector Skills Plan

Purpose: To have decision-making that is informed by research and develops a well-researched Sector Skills Plan in line with the SSP framework.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

| # | Outcome | # | Output | Output Indicator | Actual Performance | | | Estimated Performance | | MTSF | |
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
2.1.1	Identified and increased production of occupations in demand	2.1.1.1	Research agenda	% of research agenda outputs achieved	80%	100%	100%	100%	100%	100%	100%
		2.1.1.2	AA approved SSP	Researched SSP approved by the AA	1	1	1	1	1	1	1

Indicators, annual and quarterly targets for 2020/21

| # | Output Indicator | Reporting Period | Target Reporting Type | Annual Target 2020/21 | Quarterly Targets | | | |
					1st	2nd	3rd	4th
2.1.1.1	% of research agenda outputs achieved	Quarterly	Cumulative	100%	-	50%	-	100%
2.1.1.2	Researched SSP approved by the AA	Annually	Non-Cumulative	1	-	1	-	-

5.3 Programme 3: Learning programmes and projects

The purpose of the programme is establish partnerships and facilitates the delivery of skills development, and provides support services for the sector. This programme comprises: Occupationally directed programmes, special projects, and career guidance.

Sub-programme 3.1: Occupationally directed programmes

Purpose: 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 programmes. The table below outlines the 2020/23 CATHSSETA outcomes and outputs to address strategic priority occupations list identified in the current Sector Skills Plan.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

| # | Outcome | # | Output | Output Indicator | Actual Performance | | | Estimated Performance 2019/20 | MTSF | | |
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
3.1.1	Education linked to workplace	3.1.1.1	Learning programme opportunities for the unemployed	# of unemployed learners entering learning programmes	1717	2300	1908	3281	2430	2552	2679
		3.1.1.2		# of unemployed learners completing learning programmes	775	1150	1108	2459	1260	1323	1389
	Improved levels of skills in the South African workforce	3.1.1.3	Employees trained and supported through skills development interventions	# of employed learners entering learning programmes	752	1359	1950	797	865	908	954
		3.1.1.4		# of employed learners completing learning programmes	626	610	540	598	518	544	571
	Access to occupationally directed programmes improved	3.1.1.5	Artisans produced	# of learners on Artisan development programmes	N/A	N/A	1	N/A	270	0	162
		3.1.1.6	Artisan Recognition of Prior Learning/ Artisan RPL	# of employed Learners on RPL	N/A	N/A	N/A	16	22	23	24

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance	MTSF		
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3.1.2	Growth of the public college system supported	3.1.2.1	Partnership projects implemented with TVET Colleges, universities and sector employers	# Partnership projects implemented with TVET Colleges, universities and sector employers	2	6	5	8	34	36	38

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
3.1.1.1	% of research agenda outputs achieved	Quarterly	Cumulative	100%	-	50%	-	100%
3.1.1.1	# of unemployed learners entering learning programmes	Quarterly	Cumulative	2430	740	370	370	950
3.1.1.2	# of unemployed learners completing learning programmes	Quarterly	Cumulative	1260	334	256	256	414
3.1.1.3	# of employed learners entering learning programmes	Quarterly	Cumulative	865	301	214	187	163
3.1.1.4	# of employed learners completing learning programmes	Quarterly	Cumulative	519	101	144	161	113
3.1.1.5	# of learners on Artisan development programmes	Quarterly	Cumulative	270	-	135	135	-
3.1.1.6	# of employed Learners on RPL	Quarterly	Cumulative	22	-	-	16	6
3.1.2.1	# Partnership projects implemented with TVET Colleges, universities and sector employers	Quarterly	Cumulative	34	15	14	5	-

Sub-programme 3.2: Special projects

Purpose: To ensure that projects targeting transformation in the sector are implemented.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance 2019/20	MTSF		
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3.2.1	Entrepreneurship and cooperative development supported through skills development	3.2.1.1	Local small enterprises and cooperatives supported	# of Small Enterprises (SEs) supported through training interventions	0	0	100	185	180	196	206
		3.2.1.2		# of Co-operatives supported through training interventions	N/A	5	3	4	4	4	4
		3.2.1.3	People trained on entrepreneurial skills	# of people to be trained on entrepreneurial skills	0	0	0	0	10	10	10
		3.2.1.4	People trained on entrepreneurship to start their businesses (e.g. new venture creations)	# of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	0	0	0	0	10	10	10
		3.2.1.5	CBOs, NGOs and NPOs supported through skills training	# of NGOs/NPOs/CBOs supported through skills training	0	0	6	8	8	8	8
	Improved levels of skills in the South African workforce	3.2.1.6	Worker initiated training (federations/ trade unions) interventions supported through capacity building	# of worker initiated training (federations/ trade unions) interventions supported through capacity building	0	0	3	4	4	4	4

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
3.2.1.1	# of Small Enterprises (SEs) supported through training interventions	Annually	Non-cumulative	180	-	-	-	180
3.2.1.2	# of Co-operatives supported through training interventions	Quarterly	Cumulative	4	-	-	2	4
3.2.1.3	# of people to be trained on entrepreneurial skills	Annually	Non-cumulative	10	-	-	10	-
3.2.1.4	# of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	Annually	Non-cumulative	10	-	-	-	10
3.2.1.5	# of NGOs/NPOs/CBOs supported through skills training	Quarterly	Cumulative	8	-	-	4	8
3.2.1.6	# of worker initiated training (federations/trade unions) interventions supported through capacity building	Quarterly	Cumulative	4	-	-	2	4

Sub-programme 3.3: Mandatory grants

Purpose: To collect reliable employer data used in updating sector plans.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance	MTSF		
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
3.3.1	Identified and increased production of occupations in demand	3.3.1.1	Mandatory Grants approved	# of Mandatory Grants approved	966	965	970	1020	1050	1080	1134

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
3.3.1.1	# of Mandatory Grants approved	Annually	Non-cumulative	1050	-	1050	-	-

5.4 Programme 4: Quality assurance

Purpose: The purpose of this programme is to ensure successful quality assurance delivery of skills development learning interventions and results through monitoring and evaluation to improve and transform the sector.

Sub-programme 4.1: Provider accreditations

Purpose: To provide accreditation support to the sector

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

| # | Outcome | # | Output | Output Indicator | Actual Performance | | | Estimated Performance | MTSF | | |
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
4.1.1	Growth of the public college system	4.1.1.1	TVET Lectures exposed to the industry through Skills Programmes	# of TVET Lectures exposed to the industry through Skills Programmes	250	102	320	100	105	110	115

Indicators, annual and quarterly targets for 2020/21

| # | Output Indicator | Reporting Period | Target Reporting Type | Annual Target 2020/21 | Quarterly Targets | | | |
					1st	2nd	3rd	4th
4.1.1.1	# of TVET Lectures exposed to the industry through Skills Programmes	Quarterly	Cumulative	105	-	53	105	

Sub-programme 4.2: Quality assurance

Purpose: To provide quality assurance support services

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

| # | Outcome | # | Output | Output Indicator | Actual Performance | | | Estimated Performance 2019/20 | 2020/21 | MTSF | |
					2016/17	2017/18	2018/19			2021/22	2022/23
4.2.1	Improved sector capacity to deliver on skills development interventions	4.2.1.1	Certification support services provided	% of learner completion achievement reports or certificates issued	100%	100%	N/A	100%	100%	100%	100%
		4.2.1.2		# of reports on registered ETD practitioners and learning programmes evaluated	N/A	N/A	N/A	8	8	8	8

Indicators, annual and quarterly targets for 2020/21

| # | Output Indicator | Target Reporting Type | Reporting Period | Annual Target 2020/21 | Quarterly Targets | | | |
					1st	2nd	3rd	4th
4.2.1.1	% of learner completion achievement reports or certificates issued	Non-cumulative	Quarterly	100%	100%	100%	100%	100%
4.2.1.2	# of reports on registered ETD practitioners and learning programmes evaluated	Cumulative	Quarterly	8	2	4	6	8

Sub-programme 4.3: Qualification development

Purpose: To provide current and futuristic qualification development support to the sector.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	Outcome	#	Output	Output Indicator	Actual Performance			Estimated Performance	MTSF		
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
4.3.1	Improved sector capacity to deliver on skills development interventions	4.3.1.1	Qualifications developed in line with the occupations in high demand identified	# of occupational part or full qualifications reviewed or developed	2	4	6	8	10	12	13

Indicators, annual and quarterly targets for 2020/21

#	Output Indicator	Target Reporting Type	Reporting Period	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
4.3.1.1	# of occupational part or full qualifications reviewed or developed	Non-cumulative	Annually	10	-	-	-	10

Sub-programme 4.4: Monitoring and evaluation

Purpose: To put in place monitoring, evaluation, reporting and learning plans and to measure progress towards the achievement of planned targets, and to use monitoring findings to improve performance, future planning and budgeting.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

| # | Outcome | # | Output | Output Indicator | Actual Performance | | | Estimated Performance 2019/20 | 2020/21 | MTSF | |
					2016/17	2017/18	2018/19			2021/22	2022/23
4.4.1	An effective administration maintained	4.4.1.1	Interventions implemented to measure Monitoring, Evaluation Reporting and Learning programmes implemented	# of monitoring reports produced	5	5	5	5*	8	8	8
		4.4.1.2		# of evaluation reports to measure the level of reaction, learning, and results of learners	N/A	N/A	N/A	N/A	2	4	4
		4.4.1.3		# of impact assessments conducted	N/A	N/A	N/A	1	1	1	1

Previously # of performance information reports produced

Indicators, annual and quarterly targets for 2020/21

| # | Output Indicator | Target Reporting Type | Reporting Period | Annual Target 2020/21 | Quarterly Targets | | | |
					1st	2nd	3rd	4th
4.4.1.1	# of Monitoring Reports produced	Cumulative	Quarterly	8	2	4	6	8
4.4.1.2	# of evaluation reports to measure the level of reaction, learning, and results of learners	Cumulative	Quarterly	2	0	1	2	0
4.4.1.3	# of impact assessments conducted	Non-cumulative	Annually	1	-	-	-	1

6. Explanation of planned performance over the medium-term period

6.1 Programme 1: Administration

Impact statement

Ethical governance and resourced CATHSSETA operations: Ethical governance remains a critical component in ensuring the SETA delivers on its mandate as stipulated in the National Skills Plan 2030.

The purpose of programme 1 is to ensure governance oversight, strategic management, sound financial and supply chain management capacity, corporate and administrative support is provided. It comprises sub-programmes: corporate services, finance, governance, legal and compliance and communication. The outcomes and outputs linked to this programme are clearly listed in the table below.

TABLE 10: OUTPUTS AND OUTCOMES FOR PROGRAMME 1: ADMINISTRATION

Sub-programmes	Outputs	Outcomes
Corporate Services	Skilled workforce	An effective administration maintained
	Efficient ICT System	
Finance	National transformation targets through SCM	
	Compliance control measures monitored	
Governance	Effective corporate governance	Enhanced corporate governance
Legal and compliance	Legally compliant contracts	An effective administration maintained
Communications	Implement the corporate communications strategy for CATHSSETA	
	Career development services accessible to all especially in rural areas and targeted beneficiaries	Improved career development services

6.2 Programme 2: Skills planning

Impact statement

Improved and effective stakeholder management and increased number of partnerships with employers, training providers, other SETAs and relevant institutions, improved access and increased capacity to meet industry skills needs, supported by reliable research, by the end of the five-year period

The purpose of this programme is to ensure research is conducted to inform skills planning in the sector so as to provide performance information services. This will aid management decision-making, leading to the achievement of the CATHSSETA's predetermined strategic objectives. The skills planning programme has three sub-programmes, namely research, sector skills plan and planning with outcomes, outputs and measurable output indicators. These are developed to ensure that quality, reliable and relevant data is used to develop useful plans.

Table 11 below outlines the contribution of outputs towards achieving the outcomes and impact in the Strategic Plan aligned to the mandate of the CATHSSETA over the medium term, as well as the achievements in prioritising women, youth and people with disabilities.

TABLE 11: OUTPUTS AND OUTCOMES FOR PROGRAMME 2: SKILLS PLANNING

Sub-programmes	Outputs	Outcomes
Research & Sector Skills Plan	Research agenda	Identified and increased production of occupations in demand
	AA approved SSP	

6.3 Programme 3: Learning programmes and projects

Impact statement

Prioritised support for career development services related to the sector to improve access to occupational directed programmes offered in the college system by 2030.

The Purpose of the programme is establish partnerships and facilitates the delivery of skills development, and provides support services for the sector. This programme comprises: Occupationally directed programmes, Special Projects, and Mandatory Grants.

TABLE 12: OUTPUTS AND OUTCOMES FOR PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

Sub-programmes	Outputs	Outcomes
Sub-programme 3.1: Occupationally Directed Programmes	Learning programme opportunities for the unemployed	Education linked to workplace
	Employees trained and supported through skills development interventions	Improved levels of skills in the South African workforce
	Artisans produced	Access to occupationally directed programmes
	Artisan Recognition of Prior Learning/ Artisan RPL	
	Partnership projects implemented with TVET Colleges, universities and sector employers	Growth of the public college system supported
Sub-programme 3.2: Special Projects	Local small enterprises and cooperatives supported	Entrepreneurship and cooperative development supported through skills development
	People trained on entrepreneurial skills	
	People trained on entrepreneurship to start their businesses (e.g. new venture creations)	
	Skills support initiatives for CBOs, NGOs and NPOs	
	Worker initiated training (federations/ trade unions) interventions supported through capacity building	Improved levels of skills in the South African workforce
Sub-programme 3.3: Mandatory Grants	Mandatory Grants approved	Identified and increased production of occupations in demand

6.4 Programme 4: Quality assurance

Purpose: The purpose of this programme is to maintain good quality assurance standards, and put in place monitoring, evaluation, reporting and learning plans. To measure progress towards the achievement of planned targets, and to use monitoring findings to improve performance, and future planning and budgeting.

TABLE 13: OUTPUTS AND OUTCOMES FOR PROGRAMME 4: QUALITY ASSURANCE

Sub-programmes	Outputs	Outcomes
Sub-programme 4.1: Provider Accreditations	TVET Lectures exposed to the industry through Skills Programmes	Growth of the public college system
Sub-programme 4.2: Quality Assurance	Certification support services provided	Improved sector capacity to deliver on skills development interventions
Sub-programme 4.3: Qualification Development	Qualifications developed in line with the occupations in high demand identified	
Sub-programme 4.4: Monitoring & Evaluation	Interventions implemented to measure Monitoring, Evaluation Reporting and Learning programmes implemented	An effective administration maintained

7. Programme resource considerations

The CATHSSETA uses the Discretionary Grant Funding Model as prescribed by the SETA grant regulations, allocating at least 80% of its available discretionary grants within a financial year to PIVOTAL programmes. A maximum of 20% of discretionary grants are allocated to the funding of non-PIVOTAL programmes. The 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 not catered for in the discretionary grant funding windows.

Occupationally directed programmes such as professional, vocational qualifications (through bursary funding), learnerships, skills programmes, work integrated learning and internships are used to address occupational shortages identified in the SSP. The CATHSSETA allocates at least 80% of discretionary grants to such programmes according to this apportionment:

• 60% of funding is made available to all stakeholders falling within CATHSSETA's sectors through the allocated discretionary grant window. The grant window is open before implementation of the skills development intervention in order to address the objectives of the APP.

• 20% of funding is allocated to projects addressing strategic interventions such as addressing rural area's needs, TVET capacity building, youth development programmes, adult education and training (AET), recognition of prior learning (RPL), research, post-graduate degrees (Master's and PhD), people with disabilities and small enterprises. A separate grant application window is opened to address the specific strategic need.

A breakdown of the costs for each programme is provided in these tables:

Programme 1: Administration

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	4	4	-
Paterson D	10	9	1
Paterson C	23	16	7
Paterson B	6	6	-
Paterson A	1	1	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	66 718	22 692	34%	40	567
2017/18	69 042	24 438	35%	48	509
2018/19	66 656	26 493	40%	46	576
2019/20	48 488	26 092	54%	44	593
2020/21	50 960	27 657	54%	45	615
2021/22	53 509	29 317	55%	46	637

Human resources expenditure trends and staff complement

Programme		Actual R'000				Current	Budget R'000/projected		
No	Description	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1	Human Resources	24 354	26 262*	39 210	47 017	49 818	26 091	27 657	29 316
2	Number of staff	80	96	93	105	115	110	112	115

Programme no	Sub-programme no	Sub-programme name	Admin budget	Mandatory grants (20%)	Discretion-ary grant (49.5%)	Admin (7.5%) for CATHSSETA project manage-ment cost
			R'000	R'000	R'000	R'000
Programme1: Administration	1.1	Corporate services	31 741	-	-	-
	1.2	Finance	9 209	-	-	-
	1.3	Governance	10 010	-	-	-
	1.4	Legal and compliance	-	-	-	-
	1.5	Communications				
			50 960	**-**	**-**	**-**
						50 960

Programme 2: Planning

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	1	1	-
Paterson D	2	2	-
Paterson C	2	2	-
Paterson B	2	2	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	36 097	3 961	11%	7	566
2017/18	51 000	1 153	2%	3	384
2018/19	58 827	3 750	6%	7	536
2019/20	97 731	5 084	5%	7	726
2020/21	101 207	5 389	5%	7	770
2021/22	106 267	5 712	5%	7	816

Programme no	Sub-programme no	Sub-programme name	Admin budget	Mandatory grants (20%)	Discretion-ary grant (49.5%)	Admin (7.5%) for CATHSSETA project manage-ment cost
			R'000	R'000	R'000	R'000
Programme 2: Skills planning	2.1	Research agenda, SSP	-	-	4 138	-
	2.2	Mandatory grants		97 068	-	-
						10 127

Programme 3: Learning programmes and projects

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	1	1	-
Paterson D	10	9	1
Paterson C	33	31	2
Paterson B	11	11	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	152 173	14 589	10%	43	339
2017/18	221 835	20 757	9%	52	399
2018/19	207 880	20 836	10%	57	366
2019/20	215 274	24 062	11%	55	437
2020/21	229 625	25 505	11%	56	455
2021/22	241 106	27 036	11%	57	474

Programme no	Sub-programme no	Sub-programme name	Admin budget	Mandatory grants (20%)	Discretion-ary grant (49.5%)	Admin (7.5%) for CATHSSETA project manage-ment cost
			R'000	R'000	R'000	R'000
Programme 3: Learning programmes and Projects	1.1	# of learners entering (enrolled) Learnership programmes	-	-	32 040	-
	1.2	# of learners entering bursary programmes	-	-	50 850	-
	1.3	# of Learners entering SKILLS programmes	-	-	4 212	-
	1.4	# of learners entering internships	-	-	28 656	-
	1.5	# of TVET learners placed in a WIL programme	-	-	33 210	-
	1.6	# of artisans entering training programmes	-	-	26 400	-
	1.7	# of learners supported through industry funded interventions	-	-	-	-
	1.1	# of learners entering AET (skills programme)			792	
		Applications processed for service providers			478	
		Legacy qualifications reviewed			4 500	
	2	Other projects	-	-	9 704	
	3	Monitor assurance to quality standards and % of learner completion certificates issued			1 500	21 313
	4	Mandatory grants		97 068		
			-	-	**192 343**	**21 313**
						310,724

Programme 4: Quality assurance

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	1	1	-
Paterson D	10	9	1
Paterson C	33	31	2
Paterson B	11	11	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	2 828	14 589	516%	43	339
2017/18	3 775	20 757	550%	52	399
2018/19	7 432	-	-	-	-
2019/20	7 938	24 062 003	303%	55	437
2020/21	6 478	25 505 724	394%	56	455
2021/22	6 802	27 036 066	397%	57	474

Programme no	Sub-programme no	Sub-programme name	Admin budget	Mandatory grants (20%)	Discretion-ary grant (49.5%)	Admin (7.5%) for CATHSSETA project manage-ment cost
			R'000	R'000	R'000	R'000
Programme 4: Quality assurance	1.1	# Performance monitoring reports submitted	-	-	3 000	-
	1.2	# Performance evaluation reports submitted	-	-	2 600	-
						1 441
			-	**-**	**5 600**	**1 441**
						7 041

8. Key risks

Programme 1: Administration

Outcome	Output	Key Risk	Risk Mitigation
An effective administration maintained	Skilled workforce Efficient ICT system	Inadequate skills/lack of appropriate skills within the entity resulting to inability to achieve set strategic objectives. Lack of business continuity Loss of data resulting to inaccurate reporting and reputation.	Implementation of approved Employee Value Proposition (EVP) has commenced and it is on-going. Execution and monitoring of the migration plan to be reported to the ICT steering committee Migration review Audit
	Support national transformation targets through SCM	Ineffective Supply Chain Management leads to increased audit findings and non- achievement of set targets.	Review and implementation of the SCM policy
	Legally compliant contracts	Inadequate contract management within the entity resulting to litigations. Irregular expenditure and operations of the SETA.	Implement formal training of staff and managers on contract management
Enhanced corporate governance	Effective corporate governance	Ineffective governance structures within the entity.	Continuous development, induction and training for Board members and sub-committee members of the various governance structures
Improved career development services	Career development services accessible to all especially in rural areas and targeted beneficiaries	Inability to promote CATHSSETA's skills development interventions to stakeholders in relation to career guidance's resulting to non-achievement of the objectives and targets.	Implement career exhibitions Fund career exhibitions initiatives.

Programme 2: Skills planning

Outcome	Output	Key Risk	Risk Mitigation
Identified and increased production of occupations in demand	Research agenda	Inadequate sector information resulting inability to respond to the sector's needs. Unexpected changes in environment leading to instability.	Corroboration/Partnerships with institutions of higher learning Collaboration with the Industry bodies An effective monitoring tool to assist the monitoring of deliverables by the service provider will be developed.
	AA approved SSP	Outsourcing of the service provider to create a credible Sector skills plan.	

Programme 3: Learning Programmes and Projects

Outcome	Output	Key Risk	Risk Mitigation
Education linked to workplace Improved levels of skills in the South African workforce Access to occupationally directed programmes improved	• Learning programme opportunities for the unemployed • Employees trained and supported through skills development interventions • Artisans produced • Artisan Recognition of Prior Learning/ Artisan RPL • Mandatory Grant application from levy-paying employers	• Rejection of the learners by employers resulting in inability to create access in the workplace • Inability to implement learning programs timeously by providers • Learners declined by employers resulting in inability to create access in the workplace • Learner drop out • Absence of mechanism to fund worker initiated capacity building programmes	• Training of learners on work readiness programme • Stakeholder communication strategy • Improve contract management training by CATHSSETA • Training of learners on work readiness programme • Development of mechanisms to fund worker initiated capacity building programmes
Identified and increased production of occupations in demand		• Inability to provide support required to the levy paying employers claiming grants resulting in reputational risk to the entity. • Inability to disburse funds to levy paying employers as per the SDLA	Increasing stakeholder engagement sessions from regional level Continuous and regular communication

Programme 4: Quality Assurance

Outcome	Output	Key Risk	Risk Mitigation
Improved sector capacity to deliver on skills development interventions	• TVET Lectures exposed to the industry through Skills Programmes • Certification support services provided • Qualifications developed in line with the occupations in high demand identified	• Transition to QCTO policy mandate	• Service level agreement between QCTO and CATHSSETA on joint obligations

PART D

TECHNICAL INDICATOR DESCRIPTIONS (TID)

TABLE OF CONTENTS

DESCRIPTION OF ACRONYMS AND ABBREVIATIONS

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
MIS	Management Information System
MOU	Memorandum of Understanding
POE	Portfolio of Evidence
PPOFA	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	Title of the indicator verbatim from the Programme plan
Definition	The meaning of the indicator The explanation of technical terms used in the indicator
Source of data	Where the information is collected from
Method of calculation/ Assessment	How the performance is calculated (quantitative) How the performance is assessed (qualitative)
Means of verification	The portfolio of evidence required to verify the validity of data
Assumptions	Factors that are accepted as true and certain to happen without proof
Disaggregation of beneficiaries (where applicable)	• Target for Women: • Target for Youth: • Target for People with Disabilities:
Spatial transformation (where applicable)	Reflect on contribution to spatial transformation priorities Reflect on the spatial impact area
Calculation type	Cumulative (Year-end) Cumulative (Year-to-Date)
Reporting cycle	Quarterly or Annual
Desired performance	Identifies whether actual performance that is higher or lower than targeted performance is desirable
Indicator responsibility	Who is responsible for managing or reporting on the indicator

EXECUTIVE SUMMARY

This document is an attachment to the submitted CATHSSETA Annual Performance Plan (APP) 2020/21.

The Technical Indicator Descriptors (TIDs) are a key requirement for the Annual Performance Plan as outlined in the Department of Planning, Monitoring and Evaluation Framework for Strategic and Annual Performance Plans. A TID is defined as the fundamental tool in assisting with the interpretation of output indicators and ensures all stakeholders have a common understanding and expectation of every output indicator in the APP.

INTRODUCTION

The TID document is an annexure to the APP for the year 2020/21. The document outlines the background of the TIDs – which discusses the pre-audit; definition of a TID; and CATHSSETA programmes. It concludes with a discussion on the TIDs for each output indicator within each programme.

Definition of Technical Indicator Descriptor

A TID is defined as the fundamental tool in assisting with the interpretation of output indicators. A technical indicator interprets the following dimensions of the output indicator: the title, link to the APP, definition of the output indicator components, link to jobs responsible for monitoring performance against the output indicator, the collection of data, and taking of accountability for the output indicators. It also ensures all stakeholders have a common understanding and performance expectations associated with every output indicator in the APP.

CATHSSETA Programmes

CATHSSETA has a total of four programmes, with relevant sub-programmes comprising a total of 34 output indicators. The programmes and sub-programmes are:

Programme 1: Administration

Sub-programme	Number of Output Indicators
1.1 Corporate Services	2
1.2 Finance	2
1.3 Governance	3
1.4 Legal and Compliance	1
1.5 Communications	3
Total	**11**

Programme 2: Skills Planning

Sub-programme	Number of Output Indicators
2.1 Research & Sector Skills Plan	2
Total	**2**

Programme 3: Learning Programmes and Special Projects

Sub-programme	Number of Output Indicators
3.1 Occupationally-directed programmes	7
3.2 Special Projects	6
3.3: Mandatory Grants	1
Total	**14**

Programme 4: Quality Assurance

Sub-programme	Number of Output Indicators
4.1: Provider Accreditations	1
4.2: Quality Assurance	2
4.3: Qualification Development	1
4.4: Monitoring and Evaluation	3
Total	**7**

PROGRAMME 1: ADMINISTRATION

Sub-programme 1.1: Corporate Services

Output Indicator Definition Form – Output Indicator Number: 1.1.1.1

Dimension	Description
Indicator title	Percentage (%) of employees that received training as per approved training plan
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
Source of data	VIP and Training files
Method of calculation/ Assessment	[(a=total number of employees attended training) divided by (b=total number of employees planned to be trained) multiply by 100 i.e. (a/b) x 100%
Means of verification	Approved training plan; certificate of attendance/competence or attendance registers
Assumptions	Approved training plan will be in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	Development
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	80% employees receiving training as per approved training plan
Indicator responsibility	Executive Manager: Corporate Services

Output Indicator Definition Form – Output Indicator Number: 1.1.1.2

Dimension	Description
Indicator title	Percentage (%) IT system availability
Definition	Measures the achievement of ICT Infrastructure availability (90%)
Source of data	Nagios
Method of calculation/ Assessment	[(a=total period system availability) minus (b=total period of downtime) divided by (a=total period system availability) x by 100 i.e. (a-b)/a*100
Means of verification	Quarterly ICT reports outlining IT system downtime and availability
Assumptions	Functional IT system in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	When the percentage of IT system availability is 90% or above
Indicator responsibility	Executive Manager: Corporate Services

Sub-programme 1.2: Finance

Output Indicator Definition Form – Output Indicator Number: 1.2.1.1

Dimension	Description
Indicator title	Percentage (%) Implementation of the SCM Transformation Charter
Definition	Implementation of SCM transformation targets as per year one SCM Transformation Plan detailed on CATHSSETA charter
Source of data	Finance and SCM administration files
Method of calculation/ Assessment	[(a = Total number of transformation targets achieved) divided by (b = Total number of RFQ and Bids)] multiplied by 100 i.e. (a/b) X 100
Means of verification	Request for Quotation (RFQ) and Bid Register; Transformation Charter Checklist
Assumptions	Approved SCM Transformation Charter in place
Disaggregation of beneficiaries (where applicable)	• Target for Women: 20% • Target for Youth: 10% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	50% implementation of the SCM transformation charter
Indicator responsibility	Chief Financial Officer

Output Indicator Definition Form – Output Indicator Number: 1.2.1.2

Dimension	Description
Indicator title	Percentage (%) compliance to control measures for expenditure monitoring
Definition	Review monitoring reports detailing control measures for monitoring expenditure
Source of data	Finance and SCM administration files
Method of calculation/ Assessment	[(a = Total number of items compliant as per checklist) divided by (b = Total number of items in compliance checklist)] multiplied by 100 i.e. (a/b) X 100
Means of verification	Expenditure monitoring reports monitoring reports detailing control measures for monitoring expenditure; expenditure compliance checklist
Assumptions	Control measures are in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	100% compliance to control measures for expenditure monitoring
Indicator responsibility	Chief Financial Officer

Sub-programme 1.3: Governance

Output Indicator Definition Form – Output Indicator Number: 1.3.1.1

Dimension	Description
Indicator title	Percentage (%) adherence to governance charter
Definition	Refers to the number of governance and leadership interventions implemented to address selected King IV principles applicable to CATHSSETA
Source of data	Audit and Risk administration files
Method of calculation/ Assessment	(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
Means of verification	Governance Charter report; King IV principles checklist applicable to CATHSSETA
Assumptions	Approved governance charter in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	100% compliance with selected Governance and Leadership principles in Governance Charter report
Indicator responsibility	Chief Executive Officer

Output Indicator Definition Form – Output Indicator Number: 1.3.1.2

Dimension	Description
Indicator title	Number (#) of risk register monitoring reports
Definition	Review register detailing organisational risks to mitigate identified organisational risks
Source of data	Audit and Risk administration files
Method of calculation/ Assessment	Count the total number of risk register reviews
Means of verification	Risk assessment reports
Assumptions	Risk register monitoring reports approved
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 4 risk register reviews have been conducted
Indicator responsibility	Chief Executive Officer

Output Indicator Definition Form – Output Indicator Number: 1.3.1.3

Dimension	Description
Indicator title	Number (#) of implementation reports on audit action items
Definition	Measures the extent to which internal control weaknesses identified in the 2019/20 internal and external audit reports have been resolved
Source of data	Audit and Risk administration files
Method of calculation/ Assessment	Count the number of implementation reports on audit action items
Means of verification	Internal audit log; 2019/20 internal and external audit reports
Assumptions	Remedial action plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Type of indicator	Efficiency
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	4 implementation reports of the audit action items
New indicator	No
Desired performance	4 implementation reports of the audit action items
Indicator responsibility	Chief Executive Officer

Sub-programme 1.4: Legal and Compliance

Output Indicator Definition Form – Output Indicator Number: 1.4.1.1

Dimension	Description
Indicator title	Percentage (%) contracts compliant
Definition	Contracts are compliant with the law of contract as outlined in the contract compliance checklist
Source of data	Legal and Compliance administration files
Method of calculation/ Assessment	[(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
Means of verification	Contract compliance checklist
Assumptions	Compliance checklist is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	100% compliant contracts
Indicator responsibility	Chief Operations Officer

Sub-Programme 1.5: Communications

Output Indicator Definition Form – Output Indicator Number: 1.5.1.1

Dimension	Description
Indicator title	Number (#) of CATHSSETA stakeholder engagements implemented
Definition	Internal and external stakeholder engagements implemented in line with the approved stakeholder engagement plan
Source of data	Communications and Stakeholder Management administration files
Method of calculation/ Assessment	Count the number of internal and external stakeholder engagements implemented
Means of verification	Produce event invitations; attendance registers; and an approved stakeholder engagement plan
Assumptions	Approved stakeholder engagement plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 6 stakeholder engagements have been implemented
Indicator responsibility	Executive Manager: Corporate Services

Output Indicator Definition Form – Output Indicator Number: 1.5.1.2

Dimension	Description
Indicator title	Number (#) of sector career guidance booklets produced
Definition	Produce career guidance booklets to be used at career guidance initiatives
Source of data	Career guidance booklets
Method of calculation/ Assessment	Count the number of sector career guidance booklets produced
Means of verification	Career guidance booklet with the updated sector occupational shortages list booklet (only at first quarter validation unless amended)
Assumptions	Sector career guidance plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	When 6 sector career materials are produced
Indicator responsibility	Executive Manager: Corporate Services

Output Indicator Definition Form – Output Indicator Number: 1.5.1.3

Dimension	Description
Indicator title	Number (#) of sector career guidance interventions
Definition	Participation in various sector career guidance initiatives including government priorities, career development events in rural and urban areas on occupations in high demand.
Source of data	Communications and Stakeholder Management administration files
Method of calculation/ Assessment	Count the number of sector career guidance initiatives attended
Means of verification	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)
Assumptions	Sector career guidance plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 6 government priority career guidance interventions are attended; 6 urban career guidance interventions are attended and 8 rural career guidance interventions are attended.
Indicator responsibility	Executive Manager: Corporate Services

PROGRAMME 2: SKILLS PLANNING

Sub-Programme 2.1: Research & Sector Skills Plan

Output Indicator Definition Form – Output Indicator Number: 2.1.1.1

Dimension	Description
Indicator title	Percentage (%) of research agenda outputs achieved
Definition	Measures the amount of research conducted in line with the research agenda. The approved research agenda items cover pertinent areas into which research must be conducted within the sector. Research takes time depending on the nature of the study conducted which can go beyond one financial year. Therefore progress reports as the research studies are underway is considered as a research output.
Source of data	Research Reports and Research and Planning administration files
Method of calculation/ Assessment	(a=total number of research agenda outputs achieved) divided by (b=total number of research agenda items) x by 100 i.e. (a/b)*100
Means of verification	Approved CATHSSETA research agenda – annexure to the 2020/21 SSP; research outputs submitted by appointed service providers and internal research activities
Assumptions	Approved research agenda is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	100% achievement of research agenda outputs
Indicator responsibility	Executive Manager: Executive Support

Output Indicator Definition Form – Output Indicator Number: 2.1.1.2

Dimension	Description
Indicator title	Researched SSP approved by the Accounting Authority (AA)
Definition	Ensures the quality of the SSP – the ultimate criteria being approval by the AA
Source of data	Research and Planning administration files
Method of calculation/ Assessment	Signed SSP by the board chairperson on behalf of the AA
Means of verification	Signed AA approved SSP
Assumptions	The SSP will be updated
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	When the one SSP is recommended and signed by the board chairperson
Indicator responsibility	Executive Manager: Executive Support

ROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

Sub-Programme 3.1: Occupationally directed programmes

Output Indicator Definition Form – Output Indicator Number: 3.1.1.1

Dimension	Description
Indicator title	Number (#) unemployed learners entering learning programmes
Definition	Number of unemployed learners successfully registered to enter workplace based Learning programmes (Learnerships, internships, skills programmes and WIL) and bursary programmes as per CATHSSETA grants policy
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of unemployed learners entering learning programmes captured on the CATHSSETA online system where there is verifiable evidence as listed in source/collection of data above
Means of verification	**Learnerships** – DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme 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;
	Graduate Internships – registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications;
	WIL – registered and duly signed WBL programme agreement (internship for N diploma and internship category A); duly signed fixed term contract of employment; certified ID copy of learner; and Signed letter from the institution confirming that the learner required Workplace Experience
	Skills programmes – registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes;
	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 (example 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 the education institution;
Assumptions	Approved discretionary plan is in place
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 2430 (430 learnerships, 150 skills programmes, 305 graduate internships, 985 internship N-diploma (including NCV) , 230 internship category A and 330 bursary programmes registered unemployed learners entering learning programmes)
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.1.1.2

Dimension	Description
Indicator title	Number (#) unemployed learners completing learning programmes
Definition	Number of unemployed learners successfully completing workplace based Learning programmes (learnerships, internships, skills programmes and WIL) and bursary programmes as per CATHSSETA grants policy.
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of unemployed learners successfully completing learning programmes captured on the CATHSSETA online system where there is verifiable evidence as listed in source/collection of data above
Means of verification	**Learnerships** – DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme 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
	Graduate Internships – registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications; certified copy of completion certificate or letter from employer confirming that the learner completed the internship programme
	WIL – registered and duly signed WBL programme agreement (internship for N diploma and internship category A); duly signed fixed term contract of employment; certified ID copy of learner;
	Signed letter from the institution confirming that the learner required Workplace Experience; and certificate or a duly signed letter of completion from the employer
	Skills programmes – registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes; certified copy of completion certificate or statement of results or ETQA assessment report
	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 (example 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 the education institution; certified copy of statement of results or copy of certificate or letter signed by an authorized person e.g. Head of Department or Dean of the faculty, within the institution confirming the achievement for completing learners
Assumptions	Approved discretionary plan is in place
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 1260 (258 learnerships, 90 skills programmes, 183 graduate internships, 591 internship N-diploma (including NCV), 138 internship category A and 0 bursary programme complete Learning Programmes)
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.1.1.3

Dimension	Description
Indicator title	Number (#) of employed learners entering Learning programmes
Definition	Number of employed learners successfully registered to enter workplace based Learning programmes (Learnerships, and, skills programmes) and bursary programmes as per CATHSSETA grants policy.
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of employed learners entering Learning programmes captured on the CATHSSETA online management information system (MIS) where there is verifiable evidence as listed in source/collection of data above
Means of verification	**Learnerships** – DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme agreement; certified ID copy of learner; certified copy of learner's highest qualifications; training provider accreditation letter applicable to Learnership;
	Skills programmes – registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes;
	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 (example 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 the education institution
	AET – 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)
Assumptions	Approved discretionary plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 865 (325 learnerships, 320 skills programmes, 165 bursary, 55 AET programmes registered employed learners enter WBL programmes)
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.1.1.4

Dimension	Description
Indicator title	Number (#) of employed learners completing Learning programmes
Definition	Number of employed learners successfully completing workplace based Learning programmes (learnerships, skills programmes) and bursary programmes as per CATHSSETA grants policy.
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of employed learners successfully completing Learning programmes captured on the CATHSSETA online management information system (MIS) where there is verifiable evidence as listed in source/collection of data above
Means of verification	**Learnerships** – DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme agreement; 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
	Skills programmes – registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes; certified copy of completion certificate or statement of results or ETQA assessment report
	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 (example 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 the education institution; certified copy of statement of results or copy of certificate or letter signed by an authorized person e.g. Head of Department or Dean of the faculty, within the institution confirming the achievement for completing learners
	AET – 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
Assumptions	Approved discretionary plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 518 (195 learnerships, 192 skills programmes, 32 AET, and 99 bursary programme complete Learning Programmes)
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.1.1.5

Dimension	Description
Indicator title	Number (#) of learners on Artisan development programmes
Definition	Number of learners successfully entering and completing Artisan training programmes as per SETA grants policy
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of registered and completed Artisan training programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/collection of data above
Means of verification	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
Assumptions	Approved discretionary plan is in place
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 270 (270 learners on Artisan training programme (270 entering and 0 Completions)
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.1.1.6

Dimension	Description
Indicator title	Number (#) of employed learners on Recognition of Prior Learning (RPL)
Definition	Number of employed learners entering and completing RPL programme assessment as per ETQA approved assessment report and SETA grant policy
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of learners entering and completing RPL assessment recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence
Means of verification	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
Assumptions	RPL guidelines aligned to discretionary grant policy is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 22 (16 entering and 6 completing assessment) employed learners on RPL
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.1.2.1

Dimension	Description
Indicator title	Number (#) partnership projects implemented with TVET Colleges, universities and sector employers
Definition	Number of partnership projects implemented with TVET colleges as per SETA grant policy
Source of data	CATHSSETA online MIS /Learning Programmes administration files
Method of calculation/ Assessment	Count the number of approved partnership projects implemented with TVET colleges
Means of verification	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the TVET college
Assumptions	SETA partnership strategy is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 34 partnership projects are implemented with (9 TVET colleges, 8 universities and 17 sector employers).
Indicator responsibility	Chief Operations Officer

Sub-Programme 3.2: Special Projects

Output Indicator Definition Form – Output Indicator Number: 3.2.1.1

Dimension	Description
Indicator title	Number of SEs (0-49 employees) within CATHSSETA sub-sectors that are assisted through the roll-out of PIVOTAL and/or Non-PIVOTAL training interventions.
Definition	Special Projects administration files
Source of data	Count the number of SEs supported through training interventions as reported, with verifiable evidence as listed in source/collection of data above
Method of calculation/ Assessment	Needs assessment report; Registration form or proof of registration or a duly signed contract entered into between the SE and CATHSSETA; Certified ID; Entity registration documents/certificate; Programme indicating the nature of training intervention.
Means of verification	Guiding principles as per the Strategic Projects and Partnerships Policy in place; SEs are operating within CATHSSETA sub-sectors.
Assumptions	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Disaggregation of beneficiaries (where applicable)	Recruitment of SEs will be done in all CATHSSETA Regions
Spatial transformation (where applicable)	Non-cumulative
Calculation type	Annually
Reporting cycle	When at least 180 SEs are supported through training interventions
Desired performance	Chief Operations Officer
Indicator responsibility	Number (#) of Small Enterprises (SEs) supported through training interventions

Output Indicator Definition Form – Output Indicator Number: 3.2.1.2

Dimension	Description
Indicator title	Number (#) of Co-operatives supported through training interventions
Definition	Number of Co-ops within CATHSSETA sub-sectors that are assisted through the roll-out of PIVOTAL and/or Non-PIVOTAL training interventions.
Source of data	Special Projects administration files
Method of calculation/ Assessment	Count the number of Co-operatives supported as reported, with verifiable evidence as listed in source/collection of data above
Means of verification	Needs assessment report; Registration form or proof of registration or a duly signed contract entered into between the Co-op and CATHSSETA; Certified ID; Entity registration documents/certificate; Programme indicating the nature of training intervention.
Assumptions	Guiding principles as per the Strategic Projects and Partnerships Policy in place; Co-operatives are operating within CATHSSETA sub-sectors.
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of entities to be supported will be done in all CATHSSETA Regions
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 4 Co-operatives are supported through training interventions
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.2.1.3

Dimension	Description
Indicator title	Number (#) of people to be trained on entrepreneurial skills
Definition	Number of people completed PIVOTAL or Non-PIVOTAL training on entrepreneurial skills
Source of data	Special Projects administration files
Method of calculation/ Assessment	Count the number of people trained on entrepreneurial skills as reported, with verifiable evidence as listed in source/collection of data above
Means of verification	Certificate of completion; Attendance register; Needs assessment report; A duly signed partnership agreement entered into between entity and CATHSSETA; Certified ID; Programme indicating the nature of training intervention.
Assumptions	Guiding principles as per the Strategic Projects and Partnerships Policy in place
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of people to be trained on entrepreneurships skills will be in all CATHSSETA Regions
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	When at least 10 people have been trained on entrepreneurial skills
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.2.1.4

Dimension	Description
Indicator title	Number (#) of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)
Definition	Measures the number of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)
Source of data	Special Projects administration files
Method of calculation/ Assessment	Count the number of people on entrepreneurship supported to start their businesses as reported, where there is verifiable evidence as listed in source/ collection of data above
Means of verification	Strategic projects policy guidelines are in place
Assumptions	People to be trained on entrepreneurship and supported to start their businesses will enter and complete the programme within the set time frames
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of people to be trained on entrepreneurship and supported to start their businesses will be done in any of the 9 provinces
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	When at least 10 people have been trained on entrepreneurship to start their businesses (e.g. new venture creations)
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.2.1.5

Dimension	Description
Indicator title	Number (#) of NGOs/NPOs/CBOs supported through skills training
Definition	Number of NGOs/NPOs/CBOs assisted through PIVOTAL skills training
Source of data	Special Projects administration files
Method of calculation/ Assessment	Count the number of NGOs/NPOs/CBOs supported through skills training interventions as reported, where there is verifiable evidence as listed in source/ collection of data above
Means of verification	Needs assessment report; Registration form or proof of registration or a duly signed contract entered into between the NGO/NPO/CBO and CATHSSETA; Certified ID; Entity registration documents/certificate; Programme indicating the nature of training
Assumptions	Guiding principles as per the Strategic Projects and Partnerships Policy in place; NGOs/NPOs/CBOs are operating within CATHSSETA sub-sectors.
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of entities will be done in all CATHSSETA Regions
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 8 NGOs/NPOs/CBOs are supported through skills training interventions
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 3.2.1.6

Dimension	Description
Indicator title	Number (#) of worker initiated training (federations/trade unions) interventions supported through capacity building
Definition	Number of federations/trade unions operating within CATHSSETA sub-sectors that complete capacity building interventions
Source of data	Special Projects administration files
Method of calculation/ Assessment	Count the number of Federations/Trade Unions reported, with verifiable evidence as listed in source/collection of data above
Means of verification	Needs assessment report; a duly signed agreement entered into between the federations/trade unions and CATHSSETA; Cerificate of completion; Registration documents/certificate; Programme indicating the nature of training.
Assumptions	Guiding principles as per the Strategic Projects and Partnerships Policy in place; Fereational/Trade Unions are operating within CATHSSETA sub-sectors.
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of Federations/Trade Unions will be done in all CATHSSETA Regions
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 4 worker initiated training (federation/trade unions) interventions are supported through capacity building are supported
Indicator responsibility	Chief Operations Officer

Sub-Programme 3.3: Mandatory Grants

Output Indicator Definition Form – Output Indicator Number: 3.3.1.1

Dimension	Description
Indicator title	Number (#) of Mandatory Grants approved
Definition	Total number of small (0-49 employees), medium (50-149 employees) and large (150+ employees) levy-paying employers meeting the application criteria to submit Mandatory Grant applications
Source of data	CATHSSETA online MIS
Method of calculation/ Assessment	Count the number of Mandatory Grant applications received from number of small, medium and large employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS
Means of verification	CATHSSETA online management information system (MIS)
Assumptions	Employers will continue to pay and claim skills levy
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	When at least 1050 (490 small, 330 medium and 230 large levy-paying employers meeting the application criteria submit Mandatory Grant applications)
Indicator responsibility	Executive Manager: Skills Development

PROGRAMME 4: QUALITY ASSURANCE

Sub-programme 4.1: Provider Accreditations

Output Indicator Definition Form – Output Indicator Number: 4.1.1.1

Dimension	Description
Indicator title	Number (#) TVET Lecturers exposed to the industry through Skills Programmes
Definition	TVET College lecturers developed through exposure to the industry
Source of data	CATHSSETA online MIS
Method of calculation/ Assessment	Count the number of TVET lecturers developed through skills programmes
Means of verification	Duly signed skills programme agreement or a duly signed learner registration form with clear start and end dated of the programme; certified copy of learner ID
Assumptions	TVET Lecturers placement plan implemented as per discretionary grants policy
Disaggregation of beneficiaries (where applicable)	• Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of TVET Lecturers will be done in any of the CATHSSETA regions
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When at least 105 TVET lectures have been exposed to the industry through skills programmes
Indicator responsibility	Chief Operations Officer

Sub-programme 4.2: Quality Assurance

Output Indicator Definition Form – Output Indicator Number: 4.2.1.1

Dimension	Description
Indicator title	Percentage (%) of learner completion certificates issued
Definition	Learner completion certificates issued to learners that are competent, achieved on the Cathsseta MIS by compliant training providers with all required learner documents submitted
Source of data	Certification report from the CATHSSETA MIS
Method of calculation/ Assessment	[(a=number of learner certificates issued) divided by (b=total number of completed learners loaded by compliant providers on the system) multiply by 100
Means of verification	Learner Certification report from the CATHSSETA MIS
Assumptions	Learners entering learning programmes are competent upon completion, their achievements have been loaded on the CATHSSETA MIS, the training provider is compliant and learner documents have been submitted
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	100% learner completion certificates issued
Indicator responsibility	Chief Operations Officer

Output Indicator Definition Form – Output Indicator Number: 4.2.1.2

Dimension	Description
Indicator title	Number (#) of reports on registered ETD practitioners and Learning Programmes evaluated
Definition	Assessors and Moderators within the Cathsseta scope in the registration process Learning programmers' evaluation reports
Source of data	CATHSSETA online MIS for the Assessors and Moderators Consolidated report on programmes evaluated
Method of calculation/ Assessment	Count the number of reports on evaluation of programmes and ETD practitioners on the registration process
Means of verification	Assessor and Moderator Reports from the CATHSSETA MIS Learning programme evaluation reports
Assumptions	ETD practices are stipulated in the ETQA policy
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	When atleast 8 reports are produced (4 reports on ETD practitioner registration process 4 reports on learning programme evaluation)
Indicator responsibility	Chief Operations Officer

Sub-programme 4.3: Qualification Development

Output Indicator Definition Form – Output Indicator Number: 4.3.1.1

Dimension	Description
Indicator title	Number (#) of occupational part or full qualifications reviewed or developed
Definition	Full or part qualifications that address identified sector needs, developed or reviewed.
Source of data	Qualification documents, attendance registers of CEP meetings
Method of calculation/ Assessment	Count the number of part or full occupational qualifications developed or reviewed
Means of verification	Qualification documents, attendance registers of CEP meetings
Assumptions	Qualification review plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	When at least 10 occupational part or full qualifications reviewed or developed
Indicator responsibility	Chief Operations Officer

Sub-programme 4.4: Monitoring and Evaluation

Output Indicator Definition Form – Output Indicator Number: 4.4.1.1

Dimension	Description
Indicator title	Number (#) of Monitoring Reports produced
Definition	Refers to the number of approved performance information reports which are inclusive of the approved Quarterly Monitoring Reports (QMR) and organisational performance scorecards
Source of data	Monitoring and Evaluation administration files
Method of calculation/ Assessment	Count the number of approved performance information reports
Means of verification	Approved QMR reports; DHET acknowledgement letter for QMR; data captured on CATHSSETA online MIS; approved organisational scorecards
Assumptions	Monitoring and Evaluation framework is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	8 monitoring reports produced
Indicator responsibility	Executive Manager: Support

Output Indicator Definition Form – Output Indicator Number: 4.4.1.2

Dimension	Description
Indicator title	Number (#) of evaluation reports to measure the level of reaction, learning and results of learners
Definition	Number of CATHSSETA regional office evaluation reports produced to assess impact of regional offices
Source of data	Monitoring and Evaluation administration files
Method of calculation/ Assessment	Count the number of evaluation reports on CATHSSETA regional offices approved by the COO
Means of verification	Quarterly evaluation reports on CATHSSETA regional offices approved by the COO
Assumptions	Monitoring and Evaluation framework is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	2 approved CATHSSETA regional offices reports
Indicator responsibility	Executive Manager: Support

Output Indicator Definition Form – Output Indicator Number: 4.4.1.3

Dimension	Description
Indicator title	Number (#) of impact assessments conducted
Definition	Assessments conducted to track the impact of learning interventions
Source of data	Monitoring and Evaluation administration files
Method of calculation/ Assessment	Count the number of impact assessments conducted
Means of verification	CATHSSETA online MIS; Monitoring Reports; M&E Framework; Research Report/s
Assumptions	Impact assessment plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	1 impact assessment report produced
Indicator responsibility	Executive Manager: Support

Disaggregation of Beneficiaries Breakdown

These targets have been set as per CATHSSETA Discretionary Grant policy: Target for Women (65%), Target for Youth (60%), and Target for People with Disabilities (1%).

#	Output Indicator	Annual Target 2020/21	Youth (60%)	Disability (1%)	Female (65%)
3.1.1.1	# unemployed learners entering learning programmes	2430	1458	24	1580
3.1.1.3	# employed learners entering learning programmes	865	519	9	562
3.1.1.5	# of learners on Artisan development programmes (entries)	270	162	3	176
	# of learners on Artisan development programmes (completions)	0	N/A	N/A	N/A

ANNEXURE Ⓐ

CONSOLIDATED INDICATORS

ANNEXURE A: CONSOLIDATED INDICATORS

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
3.1.1.1	# unemployed Learners entering for LEARNERSHIP programmes	Quarterly	Cumulative	430	109	107	107	107
	# unemployed Learners entering SKILLS programmes	Quarterly	Cumulative	150	39	37	37	37
	# unemployed Learners entering Graduate INTERNSHIP	Quarterly	Cumulative	305	105	-	-	200
	# unemployed Learners entering INTERNSHIP N-diploma (including NCV)	Quarterly	Cumulative	985	307	226	226	226
	# unemployed Learners entering INTERNSHIP Category A	Quarterly	Cumulative	230	60	-	-	170
	# unemployed Learners entering BURSARY programmes	Quarterly	Cumulative	330	120	-	-	210
	# unemployed Learners completing LEARNERSHIP programmes	Quarterly	Cumulative	258	66	64	64	64
3.1.1.2	# unemployed Learners completing SKILLS programmes	Quarterly	Cumulative	90	-	45	45	-
	# unemployed Learners completing Graduate INTERNSHIP	Quarterly	Cumulative	183	80	-	-	103
	# unemployed learners completing INTERNSHIP for TVET (N-DIPLOMA and NCV)	Quarterly	Cumulative	591	150	147	147	147
	# unemployed Learners Completing INTERNSHIP category A	Quarterly	Cumulative	138	38	-	-	100
	# unemployed Learners Completing BURSARY programmes	Quarterly	Cumulative	0	-	-	-	-
3.1.1.3	# employed Learners entering LEARNERSHIP programmes	Quarterly	Cumulative	325	82	81	81	81
	# employed Learners entering SKILLS programmes	Quarterly	Cumulative	320	108	106	106	-
	# employed Learners entering BURSARY programmes	Quarterly	Cumulative	165	83	-	-	82
	# employed learners entering AET programmes	Quarterly	Cumulative	55	28	27	-	-

#	Output Indicator	Reporting Period	Target Reporting Type	Annual Target 2020/21	Quarterly Targets			
					1st	2nd	3rd	4th
	# employed Learners completing LEARNERSHIP programmes	Quarterly	Cumulative	195	51	48	48	48
	# employed Learners completing SKILLS programmes	Quarterly	Cumulative	192	-	96	96	-
3.1.1.4	# employed Learners completing BURSARY programmes	Quarterly	Cumulative	99	50	-	-	49
	# employed learners completing AET programmes	Quarterly	Cumulative	33	-	-	17	16
	# of Learners on ARTISANS development programme towards meeting the target of the NDP	Quarterly	Cumulative	270		135	135	-
3.1.1.5	# of Leaners completing ARTISANS development programme towards meeting the target of the NDP	Quarterly	Cumulative	0	-	-	-	-
	# of employed Learners entering Recognition of Prior Learning (RPL)	Quarterly	Cumulative	16		-	16	-
3.1.1.6	# of employed Learners completing Recognition of Prior Learning (RPL	Quarterly	Cumulative	6	-	-	-	6
	# of TVET partnerships established	Quarterly	Cumulative	9	4	5	-	-
3.1.2.1	# of university partnerships established	Quarterly	Cumulative	8	4	4	-	-
	# of SETA employer partnerships established	Quarterly	Cumulative	17	7	5	5	-
	# of Small levy-paying employers submitting Mandatory Grant applications	Annually	Non-Cumulative	490	-	490	-	-
3.6.1.1	# of Medium levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	330	-	330	-	-
	# of Large levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	230	-	230	-	-

ANNEXURE B

IMPLEMENTATION PLAN 2019/20

ANNEXURE B: IMPLEMENTATION PLAN 2019/20

TABLE OF CONTENTS

1. INTRODUCTION

This document purports to give a consolidated overview of the organisational implementation plan for the 2020/21 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

The purpose of the document is to provide 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 5 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 in order to ensure seamless implementation of the strategy. The five Executives are responsible for the four programmes in the APP 2020/21 listed below.

4. PROGRAMMES

4.1. Programme 1: Administration

The purpose of this programme is to enable the CATHSSETA to deliver on its Mandate by providing governance oversight, strategic management, sound financial and supply chain management capacity, corporate and administrative support. It comprises sub-programmes: Corporate Services, Finance, Governance, Legal and Compliance, and Communications.

4.2. Programme 2: Skills Planning

The purpose of this programme is to ensure that research is conducted to inform planning in order to provide information services that informs decision-making, leading to the achievement of the CATHSSETA predetermined strategic objectives.

4.3. Programme 3: Learning Programmes and Projects

The purpose of the programme is establish partnerships and facilitates the delivery of skills development, and provides support services for the sector. This programme comprises: Occupationally directed programmes, Special Projects, and Mandatory Grants.

4.4. Programme 4: Quality Assurance

The purpose of this programme is to ensure successful quality assurance delivery of skills development learning interventions and results through monitoring and evaluation to improve and transform the sector.

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 Collected	System Used
1.1.1.1	Percentage (%) 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 attended training) divided by (b=total number of employees planned to be trained) multiply by 100 i.e. (a/b) x 100%	80%	Manager: Human Capital	Oversees the survey analysis of the WSP and ATR reports to obtain insight into the direction and planned training by employers in the sector	Approved training plan; certificate of attendance/ competence or attendance registers	Approved training plan, certificate of attendance/ competence	Analysis of PDD to identify training aligned to organisational strategy	Manual
1.1.1.2	Percentage (%) IT system availability	To give effect to the prescripts of the PPPFA legislation and to enhance the CATHSSETA preferential procurement	[(a=total period system availability) minus (b=total period of downtime) divided by (a=total period system availability) x by 100 i.e. (a-b)/a*100	90%	Manager: ICT	Measures the achievement of ICT Infrastructure availability (90%)	Quarterly ICT reports outlining IT system downtime and availability	Quarterly ICT reports outlining IT system downtime and availability	Analysis of quarterly ICT reports outlining system availability	Manual
1.2.1.1	Percentage (%) Implementation of the SCM Transformation Charter	To give effect to the prescripts of the PPPFA legislation and to enhance the CATHSSETA preferential procurement	[(a = Total number of transformation targets achieved) divided by (b = Total number of RFQ and Bids] multiplied by 100 i.e. (a/b) X 100	N/A	Chief Financial Officer	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, bid adjudication	Request for Quotations (RFQ) and Bid Register	Supply Chain Checklist	Review of SCM procurement processes against SCM procurement checklist	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 Collected	System Used
1.2.1.2	Percentage (%) compliance to control measures for expenditure monitoring	To ensure effective monitoring of expenditure inclusive of grant and beneficiary payments	[(a = Total number of items compliant as per checklist) divided by (b = Total number of items in compliance checklist] multiplied by 100 i.e. (a/b) X 100	N/A	Chief Financial Officer	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, bid adjudication	Expenditure monitoring reports monitoring reports detailing control measures for monitoring expenditure; expenditure compliance checklist	Supply Chain Checklist	Review of documents against a prepared SCM checklist	Manual

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 Collected	System Used
1.3.1.1	Adherence to governance charter	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; King IV principles checklist applicable to CATHSSETA	Governance Charter	Monitor selected King IV Governance and Leadership outlined in King IV checklist	Manual
1.3.1.2	Number (#) of risk register monitoring reports	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 assessment reports	Risk assessments Risk register	Quarterly risk assessments	Manual

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 Collected	System Used
					PROGRAMME 1: ADMINISTRATION					
1.3.1.3	Number (#) of implementation reports on audit action items	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) i.e a/b	N/A	Chief Operations Officer	Measures the extent to which internal control weaknesses identified in the 2019/20 internal and external audit reports have been resolved	Internal audit log and 2019/20 internal and external audit reports	Internal audit log; 2019/20 internal and external audit reports	total number of 2019/20 internal and external audit findings addressed in 2020/21	Manual
1.4.1.1	Percentage (%) contracts compliant	Ensure 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	Adherence to all applicable legal terms and conditions	Contract compliance checklist National Treasury Contract Management Guideline and Framework	Contract compliance checklist	Contract compliance checklist	Manual
1.5.1.1	Number (#) of CATHSSETA stakeholder engagements implemented	To strengthen the CATHSSETA brand	Count the number of internal and external stakeholder engagements implemented	6	Manager: Communications and Stakeholder Management	Coordinate the collection of data; oversee the assessment of POE;	Produce event invitations; attendance registers; and an approved stakeholder engagement plan	File containing stakeholder engagements hosted in 2019/20	Produce Event invitations, Attendance registers, and reports	Manual

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 Collected	System Used
1.5.1.2	Number (#) of sector career material produced	To provide learners with information that will assist them in making informed career decisions	Count the number of sector career guidance initiatives attended	6	Manager: Communications and Stakeholder Management	Oversees the producing and printing of CATHSSETA sub-sector booklets	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)	Printed CATHSSETA sub-sector booklets	Produce the CATHSSETA sub-sector booklets	Manual
1.5.1.3	Number (#) of sector career guidance interventions	To provide learners with information 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	Signed partnership agreement Attendance registers Career guidance invitation Career expos Career guidance handbook	Administrative records: career guidance partnerships	Summation of all new approved and signed career guidance partnerships	Manual

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 Collected	System Used
2.1.1.1	Percentage (%) of research agenda outputs achieved	Research into the sector is necessary to inform the Sector Skills Plan (SSP) which determines the strategic priorities of the SETA	(a=total number of research agenda outputs achieved) divided by (b=total number of research agenda items) x by 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 research progress, report on research progress	Approved CATHSSETA research agenda – annexure to the 2020/21 SSP; research outputs submitted by appointed service providers and internal research activities	Approved research proposal located in Research unit files	Reports submitted by appointed service providers and internal reports	Manual
2.1.1.2	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	Signed Accounting Authority (AA) approved planning documents

Acknowledgement letter confirming receipt from DHET on or before the due date

Signed proof of submission letter for SSP | Final approved SSP | 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 Collected	System Used
3.1.1.1	Number (#) unemployed learners entering learning programmes	To monitor the number of unemployed learners registered to enter Learning programmes that address the occupational shortages as identified in the Sectoral Priority Occupations list (PIVOTAL) And any other key occupational/ skills gaps that stakeholders have identified as needed	Count the number of unemployed learners entering learning programmes captured on the CATHSSETA online system where there is verifiable evidence as listed in source/ collection of data above	3281	Learning Programmes Manager	Manage the implementation and reporting of learning programmes	Learnerships- DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme 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; Graduate Internships- registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications;	Provider contracts and learner agreements Seta Bursary agreements/ Proof of registration from Providers	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 Collected	System Used
							WIL – registered and duly signed WBL programme agreement (internship for N diploma and internship category A); duly signed fixed term contract of employment; certified ID copy of learner; and Signed letter from the institution confirming that the learner required Workplace Experience **Skills programmes** – registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes;			

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 Collected	System Used
							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 (example 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 the education institution;			

		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 Collected	System Used
3.1.2	Number (#) unemployed learners completing learning programmes	To monitor the number of unemployed learners completing Learning programmes that address the occupational shortages as identified in the Sectoral Priority Occupations list (PIVOTAL) And any other key occupational/ skills gaps that stakeholders have identified as needed	Count the number of unemployed learners successfully completing learning programmes captured on the CATHSSETA online system where there is verifiable evidence as listed in source/ collection of data above	2459	Learning Programmes Manager	Manage the Implementation and reporting of learning programmes	**Learnerships** – DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme 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	Provider contracts and learner agreements Seta Bursary agreements/ Proof of registration from Providers	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 Collected	System Used
							Graduate Internships – registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications; certified copy of completion certificate or letter from employer confirming that the learner completed the internship programme **WIL** – registered and duly signed WBL programme agreement (internship for N diploma and internship category A); duly signed fixed term contract of employment; certified ID copy of learner;;			

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 Collected	System Used
							Signed letter from the institution confirming that the learner required Workplace Experience; and certificate or a duly signed letter of completion from the employer **Skills programmes** – registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes; certified copy of completion certificate or statement of results or ETQA assessment report			

	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 Collected	System Used
							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 (example 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 the education institution; certified copy of statement of results or copy of certificate or letter signed by an authorized person e.g. Head of Department or Dean of the faculty, within the institution confirming the achievement for completing learners			

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 Collected	System Used
3.1.1.3	Number (#) of employed learners entering Learning programmes	To monitor the number of employed learners registered to enter Learning programmes that address the occupational shortages as identified in the Sectoral Priority Occupations list (PIVOTAL) And any other key occupational/ skills gaps that stakeholders have identified as needed	Count the number of employed learners entering Learning programmes captured on the CATHSSETA online management information system (MIS) where there is verifiable evidence as listed in source/ collection of data above	797	Learning Programmes Manager	Manage the Implementation and reporting of Learning programmes	Learnerships-DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme agreement; certified ID copy of learner; certified copy of learner's highest qualifications; training provider accreditation letter applicable to Learnership; Skills programmes-registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes;	Provider contracts and learner agreements Seta Bursary agreements/ Proof of registration from Providers	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 Collected	System Used
							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 (example 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 the education institution			

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 Collected	System Used
							AET – 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)			

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 Collected	System Used
3.1.1.4	Number (#) of employed learners completing Learning programmes	To monitor the number of employed learners completing Learning programmes that address the occupational shortages as identified in the Sectoral Priority Occupations list (PIVOTAL) and any other key occupational/ skills gaps that stakeholders have identified as needed	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	598	Learning Programmes Manager	Manage the Implementation and reporting of Learning programmes	Learnerships-DHET/QCTO Learnership registration certificate or DHET signed Learnership List; registered and duly signed workplace based learning (WBL) programme agreement;; 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 Skills programmes- registered skills programme agreement; certified ID copy of learner; and training provider accreditation letter applicable to skills programmes; certified copy of completion certificate or statement of results or ETQA assessment report	Provider contracts and learner agreements Seta Bursary agreements/ Proof of registration from Providers	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 Collected	System Used
							Bursary pro-grammes – 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 (example any one of the documents listed); continua-tion letter from education institution or proof of payment or learner registra-tion form with the institution or confirmation of registration from the education institution; certified copy of statement of results or copy of certificate or letter signed by an authorized person e.g. Head of Department or Dean of the faculty, within the institution confirming the achievement for completing learners			

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 Collected	System Used
							AET – 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			

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 Collected	System Used
3.1.1.5	Number (#) of learners on Artisan development programme	To monitor the number of entering and completing Artisans training programmes that addresses occupational/ skills gaps that stakeholders have identified as needed	Count the number of registered and completed Artisan training programmes captured on the CATHSSETA online MIS where there is verifiable evidence as listed in source/ collection of data above	N/A	Learning Programmes Manager	Manage the Implementation and reporting of Artisan development programme	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 via CATHSSETA online MIS and manual submission of hard copies for proof of training.	Electronic CATHSSETA online MIS
3.1.1.6	Number (#) of employed learners on Recognition of Prior Learning (RPL)	To monitor the number of employed learners on RPL programmes to address the following occupational shortages as per the Sectoral Priority Occupational list (PIVOTAL), And any other key occupational/ skills gaps that stakeholders have identified as needed.	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	16	Learning Programmes Manager	Manage the Implementation and reporting of RPL	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	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

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 Collected	System Used
3.1.2.1	Number (#) partnership projects implemented with TVET Colleges, universities and sector employers	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	Learning Programmes Manager	Oversee the planning and implementation of partnership projects with TVET Colleges, universities and sector employers	Signed partnership agreement or MOU or contract with clear defined deliverables and timelines entered into between the SETA and the TVET college	Administrative records, Partnerships signed with POE	Summation of all new approved and signed partnership agreements.	Manual
3.2.1.1	Number (#) of Small Enterprises (SEs) supported through training interventions	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 Sub-Outcome 6.1 of the National Skills Development Plan (NSDP) which is to increase skills development support for entrepreneurial activities and the establishment of new enterprises	Count the number of SEs supported through training interventions as reported, where there is verifiable evidence as listed in source/ collection of data above	185	Manager: Strategic Projects	Manage the implementation of SEs supported through training interventions	A duly signed contract entered into between the small business and the SETA or a registration form for the small business support or a meeting programme stating the kind of 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

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 Collected	System Used
3.2.1.2	Number (#) of Co-operatives supported through training interventions	To monitor the number of Cooperatives 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 Cooperatives, Small Enterprises, Work-initiated, NGO and community training initiatives	Count the number of Cooperatives supported as reported, where there is verifiable evidence as listed in source/ collection of data above	4	Manager: Strategic Projects	Manage the implementation of Cooperatives supported through training interventions	A duly signed contract entered between the cooperative and the SETA; or a registration form for the cooperative support, or a meeting programme stating the kind of support provided; or workshop/ meeting attendance register with clear purpose of supporting cooperatives; or proof of payment by SETA to the cooperative (Grant payment)	Contracts	Data will be collected from supported Cooperatives	Manual
3.2.1.3	Number (#) of people to be trained on entrepreneurial skills	To monitor the number of people supported through training on entrepreneurial skills which at a minimum, refers to qualifications, part-qualifications, short courses (credit or non-credit bearing), and coaching and mentoring initiatives aimed at up-skilling	Count the number of people trained on entrepreneurial skills as reported, where there is verifiable evidence as listed in source/ collection of data above	N/A	Manager: Strategic Projects	Manage the implementation of people to be trained on entrepreneurial skills	Agreement; signed learner registration form with clear start and end date of programme, certified ID copy of learner	Learner agreements	Data will be collected from training provider manually	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 Collected	System Used
3.2.1.4	Number (#) of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	To increase the number of start-up enterprises and level of entrepreneurship 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	Count the number of people on entrepreneurship supported to start their businesses as reported, where there is verifiable evidence as listed in source/ collection of data above	N/A	Manager: Strategic Projects	Manage the implementation of people to be trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	Certified ID copy of learner; Agreements; CIPC registration	Learner agreements	Data will be collected from training provider manually	Manual
3.2.1.5	Number (#) of NGOs/NPOs/ CBOs supported through skills training	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	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 supported through skills training	A duly signed contract entered into between the NGOs/NPOs/ CBOs and the SETA; or registration form for the NGOs/ NPOs/CBOs support, or a meeting programme stating the kind of support provided; or workshop/ meeting attendance register with clear purpose; registration certificate or affidavit confirming the status/registra-tion of the NGO/ NPO/CBOs	Contracts	Data will be collected from supported NGOs/ NPOs/CBOs	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 Collected	System Used
3.2.1.6	Number (#) of worker initiated training (federations/trade unions) interventions supported through capacity building	To monitor the number of Federations/ Trade Unions supported through skills development initiatives in order to address the key development priority actions identified by CATHSSETA and stakeholders	Count the number of Federations/ Trade Unions reported, where there is verifiable evidence as listed in source/ collection of data above	4	Manager: Strategic Projects	Manage the implementation of worker initiated training (federations/trade unions) interventions supported through capacity building	A duly signed contract entered into between Labour Unions and the SETA; or registration form for the Labour Unions support, or a meeting programme 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 worker initiated training (federations/trade unions) interventions	Manual
3.3.1.1	Number (#) of Mandatory Grants approved	To monitor the of total number of small (0-49 employees), medium (50-149 employees) and large (150+ employees) levy-paying employers supported to submit Mandatory Grant applications and encourage training in the workplace	Count the number of Mandatory Grant applications received from number of small, medium and large employers meeting the application criteria within the due date as recorded by the CATHSSETA online MIS	1020	Learning Programmes Manager	Manage the Mandatory grant application and grant disbursement process.	Count the number of learners entering and completing RPL assessment recorded manually or on the CATHSSETA online MIS as per the above verifiable evidence	Mandatory Grant applications meeting the application criteria	Mandatory Grant application uploaded by Employer (SDF) on CATHSSETA online MIS	CATHSSETA online MIS

PROGRAMME 4: QUALITY ASSURANCE

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 Collected	System Used
4.1.1.1	Number (#) TVET Lecturers exposed to the industry through Skills Programmes	To monitor the capacitation of TVET college lecturers	Count the number of TVET lecturers developed through skills programmes	100	Manager: ETQA	Manages the implementation and reporting of TVET Lecturers exposed to the industry through Skills Programmes	Attendance registers; certificates or statement of results	Progress reports; Provider contracts and leaner 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
4.2.1.1	Percentage (%) of learner completion achievement reports or certificates issued	To ensure that learners completing learning interventions are issued with certificates or statement of results	[(a=number of learner certificates issued) divided by (b=total number of completed learners loaded by compliant providers on the system) multiply by 100	100%	Manager: ETQA	Manages the implementation and reporting of learner completion achievement reports or certificates issued	Learner achievements or print-run reports from CATHSSETA online MIS; 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	Learner achievement/ print run reports from CATHSSETA online MIS provider verification report
4.2.1.2	Number (#) of reports on registered ETD practitioners and Learning Programmes evaluated	To monitor and provide reports on the registered Assessors and Moderators; To monitor and provide programme evaluation reports	Count the number of reports on evaluation of programmes and ETD practitioners on the registration process	8	Manager: ETQA	Manages the implementation and reporting of registered ETD practitioners and Learning Programmes evaluated	Assessor and Moderator Reports from the CATHSSETA MIS; Learning programme evaluation reports	Assessor registration letters; Moderator registration letters; Learning programme evaluation reports	Assessors and Moderators are registered on the SETA MIS; Letters are generated by the SETA MIS; The programme evaluator evaluates the programmes and issues a report	Manual

PROGRAMME 4: QUALITY ASSURANCE

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 Collected	System Used
4.3.1.1	Number (#) of occupational part or full qualifications reviewed or developed	To monitor the development of full or part qualifications that address sector needs	Count the number of part or full occupational qualifications developed or reviewed	8	Manager: ETQA	Manages the implementation and reporting of registered ETD practitioners and Learning Programmes evaluated	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
4.4.1.1	Number (#) of Monitoring 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	8	Manager: Monitoring and Evaluation	Oversees and approves the performance information reports	Approved QMR reports; DHET acknowledge-ment letter for QMR; data captured on CATHSSETA online MIS; approved organisational scorecards	QMR data, evidence as per DHET validation framework	Oversees and approves the performance information reports	Approved QMR reports; DHET acknowledge-ment letter for QMR; data captured on CATHSSETA online MIS; approved organisational scorecards
4.4.1.2	# of evaluation reports to measure the level of reaction, learning, and results of learners	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

PROGRAMME 4: QUALITY ASSURANCE

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 Collected	System Used
4.4.1.3	# of impact assessments conducted	To assess the effect and overall results that learning and skills development programmes have on learners and employers, for instance, increased employment prospects, a skilled labour force, improved productivity levels, good financial results, increased customer satisfaction	Count the number of impact assessments conducted	1	Manager: Monitoring and Evaluation	Oversee the development of the Impact Assessment report	Impact assessment report on the effect and overall result that learning and skills development programmes have on learners and employers approved by the Executive Manager: Support.	QMR data, Quarterly evaluation reports, analysed Questionnaires	Questionnaires completed by targeted stakeholders, QMR data	Manual

ANNEXURE C

MATERIALITY FRAMEWORK

ANNEXURE C: 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. The CFO takes the dates of the relevant meetings into account and 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 these 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%	385 329,00	3 853
Total Revenue	0.5%-1%	392 900,00	1 965
Surplus after tax	2%-5%	10 677,00	214

Based on 2020/21 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 D

MONITORING AND EVALUATION FRAMEWORK

ANNEXURE D: MONITORING AND EVALUATION FRAMEWORK

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

TABLE OF CONTENTS

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, EVALUATION, REPORTING AND LEARNING (MERL)

• To ensure that projects are implemented according to what was planned.

• To ensure that 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 that uses systematic data collection methods to provide management and stakeholders with information on an ongoing project, with early indications of progress, achievements and challenges in the project implementation.

• 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.

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.

  o To inform intended beneficiaries and communities (downward accountability) about whether, and in what ways, a programme is benefiting the target group.

2.3 Reporting

- It emphasizes on the link between financial and non-financial performance.

- Increases understanding of risks and opportunities.

- Influences long-term management strategy, policy and business plans.

- Enables external stakeholders to understand the organization's true value, tangible and intangible assets.

- Demonstrates how the organization influences, and is influenced by expectations about sustainable development.

- Mitigates or reverse negative environmental, social and governance impacts.

- Improves organisation's reputation and brand

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 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 upscaling 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 EVALUATION, REPORTING AND LEARNING (MERL)

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 3: THE SCOPE OF MONITORING, EVALUATION, REPORTING AND LEARNING 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	MERL Policy Employed and unemployed learners entered and completed Provider Capacity	Annual Report Quarterly Monitoring Report Quarterly Performance Report Audit Report

Planning Cycle	Purpose	Instruments and Programmes	Reporting Cycle
Operational Plan	Key Performance Areas, Key Performance Indicators and Measurable Objectives and targets	Provider contracts Performance agreements Learner agreements MERL 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 4: 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)

Responsibility (Who)	Key Performance Area	Service Delivery (Why)	Methodology (How)	Measurement Instruments	Outputs
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, Political, Social and Economical	Decision making	National Policies and Legislation	Annual Report (Economic, Educational, Political Systems)

TABLE 5: MONITORING, EVALUATION, REPORTING AND LEARNING (MERL) FRAMEWORK TEMPLATE

Strategic Objective	Performance 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?

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